Beyond Diversity: Inclusive Practice Through an Anti-Racist Approach

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Ancestral & Land acknowledgement

Our names are Vilna Irina Tejeda and Aswood Bousseau. As We honor our ancestors past and present, We also acknowledge the Wampanoag, Narragansett, pokanoket, Niantic original people and all the other intentionally erased and silences tribes of the northeast. We are learning from stolen land of the Narragansett tribe ceased by force through genocide and forced colonization. We also acknowledge the violence and atrocities committed present and past against the original people of this land as well as the continued violation of their sacred lands, lakes, and rivers.
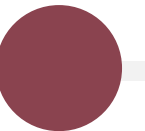
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Doctoral Candidate at Simmons School of SW
Owner of True Wellness Counseling LLC.

I'm a mom

I have two senior dogs

I'm a gardener

My favorite song lately is Immigrant (We get the job done)- from the Hamilton Mix Tape

1st generation graduate

1st born

Immigrant

Dr. Aswood Bousseau, DSW, MSW, LICSW
Associate Professor- RIC MSW Program
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I'm a mom

I love old music

1st generation graduate

1st born

Immigrant

Our Journey Today

1. Expand your self-awareness and the different intersecting identities that are privilege and/or marginalized.
2. Understand how to leverage privilege and power to promote social justice.
3. Engaged in developing inclusive and culturally responsive approaches to navigating clinical and community engagement.
4. Identify and analyze the impact of microaggression, biases, stereotypes, assumptions and unconscious beliefs/values.
5. Engage in inclusive language and practices that enhances inclusion.

Why Now? Why should we care? Why is this so important?

Brave Space Vs. Safe Space

Brave space is a learning environment that acknowledges the challenges that arise when exploring challenging and necessary topics such as race, diversity, power, privilege, and other forms of oppression for the purpose of learning. It identified the humanness of each individual and the collective responsibility and accountability.

Brave Space

- **Vulnerability**- Ask questions on things that you don't understand and also take responsibility for your learning process. Share parts of your story (that you are comfortable sharing) so that the complexity of who we are frames the context of our voice.

- **Perspective Taking**- Our views are influenced by our own lived experiences. Let's give ourselves the opportunity to listen to the truth as others experience it and acknowledge their experience as truth. Let's become curious about what we don't understand or agree with. Listen to understand do not listen to respond.

Brave Space

- **Lean into Fear**- When we face fear, we are the precipice of something new and with the opportunity to discover something new about ourselves or others. Step into it and take a chance to share or experience a teachable/learning moment.

- **Critical Thinking**- Carefully examine and evaluate beliefs, values, and actions from a genuine and critical perspective. Be open to the possibility that our knowledge is limited. Utilize constructive dialogue and critique to expand our learning and frames of thought.

Brave Space

- **Examine Intentions**- Engage in an ongoing process of evaluating our own intentions and boundaries. Allow yourself to question if what is going to be shared is constructive to the dialogue or is it self-serving?

- **Mindfulness**- Set moments with intention as we are dealing with challenging topics and the possible discomfort may take you away from the present dialogue.

- **<u>Analysis of the Historical Context</u>**
  - * Implications and Current Climate
  - * Impact and Practice

