

Diversity, Equity and Inclusion: Working with Diverse Populations

Information Sheet

Basic Presentation Information

a) Title of Presentation: Diversity, Equity, and Inclusion: Working with Diverse Populations

b) Date of Presentation:

- February 12, 2020: 3 separate recorded sessions released to all identified participants (1 hour to complete each recorded session, total of 3 hours)
- February 26, 2020: 1-hour live session (11-12 PM CST/5-6 PM UK time)

c) Length of program: 4 hours total (3 recorded sessions/3 hours total completion time) and one 1-hour live session)

d) Will there be a break(s)? If so, how long is the break(s)? No

e) What types of continuing education credits would you like to provide for this course?

Continuing Education Credits (CEs) – Psychologists The term “CEs” refers to Continuing Education Credits earned by psychologists. To offer CE for psychologists, programming must follow the criteria established by the American Psychological Association (APA). Most licensing boards accept Continuing Education Credits sponsored by APA; non-psychologists are recommended to consult with their specific state-licensing board to ensure that APA-sponsored CE is accepted.

Illinois Continuing Education Units (CEUs) – Counselors, and Social Workers. The term “CEUs” refers to continuing education units earned by mental health disciplines including LCPCs, and LCSWs. The Chicago School of Professional Psychology follow the criteria outlined by the Illinois Department of Financial and Professional Regulation (IDFPR)

BBS California Continuing Education Units (CEUs) – Counselors, Social Workers, and Marriage and Family Therapists The term “CEUs” refers to continuing education units earned by mental health disciplines including LCPCs, LCSWs, and MFTs. Programs offering CEUs for LCPCs, LCSWs, and MFTs at The Chicago School of Professional Psychology follow the criteria outlined by the the California Board of Behavioral Sciences (BBS)

Please note the following may require additional applications:

Professional Development Credits (PDCs) – Human Resource Professionals. The term “PDCs” refers to Professional Development Credits earned by Human Resource professionals. To offer PDCs

for human resource professionals, programming must follow the criteria outlined by the Society for Human Resource Management (SHRM)

___ Continuing Professional Development (CPDs) – School Psychologists The term “CPDs” refers to Continuing Professional Development credits earned by school psychologists. To offer CPDs for school psychologists, programming must follow the criteria established by the National Association of School Psychologists (NASP).

___ Approved Continuing Education (ACE) - To offer ACE credits program must meet standards set forth by the Behavior analyst certification board (BACB) and be approved by the ABA department.

Event Logistics

a) Will any curriculum materials be provided (e.g., handouts): Yes. Power Point slides and recordings for the recorded sessions.

(b) What is the Target Audience (e.g., psychologists, LCSWs, MFTs, LCPCs, all mental health disciplines, graduate students welcome, etc.):

- Higher education institutions (faculty/staff/students), all students, mental health providers, participants working in schools, NGOs, mental health providers from charity organizations, hospitals, counselors, governmental bodies, businesses (especially middle management and staff), participants from any industry needing DEI Training, participants working with diverse populations

Information about Program Content

Please select only one option for each question below:

a) Identify the instructional level of the program: Please only select ONE option below

___ INTRODUCTORY: No prior knowledge of the specific content area is needed. The information or skills will be new for those who attend.

X INTERMEDIATE: Some basic knowledge of the specific content area is required, but you need not have in-depth knowledge or skills. The panel will provide information at a level beyond the basic knowledge of the topic.

___ ADVANCED: You should have substantial working knowledge or skill in the specific content area. At this level, advanced technique or knowledge is offered to refine and expand current expertise.

b) Identify the standard the program content meets: Please only select ONE option below

STANDARD 1.1: Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary peer reviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach.

STANDARD 1.2: Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

STANDARD 1.3: Program content focuses on topics related to psychological practice, education, or research *other than* application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

c) Identify the overall goal of the program: Please only select ONE option below

GOAL 1: Program is relevant to psychological practice, education, and/or science.

GOAL 2: Program will enable psychologists to keep pace with the most current scientific evidence regarding assessment, prevention, intervention, and/or education, as well as important relevant legal, statutory, leadership, or regulatory issues.

GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

d) Program Description:

This program provides an intermediate level overview in working with diverse populations concepts related to Diversity, Equity, and Inclusion (DEI). Over 3 self-paced, and 1 live session, participants will take a reflective journey in understanding and applying DEI strategies within individual and group context (community, nationally, and internationally). Recorded sessions, program materials and interaction with program instructors will facilitate an understanding of DEI in individual, and group contexts, and assist participants with developing DEI strategies in their personal and professional roles.

The four DEI session topics for this program are a) Background and Rationale; b) Working in Organizations, Systems, and Human Resources; c) Working with Children and Families, and d) Coming Together, Sharing, and Next Steps. Participants will explore and address program materials through a guided learning format with touchpoints throughout each session for individual reflection. Participants will self-pace with the first three DEI session topics through pre-recorded sessions culminating in one live session to close.

e) Learning Objectives:

Session #1 (recording, one hour to complete): Diversity, Equity, and Inclusion (DEI): Background and Rationale

- Participants will be able to discuss concepts of Diversity, Equity and Inclusion (DEI) based on individual and group contexts.

Session #2 (recording, one hour to complete): Diversity, Equity, and Inclusion (DEI): Working in Organizations, Systems, and Human Resources

- Participants will be able to apply DEI concepts when working in organizations and/or human resources.

Session #3 (recording, one hour to complete): Diversity, Equity, and Inclusion (DEI): Working with Children and Families

- Participants will be able to apply DEI concepts when working with children and families.

