The Brown Clinical Psychology Training Consortium is committed to increasing the number of trainees and faculty from diverse backgrounds, supporting research with diverse populations, and promoting cultural competence in training and clinical services. Based on this commitment, the Training Consortium established a Diversity Committee in 2000, which has been an ongoing, vibrant element of our program. In the past decade, we have enhanced our commitment to integrating diverse cultural perspectives into our core curriculum, provided ongoing educational opportunities for trainees and faculty, and promoted awareness of issues of diversity within all training sites in the consortium. These initiatives remain central to our program's mission as we prepare to train the next generation of academics, clinical scientists, and practitioners.

Domains of diversity, defined as age, gender, race, ethnicity, sexual orientation, gender identification, religion, disability status, immigration & generational status, and socio-economic status or background

Diversity Committee

Since 2000, the committee continues to assist in recruitment but also brings diversity issues into everyday practice in the training consortium. Faculty, postdoctoral fellows, and clinical psychology residents from the four training tracks in the Department of Psychiatry and Human Behavior and the Center for Alcohol & Addiction Studies are represented on the committee. Feel free to contact the committee Chairs for more information on the Diversity Committee:

Dr. Caroline Kuo:
Caroline_Kuo@brown.edu

Dr. Ernestine Jennings:
Ernestine_Jennings@brown.edu
Diversity Committee Sponsored Opportunities

Providence’s ethnic diversity and variety of training sites provide opportunities to encounter diverse populations in research and clinical training.

Core Seminars
It is our goal to integrate diversity-related topics in seminars throughout your training experience. In addition to providing training opportunities on diversity-related topics, we have developed two specific initiatives focused on the mentoring of trainees and provision of continuing education opportunities for faculty.

Diversity Mentoring Program
We launched a diversity mentoring program in 2010. Through informal meetings with mentors, this program offers trainees and junior faculty from diverse backgrounds and/or with interest in working with diverse populations the chance to discuss professional and personal issues.

Faculty Cultural Competence Initiative
We launched an initiative to ensure that our faculty can receive additional opportunities to enhance their cultural competence with respect to teaching, supervision, mentoring and research responsibilities.

For more detail on research and clinical experiences through the Clinical Psychology Training Consortium, visit our website at:
http://brown.edu/go/clinical-psychology-training

Perspectives from faculty and trainees about diversity at Brown

Associate Professor (Child Track)
Dr. Marina Tolou-Shams: “Brown’s emphasis on diversity awareness and education amongst its trainees and faculty is refreshing and unique, allowing all to more easily explore the many diverse aspects of Rhode Island that may not always be immediately apparent.”

Clinical Professor (Behavioral Medicine Track)
Dr. Judy DePue: “As we work to promote diversity in a meaningful way within our training program, we are always learning from each other. I have been on this committee 10 years and it continues to be rewarding.”

2010-2011 Trainee Diana Stewart: “I applied for internship at Brown because of the program’s reputation for encouraging diversity. As a resident in the Behavioral Medicine track, my research has focused on encouraging smoking cessation in underserved and diverse populations including low-income African American smokers and smokers with severe mental or chronic medical illness. During my time here, I have been very impressed by just how valued diversity is. The training program has made every effort to incorporate it into clinical work, research placements, mentoring and didactics.”