The History of Racism

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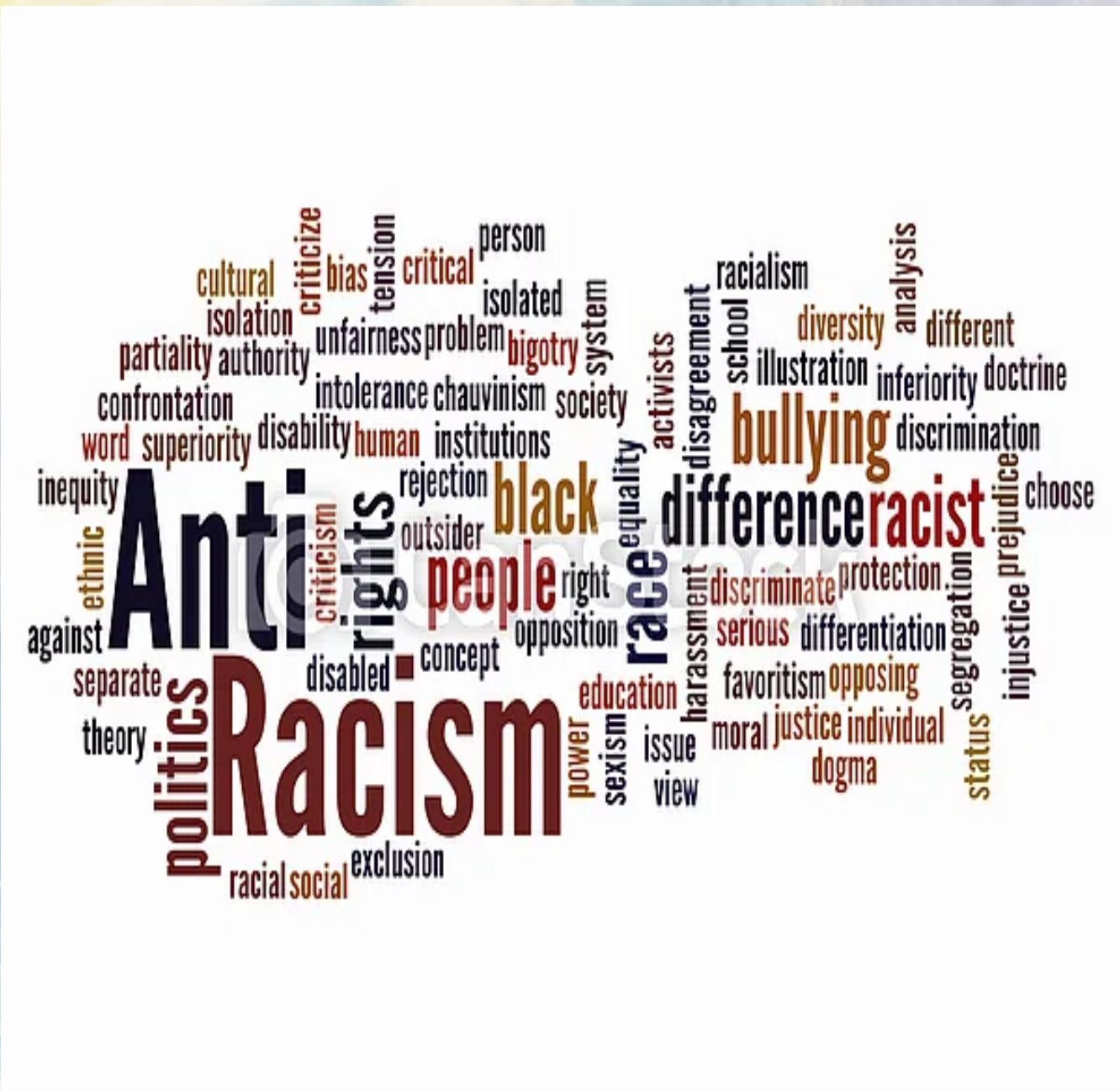
Focus:
American Racism

- What is Racism?

- What is Systemic Racism?

- Why American Racism?

Warm-up question:

On a scale of 0-5, how comfortable are you talking about RACISM? Explain.

0 = I would rather not talk about racism.

1 = I am very uncomfortable talking about racism.

2 = I am usually uncomfortable talking about racism.

3 = I am sometimes uncomfortable talking about racism.

