
**BEA Award in Support of Conferences and Workshop
2020**

Workshop or Conference name: Decolonizing psychology training: Strategies for addressing curriculum, clinical supervision, and mentorship

Sponsoring Organization: Teachers College, Columbia University

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Please provide responses to the prompts below (limit of 1500 characters for each).

Goals and objectives

The clarity and nature of the conference or workshop goals and objectives and how they will enhance the training of faculty and supervisors of graduate students, interns, and/or postdoctoral fellows in psychology.

Teachers College, Columbia University offers master's and doctoral programs in school, clinical, counseling, and developmental psychology. The faculty members in these psychology programs provide training, supervision, and mentorship to graduate students working in various settings (e.g., schools, hospitals, community clinics) and with diverse populations (e.g., racial and ethnic minority populations, immigrant populations, etc.) in and around New York City (NYC). In response to the national dialogue addressing issues of racial bias and police brutality, graduate student groups at Teachers College, Columbia University have partnered with faculty to highlight a strong need to increase anti-racism training efforts within psychology training. Faculty and supervisors are increasingly recognizing the importance of decolonizing their curricula in order to increase diversity of perspective and practice within the field, as well as improve culturally competent training, supervision, and mentorship practices. The goal of this full day workshop is to provide resources and recommendations for how psychology faculty and supervisors can critically examine and decolonize their training, supervision, and mentorship practices.

Leadership

The qualifications of the person(s) identified to plan and lead the conference or workshop, relative to the topic of focus. Included in the qualifications should be evidence of national or regional leadership (e.g., publication of scholarly works related to education and training, participation in past workshops, etc.).

Prerna Arora, Ph.D. is an Assistant Professor of School Psychology at Teachers College, Columbia University, the Lab Director and Principal Investigator of the School Mental Health for Minority Youth and Families Research Lab, and the Vice President of Social and Ethical Responsibility and Ethnic Minority Affairs for the American Psychological Association's

Division 16 (School Psychology). Arora's research focuses on issues of access and quality of mental health care for historically marginalized youth and adolescents. Dr. Arora's work is grounded in a participatory action research approach and incorporates the use of mixed methodology. Dr. Arora has a network of local and regional colleagues that she can recruit as speakers for this workshop. Kayla Parr, a doctoral student in school psychology and leader of the School Psychology Diversity Committee, will be supporting these efforts.

Participants

The qualifications of conference or workshop participants relative to the topic of focus, including their potential for implementing outcomes of the conference or workshop toward enhancing graduate education.

The workshop participants will include psychology faculty and clinical supervisors, as well as advanced doctoral student supervisors, at Teachers College, Columbia University. The workshop will be offered for free and conducted virtually via zoom. Given the lack of representation of Black, Indigenous, and People of Color (BIPOC) faculty members and graduate students in psychology graduate programs, as well as the predominately Western framework in psychology training, it is imperative that faculty members, supervisors, and advanced doctoral student supervisors critically reflect on how to decolonize their training, supervision, and mentorship practices. The decolonization of these components of psychology graduate education will reduce BIPOC students' experiences of racism, increase their sense of belonging, and improve program climate. Further, it will support efforts to increase diversification of our field via efforts to increase recruitment and retaining of BIPOC psychology graduate students.

Impact

The estimated or potential impact of the conference or workshop in terms of the diffusion of new ideas resulting from its outcomes in the education community appropriate to the proposal's focus.

This workshop will improve curriculum, supervision, and mentorship across Teachers College, Columbia University psychology programs; increase the retention of BIPOC psychology graduate students at Teachers College, Columbia University; and support the delivery of high quality culturally-informed mental health services to youth, adults, and families in NYC. The workshop will be conducted via zoom and audio and video recorded for dissemination to a larger national audience pending approval from the workshop speakers. Speakers will be asked to make their presentation, as well as a list of relevant resources, available to all participants as well as via website for dissemination to a larger audience. Proposed topics include decolonizing psychology curriculum (potential speaker: Della Mosley, Ph.D.), decolonizing clinical supervision (potential speaker: Kevin Nadal, Ph.D.), decolonizing student mentorship (potential speaker: Alvin Alvarez, Ph.D.), and decolonizing student research (potential speaker: Alex Pieterse, Ph.D.). This workshop will serve a pilot for a larger college-wide initiative to support decolonizing training, supervision, and/or mentorship practices across the college's interdisciplinary health, education, and psychology programs. Further, this workshop will inform future efforts by Division 16 (School Psychology) to support decolonization of psychology curriculum, supervision and mentorship in school psychology.

Budget

The clarity and completeness of the conference or workshop budget, how realistic it is, and how the grant funds are to be used to offset expenses incurred (e.g., travel, registration, speaker fees).

The workshop will cost approximately \$2,500. This budget includes compensation for four workshop speakers (\$500 each) and for materials and technical support (\$250 total). The speakers will be compensated for their 1.5 hours presentation and activity facilitation and compilation of resources. Graduate research support (Ms. Kayla Parr) and technology support will be provided in-kind by the University.