

NAVIGATING RACE AND RACISM

FUTURE FRONTIERS OF EVIDENCE-BASED
CULTURAL COMPETENCE IN CLINICAL CARE

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HOW MUST PSYCHOLOGY MOVE IN THIS MOMENT?

RACIAL IDENTITY

RACIAL IDENTITY PHASES

- Black Racial Identity - Cross, 1971

- **Pre-encounter:** “White is Right”
- **Encounter:** First exposure to racism
- **Immersion/Emersion:** “All black everything”
- **Internalization:** Pro-black, less defense

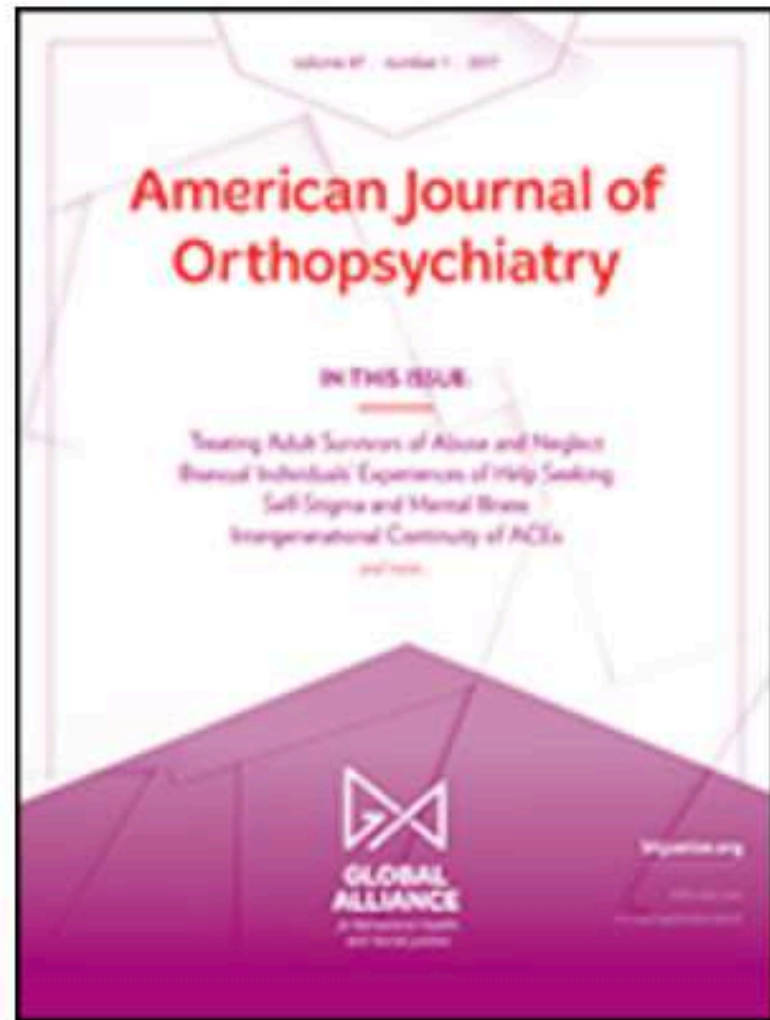
- White Racial Identity - Helms, 1985

- **Contact:** Colorblind
- **Disintegration:** Racism exists? Am I responsible?
- **Reintegration:** No, *they* are responsible

RACIAL STRESS AND TRAUMA

CATEGORIZING RACIAL STRESS AND TRAUMA

- Seminal work - Carter, 2007
- Pros/Cons to utilizing DSM-IV conceptualization of trauma
- DSM-V categorization of trauma - removing vicarious witnessing



Journal Information

APA PsycArticles: Journal Article

From “crib to coffin”: Navigating coping from racism-related stress throughout the lifespan of Black Americans.

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Jones, Shawn C. T., Anderson, Riana Elyse, Gaskin-Wasson, Ashly Louise, Sawyer, Broderick A., Applewhite, Kimberly, Metzger, Isha W.

Jones, S. C. T., Anderson, R. E., Gaskin-Wasson, A. L., Sawyer, B. A., Applewhite, K., & Metzger, I. W. (2020). From “crib to coffin”: Navigating coping from racism-related stress throughout the lifespan of Black Americans. *American Journal of Orthopsychiatry*, 90(2), 267–282.

HEY LOOK, MA!

"FROM CRIB TO COFFIN" HIGHLIGHTS

racism-related stress:

- *racism-related life events* (time-limited, specific life experiences)
- *vicarious racism experiences* (observation and report of others' racism experiences)
- *daily racism microstressors* (subtle slights and exclusions)
- *chronic-contextual stress* (social systemic and institutional racism)
- *collective experiences* (cultural-symbolic and sociopolitical manifestations of racism)
- *transgenerational transmission* (discussions of historical events)

"FROM CRIB TO COFFIN" HIGHLIGHTS

- Childhood
 - Children show early preference to lighter skin and early recognition of racial group category
 - Exposure to racism may have a particularly deleterious impact due to difficulties with expression
 - Vulnerabilities passed through mother/parents in utero
 - Developing racial socialization practices

