

American College of Psychiatrists

Diversity, Respectful Inclusion, and Equity Vision Statement

Diversity, respectful inclusion (see references #2c and #2d), and equity (see appendix for definitions and references) are recognized as core organizational values that are essential “to promote, maintain, and support the highest standards in psychiatry” (College Mission Statement and Code of Ethics), the success of The American College of Psychiatrists (The College), its members, and the specialty of psychiatry.

Goals

1. The members of The College embrace diversity, respectful inclusion, and equity within The College community as essential features of excellence in the specialty of psychiatry (see reference #2j).
2. The College provides a safe, welcoming environment and cultivates a respectfully inclusive culture that supports the professional success of every individual College member, with particular attention to those individuals historically underrepresented in the organization and the field.
3. The College encourages and supports members in being effective change agents for diversity, respectful inclusion, and equity in psychiatric patient care, education, research, administration, and community service.
4. The College is a leader in advocating for values of diversity, respectful inclusion, and equity within psychiatry.
5. The College operates as a model organization for advancing diversity, respectful inclusion, and equity in medicine.

Objectives

Goal 1

The members of The College embrace diversity, respectful inclusion, and equity within The College community as essential features of excellence in the specialty of psychiatry and the profession of medicine.

- 1a. Strengthen awareness of the value of diversity, respectful inclusion, and equity and leverage those benefits within The College, among our partners, and in our products.

1b. Identify advantages, resources, and methods within psychiatry that promote diversity, respectful inclusion, and equity; for example, the DSM-5 Cultural Formulation Interview and collection of demographic data to monitor progress in achieving diversity.

1c. Enforce standards of behavior identified in The College Bylaws when members engage in discrimination or harassment: “Section 14.01 Nondiscrimination. The College shall not discriminate in any way with respect to election, appointment, management, employment, volunteer, or admission policies and practices, on the basis of race, national origin, religion, gender, sexual orientation, age, or otherwise as prohibited by applicable State and Federal law.”

1d. Enforce standards of behavior identified in the Code of Ethical Conduct when College members engage in discrimination or harassment (relevant to Section 6):

“6) College Members are expected to treat all individuals with whom they interact in clinical, administrative, educational, and scientific enterprises with respect, including by refraining from physical, verbal, and sexual abuse, discrimination, harassment, or bullying in all their professional encounters.”

1e. Encourage members to identify outstanding psychiatrists from historically underrepresented groups for nomination to membership in the College in order to promote diversity, respectful inclusion, and equity.

Goal 2

The College provides a safe, welcoming environment and cultivates a respectfully inclusive culture that supports the professional success of every individual College member, with particular attention to those individuals historically underrepresented in the organization and the field.

2a. Provide educational programs that meet the professional development needs of members concerning diversity, respectful inclusion, and equity.

2b. Provide an organizational environment in which members are informed, inspired, and actively engaged in promoting diversity, respectful inclusion, and equity.

2c. Increase diversity (e.g., gender, race and ethnicity, sexual orientation, gender identity, nationality, IMG, disability, among other factors) of the organizational

membership and leadership structure of The College and foster respectful inclusion and full engagement in all functions of The College.

2d. Regularly assess the College organizational culture and operational management, from the standpoint of diversity, respectful inclusion, and equity.

Goal 3

The College encourages and supports members in being effective change agents for diversity, respectful inclusion, and equity in psychiatric patient care, education, research, administration, and community service.

3a. Implement programs and activities through education of our members and the larger professional community that increase diversity, respectful inclusion, and equity.

3b. Reward activities that advance The College's diversity, respectful inclusion, and equity goals.

3c. Consider an individual's efforts and contributions to diversity, respectful inclusion, and equity as criteria when evaluating candidates for membership, fellowship, leadership positions, and awards.

Goal 4

The College is a leader in advocating for values of diversity, respectful inclusion, and equity within psychiatry.

4a. Promote awareness of psychiatry as a career option among historically underrepresented groups at all phases of education (e.g., K-12, undergraduate, medical school).

4b. Encourage systemic improvements in the programs and policies related to psychiatric patient care, education, research, administration, and community service-to create environments that support diversity, respectful inclusion, and equity.

4c. Establish best practices on diversity, respectful inclusion, and equity for psychiatric patient care, education, research, administration, and community service.

Goal 5

The College operates as a model organization for advancing diversity, respectful inclusion, and equity in medicine.

5a. Provide training on implicit bias; microaggressions; anti-racism; and diversity, respectful inclusion, and equity to the leadership, members, and staff of The College.

5b. Use data to inform decision-making about representation in committees and leadership, advancement, and opportunities to participate in The College.

5c. Engage members and staff of The College to develop and establish diversity, respectful inclusion, and equity policies for all College committees and operations, and regularly monitor progress in achieving diversity goals and implementing accountability mechanisms.

5d. Increase representation of persons from historically underrepresented groups in all aspects of College operations.

5e. Engage College leadership, members, and staff in the process of raising awareness and confronting structural racism to promote structural competency, social justice, and health equity in psychiatry.

