Learn, Build, and Grow: Strategies for Making Health Equity Part of a Successful Practice

Panelists:
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Learn, Build, and Grow: Strategies for Making Health Equity Part of a Successful Practice

- Examine the vital role psychologists play in dismantling barriers to health equity in the COVID-19 era and beyond.
- Discuss realistic and pragmatic ways to build and maintain a successful practice that effectively serves diverse populations.
- Discuss how to build your own cultural competence and strengthen your therapeutic relationship with clients from marginalized communities.
- Discuss ways practitioners can build meaningful partnerships with other health providers to better serve diverse clients.
- Discuss how recent expansions in telehealth due to COVID-19 could lower barriers to access to mental health care for underserved communities.
RECOMMENDATIONS
For a More Equitable Mental Health System

• Work upstream
• Address social determinants
• Empower people to be healthy (health activation)
• Work with people who are healthy
• Broaden the set of interventions we use
• Enlist others to build broader mental health literacy
• Focus on health at the community level
• Reframe how people view mental health (something inside all of us)
Psychology’s Role in Achieving Health Equity: Addressing Health Behavior Practice

- Race differences in health behaviors and outcomes are complex and highlight the importance of considering the intersections of race, social status, and gender as they affect health outcomes.

- To address health disparities in vulnerable populations, treatment approaches aimed at addressing the health behaviors should be integrated in treatment protocols.

- Race and SES differences exist in health behavior including behaviors related to diet, physical activity, substance use, risky behavior, and adherence to health-promoting regimens.

APA Presidential Task Force on Psychology and Health Equity

- Articulate a vision for the role of psychology in advancing health equity
- Develop recommendations to promote innovative approaches for psychological science, education and training, psychological practice, public policy, and advocacy
- Includes recommendations for the corresponding APA organizational units
- Develop proposal for APA policy/resolution for consideration and approval by the APA Council of Representatives
Task Force Members

- Kisha B. Holden, Co-Chair
- Geoffrey M. Reed, Co-Chair
- Margarita Alegría
- Art Blume
- Jo Linder Crow
- Terry S. Gock
- Kristina Hood
- Elizabeth McQuaid

- Greg Miller
- William Jahmal Miller
- John M. Ruiz
- Idia Thurston
- Leo Wilton

LEAD APA STAFF:
- Keyana King-Tsikata
• Are there ways in which the various curricula and the clinical training process for psychologists inculcate frameworks (e.g., regarding what is mental illness), perspectives (e.g., therapeutic neutrality) and methods (e.g., psychological testing) that perpetuate health inequities?

• How would you devise a framework for undertaking such an evaluation?
APA *Multicultural Guidelines* and *Race and Ethnicity Guidelines*, published approaches are in part relegated to a “special populations” frame of reference and do not yet define the core of psychology’s approach to practice.

How can practitioners develop equity-based professional practices that will also be viable as business models?
Self-Assessment in Clinical Health Psychology: A Model for Ethical Expansion of Practice

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Society expects autonomous professions to ensure the competency of its practitioners, and professions should facilitate the continuing education and training of its members. Given the shift from psychology as a mental health profession to that of a health profession, the authors propose a self-assessment model for the individual practitioner to gauge his or her readiness to provide professional services in expanded areas of practice. This model could also be useful to the American Psychological Association, state psychological associations, and other purveyors of continuing education programs in systematically developing postgraduate experiences. A template for self-assessment that reflects well-accepted core domains of knowledge and skills is provided.

What does society expect of professions with respect to ensuring the competencies of their practitioners? What do professions expect of their individual practitioners, and what specific guidance do they offer to aid them in developing and maintaining the necessary knowledge and skills to deliver competent professional services? Society’s contract with the health professions has included the expectation that they be self-regulating in return for their autonomy. In psychology, formal self-regulation occurs through (a) the articulation of an ethical code, (b) mechanisms such as the credentialization of education and training programs (a peer review process based on self-study), and (c) board certification (the peer review of individual practitioners for practice in a specialty). Yet, all individual professionals are expected to keep abreast of advances in the field and to act within their limits of expertise. This is self-regulation at the individual level, and it requires an awareness of

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<table>
<thead>
<tr>
<th>Question no.</th>
<th>Question</th>
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<tbody>
<tr>
<td>1</td>
<td>Do I have knowledge of the biological bases of health and disease as related to this problem? How is this related to the biological bases of behavior?</td>
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<tr>
<td>2</td>
<td>Do I have knowledge of the cognitive-affective bases of health and disease as related to this problem? How is this related to the cognitive-affective bases of behavior?</td>
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<tr>
<td>3</td>
<td>Do I have knowledge of the social bases of health and disease as related to this problem? How is this related to the social bases of behavior?</td>
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<tr>
<td>4</td>
<td>Do I have knowledge of the developmental and individual bases of health and disease as related to this problem? How is this related to developmental and individual bases of behavior?</td>
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<tr>
<td>5</td>
<td>Do I have knowledge of the interactions among biological, affective, cognitive, social, and developmental components (e.g., psychophysiological aspects)? Do I understand the relationships between this problem and the patient and his or her environment (including family, health care system, and sociocultural environment)?</td>
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<td>6</td>
<td>Do I have knowledge and skills of the empirically supported clinical assessment methods for this problem and how assessment might be affected by information in areas described by Questions 1–5?</td>
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<td>7</td>
<td>Do I have knowledge of, and skill in implementing, the empirically supported interventions relevant to this problem? Do I have knowledge of how the proposed psychological intervention might impact physiological processes and vice versa?</td>
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<td>8</td>
<td>Do I have knowledge of the roles and functions of other health care professionals relevant to this patient's problem? Do I have skills to communicate and collaborate with them?</td>
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<td>9</td>
<td>Do I understand the sociopolitical features of the health care delivery system that can impact this problem?</td>
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<td>10</td>
<td>Do I understand the health policy issues relevant to this problem?</td>
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<td>11</td>
<td>Am I aware of the distinctive ethical issues related to practice with this problem?</td>
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<td>12</td>
<td>Am I aware of the distinctive legal issues related to practice with this problem?</td>
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<tr>
<td>13</td>
<td>Am I aware of the special professional issues associated with practice with this problem?</td>
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Practitioners as Advocates

• How can APA equip members to be advocates for health equity in their own practices, teaching, and professional communities?

• How can psychologists apply their skills on a macro-level to remove systemic barriers and facilitate change?

• What specific resources and materials would you like to see APA provide?