

SPECIALTY AND SUBSPECIALTY GUIDANCE

Criterion III: Diversity

The purpose of this document is to provide guidance to sufficiently addressing **Criterion III: Diversity**. Each specialty or subspecialty should develop a definition and approach to diversity that is tailored to its own activities. It is important that each specialty or subspecialty encourage diversity of all types, recognizing that diversity is broad and encompasses numerous and different intersecting attributes of human experience.

To satisfy these criteria, it is necessary to show how concerns about diversity are integrated into all aspects of the specialty and subspecialty.

Specialties will need to demonstrate a commitment to promoting diversity and inclusiveness across all levels of training. Where appropriate, it is useful to signify those efforts which may be particular to this specialty.

Subspecialties will also need to demonstrate a commitment to promoting diversity and inclusiveness across all levels of training. Where appropriate, it is useful to signify those efforts which overlap with the efforts of the parent specialty as well as those areas which may be unique to this subspecialty.

Both Specialties and Subspecialties provide trainees with relevant knowledge and experiences about the role of cultural and multicultural differences and diversity in psychological phenomena as it relates to the science and practice of the specialty/subspecialty in each of the following areas: i) development of specialty/subspecialty-specific scientific and theoretical knowledge; ii) preparation for practice; iii) education and training; continuing education and professional development; and iv) continuing education and professional development; and v) evaluation of effectiveness.

To satisfy these criteria, both specialties and subspecialties need to demonstrate a commitment to promoting diversity and inclusiveness across all levels of training. It is also necessary to show how concerns about diversity are integrated into all aspects of the specialty and subspecialty. Each specialty or subspecialty should develop a definition and approach to diversity that is tailored to its own activities. It is important that each specialty or subspecialty encourage diversity of all types, recognizing that diversity is broad and encompasses numerous and different intersecting attributes of human experience.

QUESTION #	SPECIALTY - CRITERION (III)	SUBSPECIALTY - CRITERION (III)
<p>1. Commitment to the importance of diversity and inclusiveness¹</p> <p>¹This guidance note is designed to attend to the overarching purpose / focus of this criterion.</p>	<p>Brief description: Define the foundations of the specialty's embrace of diversity concerns</p> <p>Objective: Demonstrate the depth of commitment to diversity concerns</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> • Representativeness/inclusiveness of board membership • Evidence that specialty has drawn on expertise of its own members to address this criterion • Presence of a diversity committee or other permanent governance structure in the specialty board(s) • Description of recruitment efforts to ensure inclusiveness (specifics on the mechanisms, breadth, extensiveness, and consistency of efforts) 	<p>Brief description: Define the foundations of the subspecialty's embrace of diversity concerns</p> <p>Objective: Demonstrate the depth of commitment to diversity concerns</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> • Representativeness/inclusiveness of board membership • Evidence that subspecialty has drawn on expertise of its own members to address this criterion • Presence of a diversity committee or other permanent governance structure in the subspecialty board(s) • Description of recruitment efforts to ensure inclusiveness (specifics on the mechanisms, breadth, extensiveness, and consistency of efforts)

<p>2. Development of specialty-specific scientific and theoretical knowledge</p>	<p>Brief description: Describe the specialty-specific scientific and theoretical knowledge required for culturally competent practice in the specialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge.</p> <p>Objective: Demonstrate how theoretical knowledge and research reflect multicultural perspectives and include knowledge about diverse individuals.</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> Describe the specific model(s) of diversity used by the specialty. Describe how the specialty's theoretical and research foundations attend to diversity perspectives and the needs of diverse individuals. Identify appropriate and relevant APA guidelines used by the specialty to guide its creation and use of scientific and theoretical knowledge related to diversity issues. 	<p>Brief description: Describe the sub-specialty-specific scientific and theoretical knowledge required for culturally competent practice in the sub-specialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge.</p> <p>Objective: Demonstrate how theoretical knowledge and research reflect multicultural perspectives and include knowledge about diverse individuals.</p> <p>Examples/guidance:</p> <p>Describe the specific model(s) of diversity used by the subspecialty.</p> <p>Describe how the subspecialty's theoretical and research foundations attend to diversity perspectives and the needs of diverse individuals.</p> <p>Identify appropriate and relevant APA guidelines used by the subspecialty to guide its creation and use of scientific and theoretical knowledge related to diversity issues.</p>
<p>3. Education and training</p>	<p>Brief description: Transmitting specialty's values of inclusion</p> <p>Describe how the specialty prepares psychologists for practice with people from diverse cultural and individual backgrounds (e.g., through coursework, supervised practice, continued professional development, etc.) and how cultural competence is demonstrated. Describe how the specialty's transmits values of inclusion and diversity and knowledge about diversity issues and diverse individuals into its training of specialists.</p> <p>Objective: Show the specialty's approach to implementing its commitment to inclusion and diversity through education and training.</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> Description of the specific model(s) of diversity followed by the specialty Documentation of recruitment efforts to ensure inclusiveness (specifics on the mechanisms, breadth, extensiveness, and consistency of efforts) Documentation and examples of how diversity training is accomplished at each stage of training and across the professional/career lifespan Demonstration that diversity concerns are integrated into guidelines and standards that are developed by the specialty or subspecialty 	<p>Brief description: Transmitting subspecialty's values of inclusion</p> <p>Describe how the subspecialty prepares psychologists for practice with people from diverse cultural and individual backgrounds (e.g., through coursework, supervised practice, continued professional development, etc.) and how competence is demonstrated. Describe how the subspecialty's transmits values of inclusion and diversity and knowledge about diversity issues and diverse individuals into its training of subspecialists.</p> <p>Objective: Show the subspecialty's approach to implementing its commitment to inclusion and diversity through education and training.</p> <p>Examples/guidance</p> <ul style="list-style-type: none"> Description of the specific model(s) of diversity followed by the subspecialty Documentation of recruitment efforts to ensure inclusiveness (specifics on the mechanisms, breadth, extensiveness, and consistency of efforts) Documentation and examples of how diversity training is accomplished at each stage of training and across the professional/career lifespan Demonstration that diversity concerns are integrated into guidelines and standards that are developed by the specialty or subspecialty

