

NEW FRONTIERS IN CLINICAL TRAINING: THE UND INDIANS INTO PSYCHOLOGY DOCTORAL EDUCATION (INPSYDE) PROGRAM

DOUG MCDONALD, Ph.D.

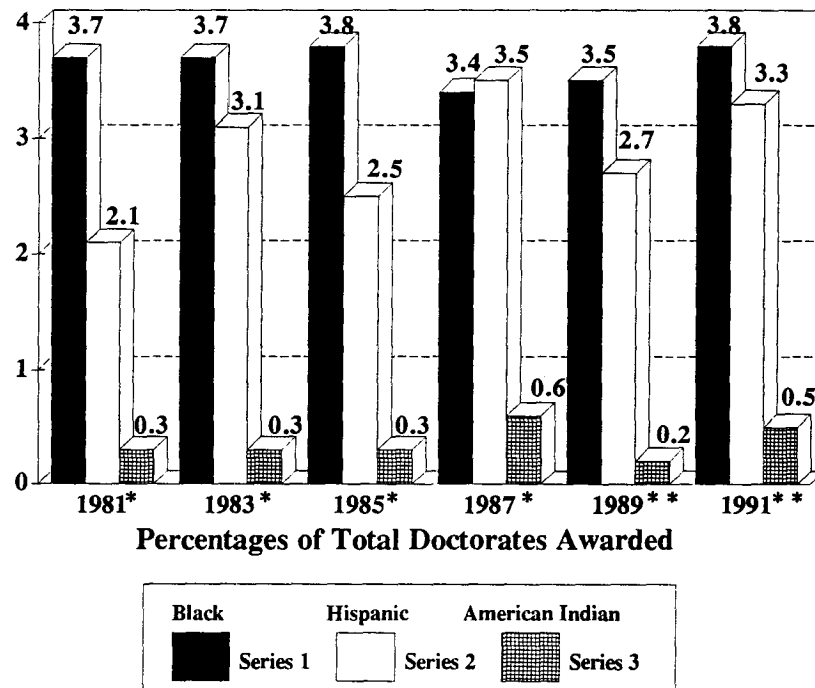
History and Needs

The complexity and girth of mental health needs in American Indian and Alaska Native communities seem to grow and mutate faster than do efforts and resources to address them. Academicians and practitioners alike find themselves confronted with contemporary issues such as AIDS and acculturation stress that either did not exist or were of relatively less significance a generation ago. As these new and advancing issues push back the frontiers of what is known in American Indian and Alaska Native mental health, so must the efforts in prevention, research, and training also evolve.

A growing Indian mental health knowledge base concerning assessment and treatment (Dana, 1993; Manson, Walker, & Kivlahan, 1987; McDonald, Morton, & Stewart, 1993; McDonald & Jackson, 1993), prevention (Trimble, 1982) and research and general issues (LaFramboise, 1988; LaFramboise & Plake, 1984) has expanded the known territory greatly in recent years. The territory concerned with academic training, however, remains relatively trackless.

In spite of several pioneering efforts on the part of some university graduate psychology training programs in recent years, there still exists a dearth of Indian psychologists. LaFramboise (1988) suggests the ratio of majority culture psychologists to majority culture members is approximately 1:2213, while American Indian psychologists to American Indians is approximately four times lower (1:8333). Relatively fewer doctoral degrees have been awarded to American Indians and Alaska Natives than any other minority group (Kohout & Pion, 1990). American Indians comprise roughly two percent of this country's population, but represent only a fraction of one percent of doctorates awarded in psychology in the past decade (see Figure 1).

The factors contributing to the alarmingly low representation of Indian college students at the graduate level are only beginning to be understood. Findings from several studies suggest attitudes and perceptions related to self-confidence, cultural compatibility/incompatibility with college life, family issues and finances (Jeannotte, 1980; McDonald, 1993), as well as anxiety (McDonald, Jackson, & McDonald, 1991) are



Data Sources: *Kohout & Pion, 1990

**Natl. Ctr. for Educ. Stats (DOE), 1993

Figure 1
Minority Psychology Doctoral Degrees Awarded 1981–1991.

significant predictors and correlates to Indian college student success or failure. Other findings suggest the availability of effective mentors and advisors enhances Indian college students' efforts (LaCounte, 1987).

The University of North Dakota (UND) Indians Into Psychology Doctoral Education (InPsyDE) Program

The UND Department of Psychology's Clinical Training Program has taken dramatic strides in their efforts to recruit and train American Indian students. The most significant of these developments has been the establishment of the Indians into Psychology Doctoral Education (InPsyDE) program. The InPsyDE program is one of several contained within the congressionally approved Quentin C. Burdick American Indian Initiative, which includes the Indians Into Medicine (INMED) and Recruitment of American Indians Into Nursing (RAIN) programs at UND. Funding for the Initiative's components are annually appropriated by congress.

