

# 2023-2024 ROVINSKY FAMILY LECTURESHIP SERIES

Wednesday, February 12, 2024 | 12:00 – 1:00 PM ET | Live Webinar

## INCORPORATING INTERSECTIONALITY INTO OUR CARE PRACTICES

**Brandon Tomlinson, PhD, LPCC (OH), NCC**

Assistant Professor, Department of Counseling, School of Professional and Applied Psychology, Philadelphia College of Osteopathic Medicine

### PROGRAM DESCRIPTION:

It is vital that mental and physical health care providers across the spectrum of mental and physical health incorporate into their work the notion of intersectionality, which dictates that people all possess a variety of identities that congregate to form the lens through which they experience the world (Chan et al., 2018; Dieser, 2021). Sometimes, these identities are marginalized, sometimes they are privileged, and sometimes the crossroads of various identities can augment the marginalization or privilege (Day et al., 2023). Understanding these aspects of identity can lead to a better grasp of what factors are at play in the life of the individual we treat. One thing caregivers cannot do is pretend that marginalization and privilege and the impact of these issues are negligible.

The intention of this presentation is to delineate for providers what intersectionality represents by giving them a basic foundation in its tenets, research findings, and history. From that point, attendees will learn ways to mindfully incorporate intersectional perspective-taking into their delivery of care. Attendees will gain skills to explore their own internal biases and assumptions, as reflective self-understanding from a perspective of cultural humility offers the key to rendering oneself open to others' differing identities. Participants will be empowered by the knowledge of how they can advocate for systemic changes to oppressive systems based on their elevated states as healthcare providers.

### EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Describe what intersectionality is and why it's relevant to them as healthcare providers
- Self-reflect on their own identities and biases
- Explain how participants can use their power as healthcare providers for advocacy regarding intersectional social issues

### SUGGESTED READINGS

Adams, L. M., & Miller, A. B. (2022). Mechanisms of mental-health disparities among minoritized groups: How well are the top journals in clinical psychology representing this work? *Clinical Psychological Science*, 10(3), 387–416. <https://doi.org/10.1177/21677026211026979>

Bowen, E. A., & Irish, A. (2019). A policy mapping analysis of goals, target populations, and punitive notions in the U.S. congressional response to the opioid epidemic. *International Journal of Drug Policy*, 74, 90–97. <https://doi.org/10.1016/j.drugpo.2019.09.014>

Chan, C. D., Cor, D. N., & Band, M. P. (2018). Privilege and oppression in counselor education: An intersectionality framework. *Journal of Multicultural Counseling and Development*, 46(1), 58–73. <https://doi.org/10.1002/jmcd.12092>

Day, G. L., Havranek, E. P., Campbell, E. G., & Mehta, A. B. (2023). Applying intersectionality to better characterize health-care disparities for critically ill adults. *American Journal of Respiratory and Critical Care Medicine*, 207(12), 1639–1641. <https://doi.org/10.1164/rccm.202301-0153LE>

Dieser, R. B. (2021). A call to the profession: cross-cultural competence and learning from a sister profession. *Therapeutic Recreation Journal*, 55(4), 369–383. <https://doi.org/10.18666/TRJ-2021-V55-I4-10955>

Else-Quest, N. M., & Hyde, J. S. (2016). Intersectionality in quantitative psychological research: Theoretical and epistemological issues. *Psychology of Women Quarterly*, 40, 155–170. <https://doi.org/10.1177/0361684316629797>

Mothupi, M., Dasgupta, J., Hosseini Jebeli, S. S., Stevenson, J., Berdichevsky, K., Vong, S., Barasa, E., & George, A. (2023). Using an intersectionality approach to transform health services for overlooked healthcare users and workers after covid-19. *British Medical Journal*, 381, Article e072243. <https://doi.org/10.1136/bmj-2022-072243>

Zhu, P., Luke, M., & Bellini, J. (2021). A grounded theory analysis of cultural humility in counseling and counselor education. *Counselor Education & Supervision*, 60(1), 73–89. <https://doi.org/10.1002/ceas.12197>

## ABOUT THE PRESENTER

Dr. Tomlinson is a licensed professional clinical counselor and assistant professor of counseling at the PCOM School of Professional and Applied Psychology. His clinical and research work focuses on exploring advocacy, policy, and the importance of identity and intersectionality. He serves on the public policy board for the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), a division of the American Counseling Association; he has authored numerous public statements on behalf of SAIGE regarding issues of social justice and the need for protections against government-sanctioned marginalization as well as having penned opposition testimony for anti-transgender hate legislation. He has conducted in-depth

research on the interplay of personal values, professional ethics, and justice issues in the counseling profession. Dr. Tomlinson has done extensive clinical work with marginalized populations across race, sexual orientation, gender identity, and socioeconomic status. He has also provided numerous didactic workshops on addictions issues, neurodiversity, LGBTQ+ issues, and clinician advocacy on behalf of clients.

**Target Audience: Doctoral Level  
Psychologists and Other Mental Health  
Professionals**

**Level of Instruction: Intermediate**

**Number of CE Credits Offered: 1 CE credit**

**Cost: \$15**

## CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine. Physicians: Philadelphia College of Osteopathic Medicine is accredited by the American Osteopathic Association of medical education for physicians. Philadelphia College of Osteopathic Medicine designates this program for a maximum of 1 hour of AOA Category 1- A credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity.



**PSYCHOLOGISTS:** Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



**CERTIFIED COUNSELORS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

**LICENSED SOCIAL WORKERS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, all social workers are responsible for checking with their Board. The Board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.

**REFUND/CANCELLATION POLICY:** For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than three business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within three business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further information about the Refund/Cancellation Policy and any other questions may be obtained by contacting the Coordinator of Continuing Education, PCOM School of Professional and Applied Psychology, at SPAP-CE@pcom.edu.