"FROM CRIB TO COFFIN" HIGHLIGHTS

- Adolescence
 - Increased likelihood of racism in schools
 - Possible contact with justice system ("school-to-prison pipeline")
 - Desired coping strategies may lead to worsening consequences
 - Increased benefit of cognitive and behavioral coping strategies
 - Potential for activism as coping strategy

"FROM CRIB TO COFFIN" HIGHLIGHTS

- Adulthood
 - Transitioning of social roles changes impact of racial stress
 - Increases in health risks
 - Changes in relationship increase risk of racially stressful events
 - May turn to external sources of support and coping

IMPLICATIONS FOR CLINICAL CARE

ASSESSMENT OF RACIAL STRESS AND TRAUMA

- Changes to DSM-VI?
- Race-Based Traumatic Stress Symptom Scale and Race-Based Traumatic Scale Inventory - Carter
- UConn Racial/Ethnic Stress and Trauma Survey (UnRESTS)

APA RECOMMENDATIONS FOR CULTURALLY COMPETENT CARE

- From *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (2017)
- Seek to recognize and understand that identity and self-definition are fluid and complex
- Strive to move beyond conceptualizations rooted in categorical assumptions
- Strive to understand the role of language and communication through engagement that is sensitive to lived experience

APA RECOMMENDATIONS FOR CULTURALLY COMPETENT CARE

- Endeavor to be aware of the role of the social and physical environment in the lives of clients, students, research participants, and/or consultees.
- Aspire to and recognize and understand historical and contemporary experiences with power, privilege, and oppression
- Seek to promote culturally adaptive interventions and advocacy within and across systems

APA RECOMMENDATIONS FOR CULTURALLY COMPETENT CARE

- Endeavor to examine the profession's assumptions and practices within an international context
- Seek awareness and understanding of how developmental stages and life transitions intersect with the larger biosociocultural context
- Strive to conduct culturally appropriate and informed research, teaching, supervision, consultation, assessment, interpretation, diagnosis, dissemination, and evaluation of efficacy
- Actively strive to take a strength-based approach

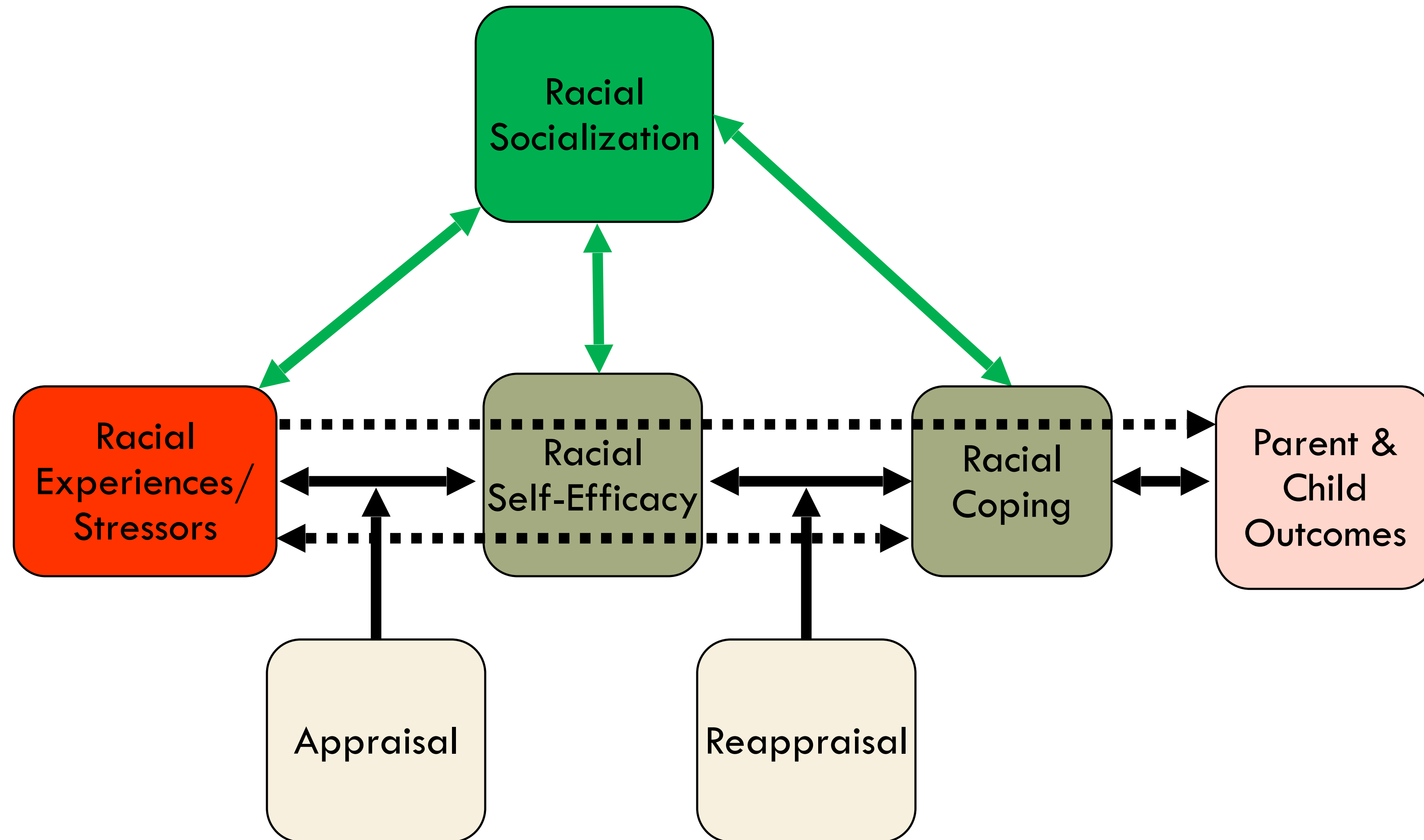
"I didn't know what black psychology was, but I had hunches. The biggest point I made was that we should develop a strength-based psychology instead of a deficit-based psychology. My reasoning was that I grew up in a one-parent home with two siblings, and my mother was able to keep us together, feed us, clothe us, get us through high school, keep us out of jail. If that doesn't require complex behavior, I don't know what does."