InPsyDE has several key goals. First, it seeks to identify and recruit promising American Indian students into the field of Psychology by establishing a pipeline from grade school to the graduate level. Achievement of this "pipeline" concept requires spending a great deal of time and effort in Indian communities stimulating interest in psychology among elementary, secondary, and tribal college students. While a degree of any kind is certainly an honorable achievement, the InPsyDE program focuses on mentoring students through the achievement of a Ph.D.

The second major emphasis of the program is to provide culturally appropriate training to all UND students, Indian and nonIndian, graduate and undergraduate. While recognizing that purely culturally appropriate training can not be attained on a predominantly nonIndian campus in a predominantly nonIndian community, InPsyDE staff are committed to developing innovative approaches that attempt to bridge the cultural gap as much as possible.

To this end, the program employs three American Indian psychologists to support these efforts. Dr. Doug McDonald, a member of the Oglala Lakota tribe at Pine Ridge, SD, is co-director of the InPsyDE program and is currently finishing the establishment of the first UND Indian and Rural Psychology traineeship, located in Lake Deer, Montana on the Northern Cheyenne reservation. Dr. McDonald will return to campus full time starting summer, 1994. Dr. Rebecca Crawford, of Blackfeet and Dakota descent, has been associated with the Psychology department since her graduation from Utah State University several years ago. Dr. Crawford's professional expertise includes American Indian family dynamics. She has also conducted and published research on the effects of depression and suicide in Indian communities. Dr. Dan Foster, Oklahoma Cherokee, has also recently joined the UND faculty. Dr. Foster has spent a number of years researching and developing pioneering programs to provide culturally sensitive clinical services to incarcerated American Indian inmates.

Dr. Jeff Holm, Director of Clinical Training at UND is a founder and co-director of the InPsyDE program. Dr. Holm has been with the department for seven years and has established a reputation as a scientist and scholar who is deeply committed to developing culturally and regionally appropriate training. Dr. Holm is originally from the Detroit area and received his Ph.D. from Ohio University. All in all, the InPsyDE program and its staff are dedicated to developing a program that: (1) provides an environment that is as culturally sensitive as possible for psychology students at UND; and, (2) provides outreach to area reservations and their districts. This philosophy was established to reflect traditional American Indian cultural values, and also to address needs established in the professional literature.

The InPsyDE program accepted its first class of students for fall, 1993. These students are Jessica Gourneau and Stephanie Allard, both

from the Turtle Mountain reservation. Any questions regarding the UND InPsyDE program may be directed to either Dr. Jeff Holm, Department of Psychology, UND (701-777-3451), or Dr. Doug McDonald, DKMC (406-477-6215), Box 98, Lame Deer, MT 59043.

References

- Dana, R. (1993). *Multicultural assessment perspectives for professional psychology*. Needham, MA: Allyn & Bacon.
- Jeanotte, L. D. (1980). *A study of the contributing factors relating to why American Indian students drop out of or graduate from educational programs at the University of North Dakota*. Unpublished doctoral dissertation, University of North Dakota.
- Kohout, J., & Pion, G. (1990). Participation of ethnic minorities in psychology: Where do we stand today? In G. Stricker, Davis-Russell, E., Bourg, E., Duran, E., Hammond, W. R., McHolland, J., Polite, K., Vaughn, W. E. (Eds.), *Toward ethnic diversification in psychological education and training*. Washington, DC: American Psychological Association.
- LaCounte, D. W. (1987). American Indian students in college. In D.J. Wright (Ed.), *Responding to the needs of today's minority students: New directions for student services*. San Francisco: Jossey-Bass.
- LaFramboise, T. D. (1988). American Indian mental health policy. *American Psychologist*, 43, 388–397.
- LaFramboise, T. D., & Plake, B. S. (1984). A model for the systematic review of mental health research: American Indian family, a case in point. *White Cloud Journal*, 3, 44–52.
- Manson, S., Walker, R. D., & Kivlahan, D. R. (1987). Psychiatric assessment and treatment of American Indians and Alaska Natives. *Hospital and Community Psychiatry*, 38, 165–173.
- McDonald, J. D. (1993). *Attitudinal factors affecting academic success of American Indian college students: The development of the Native American College Student Attitude Scale (NACSAS)*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- McDonald, J.D., Morton, R., & Stewart, C. (1993). Clinical issues of concern with American Indian patients. *Innovations in Clinical Practice*, 12, 437–454.
- McDonald, J. D., & Jackson, T. J. (1993). *American Indian psychiatric inpatient therapist variables preferences*. Manuscript submitted for publication.

- McDonald, J. D., Jackson, T. L., & McDonald, A. L. (1991). Perceived anxiety differences between reservation and non-reservation and non-reservation Native American and Majority culture college students. *Journal of Indigenous Studies*, 2, 71-79.
- Trimble, J. (1982). American Indian mental health and the role of training for prevention. In S. Manson (Ed.), *New directions in prevention among American Indian and Alaska Native communities*. Oregon Health Sciences University: Portland, OR.