Incorporating the Experiences of Disabled Identities in Psychological Training

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Project Abstract

There is a need for clinical psychology programs to train students to understand the experience and characteristics of people who identify as disabled or neurodiverse. One way to accomplish this is to use vignettes that incorporate these identities. However, despite their wide use in psychology programs, little research exists on culturally sensitive vignette development, designed particularly to incorporate diverse identities. As such, I have created a training workshop designed to guide clinical faculty as they develop clinical vignettes that address disabled identities. This poster will present background research, workshop content, vignette samples and rubrics, and participant feedback.

Defining Terms

Models of Disability (Retief & Letšosa, 2018):

Moral, Religious   Medical   **Social**   **ID**   **Human Rights**

Culture

Trend, since the 1970s, to move towards these conceptualizations

"Disability results from the ***interaction*** between individuals with a health condition such as cerebral palsy, down syndrome and depression as well as ***personal and environmental factors*** including negative attitudes, inaccessible transportation and public buildings, and limited social support. (WHO, 2021; emphasis added)

Vignette Research: What Currently Exists

Vignettes are used across a variety of settings (medical, teaching, ethics, psychology, businesses, research)

However, little research exists on how they are validated or developed (Stacey et al., 2014) and "psychologists have conducted little formal research explicitly examining the value of vignettes as educational material" (McCarron & Stewart, 2011, p. 187)

No research exists specific to vignettes which incorporate diverse identities (including disabled identities)

Project Background
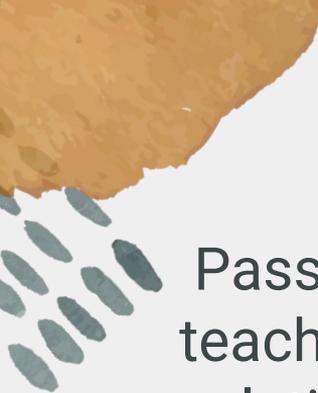
Passive exclusion of teachings around this population in clinical psych training (authors experience)

+

Exclusion of disabled identities in education (Kattari, 2015; Goodley, 2007)

+ Lack of research on creating vignettes focused on diverse identities

=

This project

The Workshop

Participants: Students of diversity class in TCSPP MFT Program

Participant Goals

Vignettes which incorporate:

1. Intersecting identities of people who identify as disabled and/or neurodiverse (*primary focus*)
2. Program-specific training needs (*secondary focus*)

Participants will understand how their (ableist) biases inform their vignette creation and conceptualization

Workshop Steps

Participants were led through the following sequences, each with an example

1 Goals of the Vignette

Consider identities **first,** then program-specific needs **second**

2 Client Conceptualization

Using a visualization using ADRESSING framework (Hays, 2001)

Workshop Steps cont'd

3 ## Let's write
Vignette example with categories highlighted (e.g., clinical info, ID info, timeline, etc.)

Begin writing intro, "sketch out" the rest

4 ## Discussion Questions
Focus reader, create dialogue

5 ## Reflection, Feedback
Discuss experience, provide workshop feedback

Workshop Feedback

Anecdotally, participants reported:

- Gained knowledge specific to diverse & intersecting identities, disability models and definitions
- Increased competency in writing vignettes with step-by-step process (though would have wanted even more examples)
- Will apply form of considering identities **first,** *then* clinic-specific information after

Concluding Thoughts, Next Steps

There is a need for clinical psychology programs to further include perspectives, theory, and best practices for disabled clients

Vignettes represent how we conceptualize clients. By "flipping the narrative" and considering intersecting identities first, students & professors prioritize diversity considerations
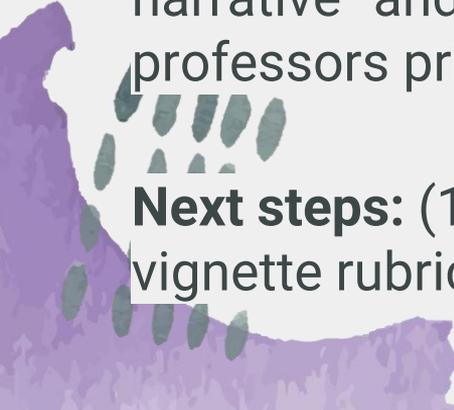
Next steps: (1) Deliver workshop to TCSPP faculty (2) Develop vignette rubric &/or analyze vignette utility