-Dr. Joe White

RACIAL SOCIALIZATION

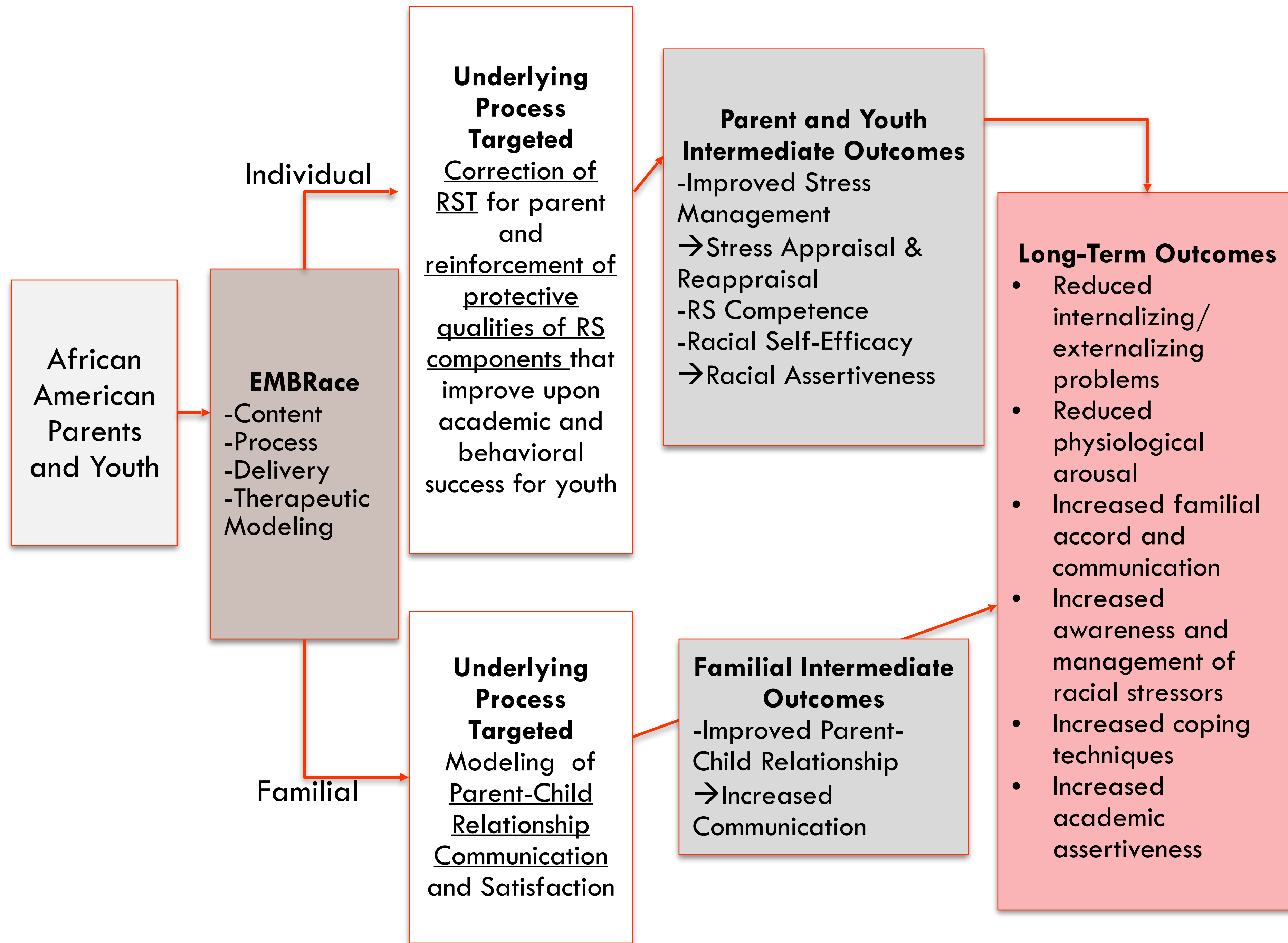
- Ways that parents talk to their children about race
- “Our Mental Health Minute” - <https://www.youtube.com/watch?v=hYSUWC4y6Vc>

Racial Encounter Coping Appraisal and Socialization Theory (RECAST)