Appendix - Glossary of Terms and References

1. Glossary of Terms

a. This table contains a glossary of terms and concepts used in this statement. Unless otherwise indicated, they are from “Advancing Health Equity: A Guide to Language, Narrative and Concepts.” (see reference #2a)

Glossary of Terms and Concepts
<p>Anti-racism: The active process of naming and confronting racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably. Per Ibram X. Kendi: “The opposite of racist isn’t ‘not racist.’ It is ‘antiracist.’ What’s the difference? One endorses either the idea of racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of ‘not racist.’ Anti-racism is a strategy to achieve racial justice. An antiracist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas.</p>
<p>Culture: Set of shared attitudes, values, goals and practices that characterize an institution, organization or group. Culture is transmitted and reinforced through tradition, art, language and ritual, among other practices. It has also been defined more broadly as a social system of meaning and custom by a group of people to assure its adaptation and survival.</p>
<p>Discrimination: Treatment of an individual or group based on their actual or perceived membership in a social category, usually used to describe unjust or prejudicial treatment on the grounds of race, age, sex, gender, ability, socioeconomic class, immigration status, national origin or religion. Discrimination by default positions some groups to have more advantages, opportunities, resources, protections than others based on a given social characteristic or combination of social characteristics that are differentially valued.</p>

Diversity: Refers to the identities we carry. There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical or cognitive abilities, or other characteristics. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity.

Equity: Refers to fairness and justice and is distinguished from equality. While equality means providing the same to all, equity requires recognizing that we do not all start from the same place because power is unevenly distributed. The process is ongoing, requiring us to identify and overcome uneven distribution of power as well as intentional and unintentional barriers arising from bias or structural root.

Implicit bias: Unconscious mental process that stimulates negative attitudes about people outside one's own "in group" and positive attitude or beliefs about people recognized inside one's own "in group." Implicit racial bias leads to discrimination against people not of one's own group.

Inclusion: Refers to how our defining identities are accepted in the circles that we navigate. Belonging evolves from inclusion; it refers to the extent to which individuals feel they can be authentic selves and can fully participate in all aspects of their lives. Inclusion is a state of being valued, respected and supported. At the same time, inclusion is the process of creating a working culture and environment that recognizes, appreciates, and effectively utilizes the talents, skills and perspectives of every employee; uses employee skills to achieve the agency's objectives and mission; connects each employee to the organization; and encourages collaboration, flexibility and fairness. In total, inclusion is a set of behaviors (culture) that encourages employees to feel valued for their unique qualities and experience a sense of belonging. For **Respectful Inclusion**, see Laura Weiss Roberts' "Belonging, Respectful Inclusion, and Diversity in Medical Education." <https://journals.lww.com/academicmedicine/toc/2020/05000>

Microaggressions: Everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to persons targeted solely for their membership in historically marginalized groups.

Social justice: The state of social, economic and political equality and realizing “the institutional conditions necessary for the development and exercise of individual capacities and collective communication and cooperation.” It is a standard concerned primarily with outcomes not process. The structure of power relations in a society determines the opportunities to achieve social justice.

Underrepresented: "Underrepresented in medicine means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population." <https://www.aamc.org/what-we-do/equity-diversity-inclusion/underrepresented-in-medicine>

b. Several professional organizations and academic institutions have provided excellent definitions of commonly used terms (see the first three references below).

2. References

- a. American Medical Association and Association of American Medical Colleges. (2021). Advancing Health Equity: A Guide to Language, Narrative and Concepts. <https://ama-assn.org/equity-guide.pdf>
- b. American Psychiatric Association. (2020). Presidential Task Force on Structural Racism Throughout Psychiatry: Glossary of Terms. <https://www.psychiatry.org/psychiatrists/structural-racism-task-force/glossary-of-terms>
- c. Oregon Health and Sciences University Center for Diversity and Inclusion. (2021). [OHSU Guide to Inclusive Language](https://www.ohsu.edu/sites/default/files/2021-03/OHSU%20Inclusive%20Language%20Guide_031521.pdf) https://www.ohsu.edu/sites/default/files/2021-03/OHSU%20Inclusive%20Language%20Guide_031521.pdf
- d. Roberts LW. (2020). Belonging, Respectful Inclusion, and Diversity in Medical Education. *Acad Med.* 2020 May;95(5):661-664. doi: 10.1097/ACM.0000000000003215. PMID: 32345871.
- e. Association of American Medical Colleges (AAMC) Equity, Diversity, Inclusion <https://www.aamc.org/what-we-do/equity-diversity-inclusion>

- f. American Association of Directors of Psychiatry Residency Training (AADPRT) Anti-racism and Diversity Resources: Under the tab “Program Administrators.” Copy and paste this link:
<https://www.aadprt.org/program-administrators/anti-racism-and-diversity-resources>
- g. Association of Directors of Medical Student Education in Psychiatry (ADMSEP) Diversity, Equity, Inclusion, and Anti-Racism Resources
<https://www.admsep.org/html/2020/10/diversity-equity-and-inclusion-resources>
- h. Accreditation Council for Graduate Medical Education (ACGME)
<https://www.acgme.org/What-We-Do/Diversity-Equity-and-Inclusion>
- i. American Psychiatric Association (APA) Diversity and Health Equity
<https://www.psychiatry.org/psychiatrists/cultural-competency>
- j. Nivet M. (2011). Commentary: Diversity 3.0: A Necessary Systems Upgrade. Acad Med. 2011 Dec; 86(12): 1487-1489.
https://journals.lww.com/academicmedicine/fulltext/2011/12000/commentary_diversity_3_0_a_necessary_systems.7.aspx