Rebuilding Behavioral Health: Addressing Structural Racism within Behavioral Healthcare

Housekeeping

Join by Phone: Click Join Audio, Phone Call tab, dial the desired phone number, and enter Meeting ID and Participant ID.

01

Camera: Please keep your camera on unless you have low bandwidth.

02

Name: Please change your name to your actual name.

03

Live Captioning: Click CC Live Transcript to show or hide captions.

04

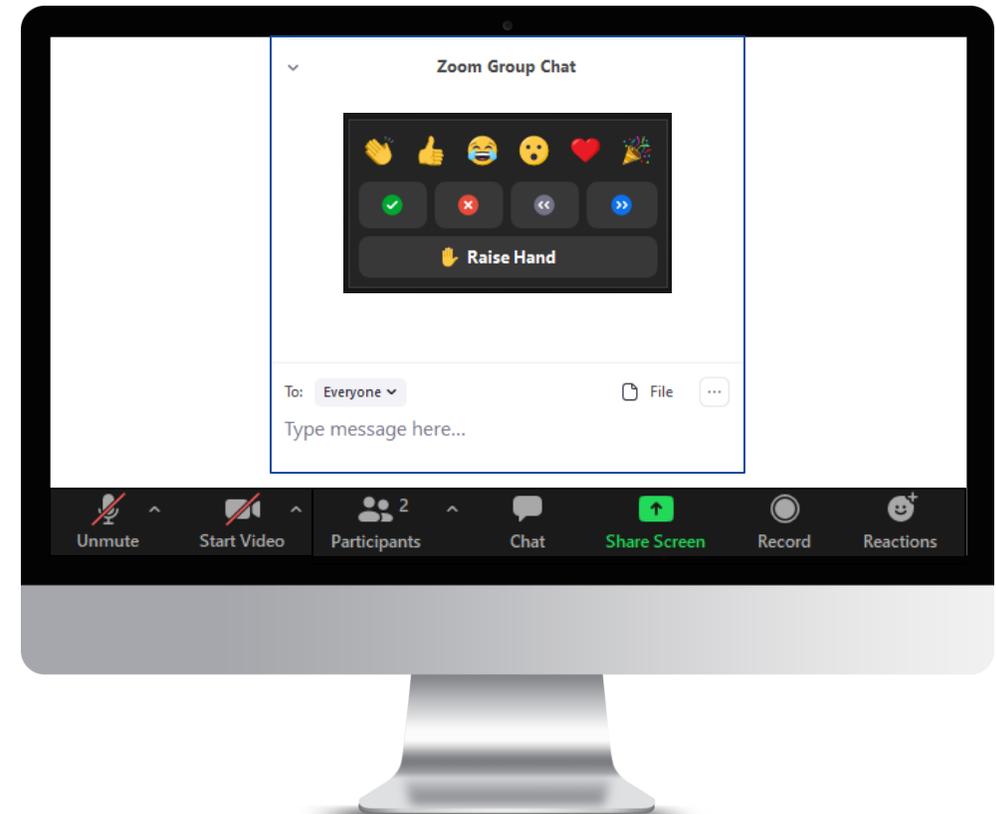**Chat:** Click the Chat icon to open the Chat panel.

05

Reactions: Find them on the bottom toolbar.
Full-screen: Double-click to toggle.

06

Need help? Type in the Chat box!

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Rebuilding Behavioral Health: Addressing Structural Racism within Behavioral Healthcare

Indigenous Land Acknowledgement

- We respectfully acknowledge that we live and work in territories where indigenous nations and tribal groups are traditional stewards of the land. Our California office resides in Tongva territory.

- Please join us in supporting efforts to affirm tribal sovereignty across what is now known as California and in displaying respect, honor, and gratitude for all indigenous people.

Whose land are you on?