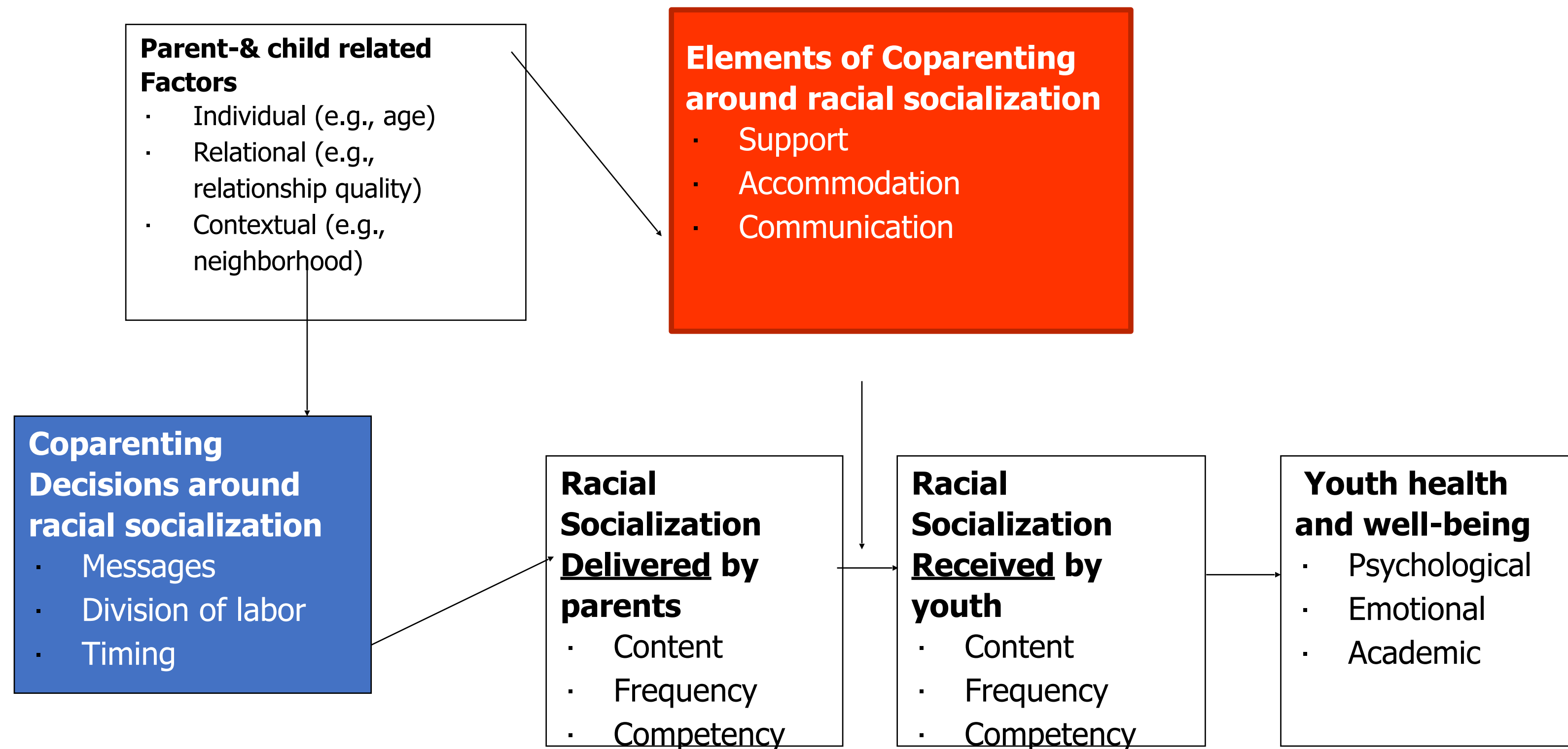
What is EMBRace?

- EMBRace is a 5-session family-based RS and RST management intervention designed to
 - ✘ increase parent and adolescent RS competence
 - ✘ reduce parent and adolescent RST; and
 - ✘ improve adolescent psychological well-being and academic engagement
- EMBRace involves skill development in:
 - ✘ RS content
 - ✘ RST process
 - ✘ Parent-child delivery