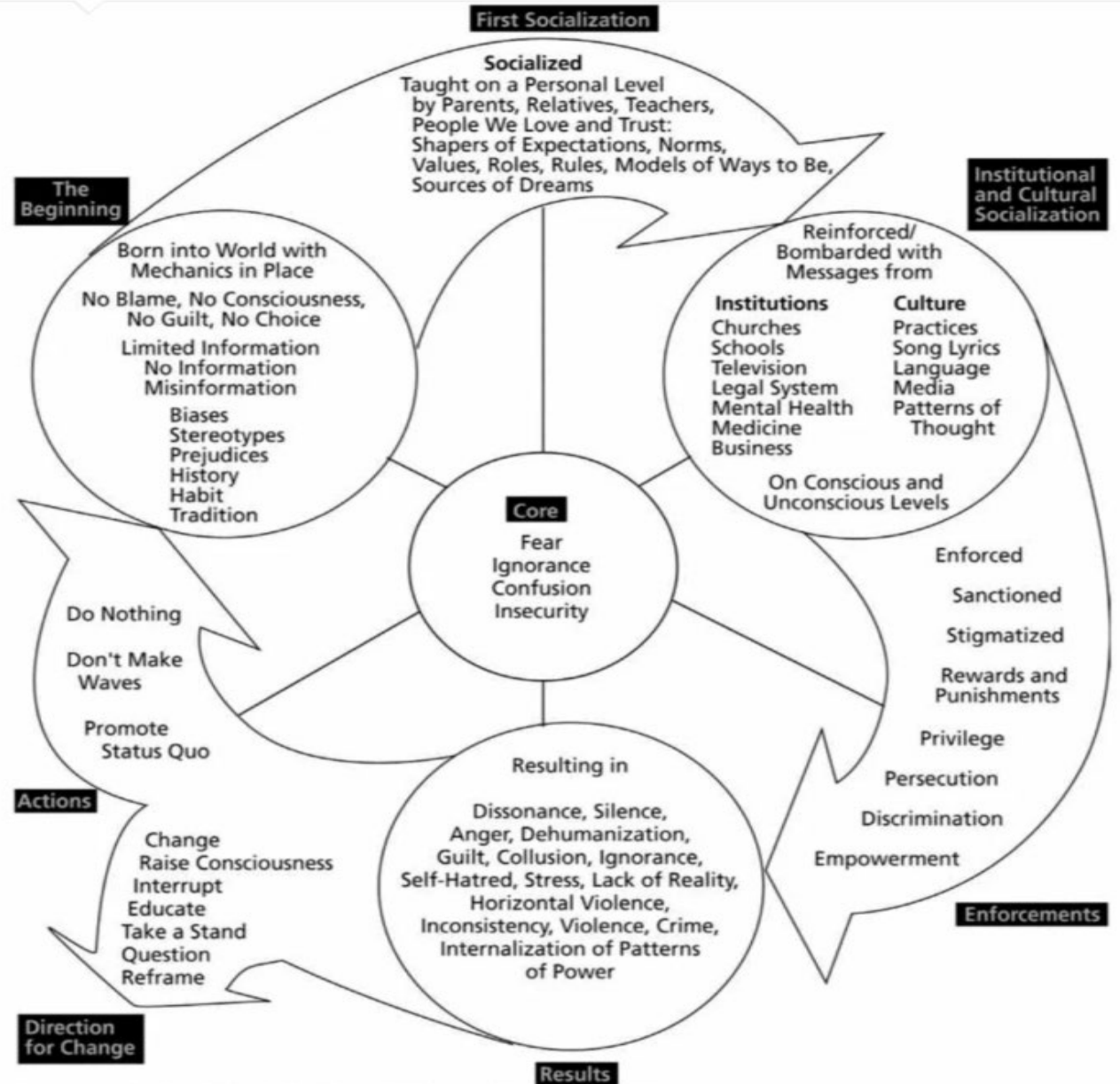4 = I am usually comfortable talking about racism.

5 = I am very comfortable talking about racism.

Looking Back

When did you first notice or become aware that other people were different than you?

Harro's Cycle of Socialization

(2000)

First Socialization

Socialized
Taught on a Personal Level by Parents, Relatives, Teachers, People We Love and Trust: Shapers of Expectations, Norms, Values, Roles, Rules, Models of Ways to Be, Sources of Dreams

The Beginning
Born into World with Mechanics in Place
No Blame, No Consciousness, No Guilt, No Choice
Limited Information
No Information
Misinformation
Biases
Stereotypes
Prejudices
History
Habit
Tradition

Institutional and Cultural Socialization
Reinforced/ Bombarded with Messages from

Institutions
Churches
Schools
Television
Legal System
Mental Health
Medicine
Business

Culture
Practices
Song Lyrics
Language
Media
Patterns of Thought

On Conscious and Unconscious Levels

Core
Fear
Ignorance
Confusion
Insecurity

Enforced
Sanctioned
Stigmatized
Rewards and Punishments
Privilege
Persecution
Discrimination
Empowerment

Enforcements

Actions
Do Nothing
Don't Make Waves
Promote Status Quo

Direction for Change
Change
Raise Consciousness
Interrupt
Educate
Take a Stand
Question
Reframe

Resulting in
Dissonance, Silence, Anger, Dehumanization, Guilt, Collusion, Ignorance, Self-Hatred, Stress, Lack of Reality, Horizontal Violence, Inconsistency, Violence, Crime, Internalization of Patterns of Power

Results

Source: Cycle of Socialization developed by Bobbie Harro
© Readings for Diversity and Social Justice, Routledge 2000

Let's unpack stereotypes you have been taught, heard, or believe about these racial and ethnic groups.

You do not have to identify if you believe the stereotype or where you learned it.

