

A background image of pink cherry blossoms on dark branches, with a semi-transparent white rectangular frame overlaid on top. The text is centered within this frame.

# Supervisor Update

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# About me





# / About me





# Rationale for Curriculum Audit

# Questions we used:

1. Does the content refer to difference (as outlined by Social Grraaccess) within given context?
2. Does content take account of background of people who developed the ideas they're sharing?
3. Does the content refer to how ideas/theories/approaches can be applied to or excludes different communities?
4. Does the content use ideas/knowledge from wide range of authors/clinicians?
5. Does the content account for impact of discrimination and/or oppression?

# Examples

Module	Year	Internal or external	Refer to difference	Background of Authors	Include or exclude communities	Range of Authors	Discrimination/Oppression
Introduction to Social Conditioning	3	External	Somewhat	No	No	No	Somewhat
Policies and Health	3	Internal	Yes	Yes	Yes	Yes	Yes

# What next?

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SUPPORTING  
LECTURERS



CONDUCTING  
WORKSHOPS



RESOURCES

# Widening Access – Yorkshire Mentoring Scheme

2023







# What are the issues?

- Undergraduates and recent graduates from racially minoritized backgrounds are pursuing **other professions** over clinical psychology.

Figure 1. Relative likelihood of participation and progression in psychology roles for people with Black and Asian ethnicities compared to those with White ethnicity.



Notes: Those symbols above 1 indicate a greater likelihood than White people (with 2 representing twice the likelihood), and those below 1 indicate a lesser likelihood (with 0.5 representing half the likelihood). ‘Studying psychology’ compares to studying any degree subject; ‘psychology role in NHS’ compares to the working adult population in England and Wales; and ‘applying’ compares to students studying psychology.



- Historically racially minoritized groups have been underrepresented within the clinical psychology profession.
  - Applicants from racially minoritized backgrounds have **limited access** to qualified clinical psychologists that share similar ethnic backgrounds to them (Tong et al., 2019).
  - The lack of **role models** within the profession contributes to a sense of **not belonging** (Prajapati et al., 2019).
  - Students from racially minoritized backgrounds are **more likely** to be awarded a degree with a **lower classification** – which directly impacts the criteria for being accepted onto a clinical psychology programme (Wong et al., 2021).



A black and white line drawing of five diverse people standing in a row. From left to right: a woman in a patterned dress, a man with a beard holding a coffee cup, a woman with a headband holding a large sign, a woman in a high-necked top and skirt, and an older man with a mustache. The sign is held by the woman in the center and contains the text 'Widening Access – Yorkshire Mentoring Scheme'.

Widening Access –  
Yorkshire Mentoring  
Scheme



# What is the Widening Access – Yorkshire Mentoring Scheme?



- **Health Education England** recognise the need for mentoring schemes within clinical psychology and have provided funding for **each DCLinPsy programme** to ensure that **mentoring schemes** are **offered** to trainees.
- This scheme aims to '**level the playing field**' for psychology undergraduates and recent graduates from racially minoritized backgrounds.
- The primary aim is for 'mentees' to have the **opportunity to meet** and **develop relationships** with qualified clinical psychologists across Yorkshire.





# What are the benefits of the Mentoring Scheme?

- Potential mentees from racially minoritized backgrounds can gain **awareness, information** and the **opportunity** to prepare and pursue for a career in clinical psychology.
- The opportunity to develop **supporting** and potentially **lasting relationships** with qualified psychologists.
- Potential mentees are offered a range of **meaningful mentoring experiences**.
- There will be an opportunity to attend a **group workshop** exploring the **application** and **interview** process.



# What are the benefits for the Mentors?



- The opportunity to share their **experiences** and offer **guidance** and **advice** to aspiring clinical psychologists from racially minoritized backgrounds.
- To become more **aware** of the **barriers** that mentees from racially minoritized backgrounds might face.
  - This should lead to more **diversity** and **awareness** within the clinical psychology profession.
  - This should also improve **cultural humility** within the clinical psychology profession.



# Who is eligible for the Mentoring Scheme?

- Applicants must be from a **global majority** background.
  - For example, people who identify themselves as **Black** or **Asian**.
- Applicants must be **psychology** undergraduates who are on track to receive a **2:1** degree and are considering a clinical psychology career.
- Applicants who graduates with a **2:1** degree in **psychology** or equivalent qualification that enables **Graduate Basis for Chartered Membership** with the **BPS**.
- Applicants who graduated and also have a **postgraduate qualification**.



# We are currently looking for mentors!



- Information will be sent out to supervisor lists – so be on the lookout!
- If you are interested, need more information or have any questions please get in touch with us!



- [YMS@leeds.ac.uk](mailto:YMS@leeds.ac.uk)



- <https://dclinpsych.leeds.ac.uk/edi/mentoring/>