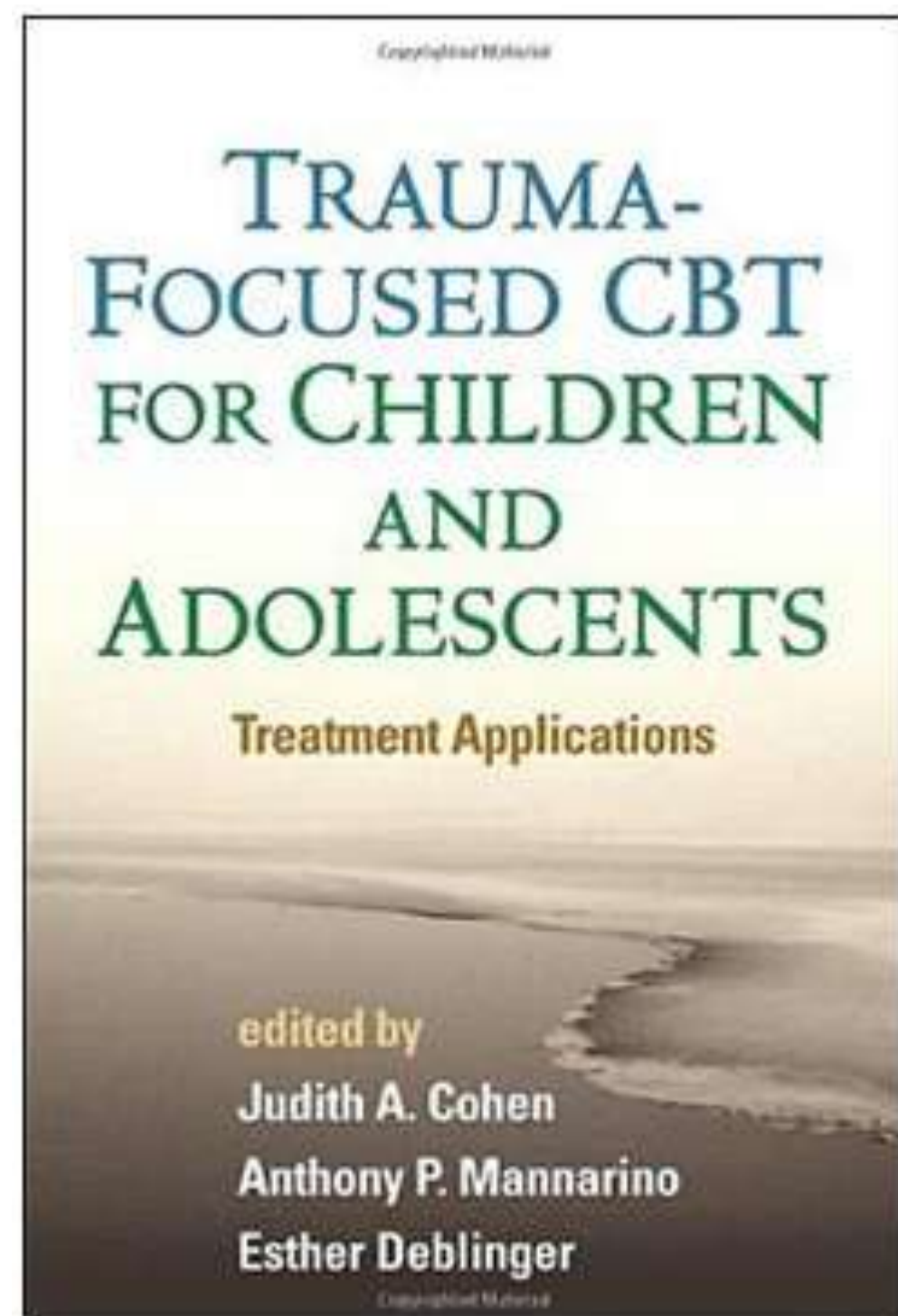


Conceptual Framework: Culturally Informed RS Coparenting

(Jones, under review)



Child and Family Trauma Treatment



Black youth are more likely to:

- Experience racial stress and trauma
- Employ culturally specific protective processes within families

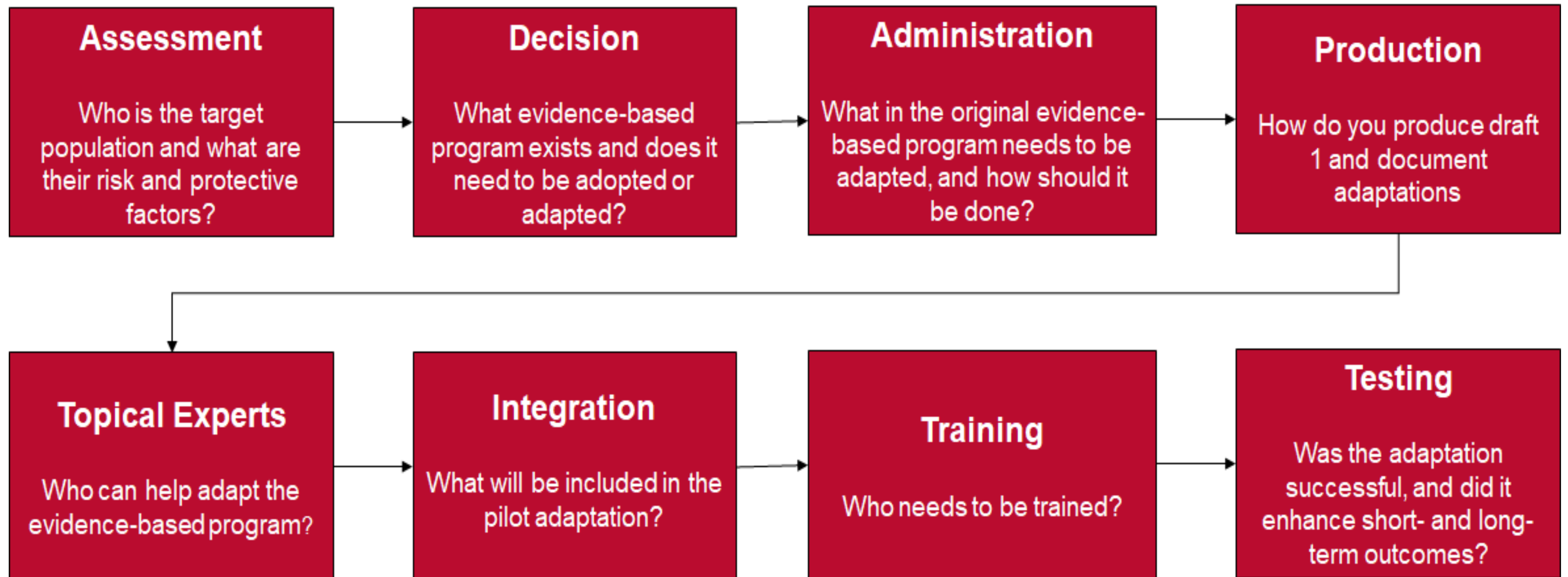
Black youth are less likely to:

