



CAPS Diversity & Social Justice Team

Spring 2021, vol 1

Mission

The Diversity & Social Justice Team's mission is to support the Counseling & Psychological Services Department in promoting an enriching and supportive climate committed to inclusivity, access, and equity. We are dedicated to addressing all forms of systemic oppression, racism, and discrimination, both internally as a center and externally in our community

The DSJ's objective is to support our mission through needs-based assessment and data collection, implementing evidence based processes and procedures, creating opportunities for professional development and personal growth, and by reevaluating the impact of current policies on our students, faculty, staff, and campus community.

Goals

Equity Advisement

- To review and advise on Search and Hire processes and procedures.
- To liaison with the Search Committee Chair and CAPS Director
- To advocate for representation (equity advisor) on all appropriate teams/committees at CAPS.
- To continue having representation (equity advisor) on all appropriate teams/committees at CAPS.

Professional Development

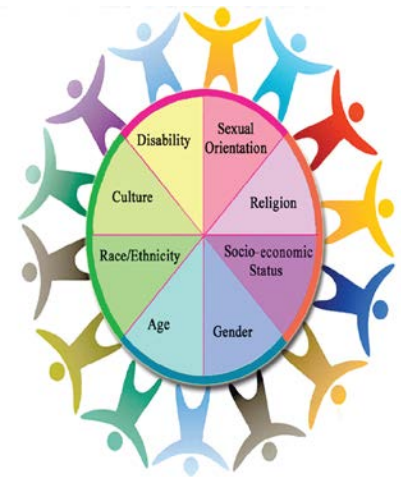
- To suggest and implement Professional Development activities/trainings and liaison with the PD Chair
- Facilitate monthly Departmental Diversity Dialogues

Audit of Practices & Procedures

- To create a DSJ focused CAPS employee climate (acceptance) survey
- To create a DSJ focused student climate (acceptance) survey
- To review current departmental policies and procedures regarding department employees.
- To review current departmental policies and procedures impacting students

Resources & Recommendations

To create and maintain a resource bank with professional articles, templates, and material pertinent to CAPS and accessible through the Teams Channel Diversity, Equity & Inclusion (DEI)



The Team



Our team is comprised of six (6) faculty and staff employees. Membership is on an annual rotating basis. Those interested can reach out to the CAPS director or the DSJ team to express interest.

Kirstyn Chun: Licensed Psychologist, whose interests include threat assessment and management; LGBT affirmative counseling; multicultural issues; women's issues; clinical supervision and training; outreach and consultation; psychotherapy integration: interpersonal, object-relations, and cognitive-behavioral theories.

Shelly-Ann Collins: Licensed Psychologist, whose interests include: adjustment issues; exercise, health and wellness; first generation and nontraditional college students; mood disorders; multicultural counseling; outreach and consultation; relational issues; racial, gender and sexual minority (RGSM) health; relational cultural therapy; stress-management; sexual assault prevention and response; relaxation techniques; supervision and training.

Gloria Flores: Peer Program Coordinator of CAPS, whose interests include health promotion, equity and access to healthcare, environmental sustainability, hiking, and trying new coffees.

Clarissa Green-Anicich: Licensed Psychologist, whose interests include community responses to trauma, trauma sensitive practices, treatment of sexual assault/intimate partner violence, grief, post-traumatic growth, crisis intervention, first responder mental health, BIPOC/LGBTQIA counseling, communication and relationship skills, first generation college student concerns, coping with immigration status stress, bicultural identity development; clinical supervision and training.

Jennifer Miller: Project OCEAN Administrative Assistant, whose interests include Student Affairs, health & wellness, advocating for folks through the use of peer education programs, activities, and other resources to help improve their educational / life journey in any way possible, traveling, trying new foods, YouTube, watching movies & documentaries, thrifting.

