

## **Clinical Area Vision Statement on Diversity, Equity, and Inclusion (DEI)**

We are committed to embedding and maintaining equity, diversity, and inclusion as core values that are infused throughout all aspects of the Notre Dame Clinical Science Program. We respect and celebrate diversity in our program, and acknowledge that incorporating equity, diversity, and inclusion is an active process that requires sustained, intentional effort. We are committed to fostering a community whose members not only respect diverse perspectives, and treat all people equitably, justly, and with compassion, but we are also committed to incorporating equity, diversity, and inclusion into our research, clinical training, and teaching endeavors. We appreciate and value the uniqueness of all, and we do not tolerate harmful acts of discrimination. We view this Vision Statement as a living document to be improved continually through feedback and revision over time.

In the following pages, we outline our aspirations, which are directions the Clinical Science Program is committed to continuously work towards, in five different areas: 1) climate, 2) recruitment, hiring, and retention, 3) research, 4) clinical training, and 5) coursework.

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### **Climate**

*We aim to create an equitable and inclusive environment in the Clinical Science Program conducive to building a welcoming community in which all are valued and where research, clinical training, and teaching support equity and inclusion. We are committed to proactively supporting and learning together with everyone in our community.*

#### **1. Build Trust, Respect, and Community**

- Create and sustain learning environments in which diverse perspectives are welcome and encouraged, and in which a trusting and respectful scholarly community can be built.
- Create learning environments characterized by open and honest communication in which challenging conversations are approached with the goal of learning together.
- Provide opportunities for informal social gatherings to foster congenial interaction between students and faculty members.

#### **2. Recognize DEI as a Core Value**

- Create regular opportunities for students and faculty to learn about and discuss DEI broadly, especially as it relates to the Clinical Science Program (e.g., monthly/bi-weekly journal club brown bag lunch and/or Clinical Science study group [CSSG], evenings to watch documentaries or films).
- Include DEI-related activities as a part of students' and faculty members' annual reports and encourage our members to include DEI activities in their CVs.

#### **3. Strengthen Feedback, Reporting, & Accountability Mechanisms**

- Schedule regular opportunities for students and faculty in the Clinical Science area to provide feedback on equity, diversity, and inclusion and other issues through town hall-type meetings.
- Maintain an active DEI Committee in the Clinical Science Program. The Committee shall include both graduate student and faculty representatives.

- Regularly apprise Clinical Science area faculty and students of ongoing Clinical DEI Committee initiatives by producing and distributing an annual DEI progress report and minutes from Committee meetings.
- Identify and distribute explicit written guidance outlining existing reporting procedures for incidents of discrimination based on race, ethnicity, sex, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more (e.g., to the [Office of Institutional Equity](#)), and consider how we might help create clear pathways for such reports.

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## **Recruitment, Hiring, and Retention**

*We support the recruitment of students and faculty with diverse identities through intentional, inclusive recruitment practices. We will build the infrastructure needed to retain students and faculty with diverse identities through ongoing mentorship, and by fostering a climate in which individuals of diverse identities feel supported and valued.*

1. Build a Community Committed to and Welcoming of Diversity
  - Be proactive in building a community whose members are diverse in multiple ways, including, but not limited to, cultures, backgrounds, abilities, and life experiences (see Climate section above for greater detail).
  - Aim to add a diversity, equity, and inclusion statement to the required application materials for all job searches and graduate student admissions in the Clinical Science Program. In this statement, applicants will be asked how they would plan to contribute to the DEI mission of the Clinical Science Program and broader department.
2. Equitable and Transparent Recruitment and Retention Practices<sup>1</sup>
  - Engage in recruitment practices designed to reach broad pools of diverse audiences of potential applicants.
  - Develop and offer a formal mentorship program within the area for new faculty and graduate students to have regular points of contact for questions and support.
  - Develop a resource list of groups, organizations, and centers on campus and in the local community where people can connect with others who may share their identities and/or interests, with the ultimate aim of providing this to all new and current faculty and graduate students.
  - Be transparent with applicants about current DEI difficulties in our department and inform them of steps we have taken, are taking, and plan to take to address these issues.<sup>2</sup>

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<sup>1</sup>The College of Arts and Letters shares our commitment to hiring diverse faculty, and has established policies and procedures that all CAL departments must follow when hiring. These policies and procedures appear in [University of Notre Dame College of Arts and Letters Guidelines for Hiring Faculty for Diversity, Mission, and Excellence](#). We encourage all Clinical Area faculty and students to read this document, whether or not they are appointed to search committees. The University has also established policies, procedures, and initiatives designed to increase diversity. These can be found at the [University Diversity and Inclusion](#) webpage.

