

APA RESOLUTION on Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development

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WHEREAS equity, diversity, inclusion, and accessibility in quality continuing education and professional development aligns with the priority actions of the Racial Equity Action Plan (APA, 2022a), and “affirm(s) that the body of psychological science centers the experiences of people of color,” and acknowledges the harmful effects of structural racism in education, training, research, and service delivery in psychology (DeBlaere, et al., 2019; Goodman et al., 2018; Helms, 2018; Sue et al., 2007); and recognizes the damage caused by interlocking systems of dominance and oppression including, but not limited to, white supremacy ideologies and the supporting structures of white privilege institutionally and structurally (APA, 2021a);

WHEREAS cultural humility and responsiveness is a lifelong process, and the knowledge and use of an evolving terminology related to diversity, equity, inclusion, and accessibility is part of the process of lifelong learning (Abbott, Pelc, & Mercier, 2019);

WHEREAS there is an evolving terminology relevant to equity, diversity, inclusion, and accessibility, and terms used in the existing literature may not reflect current preferred terminology (APA, 2021b);

WHEREAS the APA promotes a system of strategies and actions to address multiple forms and levels of racism in “practice, education, training, research, publications policies and advocacy” (APA, 2021c), locally and globally;

WHEREAS the American Psychological Association (APA) is committed to continued learning and to updating emerging information on “racism in diagnosis and clinical practice, and on the pursuit of equity, diversity, inclusion in health service psychology, including psychological testing and assessment” (APA, 2021d);

WHEREAS the APA has a commitment to enhancing and expanding a growth in knowledge and scholarship based on scientific methods that include a focus on equity, diversity, and inclusion and that acknowledges and includes a diversity of individuals and groups (APA, 2021e);

WHEREAS social accountability includes equity, diversity, inclusion, accessibility, and belonging considerations central to education, research, clinical, and prevention domains (Barber et al., 2020; Fung & Ying, 2021; Goetz et al., 2020);

WHEREAS all individuals have a diversity of lived experiences as a result of a multiplicity of identities (Eckstrand et al., 2016; Solotkea et al., 2019), including but not limited to race, ethnicity, sexual orientation, sex, gender identity, age, religion, nation, socioeconomic status, neurodiversity, ability, and indigenous heritage (APA, 2017; APA, 2019a; APA, 2021e; APA, 2022b; APA 2020; Denato et al., 2014; Fredriksen et al., 2014; Homan, 2019; Indigenous Heritage Circle, 2019; Levy, 2018; Rodriguez et al., 2013; Roseman et al., 2016; Strand, 2017; Whitbourne & Montepare, 2017), and experiences may create mindsets that are learned and experienced early in life;

WHEREAS the concept of equality involves providing learners with equal treatment, equal educational opportunity, and educational adequacy to evaluate the utility of their learning (Fiske & Ladd, 2004), and the concept of equity involves an ongoing process based on identifying and overcoming intentional and unintentional barriers linked to bias or systemic structures and the recognition that adjustments need to be made to address imbalances that exist across the diversity of their lived experiences (Jurado de los Santos et al., 2020; NACE, 2022);

WHEREAS continuing education and continuing professional development share a focus on enhanced learning of all individuals, recognizing diversity in all forms and conceptualizing diversity as an asset (APA, 2014; APA, 2017; APA, 2021f; APA, 2022b; Sathy & Hogan, 2019);

WHEREAS continuing education and continuing professional development are central to generating psychological knowledge of human behavior which facilitates advances in equity, diversity, and inclusion efforts across broad environments (APA, 2022a);

WHEREAS barriers exist that serve to limit access to education, assessment, and clinical services for individuals with disabilities (APA, 2019b; APA, 2022c);

WHEREAS psychologists should create inclusive educational programming and an educational environment that supports and promotes equity and social justice (APA, 2019c), across all dimensions of discrimination globally;

WHEREAS inclusion of diversity factors in education positively impacts the learning experience and performance in the learning environment (Kumi-Yeboah, 2018);

WHEREAS psychological science is a foundation for diversity and equity practices for training requirements in psychology, including continuing education, that support a diverse emerging and sustained workforce in psychology (APA, 2022a);

WHEREAS diversity and inclusion are interrelated (Huerta et al., 2021) and inclusion is an intentional approach that may be used to promote diversity (Association of American Colleges and Universities, 2017);

WHEREAS a learning environment focused on inclusive relationships, diverse perspectives, and interaction is essential to translational learning and retention (Kumi-Yeboah, 2018);

WHEREAS economic marginalization and low-income status may lead to financial barriers, social marginalization, differentiated developmental trajectory, and impose other barriers to accessing psychological services (APA, 2019a);

