

# **Anti-Oppressive Care: Making Your Practice Culturally Relevant and Trauma Informed**

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**NYAPRS Recovery and Rehabilitation Academy**

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**Saratoga Springs**

# About the McSilver Institute

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## › Institute of Poverty Policy and Research

- Focused on the root causes and consequences of poverty

## › Houses the Community Technical Assistance Center

- Providing training and TA to behavioral health providers

# Agenda

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- **Provide background on the impact of trauma and ACEs on development**
- **Identify principles and practices associated with trauma informed care (TIC)**
- **Focus on cultural competence and anti-oppressive practice in TIC**
- **Present VOICES as a tool for guiding AOP in direct practice**

# Social Determinants of Health

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- In 2013, rates of **premature death** (before age 75) from **stroke** and **coronary heart disease** were higher among **non-Hispanic blacks** than whites.
- **Infant mortality** rates for **non Hispanic black women** was more than double that for non-Hispanic white women
- **Homicide rates** were 665% (6.5 X) higher among **non-Hispanic blacks** compared with non-Hispanic whites.

# Social determinants of health

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- **Unemployment** much higher among Blacks, Hispanics, and American Indian/Alaska Natives than among whites in 2006 and 2010.
- **Unemployed adults** were much less likely than employed adults to report their health as excellent or very good.
- Highest percentage of adults **not completing high school** were **Hispanic**, persons at <1.9% of the federal poverty level, those with a disability, or foreign-born.
- Highest percentage of **adults living below the poverty level** were non-Hispanic black or Hispanic, those with less than a high school education, those with a disability or foreign born.

CDC Report (2013)

# Social Determinants of Health

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- Women, **POC**, the less educated, non-English dominant and people with disabilities more likely to report:
  - **Poor self-rated health**
  - **More physically unhealthy days**
  - **More mentally unhealthy days**
- **Adolescent birth rates** for non-Hispanic black and Hispanic teenage girls is roughly twice that for non—Hispanic whites and Asian/Pacific Islanders
- **People of color**, foreign-born persons, and persons who speak language other than English are more likely to live near highways, *suggesting* increased **exposure to traffic air-pollution**.

CDC Report 2013

# Racial Disparities in Mental Health Treatment

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**31%** of white children with mental health problems receive mental health services.

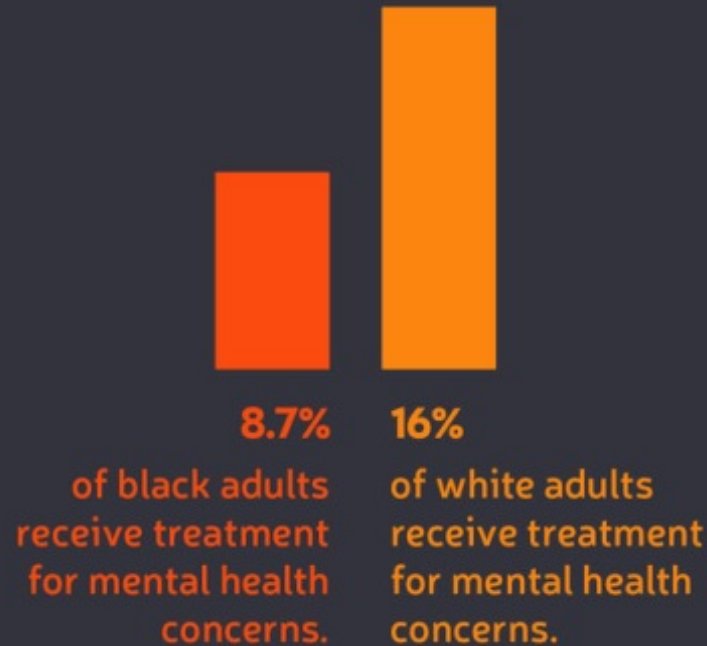
Only **13%** of children from diverse racial and ethnic backgrounds with mental health problems receive mental health services.

SOCIALWORK@SIMMONS

Source: National Center for Children in Poverty

## Racial Disparities in Mental Health Treatment

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SOCIALWORK@SIMMONS

Source: Mental Health America



# Racial Disparities in Mental Health Treatment

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Of white health care providers,



**51%**

believe that their patients do not adhere to medical treatments as a result of cultural or linguistic barriers.



**56%**

report having no form of cultural competency training.

