

Diversity & Inclusion, Theory to Practice

**INSTITUTE OF PSYCHIATRY,
PSYCHOLOGY &
NEUROSCIENCE**



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Background Context

- There are evidential inequalities in mental health care. Global and national events have highlighted widespread institutional racism.
- Since 2020, CYP-MH programmes at KCL have sought to improve teaching on equality, diversity, and inclusion.
- This presentation aims to share our progress in teaching, skills development and reflective practice.



KCL Teaching and Practice

- **Teaching** - KCL delivers core teaching on: Diversity and Culture, Social Inclusion, Engaging and Working with Communities, Social Graces, Participation & Working with Systems
- **Practice Tutor Groups** – From Theory to Practice - Facilitating Cultural Competency Through Clinical Skills Groups.
- **Assessment** - Consideration of diversity and difference is now a standard area of assessment in each assignment and trainees must demonstrate competency in this core therapeutic skill.
- **Trainee Participation** – Via our Global Majority Working Group



Community-Level: Outreach Projects



Lack of awareness of MH services is a barrier to CYP accessing support.

We reached out to community organisations: Youth centres, churches, mosques, parent community groups

Stigma associated with mental health problems can inhibit help-seeking and recovery.

We arranged phone calls with organisations to address any questions /concerns. Workshop exploring mental health and stigma.

CYP reported: they valued the space to talk about mental health; hearing about others' experience; felt represented by the staff delivering the workshop; Had a better understanding of mental health and increased awareness of the CWP service. Community interest in further workshops as a result.



Service-Level Developments

- Patient and Carer Race Equality Framework brings together Black communities and service users with SLAM staff.
- A monthly trust-wide Anti Racism Form - To discuss personal experiences, news stories and the impact on young people.
- The aim is to stimulate conversations with service users that explore identity barriers, diversity, and deliver workshops on mental health with emphasis on cultural sensitivity and community collaboration.



LEWISHAM CAMHS

August 2023

Equality and Diversity Newsletter

Remembering partition and independence 76 years on



After 200 years in India, between August 14th and 15th in 1947, Britain finally granted India independence from British colonial rule and partitioned India into three states, namely India, Pakistan and what later became known as Bangladesh. The partition was not carried out ethically nor effectively and what followed was a result of this. Although it is a time to celebrate independence from British colonial rule, it is also a time to remember the significant division caused by the coinciding partition and the mass suffering consequential to this, with up to 2 million lives lost and up to 20 million people displaced. It was one of the largest and most rapid human migrations in history. Partition not only divided land but also families, religions, ethnicities, food, water, resources and so much more, and at the cost and slaughter of many lives.

"India is free, but she has not achieved unity, only a fissured and broken freedom." (Sri Aurobindo)

"The wounds will take decades to heal, and centuries to overcome the trauma of them." (Gutzar)

Read more: <https://www.newyorker.com/magazine/2015/06/29/the-great-divide-books-dahlymple>

78th anniversary of Hiroshima and Nagasaki bombings: 'destroyer of worlds'



On 6 and 9 August 1945, during World War II, the US detonated two atomic bombs over Japan, in Hiroshima and Nagasaki. These bombings killed an estimated 226,000 people, most of whom were civilians. What is not often spoken of is when the atomic bomb was tested for the first time, in New Mexico. Nearly half a million people, many of them Hispanics and Native Americans, lived in the designated area, some only 12 miles away. These people became the first victims of nuclear fallout. In the years following the Trinity test, thousands of residents developed cancers and diseases caused by the nuclear blast. The film Oppenheimer has been criticised for not showing this impact on Mexican civilians.

Individuals known as "downwinders," exposed in communities across the United States have fought for 76 years to receive government recognition.

Read more: <https://www.nrl.org/atomic-pulse/downwind-of-trinity-remembering-the-first-victims-of-the-atomic-bomb/>

Practice Level

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JORDAN SOUTHAM, Lil...