WHEREAS psychologists, who are critical members of interdisciplinary healthcare teams with extensive knowledge and training in psychosocial factors impacting health, are in a position to serve as leaders in the overall health of a diversity of populations, and to spearhead continuing education and continuing professional development focused on the changes needed to remove healthcare disparities across all groups (McKenzie et al., 2020);

WHEREAS advancements in health equity and dismantling systemic racism are rooted in psychological science, education, training, and advocacy (APA, 2022b);

WHEREAS the Health Resources and Service Administration (HRSA) emphasizes the use of cultural competence education and training of a diverse health workforce to improve the quality of healthcare for a diversity of populations (White et al., 2014);

THEREFORE BE IT RESOLVED that the Council of Representatives adopts as American Psychological Association policy the following principles of Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development, and instructs the Board of Educational Affairs to integrate these principles into all policy regarding the continued professional development and continuing education of psychologists:

Equity, Diversity, Inclusion and Accessibility in Quality Continuing Education and Professional Development includes programming for psychologists across all levels of career trajectory that emphasizes the diversity and intersectionality of identities, including promoting systems that address inequality and intersectionality, while recognizing the ongoing impact of all

oppressive ideologies, including white supremacy ideologies (APA, 2021c; Eckstrand et al., 2016).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development promotes in-depth learning, enhances retention, and promotes the translation of learning into practice or other professional activities, by including strategies to promote a learning environment in which learners are exposed to multiple strategies of instruction in which learners feel valued and engaged (APA, 2022a; Breytenbach et al., 2017; Lock, 2015).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes a focus on creating a learning environment that fosters a sense of belonging for all learners that encourages engagement, motivation, and depth of learning (APA, 2019b; Derek Bok Center for Teaching and Learning, 2020; Kachani et al., 2020; Sathy & Hogan, 2019).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development strives to incorporate universal design in education, training, and service provision (APA, 2019c).

Equity, Diversity, Inclusion and Accessibility in Quality Continuing Education and Professional Development includes the principles of Quality Professional Development and Continuing Education (APA, 2013).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development involves programming in which equity, diversity, and inclusion are an integral part of programming rather than an added, isolated focus (APA, 2021e)

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes programming that involves multiple instructional methods including experiential or affective domain teaching, to prepare learners for cultural humility and equity, diversity, inclusion, and accessibility responsiveness in research and practice (Cramer, Ryosho, & Nguyen, 2012; Sue & Sue, 2016; Weaver, 1998).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes, supports, and fosters research and practice based in culturally relevant evidence (APA, 2021d) that can utilize quantitative and qualitative approaches, including participatory action research approaches.

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development provides instruction in which learners feel valued, respected, engaged, and exposed to multiples strategies of instruction (Breytenbach et al., 2017; Lock, 2015).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development encourages learners to compare new knowledge with existing knowledge to transform and develop meaning (Breytenbach et al., 2017).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes instruction that emphasizes and includes person-first language (APA, 2021b) while also recognizing emerging research that emphasizes the importance of using identity-first language based on preference (Dunn & Andrews, 2015).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development incorporates an instructor's examination of personal values and beliefs as well as an appreciation of those in others to promote an awareness of the values and beliefs that may be embedded in actions and language (APA, 2021c; Hart et al., 2003).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development recognizes that both instructors and learners enter the learning environment with expectations and norms that are linked to communities, cultures, and gender ideologies, and that some identities, cultures, and backgrounds are associated with more power and privilege (APA, 2021c; Derek Bok Center for Teaching and Learning, 2020).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes foundational theoretical models including but not limited to, the person-in-environment perspective, the life-course perspective, the minority stress model, white racial identity theory, the social ecological model, anti-oppressive theory, feminist theory, queer and post-colonial theories, intersectionality theory, family theories, systemic sexism, and liberation psychology (Cannon et al., 2017; Comas-Díaz & Torres Rivera, 2020; de Lauretis, 1991; Hardacker et al., 2014; Helms, 1995; Hooman, 2019; Lim & Bernstein, 2012; Pack & Brown, 2017; Radhakrishnan, 1993), as well as theories that describe acculturation and indigenous psychology approaches (Hwang, 2014; Sundararajan, 2015), and the concept of ascribed versus claimed identities, and privileged and subjugated selves (Donald et al., 2017; Fredriksen-Goldsen et al., 2014; Hardy & Laszloffy, 2002; Pack & Brown, 2017).

Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development includes opportunities for discussion, collaborative dialogue, reflection (Bell et al., 2010; Dentato et al., 2014; Dogra et al., 2016; Johnston, 2016; Pack & Brown, 2017; Pelts & Galambos, 2017; Rogers et al., 2013), and role play (Gendron et al., 2013; Johnston, 2016; Lim & Bernstein, 2012; Pack & Brown, 2017).

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