- Initiate & complete trauma treatment
- Sustain positive outcomes

Researchers emphasize the importance of treatment that:

- Highlights culturally- specific risk and protective processes

Adapting TF-CBT: The ADAPT-ITT Model



(Adapted from Wingood & DiClemente, 2008, Table 1, p. 542)

Adapting TF-CBT: Specific Aim & Method

Aim: Develop a culturally enhanced racial socialization component to be used by trauma clinicians within (psychoeducation) and between (in-vivo, “in real life” assignments) Trauma-Focused Cognitive Behavioral Therapy sessions

- *Conduct focus groups with Clinicians (15)*
- *Conduct Interviews with Caregivers (10) and Youth (10)*
- *Compensation: \$15 gift card for 35 participants*



the cottage

sexual assault center & children's advocacy center



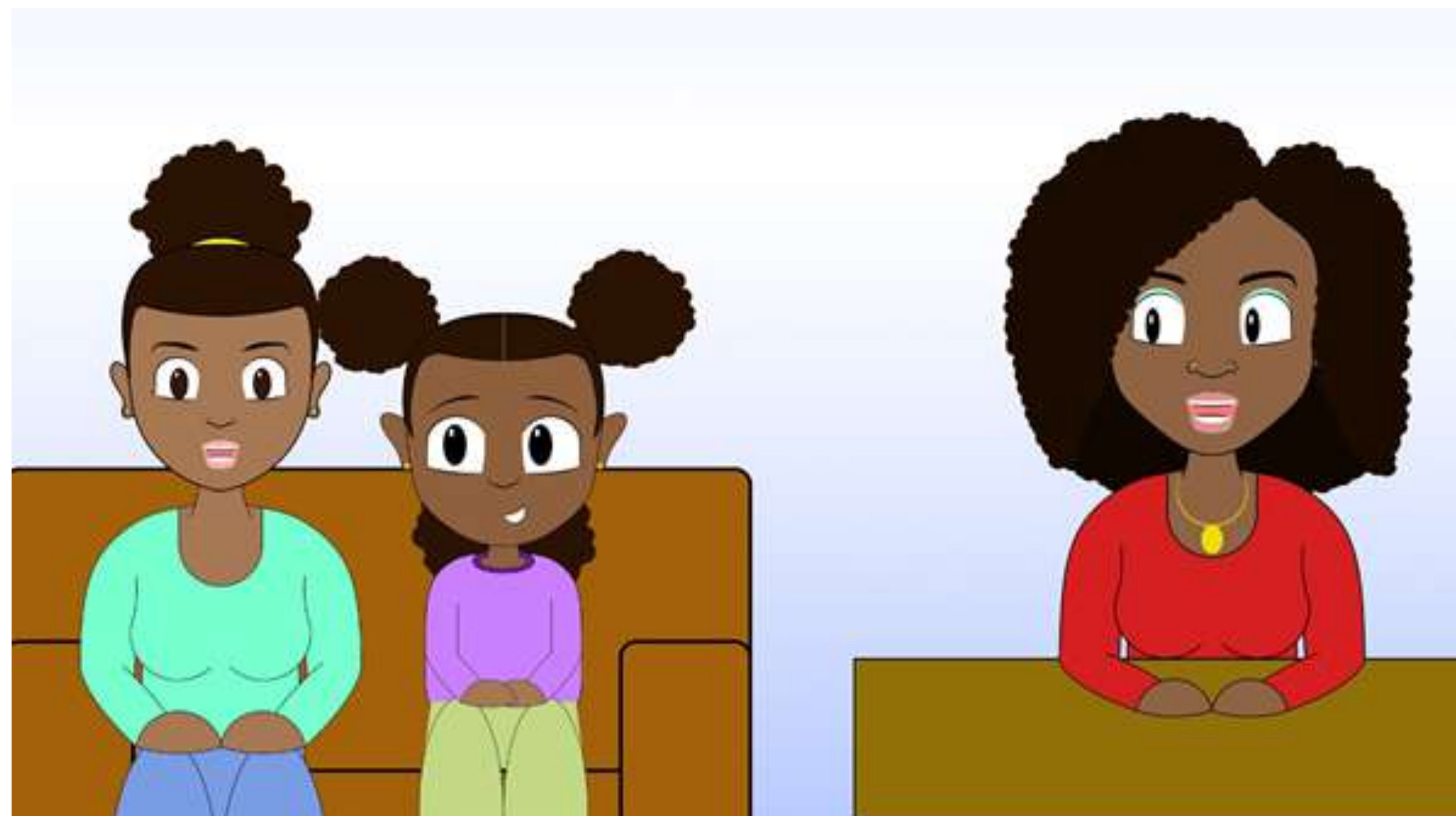
GEORGIA CENTER
FOR CHILD ADVOCACY

Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

Structured, short-term treatment (8-25 sessions)

