



Pine Grove Behavioral Health & Addiction Services Doctoral Internship in Professional Psychology

DIVERSITY HANDBOOK

STATEMENT OF DIVERSITY

Pine Grove Behavioral Health and Addiction Services' Doctoral Internship in Professional Psychology (PG-DIPP) believes in recognizing and valuing diversity. A high value is placed on the dignity and worth of individuals regardless of gender, gender identity, ethnicity, race, sexual orientation, age, physical characteristics, minority status, majority status, ability differences, functional differences, religion, spiritual beliefs, geographic differences, cultural differences, socioeconomic status, or other points of difference.

Promoting multicultural experiences and addressing diversity issues are important components of the internship experience at PG-DIPP. PG-DIPP will strive to provide training experiences that increase cultural and diversity awareness and competencies. Multicultural experience opportunities will be integrated into all aspects of the internship experience.

All organizations associated with PG-DIPP are required to be in compliance with Title VI of the Civil Rights Act of 1964.

The PG-DIPP Internship Training Committee is committed to utilizing the American Psychological Association (APA) recommendations on "How to Recruit and Hire Ethnic Minority Faculty," and the "Diversity and Accreditation" documents (see Appendix IV).

COMMITMENT TO DIVERSITY

PG-DIPP is committed to and values diversity. The primary and adjunct supervisors are from a variety of cultural backgrounds. There are also a variety of theoretical approaches and training opportunities with the different supervisors. The clients that interns work with on the three rotations represent a broad spectrum of cultural and individual diversity (including age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status). Our interns have also been

culturally and individually diverse and we have welcomed interns from a wide variety of schools, training experiences, and stages of life.

DIVERSITY PLAN

To insure that PG-DIPP promotes diversity in its selection of interns, provides interns with diversity within the supervisors at PG-DIPP and staff at Pine Grove, maintains a diverse perspective within the Internship Training Committee, and provides interns with clinical experiences working with diverse clients, this diversity plan has been developed. The following areas are addressed within this diversity plan: marketing and publicity, recruitment, quality assurance, training, evaluation, research and publication, and view toward the future.

Marketing and Publicity:

- Post the PG-DIPP Diversity Handbook on the Psychology Internship section of the Pine Grove Treatment website (see Appendix IV).
- State PG-DIPP's commitment to diversity in all publicly available material produced by the internship.
- Consistently strive to increase the diversity of interns, staff, and clientele by marketing Pine Grove treatment programs at local, regional, national and international venues as appropriate.
- Post photographs of current interns and training supervisors on our website and publish that these individuals are actively involved in Interview Day so that minority applicants can observe models in the PG-DIPP setting.

Recruitment:

- Recruit and hire a diverse staff of psychologists that utilizes a variety of perspectives and paradigms by advertising for new positions nationwide via the APA Monitor, Mississippi Psychological Association (MPA), and specialty boards in areas such as child and adolescent psychology, neuropsychology, and trauma and addictions specialists.
- Involve Internship Training Committee members in assisting with trainee and employee recruitment and promoting recruitment efforts at professional conferences.
- Post advertisements for training staff positions in professional journals, on automated mailing lists, or other resources recommended by Black, Hispanic, American Indian, and Asian American psychological associations.
- Discuss diversity policies with prospective interns and applicants for staff positions.
- Encourage staff members representative of diversity to participate in internship interview process in order to attract more minority interns and staff to PG-DIPP.
- Discuss, during the internship interview process, how PG-DIPP's diversity policies and plans are designed to promote both the trainee's skills and the diversity of the internship class, the supervisors, and the PG-DIPP Internship Training Committee.
- Provide contact information for applicants interested in receiving candid answers to their questions regarding diversity from current or former interns.
- Provide materials to interns relocating to Hattiesburg, Mississippi regarding cultural contacts/resources of interest in the community (see Appendix IV).

Quality Assurance:

- Promote and support the involvement of qualified professional staff members with diverse backgrounds on the PG-DIPP's Internship Training Committee and as supervisors (primary or adjunct) of the interns.
- Evaluate staff's knowledge and practice of diversity issues via interns' evaluations of supervisors and training program; staff member's self, peer, and supervisor's evaluations; and patient satisfaction survey responses.
- Ask interns to specifically address diversity training experiences in their evaluations of each rotation, supervisors, seminars, and the overall internship.
- Review the Diversity Handbook at least annually to evaluate PG-DIPP's compliance and progress toward our diversity goals and to make edits, revisions, or modifications as necessary to improve these goals.