4. Professional development	<p>Brief description: Continuing commitment by the specialty governing board to diversity concerns across the professional/career lifespan</p> <p>Objective: Show continuity of diversity commitment across all levels of the professional/career lifespan</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> ▪ Documentation of board commitment to ongoing professional development ▪ Integration of guidelines or standards regarding diversity ▪ Examples of public statements from the boards regarding diversity (e.g., websites, newsletters, etc.) ▪ Examples of continuing education opportunities supported or provided by the specialty. ▪ Description of continuing education requirements related to diversity issues and diverse populations. 	<p>Brief description: Continuing commitment by the subspecialty governing board to diversity concerns across the professional/career lifespan</p> <p>Objective: Show continuity of diversity commitment across all levels of the professional/career lifespan</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> ▪ Documentation of board commitment to ongoing professional development ▪ Integration of guidelines or standards regarding diversity ▪ Examples of public statements from the boards regarding diversity (e.g., websites, newsletters, etc.) ▪ Examples of continuing education opportunities supported or provided by the specialty. ▪ Description of continuing education requirements related to diversity issues and diverse populations.
5. Evaluation of effectiveness	<p>Brief description: Evidence of follow-through of the commitment to diversity</p> <p>Objective: Define markers of efficacy</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> ▪ Representativeness and inclusiveness of board membership ▪ Description of how the organizations evaluate their effectiveness at promoting inclusiveness and diversity 	<p>Brief description: Evidence of follow-through of the commitment to diversity</p> <p>Objective: Define markers of efficacy</p> <p>Examples/guidance:</p> <ul style="list-style-type: none"> ▪ Representativeness and inclusiveness of board membership ▪ Description of how the organizations evaluate their effectiveness at promoting inclusiveness and diversity

APPENDICES

Specialty – Criterion III: Diversity

The specialty demonstrates recognition of the importance of cultural and individual differences and diversity in the education and training of specialists.

Commentary: *The specialty provides trainees with relevant knowledge and experiences about the role of cultural and individual differences and diversity in psychological phenomena as it relates to the science and practice of the specialty in each of the following areas: i) development of specialty-specific scientific and theoretical knowledge; ii) preparation for practice; iii) education and training; iv) continuing education and professional development; and v) evaluation of effectiveness.*

Because the population is diverse:

1. Describe the specialty-specific scientific and theoretical knowledge required for culturally competent practice in the specialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge.
2. Describe how the specialty prepares psychologists for practice with people from diverse cultural and individual backgrounds (e.g., through coursework, supervised practice, continued professional development, etc.) and how competence is demonstrated.
3. Describe how the specialty is monitoring developments and has moved to meet identified emergent needs and changing demographics in training, research, and practice (e.g., through research, needs assessment, or market surveys).
4. Describe how the education and training and practice guidelines for the specialty reflect the specialty's recognition of the importance of cultural and individual differences and diversity.

Subspecialty – Criterion III: Diversity

The organization(s) responsible for a subspecialty develops and implements a plan for inclusion of diverse individuals, including those with a wide range of cultural and individual differences, in the education and training subspecialty. The plan includes integration of contemporary psychological theory, research, and applied skills pertinent to the subspecialty's program of education and training.

Commentary: *The subspecialty provides trainees with relevant knowledge, attitudes, and skills about the role of diversity as well as cultural and individual differences as they relate to the science and practice of a subspecialty. The subspecialty's diversity focus should incorporate each of the following areas: (i) development of subspecialty-specific scientific and theoretical knowledge; (ii) preparation for practice; (iii) education and training; (iv) continuing education and professional development; and, (v) evaluation of effectiveness.*

Because the population is diverse:

1. Describe the subspecialty-specific scientific and theoretical knowledge required for culturally competent practice in the subspecialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge.
2. Describe how the subspecialty prepares psychologists for practice with people from diverse cultural and individual backgrounds (e.g., through coursework, supervised practice, continued professional development, etc.) and how competence is demonstrated.

3. Describe how the subspecialty is monitoring developments and has moved to meet identified emergent needs and changing demographics in training, research, and practice (e.g., through research, needs assessment, or market surveys).
4. Describe how the education and training and practice guidelines for the subspecialty reflect the subspecialty's recognition of the importance of cultural and individual differences and diversity.