Option 1: Text your ZIP Code to 1-907-312-5085

Option 2: Enter your location at https://native-land.ca

Option 3: Access Native Land website via QR code
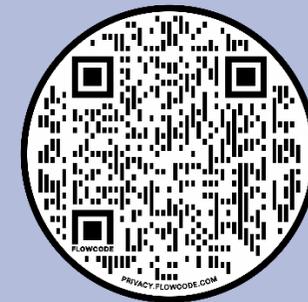
Advocates for Human Potential, Inc. (AHP) MIP Team

Kathleen West
Project Director

Tammy Bernstein
Deputy Director

Kate Cox
Operations Manager

Allen Fowler
TTA Provider

Susan Lange
TTA Provider

Kayla Halsey
BHWD Data & Analyses Manager

Caitlin Storm
Quality Assurance

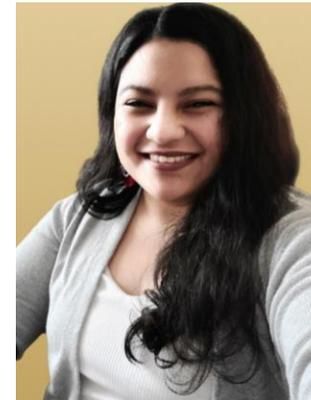Tiffany Malone
Lead Grantee Coach

Cklara Moradian
Grantee Coach

Christian Citlali
Grantee Coach

Xiomara Romero
Grantee Coach

Aida Natalie Castro
Grantee Coach

Vic Walker
Operations Specialist

Krislyn LaCroix
Operations Specialist

| Behavioral Health Workforce Development | Mentored Internship Program (MIP)

Dr. Allen E. Lipscomb (he/him/his)

Associate Professor, Director of Online and Offsite M.S.W. Programs, and Director of Minority Male Mentoring (M3) and Student Success Allies (SSA) programs at California State University, Northridge, Department of Social Work

Dr. Lipscomb specializes in providing anti-oppressive and inclusive mental health services to individuals, children, youth, and families of color.

His areas of research are centered on the psychiatric epidemiology among racialized and marginalized individuals who have experienced trauma (i.e., complex trauma, traumatic-grief, and race-based trauma).

Learning Objectives

After attending this webinar, participants will be able to:

a. Define structural racism and its impact on access to behavioral health

b. Discuss trauma, adverse childhood experiences, resiliency, and ideologies

c. Identify ways to create a system of varied services that are inclusive, easily accessible, and flexible to meet the needs of the individual(s) in our behavioral health communities

Reflection Prompt 1

When I talk about race or racism, I feel…

Reflection Prompt 2

The last time I talked about race/racism at my organization was…

Reflection Prompt 3

One challenge I am facing in addressing race/racism at my organization is…

Terminology

What Is Race?

Race is an attempt to categorize people primarily by their physical differences.

Race generally refers to a group of people who have in common some visible physical traits, phenotypical features, behavioral traits, or cultural attributes. (Takezawa, Smedley, & Wade, 2022)

Additional Information About Race

Race is an invented, socially constructed form of identity, NOT a biological fact.

Physical anthropology research shows there is just as much diversity within 'racial groups' as there is between 'racial groups.'

Racial difference continues to play a huge role in social life—in who has power (or access to resources).

Racial categories have been created by White Europeans and North Americans and used to justify colonialism, slavery, genocide, murder, and theft of cultures.

Racial categories artificially emphasize relatively small physical differences among people and open space for the creation of false notions of mental, emotional, and intellectual differences.

(*Racism 101*, n.d.)

Race vs. Ethnicity

Race : A social construct that artificially divides people based on physical characteristics

Ethnicity: A subset of racial categories

"A social construct which divides people into even smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, and ancestral geographical base"

Examples:

- Cape Verdean, Haitian, African American (Black)
- Chinese, Korean, Vietnamese (Asian)
- French, Polish, Irish (white)   (Bell, Love, & Roberts, 2007)

What Is **Racism**?