Training:

- Provide didactic seminars to the interns regarding multicultural issues and treating diverse populations and invite staff to attend these seminars as well.
- Use movies, television shows, and websites with themes related to diversity and cultural issues to stimulate discussions and deeper exploration of these issues with the interns.
- Have interns actively participate in multidisciplinary treatment team staff meetings to gain experience in working with professionals from mental health disciplines other than psychology and exposure to various treatment perspectives and interventions.
- Encourage interns to establish and maintain effective working relationships with the diverse management and support staff working at each of the training rotation sites and to discuss the advantages and challenges of these relationships in supervision.
- Provide current interns with supervised opportunities to work with diverse clientele, including clients who differ in terms of gender, gender identity, ethnicity, race, sexual orientation, age, physical characteristics, minority status, majority status, ability differences, functional differences, religion, spiritual beliefs, geographic differences, cultural differences, socioeconomic status, or other points of difference.
- Assign interns readings which include evidence based or supported treatments that address issues relevant to multicultural and diverse populations.
- Promote through training, experience, supervision, and role-modeling the concept that every person has a unique positive contribution to make to society.
- Recognize that each patient's perceptual set is both influenced by the cultures of the groups he or she belongs to or identifies with and is unique in itself and must be communicated, explored, understood, and valued in order for any intervention or treatment strategy to be fully effective.
- Utilize supervisors who are knowledgeable about multicultural and diversity issues and who continue to further their understanding via formal or informal continuing education; encourage open discussion and communication with clients, supervisees and colleagues; and demonstrate their willingness to examine and address personal biases.
- Participate in discussions with the interns during orientation and throughout the year regarding regional factors (rural communities, religious affiliation, socioeconomic

status, Southern culture and history, etc) that may influence treatment and interactions with clients in our various treatment programs.

- Participate in discussions with the interns regarding cultural and diversity issues relevant to the special populations (addictive and compulsive behaviors, personality disorders, impaired professionals, etc.) served in the Gratitude and Professional Enhancement Programs and at the Evaluation Center.
- Encourage and support participation by interns and staff in training workshops on diversity sensitivity and skills development.
- Promote interns' view of cultural and diversity competence as a lifelong process.

Evaluation:

- Evaluate interns regularly on their knowledge and practice of diversity issues across all aspects of the internship utilizing self evaluation, supervisors' evaluations, Director of Training evaluations, and patient satisfaction surveys.
- Maintain a formal evaluation of attention to cultural and diversity issues in didactic presentations.
- Review patient satisfaction survey responses for indicators of the need for new, additional, or revised training regarding diversity sensitivity and competence.
- Complete APA's Annual Report Online (ARO) and report diversity characteristics of interns and training staff.

Resources, Research, and Publication:

- Compile and update annually Bibliographies of books (Appendix I), journal articles (Appendix II), movies and television shows (Appendix III), and websites (Appendix IV) with themes related to diversity and cultural issues.
- Continue to build a library of books and journal articles on diversity and cultural issues and make these resources available to seminar presenters for didactic trainings and to interns and training staff for reference.
- Have training staff and interns assist with minority supplement grants, training grants, and research studies that reach underserved groups whenever appropriate and feasible opportunities arise.
- Offer consultation services regarding cultural and diversity issues to other professionals within the Pine Grove system and the local community.
- Encourage staff and interns to review or conduct research relevant to minorities or underserved groups and to share their findings.
- Publish the Diversity Handbook on our website (see Appendix IV).

View toward the Future:

- Support and assist graduates of the PG-DIPP training program in becoming licensed psychologists who strive to continually develop their cultural and diversity competencies in the practice of professional psychology.
- Recruit recent graduates (internally from the PG-DIPP training program and externally from other pre-doctoral training programs) for post-doctoral fellowship training positions within the Pine Grove system and provide them with advanced training and supervision experiences to further develop their diversity sensitivity and competencies.

- Provide encouragement and support (including access to training materials, license exam preparation materials, and mentoring) to facilitate the progress of postdoctoral fellows in becoming fully competent and licensed independent psychologists.
- Discuss with interns and postdoctoral fellows the importance of considering opportunities to become APA accredited internship supervisors who are committed to training culturally competent psychology interns.
- Maintain contact information for training alumni (interns and postdoctoral fellows) and former staff members and follow-up on their career development and achievements.
- Strive to create new opportunities for education, training, professional development, research, treatment, and employment that expand professional competence and the availability of psychological services that celebrate and are sensitive to individual and group differences.

We believe that this diversity plan demonstrates the important role that diversity plays in PG-DIPP. We are committed to monitoring our progress in completing and maintaining these goals for the continued benefit of our interns and this training program.