Empirically-supported for children and adolescents impacted by trauma and their families

- Evaluated and refined over past 25 years
- Improves a range of trauma-related outcomes in children/ adolescents and caregivers
- Not all groups benefit from TF-CBT the same.



Now, let's

PRACTICE



Psychoeducation and Parenting

Relaxation

Stabilization Phase

Affective Modulation

Cognitive Coping and Processing

Trauma Narrative

Processing Phase

In-Vivo Exposure

Conjoint Sessions

Integration/
Consolidation Phase

Enhancing Safety

Psychoeducation And Parenting



Psychoeducation and parenting allows you to discuss and receive information about:

- The prevalence of racism and discrimination;
- The relationship between racial trauma and adverse reactions/behaviors
- The nature of trauma treatment

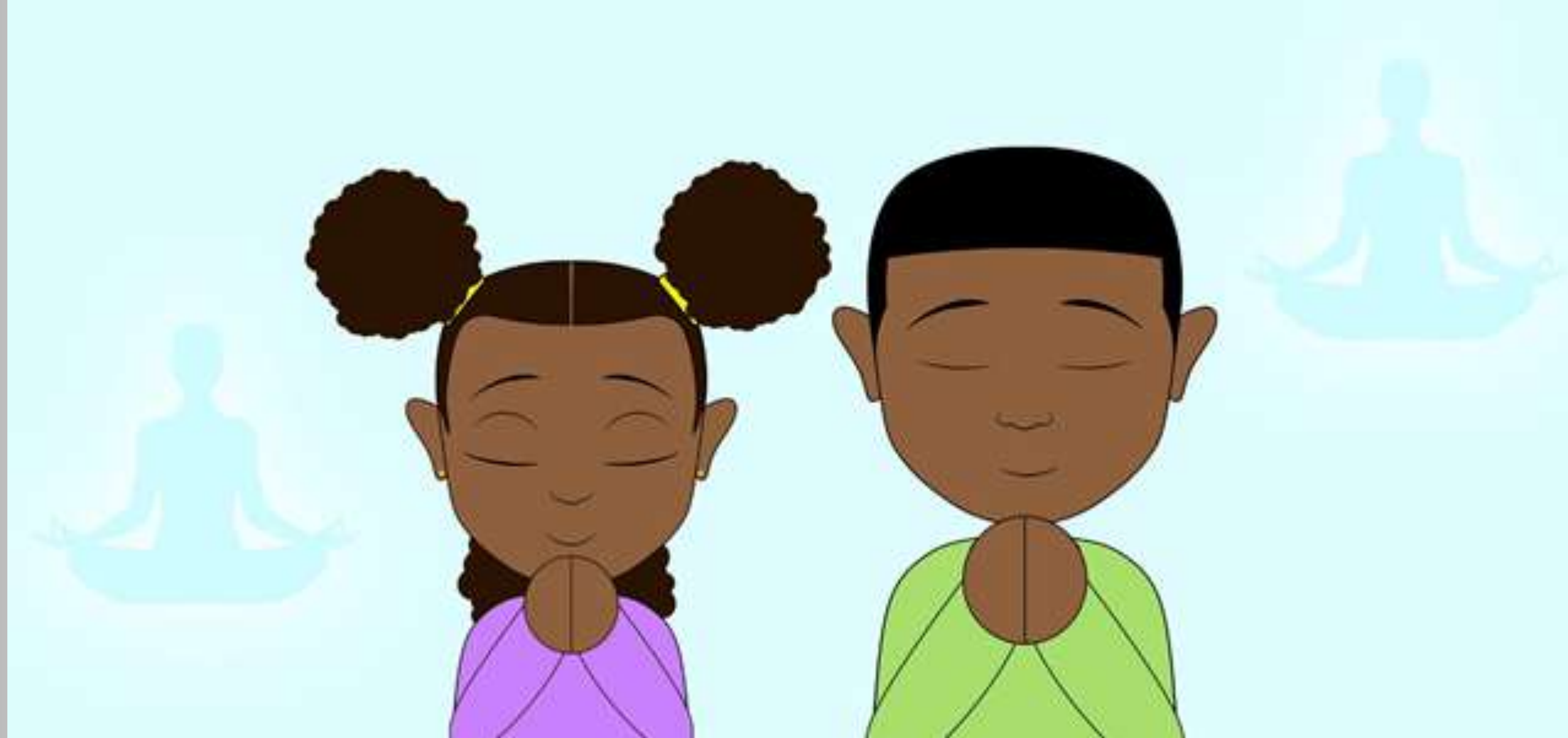
What attitudes and beliefs do you hold about mental health or prior experiences with mental health?

