

DEVELOPMENT AND IMPLEMENTATION OF A MULTICULTURAL CONSULTATION TEAM WITHIN A CLINICAL PSYCHOLOGY PH.D. PROGRAM

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Background: The goal of a Multicultural Consultation Team (MCT; Nagy et al., 2019) is to provide peer support and case consultation in a horizontal structure, particularly on topics such as identity, discrimination, and systemic oppression. The MCT model was initially developed in an academic medical setting, and currently there is no literature or recommendations on its implementation in a university-based training clinic.

Aims/Objectives/Issues of Focus: We aim to (1) evaluate the present approach for integrating the MCT model into a university-based psychology training clinic using a Logic Model (Smith, Li, & Rafferty, 2020); (2) describe the process of establishing an MCT in a university-based clinic and obtain feedback about the components that have been implemented; (3) discuss and evaluate the team's approach to measuring meaningful change in relation to participation in the MCT.

Methods/Proposition: A bi-weekly MCT was established in a Midwestern clinical psychology doctoral program in Fall 2021. Each session, facilitators collected data on attendance, the nature of the cases discussed, summarized the discussion, and detailed the occurrence and outcome of ruptures. Members could participate in a study about their satisfaction with the MCT, attendance barriers, and general feedback about the process.

Results/Potential Outcomes: We will share our process of developing and implementing an MCT in a university-based clinic, with the goals of receiving feedback on this process and serving as a model for other institutions interested in developing an MCT. We will also present preliminary feasibility and acceptability data.

Discussion/Implications: The goal of our discussion is to (1) identify critical constructs and components that we have not yet addressed in the MCT and/or in data collection; (2) discuss challenges to implementation navigating group dynamics to generate potential solutions; (3) discuss novel approaches to measurement and evaluation of acceptability, change, and effectiveness of the MCT.

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Key Questions

- 1) What would one expect to change among trainees and faculty as a result of participating in a university-based training program MCT and how do we effectively measure that?
- 2) How do we collaboratively approach group dynamics using a horizontal structure in a setting that naturally contains hierarchies (i.e., faculty vs. students), yet ideally acknowledges positionality, especially when ruptures and micro- or macroaggressions occur.
- 3) What gaps in the present MCT implementation and/or research approach exist, and how do we mitigate those gaps?

Learning Objectives

At the conclusion of this presentation, participants will be able to:

1. Describe the process of establishing an MCT in a university-based clinical psychology training program.
2. Apply the structure and guiding principles of the Logic Model (Smith, Li, & Rafferty, 2020) to effectively evaluate evidence-based implementation research.