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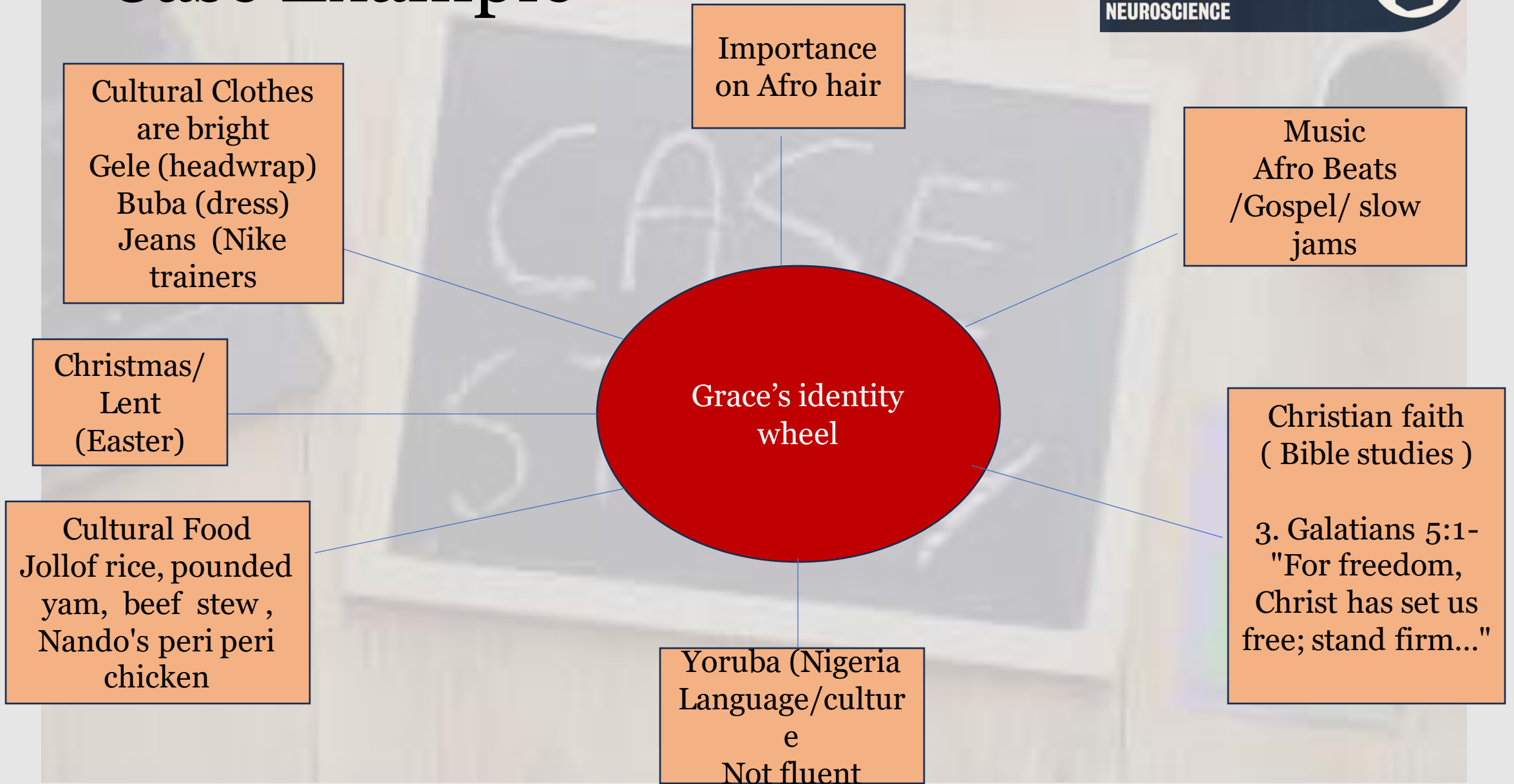
Shariff, Samira



Example Questions on Culture /Traditions

- Do you have a favorite part of your culture/tradition?
- Are there any parts of your culture/religion that are particularly meaningful to you?
- Is there a family tradition you do together?
- Does clothing play a significant cultural or religious role for you?
- Do you belong to a cultural or social club or organization?
- What holidays do you celebrate?
- What language do you speak at home?
- Are there specific religious holidays that your family observes?
- Where do you see yourself as part of these cultures, tradition and religion?
- Are there specific foods that are important to you?
- Does your culture have a perspective on mental health and talking about difficulties?
- Is any of this something you would like us to hold in mind if we work together?

Case Example





Areas for Further Development

1. Having wider team discussions on Diversity and Inclusion
2. Recruiting staff that are representative of the community that we serve
3. Questionnaires to include a question on how CWP's have explored Diversity and Inclusion and the young person's perspective on how this experience
4. Offering further Community Outreach workshops
5. Adapting the social graces model to improve accessibility to CYP and families with additional needs
6. Translating resources/ materials to cater to wider audiences