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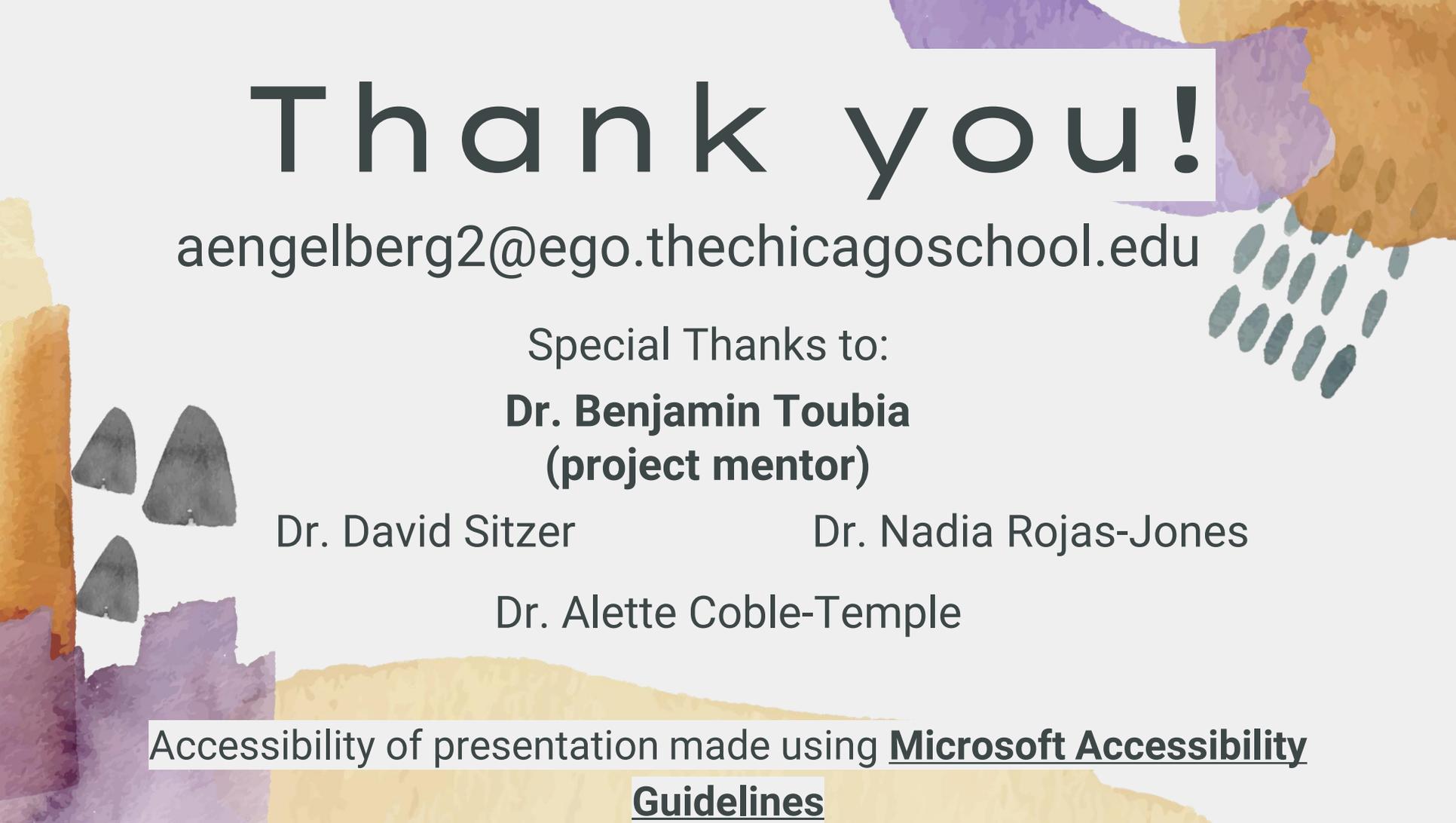
T h a n k   y o u !

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