insights EMERGE with the exchange of NEW IDEAS.

2016 APA Annual Convention
Denver, CO | August 4–7, 2016
From College to Community: Best Methods for Teaching Diversity to Students and Lifelong Learners
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Jessye Cohen-Filipic and Jennifer M. Taylor
Ithaca College and the University of Utah

Presentation Notes
• Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity
• Best Practices in Diversity-Infused Lifelong Learning
Objectives

• Describe **three evidence-based practices** to teaching sociocultural diversity

• Demonstrate use of **at least one experiential technique** when teaching content about diversity
Self-Disclosure

- Jessye
- Jennifer
Let’s Self-Reflect...

• Think about a **training or educational experience** you have had related to **sociocultural diversity**
  • What **sticks out**?
  • Were there any dimensions of the training experience that **enhanced** your multicultural competence?
  • Any experiences that **detracted** from it?

“We do not learn from experience... we learn from reflecting on experience.”
- John Dewey
Why Now

• In contemporary psychology education, practice, and research, the emphasis on **sociocultural diversity** is necessary.

• However, the **implementation** of teaching about diversity **varies widely** based on setting and training.

• This moment in time:
  • Black Lives Matter
  • Many recent events
Our focus

• **Evidence** base and **strategies** to use from college classrooms through professional continuing education

• Ways to **incorporate and acknowledge current events** in context of our educational offerings
Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

- APA Guidelines for Undergraduate Major (2013)
- The recommendation to infuse diversity throughout educational programming carries forward to graduate, postgraduate, and lifelong learning
Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

• Fuentes and Shannon (2016): Most undergrad programs offered diversity courses but did not require them.

• Multidimensional Model of Cultural Competence (Sue, 2001)
Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

• Multicultural education interventions that were explicitly based on theory and research yielded better results (Smith, Constantine, Dunn, Dinehart, & Montoya, 2006)
Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

- Increase student/trainee awareness of their own worldview
- Increase knowledge about other cultural perspectives
- Encourage students/trainees to intentionally select and develop culturally appropriate interventions.
Infusing and Expanding: Best Practices in Undergraduate and Graduate Teaching about Diversity

Sue and colleagues (2009) offer recommendations for educators:

• Educators at all levels would benefit from experience and training in facilitating difficult dialogues.

• Educators should acknowledge that they are just as likely to inherit biases and assumptions about race as other persons.
Best Practices in Diversity-Infused Lifelong Learning

• **44 states** have *CE mandates*

• But **only 3 states** have mandates for specific coursework in cultural *diversity* (Taylor & Neimeyer, 2015)

• Research suggests a need for more coursework on cultural competence (see Pope-Davis, Reynolds, Dings, & Nielson, 1995)

• While ~75% of CE workshops *attend to diversity*, according to their participants (APA CEC, 2016), how can *attention to diversity be improved* in CE workshops and in the classroom?
What Can You Do?

• **Explore multicultural competence** with your attendees (see next slide) - K, S, A

• **Use models, theories, and frameworks** (e.g., privilege, collectivism vs. individualism)

• **Consider special populations** (e.g., sexual orientation, disability status, ethnicity, gender)

• **Utilize diverse teaching methods** and strategies (e.g., exposure, in-workshop exercises - we will do this in a moment!), attend to the classroom climate, foster introspection (see Reynolds, 2011)
Supporting Multicultural Competence for Psychologists

• Utilize Multicultural Competence Framework (see Arredondo et al., 1996)
  
  • **Awareness**: Engage in a **self-reflection** experience
    • Explore points of privilege (Power Flower, Self-Reflection Activities)
    • See handout with examples
    • Self-disclosure and consider your own cultural identity and how that might affect your presentation (see Reynolds, 2011)
Supporting Multicultural Competence for Psychologists

• Utilize Multicultural Competence Framework (see Arredondo et al., 1996)
  • **Knowledge**: In CE in ethics workshops: could offer *multicultural and social policy articles* and facilitate a discussion on advocacy among mental health professionals (Reynolds, 2012)
  • Infuse *multicultural theories* in theoretical frameworks,
  • Include *research relevant* for minority groups
Supporting Multicultural Competence for Psychologists

- Utilize Multicultural Competence Framework (see Arredondo et al., 1996)
  - **Skills:**
    - Provide specific *culturally appropriate interventions*
    - Infuse *multicultural theories* in theoretical frameworks,
    - Include *research relevant* for minority groups
    - When possible, utilize *case studies, demonstrations, mock sessions* that involve multicultural issues related to the topic at hand
    - Experiential course components have been shown to increase multicultural competence (Sammons & Speight, 2008)
2 is better than 1...and all 3 is best!

• 3 types of learning:
  • Cognitive (intellectual/knowledge)
  • Affective (social-emotional/awareness)
  • Kinesthetic (skills and behaviors)

• A long standing field of research suggests that learning occurs systematically and retention of learning occurs best when all 3 types of learning are included (Anderson & Krathwohl, 2000; Bloom & Krathwohl, 1956)
Limitations/Directions

• Need much **more empirical research** on teaching diversity-related content in different educational settings

• Need to **test theories and concepts** proposed in literature
Practical Suggestions

• Infuse **self-reflection** opportunities in the curriculum
  • See Fouad et al., 2008; Ward & Bingham, 1993

• Provide opportunities for students to **explore biases and privilege**
  • See Helms, 1990; McIntosh, 1988

• **Vary learning** methods (e.g., case studies, stories, demonstrations)
  • See Pope, 1999
Let’s Try it Out!

• Power Flower Exercise
Teaching Resources for Recent Events

- Teaching for Change Teaching Black Lives Matters: http://www.teachingforchange.org/teaching-blacklivesmatter
- Wellesley College Library Guide to Black Lives Matters: http://libguides.wellesley.edu/blacklivesmatter/instructor
- A Ferguson Syllabus—Reading a Movement: https://mic.com/articles/123509/best-articles-on-ferguson-unrest-and-michael-brown-shooting#.IUmNsVbHo
- #PulseOrlandoSyllabus and #CharlestonSyllabus: https://www.diglib.org/archives/12064/
- Toolkit for Beyond the Knapsack: http://www.tolerance.org/meaningful-discussions
- APA Division 17 Ferguson resources: http://www.div17.org/resources/ferguson-mo-michael-brown-decision-resources/
- APA Division 44 100+ resources for coping after Orlando massacre: http://www.apadivisions.org/division-44/resources/orlando-massacre.pdf
Thank you!

Contact information:
- Jessye Cohen-Filipic, Chair, CEC
- Jennifer Taylor, Vice-Chair, CEC