SOCIALWORK@SIMMONS

Source: National Alliance on Mental Illness

# The Adverse Childhood Experiences (ACE) Study

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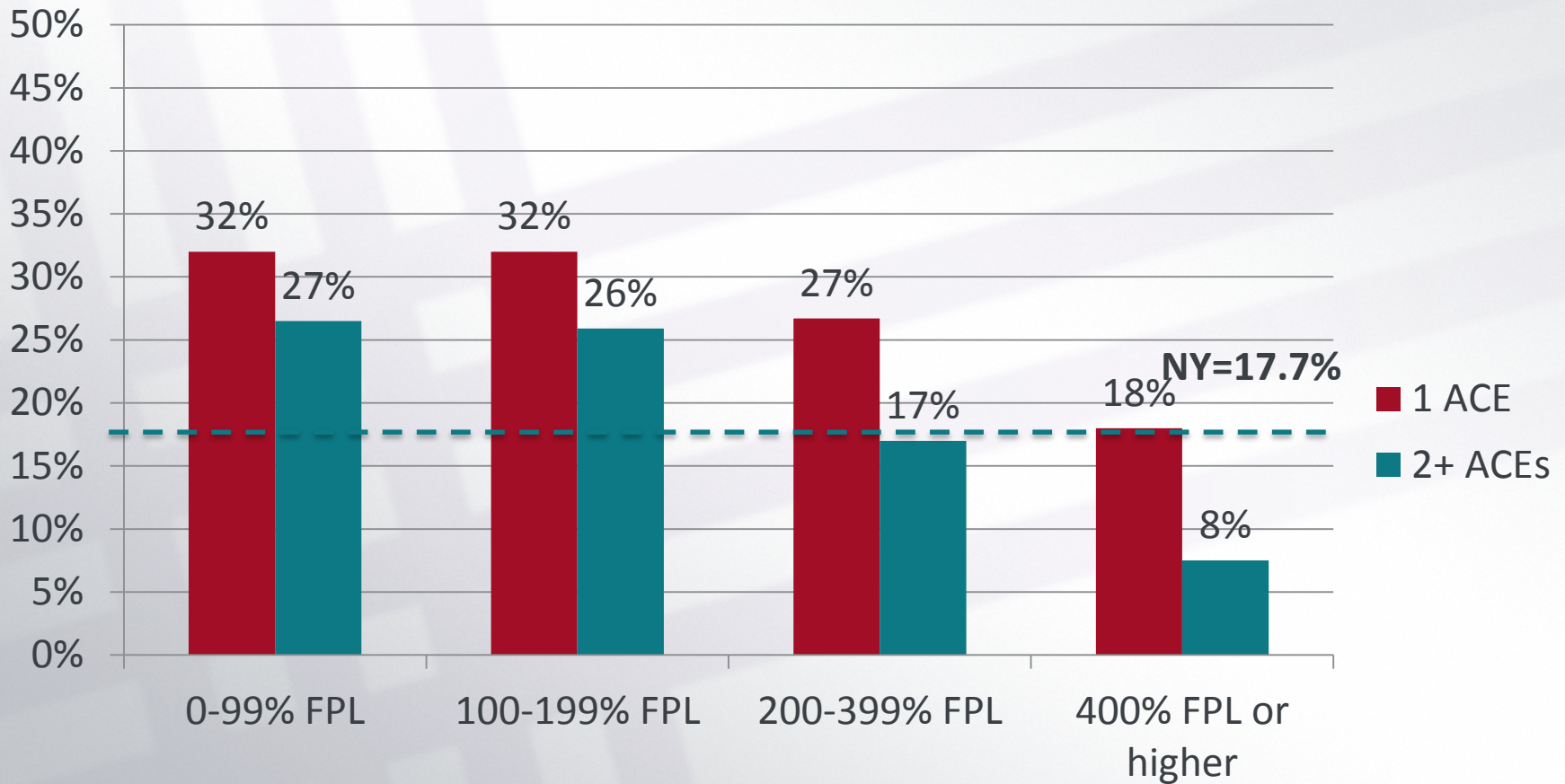


- **Center for Disease Control and Kaiser Permanente**  
**(an HMO) Collaboration**
- **Over a ten year study involving 17,000 people**
- **Looked at effects of adverse childhood experiences (trauma) over the lifespan**
- **Largest study ever done on this subject**