Nidia Moran Canales: Clinical Counselor, whose interests include multicultural counseling; LGBTQIA+ affirmative counseling; DACA mental health; first-generation and non-traditional students; adjustment issues, sexual assault/trauma (EMDR); crisis-management; mood disorders, anxiety, anger-management; mindfulness; family of origin issues; communication and relationship skills; work-life balance; outreach.

Current Tasks

Audit of Practices & Procedures: (1)Development & analysis of a DEI focus employee satisfaction survey, (2) development of DEI focused questions for the student climate survey, (3) follow up on implementation of DEI best practices.

Professional Development: (1)Continued development & facilitation of monthly Diversity Dialogues.

Equity Advisor(s): (1)Advocacy & membership on CAPS committees: Clinical, Training, Outreach, Leadership, Search committees, (2) initiate & implement DEI best practices.

Resources & Recommendations: (1)Creation of a Teams DEI channel with resources, (2)development of a Teams Crisis Tool Kit with editable templates, verbiage & pictures for emails and social media posts, (3) communicate employee survey results with recommendations on increasing DEI compliance within the department.

Diversity Climate Perceptions at CAPS

Friday October 30, 2020

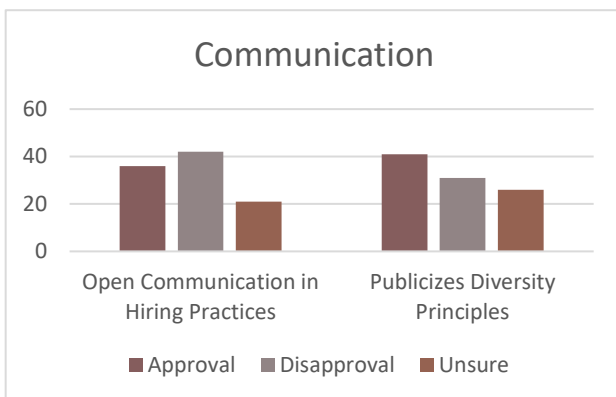
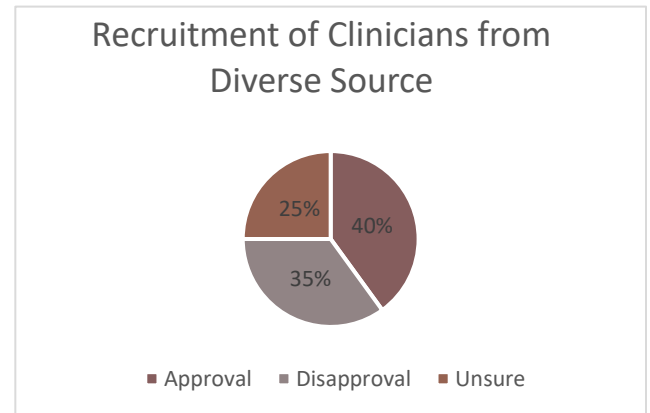
Participants

5 non-clinical staff members, 11 temporary psychologists, 1 student assistant, and 5 tenure-track counselor faculty [22 respondents].

Recruiting

Overall, the department felt as if CAPS is doing a good job recruiting interns (75% approval, 25% unsure) and peer educators (62% approval, 36% unsure) from diverse sources. The department had mixed views on recruiting staff or faculty from diverse sources (46% approval, 10% disapproval, 42% unsure).

Notably, many in the department did not agree with the statement that CAPS recruits' clinicians from diverse sources (40% approval: 35% disapproval, 25% unsure).