**Pine Grove Behavioral Health & Addiction Services
Doctoral Internship in Professional Psychology**

**DIVERSITY HANDBOOK
APPENDIX I
BIBLIOGRAPHY – BOOKS OR BOOK CHAPTERS**

- Aponte, J.F., & Johnson, L.R. (2000). The impact of culture on intervention and treatment of ethnic populations. In J.F. Aponte & J. Wohl (Eds.), *Psychological intervention and clinical diversity* (2nd ed., pp. 18-39). Boston: Allyn & Bacon.
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- Brislin, R.W. (2000). *Understanding culture's influence on behavior*. Fort Worth, TX: Harcourt, Brace & World.
- Brown, L.S. (2008). *Cultural competence in trauma therapy: Beyond the flashback*. Washington, DC: American Psychological Association.
(From Dr. Ratti's personal library, available for loan.)
- Charles, S. T., & Carstensen, L. L. (2007). Emotion regulation and aging. In J. J. Gross (Ed.), *Handbook of emotion regulation*. New York: Guilford Press.
- Hardy, K. V., & Laszloffy, T. A. (1994). Deconstructing race in family therapy. In R. V. Almedia (Ed.), *Expansions of feminist family theory through diversity* (pp. 5–33). New York: Haworth Press.
- Mesquita, B., & Albert, D. (2007). The cultural regulation of emotions. In J.J. Gross (Ed.), *Handbook of emotional regulation*, New York: Guilford.
- Mio, J.S. & Awakuni, G.I. (2000). *Resistance to multiculturalism: Issues and interventions*. Philadelphia: Brunner/Mazel.
- Mio, J.S., Barker-Hackett, L., & Tumambing, J.S. (2009). *Multicultural psychology: Understanding our diverse communities* (2nd Ed.). New York: McGraw-Hill.
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- Sue, D. W. (2003). *Overcoming our racism: The journey to liberation*. San Francisco: Jossey-Bass.

Sue, D. W., & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: Wiley.

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**DIVERSITY HANDBOOK
APPENDIX II
BIBLIOGRAPHY – JOURNAL ARTICLES
(Director of Training has copies of these articles)**

- Charles, S. T., & Carstensen, L. L. (2008). Unpleasant situations elicit different emotional responses in younger and older adults. *Psychology and Aging, 23*(3), 495-504.
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- Toporek, R. L., Ortega-Villalobos, L., & Pope-Davis, D. B. (2004). Critical incidents in multicultural supervision: Exploring supervisees' and supervisors' experiences. *Journal of Multicultural Counseling and Development, 32*, 66–83.
- Utsey, S. O., Gernat, C. A., & Hammar, L. (2005). Examining White counselor trainees' reactions to racial issues in counseling and supervision dyads. *The Counseling Psychologist, 33*, 449–478.

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APPENDIX III
BIBLIOGRAPHY – MOVIES AND TELEVISION SHOWS**

13 Conversations About One Thing

- Happiness
- <http://www.imdb.com/title/tt0268690/>

A Dangerous Method

- Jung, Freud, Schizophrenia, Sado-Masochism
- <http://www.imdb.com/title/tt1571222/>

American Beauty

- Depression, Family Dysfunction
- <http://www.imdb.com/title/tt0169547/>

Amexicano

- Mexican, Italian, Illegal Immigrants
- <http://www.imdb.com/title/tt0867241/>

Angels in America A Single Man

- Bereavement, LGBT
- <http://www.imdb.com/title/tt0318997/>

Another Happy Day

- Family Rivalry, Addiction, Divorce
- <http://www.imdb.com/title/tt1719071/>

A Soldier's Story

- Racism
- <http://www.imdb.com/title/tt0088146/>

A Walk to Beautiful

- Ethiopian, Incontinence, Poverty
- <http://www.imdb.com/title/tt0892112/>

Away From Her

- Alzheimer, Illness
- <http://www.imdb.com/title/tt0491747/>

Bella

- Mexican, Immigrant, Unwed Pregnancy
- <http://www.imdb.com/title/tt0482463/>

Benny and Joon

- Mental Illness
- <http://www.imdb.com/title/tt0106387/>

Big Fish

- Death and Dying
- <http://www.imdb.com/title/tt0319061/>

Billy Elliott

- LGBT, Individuality
- <http://www.imdb.com/title/tt0249462/>

Boys Don't Cry

- Transgender Adolescent
- <http://www.imdb.com/title/tt0171804/>

Cherry Blossoms

- Bereavement
- <http://www.imdb.com/title/tt0910559/>

Clean and Sober

- Addiction
- <http://www.imdb.com/title/tt0094884/>

Cloud 9

- Aging, Adultery
- <http://www.imdb.com/title/tt0403946/>

Crash

- Racism
- Movie: <http://www.imdb.com/title/tt0375679/>
- TV Series: <http://www.imdb.com/title/tt1178636/>