# PEOPLE WHO HAVE EXPERIENCED TRAUMA ARE:



# NYS ACEs and Income Level



Source: 2011/112 NSCH

# Six Practice Clusters

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- › **Cluster 1: Promoting Emotional Safety**
- › **Cluster 2: Restoring Choice and Control**
- › **Cluster 3: Facilitating Connection**
- › **Cluster 4: Supporting Coping**
- › **Cluster 6: Building Strengths**
- › **Cluster 5: Responding to Identity and Context**

Source: Wilson, Fauci and Goodman, 2015

# 6 Principles of TIC

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1. **Safety**
2. **Trustworthiness and transparency**
3. **Peer support and mutual self-help**
4. **Collaboration and mutuality**
5. **Empowerment, voice, and choice**
6. **Cultural, historical, and gender issues**

[https://www.samhsa.gov/samhsaNewsLetter/Volume 22 Number 2/trauma tip/guiding principles.html](https://www.samhsa.gov/samhsaNewsLetter/Volume%20Number%202/trauma%20tip/guiding_principles.html)

# Historical/Intergenerational Trauma



# Core Beliefs

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- › I am unlovable
- › I am unworthy
- › I am bad
- › I am incompetent
- › It was my fault
- › The world is an unsafe place
- › Adults cannot be trusted
- › People can be cruel
- › Whatever I do doesn't matter



# V.O.I.C.E.S

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## A FRAMEWORK FOR UNDERSTANDING ANTI-OPPRESSIVE PRACTICE

Christine Tergis, 2018

# V.O.I.C.E.S.

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› VALIDATION

› OPEN-MINDEDNESS

› IDENTIFYING THE ELEPHANT

› CRITICAL SELF-REFLECTION

› EMPOWERMENT

› SOcial SUPPORTS

# Validation

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## › Validation is a Gift

- Listen long enough and hard enough
- Listen to understand - Walk in their shoes
- Avoid premature problem solving
- Follow the pain
- Problem solve with permission
- Be mindful of microaggressions
  - » Micro-invalidations (e.g. you speak English well)
  - » Beware myth of the meritocracy

# Open-Mindedness

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## › Practicing Cultural Humility [Juliana Mosley TedTalk](#)

- Cultivate genuine respect for difference
- Step out of your comfort zone
- Be a life-long learner
- Avoid the colorblind trap
- See beyond the biopsychosocial (dreams, desires, values)

# Identifying the Elephant

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- › **Having uncomfortable conversations about difference**
- › **Opportunities to discuss**
  - **At the beginning of the relationship**
  - **When topics of racism/discrimination come up**
- › **Intersectionality**
  - **Being aware of multiple social identities of the person**

# Exercise

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- › How do racial, cultural or ethnic differences come up in sessions?
- › What are some ways that you have processed these differences with your clients?
- › If not, why not?

# Critical Self-Reflection

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## › Being mindful of:

- Your spheres of power, privilege, marginalization
- Be aware of the power relationship in the relationship
- Engage in critical self-reflection
  - » Reflecting on implicit biases
  - » Owning your privilege

# Implicit Attitudes Test

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- › Project Implicit
- › Measures the strengths of associations between groups (e.g. POC, LGBTQ, etc) and attitudes (e.g. good/bad) or stereotypes
- › Responses are easier when closely related items share the response key
- › Sorting task



# Empowerment

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- › Equalize the relationship between provider and participant → There are two experts in the room
- › Collaborate on all matters
- › Level the playing field
- › Educate and coordinate

# Empowerment

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- ✓ **Ask: What has helped in the past?**
- ✓ **How have you made it (this far)?**
- ✓ **How have you coped in the past?**
- ✓ **How have you managed emotions?**
- ✓ **Who do you feel safe with?**
- ✓ **How have you kept yourself safe?**

# Social Supports

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- › Helping people overcome isolation
- › Increasing people's connections to others:
  - You as a provider
  - Corrective therapeutic and cultural experience

# Beginning anti-oppressive practice

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- Anti-oppressive work is complex– start simply
- Form affinity groups – a group of people having a common interest or goal or acting together for a specific purpose
- Discuss in open dialogue
- Engage in critical self awareness
- Continue to read and educate self
  - History and best practices
  - Encourage alternative healing strategies and treatment approaches

# Open Dialogue

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# Thank You

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