"The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people"

(Anti-Defamation League, 2020)

Racism 101

Power = Access to resources and participation in society

Prejudice = Beliefs, attitudes, and actions based on stereotypes

Racism = Prejudice + Power

Racism = Racial prejudice + Institutional and systemic power to dominate, exclude, discriminate against, or abuse targeted groups of people based on race

(adapted from *Racism 101*, n.d.)

Forms of Racism

- **<u>Individual racism</u>**

  Pre-judgment, bias, or discrimination by an individual based on race with the support of a racial dominance system/legacy

- **<u>Institutional racism</u>**

  Policies, practices, and procedures created and utilized by institutions that work better for white people than for people of color, often unintentionally or inadvertently

- **<u>Structural or systemic racism</u>**

  A history and current reality of institutional racism across systems (i.e., health care, child welfare, criminal justice), combining to create a system that negatively impacts communities of color (GARE, 2018)

Active vs. Passive Racism

Active racism:
Open and explicit desire to maintain system of racism

- Advocate continued subjugation of targeted racial groups and maintenance of "rights" of members of the agent group

- Belief in inferiority of targeted racial group, superiority of dominant group

Passive racism:
Beliefs, attitudes, and actions that contribute to the maintenance of a system of racism, without openly advocating violence or oppression

- Conscious or unconscious

- Examples: laughing at racist jokes, remaining silent when one sees racist actions

(adapted from *Racism 101*, n.d.)

What Is Oppression?

- Oppression refers to a combination of prejudice and institutional power that creates a system that regularly and severely discriminates against target groups and benefits dominant groups. (NMAAHC, n.d.)

- "Oppression results when
  - Racism is a part of the dominant culture's national consciousness;
  - It is reinforced through its social institutions; and
  - There is an imbalance of social and economic power in society." (*Racism 101*, n.d.)
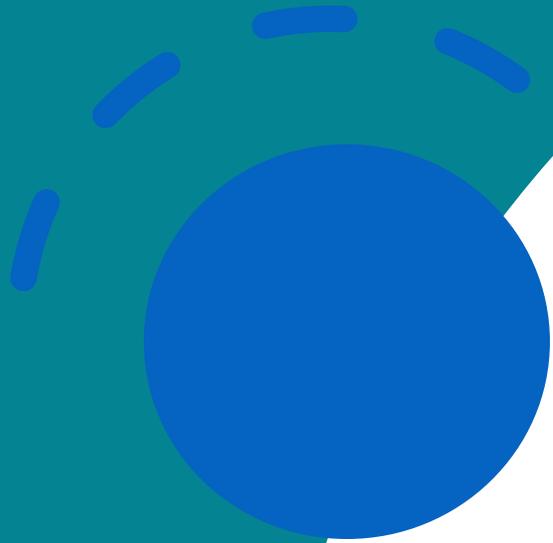
Intersectionality
coined by Kimberlé Crenshaw

- "People are members of more than one community at the same time and can simultaneously experience oppression and privilege."

- "People live multiple, layered identities derived from experience, social relations, history, and the operation of structures of power."
(Symington, 2004; Crenshaw, 2019)

1. Antiracist Positioning

Antiracist Positioning

- An antiracist supports antiracism through their actions or expressing antiracist ideas.

  - A stance that requires self-awareness, action, and accountability (Kendi, 2019)

- "Part of that work is acknowledging our own positions in a white supremacist system."

  - Acknowledge your power and privilege.

  - You will not always understand.

  - It is not the responsibility of people of color to educate or caretake. (North, 2020)

Antiracist Accountability

We must address the choices, behaviors, and ideas that we hold that are rooted in racist practices.

We are responsible for how they enter into the space and must be held accountable for our actions in a critical way, not a cancelling way.

Critically Conscious Questions to Ask in Developing An Antiracist Institution

What is the underlying philosophy of this institution towards race?