Driving Miss Daisy

- Racism, Southern Culture
- <http://www.imdb.com/title/tt0097239/>

Elephant Man

- Stigma
- <http://www.imdb.com/title/tt0080678/>

Everything's Jake

- Homeless, African-American
- <http://www.imdb.com/title/tt0180683/>

Extremely Loud and Incredibly Close

- Asperger's, Parental Death
- <http://www.imdb.com/title/tt0477302/>

Forrest Gump

- Mental Retardation
- <http://www.imdb.com/title/tt0109830/>

Fried Green Tomatoes

- Aging, Southern Culture
- <http://www.imdb.com/title/tt0101921/>

Goodbye Solo

- Immigrant, Aging, Suicide
- <http://www.imdb.com/title/tt1095442/>

Huff

- Psychologist, Suicide
- <http://www.imdb.com/title/tt0409570/>

Hotel Rwanda

- Genocide, Refugee

- <http://www.imdb.com/title/tt0395169/>
- Idiocracy
- Intelligence
 - <http://www.imdb.com/title/tt0387808/>
- In a Better World
- Male roles
 - <http://www.imdb.com/title/tt1340107/>
- In Treatment
- Addiction
 - <http://www.imdb.com/title/tt0835434/>
- King of California
- Bipolar, Delusional
 - <http://www.imdb.com/title/tt0388182/>
- Lars and the Real Girl
- Attachment, Trauma, Mental Illness
 - <http://www.imdb.com/title/tt0805564/>
- Mary and Max
- Obesity, Aspergers
 - <http://www.imdb.com/title/tt0978762/>
- Member of the Wedding
- Adolescence, Family Dysfunction
 - <http://www.imdb.com/title/tt0044896/>
- Milk
- LGBT, Bigotry
 - <http://www.imdb.com/title/tt1013753/>
- Miss Firecracker
- Family Dysfunction, Mississippi
 - <http://www.imdb.com/title/tt0097892/>
- Missing in America
- Vietnam, Homeless, Asian
 - <http://www.imdb.com/title/tt0102456/>
- Mississippi Marsala
- Immigrants
 - <http://www.imdb.com/title/tt0102456/>
- Music Within
- Disability
 - <http://www.imdb.com/title/tt0422783/>
- My Name is Khan
- Immigrant, Muslim, Asbergers, Bereavement
 - <http://www.imdb.com/title/tt1188996/>
- Namesake
- Immigrants
 - <http://www.imdb.com/title/tt0433416/>
- Normal
- Male-to-female Transsexual

- <http://www.imdb.com/title/tt0338290/>
- On a Clear Day
- Aging
 - <http://www.imdb.com/title/tt0410400/>
- Oh Brother Where Art Thou
- Rural
 - <http://www.imdb.com/title/tt0190590/>
- One True Thing
- Death and Dying, Cancer
 - <http://www.imdb.com/title/tt0120776/>
- Out of the Ashes
- Jewish, Holocaust Survivor, Immigrant
 - <http://www.imdb.com/title/tt0311210/>
- Poetry
- Sexual Assault, Aging and Dementia, Family versus Honor
 - <http://www.imdb.com/title/tt1287878/>
- Precious
- Race, Poverty, Incest, Neglect, Obesity
 - <http://www.imdb.com/title/tt0929632/>
- Rachel Getting Married
- Addiction
 - <http://www.imdb.com/title/tt1084950/>
- Reel Injun
- Native American
 - <http://www.imdb.com/title/tt1484114/>
- Reign Over Me
- Trauma, Bereavement
 - <http://www.imdb.com/title/tt0490204/>
- Rain Man
- Autism
 - <http://www.imdb.com/title/tt0095953/>
- Rain Shadow - Series 1
- Age versus Youth, Suicide
 - <http://www.imdb.com/title/tt1116560/>
- Saving Face
- Chinese-American, LGBT
 - <http://www.imdb.com/title/tt0384504/>
- Shine
- Childhood Trauma, Mental Illness
 - <http://www.imdb.com/title/tt0117631/>
- Skin
- Racism
 - <http://www.imdb.com/title/tt0964586/>
- Soldier's Girl
- Male-to-female Transsexual, Bigotry, Sexual Violence