Session #4 (1-hour live session): Coming Together, Sharing, and Next Steps

- Participants will be able to develop next steps in using DEI concepts in their professional roles.

f) References:

Charles, E. (2019). Decolonizing the Curriculum. *Insights*, 32 (1), 1-7. DOI:

<http://doi.org/10.1629/uksg.475>

Children with Challenging Behavior (2017). Implicit bias is everyone's problem.

<https://childrenwithchallengingbehavior.com/2017/02/06/implicit-bias-is-everyones-problem/>

Miller, P., Hill-Berry, N. P., Hylton-Fraser, K. and Powell, S. (2019). Social justice work as

activism: The work of education professionals in England and Jamaica. *International*

Studies in Educational Administration (ISEA), 47 (1), 3-19.

https://gala.gre.ac.uk/id/eprint/25925/1/25925%20MILLER_Social_Justice_Work_As_Activism_Education_Professionals_England_Jamaica_%28AAM%29_2019.pdf

Sharma, A. (2016). Managing diversity and equality in the workplace. *Cogent Business & Management*,

3, 1 -14. DOI: [10.1080/23311975.2016.1212682](https://doi.org/10.1080/23311975.2016.1212682)

Stevens, M., Benedict, A., & Pecanha, V. de C. (2018). Foundation and parameters of a contextualized global psychology education. In K. D. Keith (Ed.), *Culture across the curriculum: A psychology teacher's handbook* (pp. 13-45). Cambridge University Press.
<https://doi.org/10.1017/9781316996706.004>

Stevens, M., & McGrath, B. (2017). A stand-alone course on international psychology. In G. Rich, U. P. Gielen, & H. Takooshian (Eds.), *Internationalizing the teaching of psychology* (pp. 23-28). Information Age Publishing.

g) Describe at least one instructional method that will enhance the acquisition of knowledge and, where appropriate, facilitate the transition of the program content into practice.

- Guided learning
- Reflective questions (guided learning journal)

Information about Presenter(s)

a) Presenter # 1: Name, degree, and current professional position

Patricia H. A. Perez, PhD

Associate Professor, International Psychology Department, Online Campus

The Chicago School of Professional Psychology

b) Presenter #1: Short Presenter Bio and Explanation of Expertise in program content:

Patricia H. A. Perez, PhD is an Associate Professor in the International Psychology (IP) Department at The Chicago School of Professional Psychology (TCSPP) and has been core faculty in the IP Department since 2014. She is originally from Quezon City, Philippines.

Dr. Perez received her Bachelor of Arts degree in Psychology from Northwestern University, Master of Education degree in Child Development and Infant Studies from the Erikson Institute and her Doctorate degree (minor in Multicultural Counseling) in Counseling Psychology from Loyola University Chicago. Dr. Perez has taught undergraduate and graduate courses in child development and psychology on-ground and online across five higher education institutions for the past 20 years. Dr. Perez has over 25 years of experience working with young children and families in community-based settings, early intervention, hospitals, family support programs, and in private practice. Her areas of research and practice expertise include children and families, children with special needs, diversity/equity/inclusion, cultural competence, lifespan development, infant mental health, child abuse and neglect, global trauma, third

culture kids/adults, and acculturation psychology. Dr. Perez is a diversity psychotherapist, mixed methods researcher, developmental specialist, cultural expert, and international psychology consultant. Dr. Perez provides consultation nationally and internationally (US, United Kingdom, Ghana, Kuwait, Philippines, Indonesia, Egypt).

Dr. Perez is a member of Division 52 (International Psychology) of the American Psychological Association (APA) and has been appointed as the division representative for APA's Coalition for Psychology in Schools and Education. Since 2016, Dr. Perez serves as the chair of the scientific committee for the Middle East Psychological Association's annual Conference. She was a Board of Directors' member for both the Illinois Association for Infant Mental Health and SKILS'KIN, a nonprofit organization that provides employment, representative payee, and supported living services for adults with disabilities in Spokane, Washington. She is a recipient of a 2018 Elizabeth Hurlock Beckman Award for inspiring students to establish a concept, procedure, movement and/or organization that makes a difference in their communities.

c) Attached CV for Presenter #1 as separate document

d) Presented #2 (if applicable): Name, degree, and current professional position (**co-presenter for Session #3 and Session #4**)

Londi J. Cox, LCSW

Outreach Manager, United States Department of Defense

e) Presenter #2 (if applicable): Short Presenter Bio and Explanation of Expertise in program content:

Londí J. Cox, LCSW is originally from Los Angeles California although currently residing in England. She is a child development mental health therapist currently working with the Royal Air Force, providing family therapy and consultation services for the promotion of child and family safety and wellbeing.

Ms. Cox earned her Bachelor of Arts degree in Psychology from Sonoma State University, her Master of Social Work from the University of Southern California and is pursuing her doctorate degree in International Psychology from The Chicago School of Professional Psychology. Londí has studied cultural psychology internationally (in Brazil, Namibia, South Africa, England, Belgium, the Netherlands, France, India, Malaysia, Vietnam, Hong Kong, and Japan). She has 10 years of experience providing evidence-based childhood interventions in educational systems, homes, and community settings. Londí has worked in both inpatient and outpatient medical treatment facilities providing early childhood services to families and working as a consultant on multidisciplinary medical teams. She has worked as a contracted consultant for the military, providing insight on interventions for adult and child maltreatment. Ms. Cox has lived and worked internationally (England and Spain), and her international consultancy experiences includes the United Kingdom, Spain, Peru and the Philippines.

Ms. Cox areas of research focus on the impacts that breast cancer has on quality of life and psychological wellbeing among Mexican women. Likewise, her research looks to explore the impacts of

Corona Virus 2019 (COVID-19) on psychological functioning and quality of life among women diagnosed with breast cancer.

f) Attached CV for Presenter #2 as separate document