<sup>2</sup>Despite our commitment to recruiting diverse faculty and students, our actions are sometimes constrained by federal and State law. In particular, U.S. law limits the use of racial identity as a factor in recruitment and hiring, and forbids it from being the sole factor. The evolution of such constraints is described in this [Affirmative Action](#)

- Advocate for competitive offers for faculty members whom we are seeking to recruit.
  - Proactively foster an inclusive and supportive climate in which diverse scholars are actively supported in building and growing their academic and scholarly pursuits (e.g., excellent academic and psychosocial support).
  - Proactively seek fellowships opportunities for students and postdocs and inform those who may be eligible of these opportunities.
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## **Research**

*We are mindful that psychological research should be relevant to all of humankind, not only the small portion of humanity with whom much research has historically been conducted in the U.S. (i.e., college students and other convenience samples). We encourage members of our community to (1) maintain keen awareness of potential for cultural biases in research; (2) develop strategies to address these biases; (3) be mindful of diversity at all stages of the research process (e.g., conceptualization of research questions, recruitment of research participants, analysis and interpretation of results, dissemination of findings to relevant stakeholders); and (4) act in alignment with our values in the following ways:*

### **1. Education**

- Educate ourselves regarding culture, intersectionalities, and other diversity-relevant factors in research by such means as reading works by diverse scholars, reading works pertaining to diverse populations, and learning culturally relevant methods for collecting, analyzing, and reporting data.
- Proactively seek and offer area-wide training opportunities about diversity-relevant intentional research design, data collection, analysis, and reporting from experts in these topics.
- Initiate a lecture series in which scholars whose work exemplifies DEI research issues are invited to present.
- Encourage faculty and graduate students to include consulting fees into grant budgets to compensate experts regarding intentional research design, data collection, analysis, and reporting related to DEI, when relevant.
- In research training, include information regarding culture, intersectionalities, and other diversity-relevant factors, and ways to broaden the relevance and applicability of research to a greater diversity of populations and individuals.

### **2. Intentional Research Design, Data Collection, Analysis, and Reporting**

- When conducting research, consider the first step to be taking the time to re-examine one's culture-centric—and therefore biased—values and assumptions and to acknowledge that these will affect one's designs, data collection, analyses, and interpretations of results.
- When conducting research, consider the second step to be taking the time to be intentional about and mindful of cultural, intersectional, and other diversities.
- Whenever possible, consult individuals in the group(s) under study about their needs, wishes, and acceptability of study procedures.

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[History](#) document from the University of Rhode Island. The [Office of Institutional Equity](#) oversees University compliance with federal and State civil rights laws.

- When interpreting study results, acknowledge limitations regarding generalizability, and whenever possible, provide concrete directions for addressing these limitations in future research.
- Whenever possible, devote resources necessary for adequate sample sizes and representativeness to investigate questions of identity and intersectionality in research.
- Thoughtfully and thoroughly collect and report demographic data as it relates to diversity in research studies and results.
- Whenever possible, analyze whether factors such as race, ethnicity, sexual orientation, and gender identity affect our research results (e.g., whether an intervention is differentially effective between groups) and, if so, attempt to identify moderators and mediators (e.g., experiences of discrimination) of these relations.<sup>3</sup>
- When reporting, use inclusive language such as that suggested by the [APA](#) or [ADAA](#).<sup>4</sup>

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## Clinical

*Our goal is to train the next generation of clinical psychologists to prioritize and attend to cultural and individual differences within themselves and the clients they serve, and to engage in ongoing practices of cultural humility and development of cultural competence in our clinical work. We also aim to foster an equitable, inclusive, and affirming environment for all clients.*

*We base our clinical assessments and interventions on empirical research, while acknowledging that current research often reflects dominant-cultural-centered philosophies, assumptions, and values, which may affect clinical practices and perpetuate biases.*

### 1. Center DEI in Clinical Training and Supervision

- Implement an applied annual DEI training session focused on clinical work for students and faculty, with a facilitator from outside of the department.
- Ensure that diversity training is integrated into all clinical-science area courses so as to increase the relevance and applicability of our clinical work to a broader diversity of populations and individuals.
- Use clinical training and supervision as spaces to discuss clients' and our cultural and individual identities and biases, how factors related to identity may affect clients' well-being and presenting problems, and how to use discussions about identity therapeutically with clients.