- <http://www.imdb.com/title/tt0324013/>
- Sometimes in April
- Genocide Rwanda
 - <http://www.imdb.com/title/tt0400063/>
- Southern Comfort
- Female-to-male transsexual, Discrimination, Death and Dying
 - <http://www.imdb.com/title/tt0276515/>
- Steel Magnolias
- Southern Culture, Death and Dying
 - <http://www.imdb.com/title/tt0098384/>
- Strangers in Good Company
- Aging
 - <http://www.imdb.com/title/tt0102993/>
- Streetcar Named Desire
- Mental Illness
 - <http://www.imdb.com/title/tt0044081/>
- The Diving Bell and the Butterfly
- Disability
 - <http://www.imdb.com/title/tt0401383/>
- The Dhamma Brothers
- Convicts, Meditation
 - <http://www.imdb.com/title/tt1212007/>
- The Help
- Racism, Mississippi
 - <http://www.imdb.com/title/tt1454029/>
- The Kids Are All Right
- Gay Family
 - <http://www.imdb.com/title/tt0842926/>
- The Man Without a Face
- Disfigurement
 - <http://www.imdb.com/title/tt0107501/>
- The Soloist
- Mental Illness, Homelessness
 - <http://www.imdb.com/title/tt0821642/>
- The Straight Story
- Family Estrangement, Illness
 - <http://www.imdb.com/title/tt0166896/>
- The Stoning of Soraya M.
- Muslim Culture
 - <http://www.imdb.com/title/tt1277737/>
- The Trip to Bountiful
- Family, Returning Home
 - <http://www.imdb.com/title/tt0090203/>
- The Visit
- Convict, African-American, Rape, AIDs

- <http://www.imdb.com/title/tt0199129/>
- To Kill a Mockingbird
- Racism
 - <http://www.imdb.com/title/tt0056592/>
- Transamerica
- Transsexual, Sexual Reassignment Surgery
 - <http://www.imdb.com/title/tt0407265/>
- Under the Same Moon
- Mexican, Illegal Immigrant
 - <http://www.imdb.com/title/tt0796307/>
- Waiting to Exhale
- African-American Culture
 - <http://www.imdb.com/title/tt0067959/>
- Walkabout
- Aborigine, Australian Outback
 - <http://www.imdb.com/title/tt0067959/>
- We Need to Talk About Kevin
- Attachment, Ostracized
 - <http://www.imdb.com/title/tt1242460/>
- Welcome to Paradise
- Religion, Southern Culture
 - <http://www.imdb.com/title/tt0780650/>
- What I Want My Words to Do to You
- Convicts, Women's Maximum Security Prison
 - <http://www.imdb.com/title/tt0343173/>
- What's Eating Gilbert Grape
- Mental Illness, Suicide, Family Conflict
 - <http://www.imdb.com/title/tt0108550/>
- Witness
- Cultural Diversity, Amish
 - <http://www.imdb.com/title/tt0090329/>

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**DIVERSITY HANDBOOK
APPENDIX IV
BIBLIOGRAPHY – WEBSITE CONTENT**

The “How to Recruit and Hire Ethnic Minority Faculty,” and “Diversity and Accreditation” documents are both available at the American Psychological Association (APA) website.
<http://www.apa.org/pi/oema/resources/index.aspx>

Harvard University has a website that examines diversity topics, such as age, race, skin color, disability, religion, and sexuality, and how they impact implicit social cognition. The website has resources for both conducting and applying research. The website also has a database to find diversity-based articles.
<https://implicit.harvard.edu/implicit/>

Go to this website for information regarding cultural contacts and resources of interest in the community of Hattiesburg, Mississippi.
<http://www.hattiesburgms.com/cultural>

The Pine Grove Treatment websites provides information about the Psychology Internship (including the Diversity Handbook) and the various treatment programs (including Gratitude Program, Professional Enhancement Program, Evaluation Center, Outpatient Services, and others) offered by Pine Grove Behavioral Health & Addiction Services in Hattiesburg, Mississippi.
<http://www.pinegrovetreatment.com/>

This Tolerance website, in conjunction with Project Implicit provides hidden bias tests in order to measure unconscious bias relating to various stereotypes and prejudices.
<http://www.tolerance.org/activity/test-yourself-hidden-bias>

This Tolerance website discusses research on how to improve the standardized test scores of students of color and girls by making changes in test environments. The website also discusses ways to counter the stereotypes associated with both students of color and girls.
<http://www.tolerance.org/activity/how-stereotypes-undermine-test-scores>

The Southern Poverty Law Center websites has resources for individuals experiencing discrimination on the basis of immigrant status, sexual orientation, or being the target of hate groups. The website further has resources for teaching tolerance.
<http://splcenter.org/>