How does this institution acknowledge race, if it does at all?

What racial groups are represented in this institution, and what roles do they fill?

Is there a racial difference between staff that have client contact and administrators?

What are some of the norms and values of this institution?

(adapted from Bell, Love, & Roberts, 2007)

2. Acknowledge and Explore Whiteness

White Supremacy

"White people often control power in the major societal institutions (educational, financial, medical, media, political, artistic, religious, scientific, etc.) and set the "ideal" cultural standards;

White people learn to exercise entitlements and race-based assumptions, consciously or unconsciously held, in their informal and formal interactions and decisions, which subordinates and exploits non-whites." (Stalans, 2020; Mills, 2003)

Nuances of Whiteness

White privilege

- "The concrete benefits of access to resources, social rewards and the power to shape the norms and values of a society received, unconsciously or consciously, by virtue of skin color in a racist society" (Bell, Love, & Roberts, 2007)

- Also experience the absence of barriers and obstacles

White fragility

- "Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice" (Grier & Poole, 2020; DiAngelo, 2018)

Not racist positioning

- Collusion: "thinking and acting in ways that support the system of racism" (examples: telling racist jokes, remaining silent when observing a racist incident or remark) (Bell, Love, & Roberts, 2007: *Racism 101*, n.d.)

3. Utilize a Critical Race Theory Lens

Incorporate a Critical Race Theory Lens

What is CRT?

How do I use this lens?

Critical Race Theory

CRT is a theoretical concept that views racism and white supremacy as embedded in individuals, our institutions, systems, and culture

- "Examines race, racism, and anti-blackness across history, society, and cultural modes of expression"

- "Attempts to understand how victims of systemic racism are affected by cultural perceptions of race and how they are able to present themselves to counter prejudice"

- Ongoing critique of "policies and practices to uncover ways in which racist ideologies, structures, and institutions create and maintain racial inequality" (Lombardi-Diop, 2020)

Critical Race Theory

A CRT lens shifts who the "expert" is and allows space for truth narratives.

It interrogates and aims to disrupt the ideologies of racism that are covertly within institutions and systems.

It works at the level of service delivery, exposing clients to culturally and racially relevant resources and practices.

It deconstructs critical practices that reveal ideological biases that show up in services.

Q & A

Save the Dates!

The Learning Collaboratives will be 2-hour regional interactive sessions
from 10:00 a.m. to 12:00 p.m. and 1:00 pm to 3:00 p.m.
An email with registration links has been sent. If you have any questions, please contact your
Grantee Coach or the general MIP inbox: ca_mip@ahpnet.com.

Learning Collaborative Dates:

December 14th & 15th Depending on your region

Administrative Coaching Call – Quarter 3 Reporting
Wednesday, December 7, 2022, 1- 2 PM PT

Mentor- Open Office Hours 12/8/2022 12 - 1PM   **Intern- Open Office Hours** 12/8/2022 2-3PM

Next Webinar: Workplace Wellbeing: Professional Quality of Life Centering Our Joy

January 10, 2023 12-1 PM

Important Reminders

- **MIP Educational Institution Program Capacity Survey: Was due June 17, 2022,** for all MIP Educational Partners. Please ask your Ed Partners to submit ASAP.

- **MIP Intern Self-Assessment:** Please distribute this link to your interns. Each intern must take this self-assessment survey **as soon as their internship is confirmed** with your agency and no later than 1 work week after the first day of their internship.

- **MIP Mentor Self-Assessment**: Each mentor must take this self-assessment survey as soon as their role as a mentor is confirmed within your organization and no later than 1 month before they are assigned their first intern.

- **Contracts:** Contracts have begun to go out! Please be sure to follow the instructions in the email and submit the signed contract to ahpcontracts@ahpnet.com.

- **Invoices:** The MIP Invoice Template was sent out Friday, June 17, 2022, and may be submitted upon execution of contract.

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