Core Trainings Descriptions and Goals Hispanic Psychiatry Fellowship

| Core Trainings | Description and Goals |
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| Policy and | Considering that ethnic minorities are usually excluded from leadership groups and |
| Leadership | governing bodies, training regarding policy and leadership is essential for a Hispanic |
| | psychiatrist. The goal is to learn how to lead a mental health system in identifying racist |
| | policies, actively advocate for change, engage sustainable support, and become |
| | empowered to lead. |
| Culture in | Errors in mental health practice occur when clinicians do not take culture into account. |
| Psychiatric | However, specific skills in eliciting appropriate information can be learned and used in |
| Care | the care of multiple Hispanic groups with different cultural and structural influences (8). |
| | The goal is to practice incorporating cultural approaches to psychiatric care (8). |
| Delivery of | Operationalizing culturally sensitive approaches in a mental health system with barriers |
| Evidence- | for Hispanics is challenging. The goal is to gain expertise in the clinic model addressing |
| Based | psychopharmacology for severe mental illness in Hispanics, psychotherapy, and |
| Psychiatric | leadership of the treatment team. There is additional focus on structural problems such |
| Care for | as stigma, uncertain immigration status, homelessness, poverty, lack of health |
| Hispanics | insurance, injustice, and discrimination while keeping in mind unique explanatory |
| | models of illness and expectations for treatment. |
| Recovery- | The culture of medicine is different from that of recovery-oriented approaches, and |
| Oriented Care | there is no specific recovery model for Hispanics. Faculty from the Program for |
| and Health | Recovery and Community Health (PRCH) guide the training. The goal is to learn recovery |

| Services | approaches and develop expertise in community participatory research. A scholarly |
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| Research | project addressing recovery and mental health services research for Hispanics is |
| | encouraged (12). |
| Forensics | Hispanics with language barriers face significant problems securing mental health |
| | treatment, and this is compounded if they are legally involved. The goal is to learn why |
| | minorities are overrepresented in the legal system, how race and ethnicity play a role in |
| | legal dispositions and, the added disadvantages immigrants face when attempting to |
| | resolve legal issues (9). |
| Substance Use | Frequently, people who suffer from substance use disorders (SUD) have a co-occurring |
| | mental illness, may be victims of domestic violence, and are at high risk for accidental |
| | overdoses. They present unique patterns, for example, Hispanic adolescents have an |
| | alarmingly high prevalence of heroin and opioid use (10). The goal is to understand |
| | disparities and barriers in Hispanic SUD care and learn prevention strategies and best |
| | practices. |
| Education, | The lack of training on cultural sensitivity in health care and decreased knowledge |
| Teaching, and | about disparities and bias existing in health care is profound. The goal is for the Fellow |
| Training | to become an effective teacher and leader in the field. As expertise is gained, the fellow |
| | may then teach junior trainees in learning culturally sensitive interview skills, addressing |
| | bias in health care, and promoting health equity, thereby disseminating a solution to |
| | minority physician workforce disparities and the scarcity of Hispanic psychiatrists (7,11). |

Fellowship Timeline

| Months before July | Coordination of clinical schedule Consideration of Fellow's interests for supervision and rotations | |
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| | Orientation Schedule and coordinate dates and times for supervision times with mentors | |
| July | Introduction to clinical services in assigned sites Introduction to leadership at the Hispanic Clinic | |
| Aug-Sept | Continue academic and clinical activities Discuss and choose an academic project. Select a mentor for the project Work on a timeline for project and discuss with mentor and faculty Start project (ongoing until the end of the Fellowship) | |
| Oct-Mar | Continue academic and clinical activities Prepare submission for national conferences Self-identify areas that might required more supervision, guidance, or experience Mid-year review with Fellowship director and self-assessment | |
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| Apr-Jun | Continue academic and clinical activities Mentoring about future goals and job search Finalize and present papers or talks prepared during the year Graduation | |
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