These might include: •“family matters should stay within the family”

- “Black boys should be strong and not express their emotions”
- “Black girls should be prepared to be Superwomen”

This is an opportunity to discuss our values, and to receive and provide corrective information as necessary!

Relaxation



A family's cultural background and values can affect how they respond to stress.

- A common racial socialization message is that African Americans must work twice as hard to get half as much; and because of this, some Black families may place less importance on relaxation.

Relaxation is important for recharging, coping with stress, and healing from trauma, and it is important to have ways to relax that can be used in different settings like at home or at school. Some ideas are:

- Playing a sport or participating in a hobby
- Listening to gospel music or other praise and worship music
- Prayer
- Meditation
- Watching a comedy on YouTube
- Writing poetry

What types of things do you do to relax after a long day or stressful experience?

Calculate, Locate, Communicate, Breathe & Exhale: Racial Stress Mindfulness

☐ Calculate it

- ☐ How stressed (or what ever other emotion is relevant) am I? (1-10?)

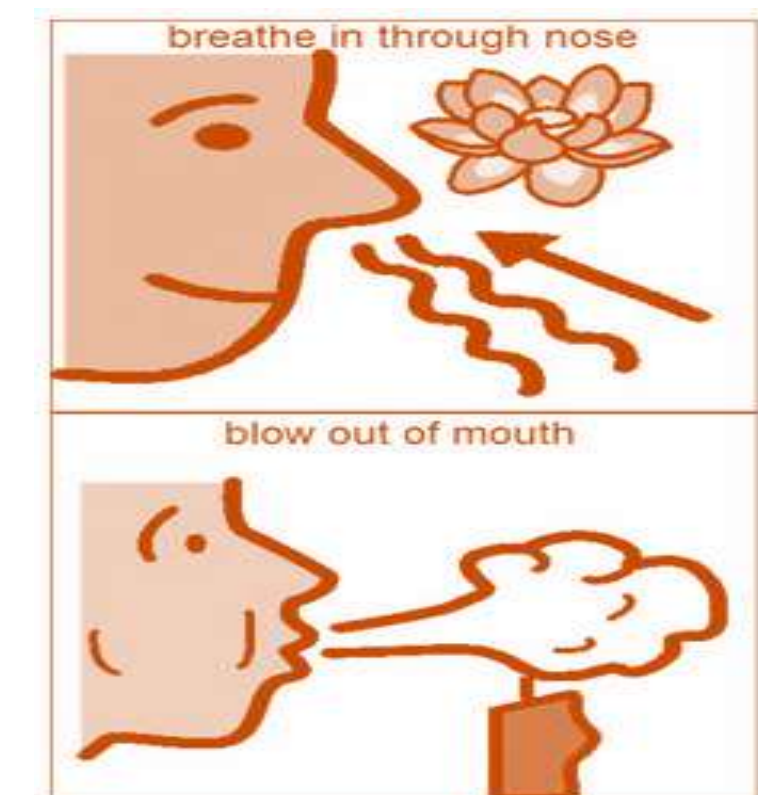
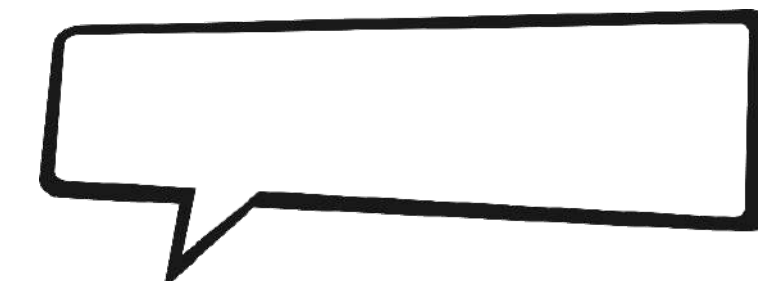
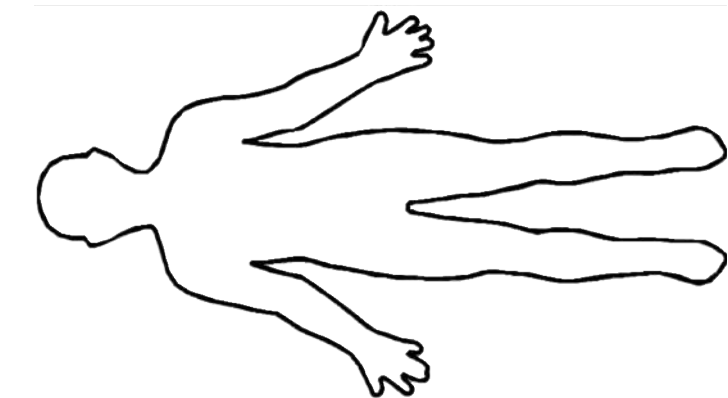
☐ Locate it

- ☐ Where on my body do I feel the stress?

☐ Communicate it

- ☐ What statements am I saying to myself?

☐ Breathe and Exhale



CLC-BE Exercise

- Imagine that you have a child in your life who is important to you. If that child came to you after being racially rejected, disrespected, or mistreated, what would you say to him or her?

PEOPLE I FOLLOW

QUESTIONS/COMMENTS