Communication

Faculty and staff generally felt that CAPS has open communication on issues pertaining to diversity and social justice (68% approval, 31% disapproval, 5% unsure). **However, the department appeared to have mixed views on CAPS open communication related to hiring practices (36% approval, 42% disapproval, 21% unsure). The department also appeared to be unclear if CAPS publicizes its diversity principles (41% approval, 31% disapproval, 26% unsure).**

Offerings to students of diverse backgrounds

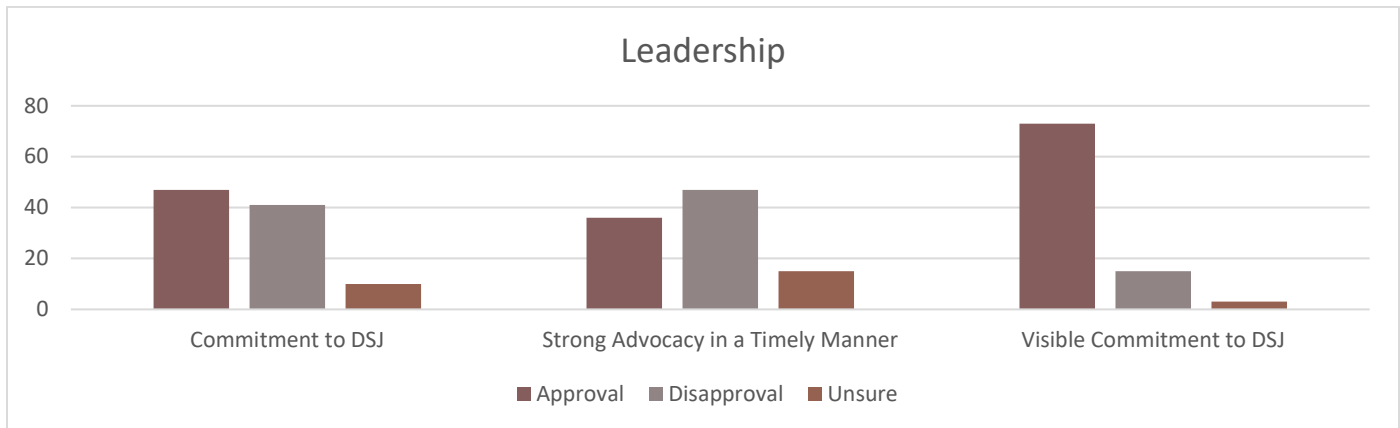
The department strongly felt that CAPS' outreach and training engage a diverse population of students (94% approval). A department strength!

Work environment

Overall, the department expressed that CAPS maintains a diversity-friendly environment (77% approval, 16% disapproval, 5% unsure), with peers that respect diversity and advocate for social justice (78% approval, 15% disapproval; 5% unsure). CAPS committees and workgroups were also mostly viewed to have a climate that values diverse perspectives (62% approval; 21% disapproval; 15% unsure).

Leadership

The department had mixed views on Managers' visible commitment to diversity, social justice, and diverse hiring practices (47% approval, 41% disapproval, 10% unsure). **A substantial portion of the department indicated that leadership fell below expectations for strong advocacy - in a timely and responsive manner - to current issues or crises pertaining to marginalized groups** (36% favorable, 47% unfavorable, 15% unsure). Lastly, coordinators were largely felt to demonstrate visible commitment to diversity, social justice, and diverse hiring practices (73% approval, 15% disapproval, 10% unsure).



Recommendations

- Continue to recruit and hire clinicians from diverse backgrounds, with experiences - not just with working with diverse populations - but with experience engaging in social justice/anti-racism efforts.
- Clarify and make hiring practices transparent within the department.
- Create and utilize a rubric to guide decision-making of hiring selection committees. We recommend that incorporated into this rubric are note of 1) Clinicians from historically marginalized backgrounds and/or 2) clinicians with experience engaging in social justice/anti-racism efforts.
- CAPS could benefit from a diversity statement to share our commitment to diversity and social justice principles.
- Managers to increase the visibility of their commitment to diversity, social justice, and diverse hiring practices. This could be addressed by increasing within CAPS communication (e.g., noting a need for student support following a crisis affecting a marginalized group), as well as communication with the student body at CSULB.
- The DSJ asserts it is vital to address crises related to marginalized groups in a timely, strong, and public manner (e.g., all-campus communication from CAPS leadership, in our outreach efforts, with our clients).