



University of North Texas Counseling Psychology Statement Addressing Diversity

Respect for diversity is a central principle of counseling psychology, and of the UNT Counseling Psychology Doctoral Training program. Valuing diversity is also consistent with the profession of psychology as stipulated by the American Psychological Association's Ethical Principles and Code of Conduct (2010) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). Counseling psychologists traditionally have provided services, taught, and/or engaged in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in larger society. And more recently, there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society.

Our training program exists within a diverse multicultural community that includes people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities; sexual orientations; and physical appearance, as well as other aspects of diversity. We believe that training communities are enriched by members' openness to learning about each other as well as acceptance of others. Both faculty and students agree to work together to create training environments that are characterized by respect, safety, and trust. Further, faculty and students are expected to be respectful and supportive of all individuals, including clients, staff, peers, students, and research participants.

We recognize that all individuals have unique histories and sets of values, and as a result, it is impossible to be completely free of bias and prejudice. Furthermore, it is expected that our community will have a range of attitudes, values, beliefs, and behaviors. Nonetheless, faculty and students are expected to commit to the values of respect for diversity, inclusion, and equity. Further, faculty and students are expected to commit to think critically about multiple perspectives on an issue and to engage in the process of self-examination so that such prejudices and biases (and the values and assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, faculty and students are asked to examine their own attitudes, values, beliefs, and behaviors, and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, cultural, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063). Students are expected to acquire and utilize professionally relevant knowledge and skills as well as to provide competent clinical services to clients regardless of their own beliefs, attitudes, and values.

Faculty will examine their own biases and prejudices in the course of their interactions with students so as to model and facilitate this process for students. Faculty will provide equal access, opportunity, and encouragement to students inclusive of their multiple



cultural identities. Where appropriate, faculty will also model the processes of personal introspection in which they desire students to engage. We believe providing experiences that call for students to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, values, opinions, feelings, and personal histories. Students will be expected to examine and attempt to work through any of the above to eliminate potential negative impact on their ability to perform the functions of an ethical and multiculturally competent psychologist.

We are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of prejudice and discrimination. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will be challenged by faculty, and perhaps peers, even when such behavior is rationalized as being a function of ignorance, joking, personal preference, or cultural differences. When such student actions result in physical or psychological harm, harassment, intimidation, substandard psychological services or research, or violence against persons or property, faculty of the counseling psychology program will intervene to appropriately address the issue. Faculty's intent is to educate students and provide them with opportunities to learn, grow, and expand their worldviews, as well as address their prejudices, biases, and discriminatory behaviors. However, repeated demonstrations of insensitivity, harassment, and intimidation, and an unwillingness to develop and integrate a culturally-sensitive approach into their research, teaching, counseling practice, and interactions with others may result in students being required to engage in a remediation process.

In summary, we are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values and respect for diversity.

I have read and understand the diversity statement _____
Signature Date