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<sup>3</sup>In pursuing this goal, we are mindful of harm to diverse communities that can come about when reporting, for example, race differences without identifying mechanisms of those differences. There is a long history in the U.S. of identifying race differences in constructs such as intelligence, achievement, and even brain function. When we report race differences without identifying mechanisms (poverty and discrimination in the examples provided), we have no control of messaging by others after our work is published. For this reason, the best course of action is often to NOT report the race disparities until we conduct follow-ups that specify mediating mechanisms.

<sup>4</sup>For reference, please see

- <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>
- <https://adaa.org/sites/default/files/ADAA%20Inclusive%20Language%20Guidelines%20Final%20June%202022.pdf>

- Integrate works by and consult with diverse scholars in implementing clinical training.
  - Collaboratively and intentionally develop a reading list of DEI topics relevant to clinical practice.
  - Work to discover additional ways to educate ourselves about the ways (e.g., podcasts, workshops, and virtual lectures) individual and cultural biases present in clinical work, and apply this knowledge in our clinical practices, training, and supervision.
  - Respect and facilitate clients' agency in processing their identity-related concerns and in choosing lifestyles that suit their perspectives and interests. This is the core of cultural humility.
  - When engaging in clinical documentation and report writing, use inclusive language such as that suggested by the [APA](#) or [ADAA](#).<sup>4</sup>
2. Increase Equity in Access to Care in our Community
- Monitor demographic diversity among clients who seek services at the Notre Dame Psychological Services Center (NDPSC) as a first step toward increasing equity in access to and utilization of services.
  - Create a database of demographic information of past and current clients in the NDPSC to determine identity representations of the individuals/couples/families we currently serve.
  - Based on these data, engage in sustained clinic outreach, recruitment, and retention efforts to increase equity in access to and utilization of clinical services.
  - Identify and work toward reducing potential barriers to client access and use of NDPSC services (e.g., maintain low fees, offer telepsychology if feasible and appropriate if feasible and appropriate, consider accessibility to and within our physical spaces, reduce stigma, offer culturally sensitive services).
  - Maintain existing relationships and build new relationships with external practicum placements that facilitate trainees learning how to provide clinical services to diverse clientele.
3. Adapting Clinical Services to Fit Diverse Populations
- Increase awareness of under-representation of those with diverse and intersecting identities in much (though not all) clinical research, and identify when findings should not be generalized.
  - Use principles of evidence-based practice and collaborate with clients to consider whether to adapt empirically supported treatments and assessments for use with diverse clientele.

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## Coursework

*We strive to ensure that our coursework reflects the breadth of human experience and builds awareness of ways in which the field of psychology has played a role in perpetuating issues of inequity and exclusion among historically underrepresented groups.*

### 1. Integrate DEI Throughout Existing Course Curricula

- Per APA-CoA requirements, “Articulate and implement a specific plan for integrating diversity into our didactic and experiential training.”<sup>5</sup>
- Integrate DEI-relevant course materials and discussions of these materials—or the lack thereof—into our course curricula to ensure that our program meets APA-CoA requirements.
- Before each semester, the CSA-DEI committee will provide faculty with (a) a sample DEI statement for their syllabi, and (b) other resources for integrating DEI into course curricula.
- Encourage faculty to implement course content that (a) is focused on work by diverse scholars, and (b) addresses the importance of identity and intersectionalities in clinical psychology.

### 2. Create New Standards and Opportunities

- Encourage students to increase their knowledge of our country’s and our world’s cultural diversity through registering for elective courses and/or attending lectures in such disciplines as Africana Studies, East Asian Languages and Cultures, and the Institute for Latino Studies.
- Provide a general guideline of how to navigate different resources including courses and workshops offered outside of the Psychology Department.
- Consider future development of an DEI seminar or course for clinical-science area graduate students.
- Pending hiring of sufficient faculty, diversify our available coursework at the graduate level to offer courses in topics such as cross-cultural psychology, stigma and prejudice, and equitable research and practice (in the long term).

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<sup>5</sup>Clinical programs must demonstrate integration of diversity into their graduate curricula to receive accreditation from the [American Psychological Association-Commission on Accreditation](#) (APA-CoA). Any currently accredited program demonstrated such integration at their last site visit. This committee views [APA-CoA Standards](#) as minima that leave considerable space for expansion/improvement. Remaining items in this section are meant to encourage movement beyond APA-CoA requirements in prioritizing DEI throughout our graduate curriculum.