African American/Black

Middle Eastern/Arab

Native American/ Indigenous

Hawaiian/ Pacific Islander

Jewish

European American/White

Asian

Hispanic/Latin x/Chicano
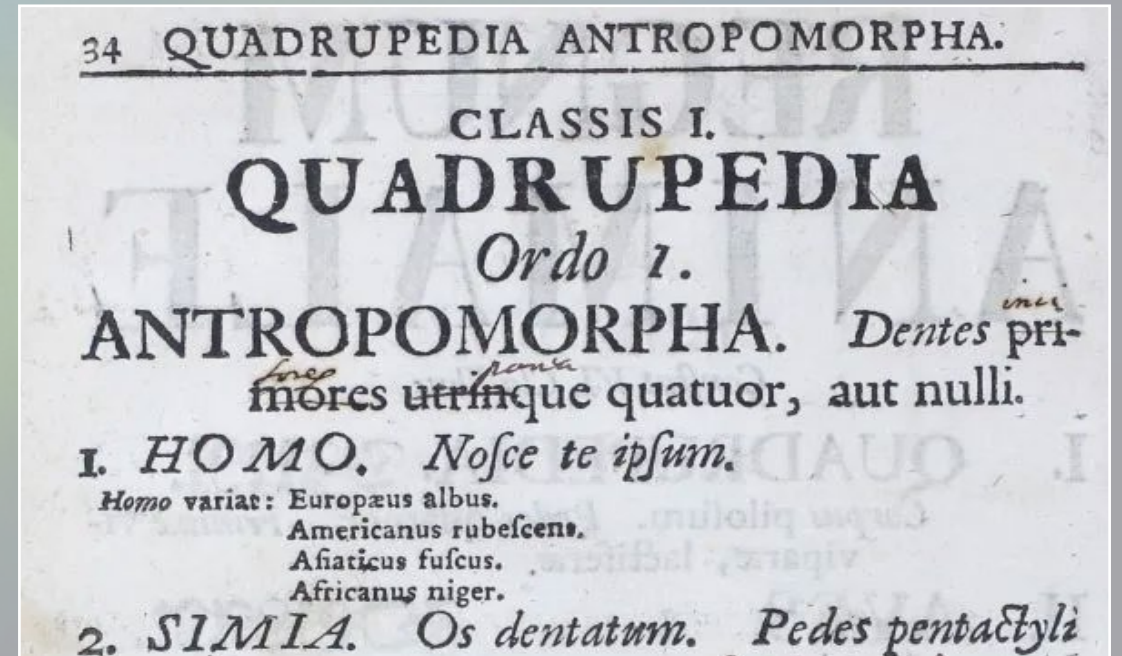
"The Look"

The Social Construction of Race

Carl Von Linnaeus

One of the origins of 'scientific' racism can be traced to Linnaeus' work on the classification of 'man'

The Social Construction of Race cont.

- Europaeus albus: European white

- Americanus rubescens: American reddish

- Asiaticus fuscus: Asian tawny

- Africanus niger: African black

34 QUADRUPEDIA ANTROPOMORPHA.

CLASSIS I.

QUADRUPEDIA

Ordo 1.

ANTROPOMORPHA. *Dentes pri-mores utrinque quatuor, aut nulli.*

1. HOMO. *Nosce te ipsum.*
   Homo variat: Europæus albus.
   Americanus rubescens.
   Asiaticus fuscus.
   Africanus niger.

2. SIMIA. *Os dentatum. Pedes pentactyli*

Homo sapiens in Systema naturae (10th edition, 1758)
Description of attributes: The Social Construction of Race

Species	1	2	3	4	5
Americanus	Red, choleric and straight	Straight, black and thick hair; gaping nostrils; [freckled] face; beardless chin	Unyielding, cheerful, free	Paints himself in a maze of red lines	Governed by customary right
Europaeus	White, sanguine, muscular	Plenty of yellow hair; blue eyes	Light, wise, inventor	Protected by tight clothing	Governed by rites
Asiaticus	Sallow, melancholic, stiff	Blackish hair, dark eyes	Stern, haughty, greedy	Protected by loose garments	Governed by opinions
Africanus	Black, phlegmatic, lazy	Dark hair, with many twisting braids; silky skin; flat nose; swollen lips; Women [with] elongated labia; breasts lactating profusely.	Sly, sluggish, neglectful	Anoints himself with fat	Governed by choice [caprice]

Chattel Slavery

Intergenerational Trauma

- **Transatlantic Slave Trade**
- **Rhode Island**
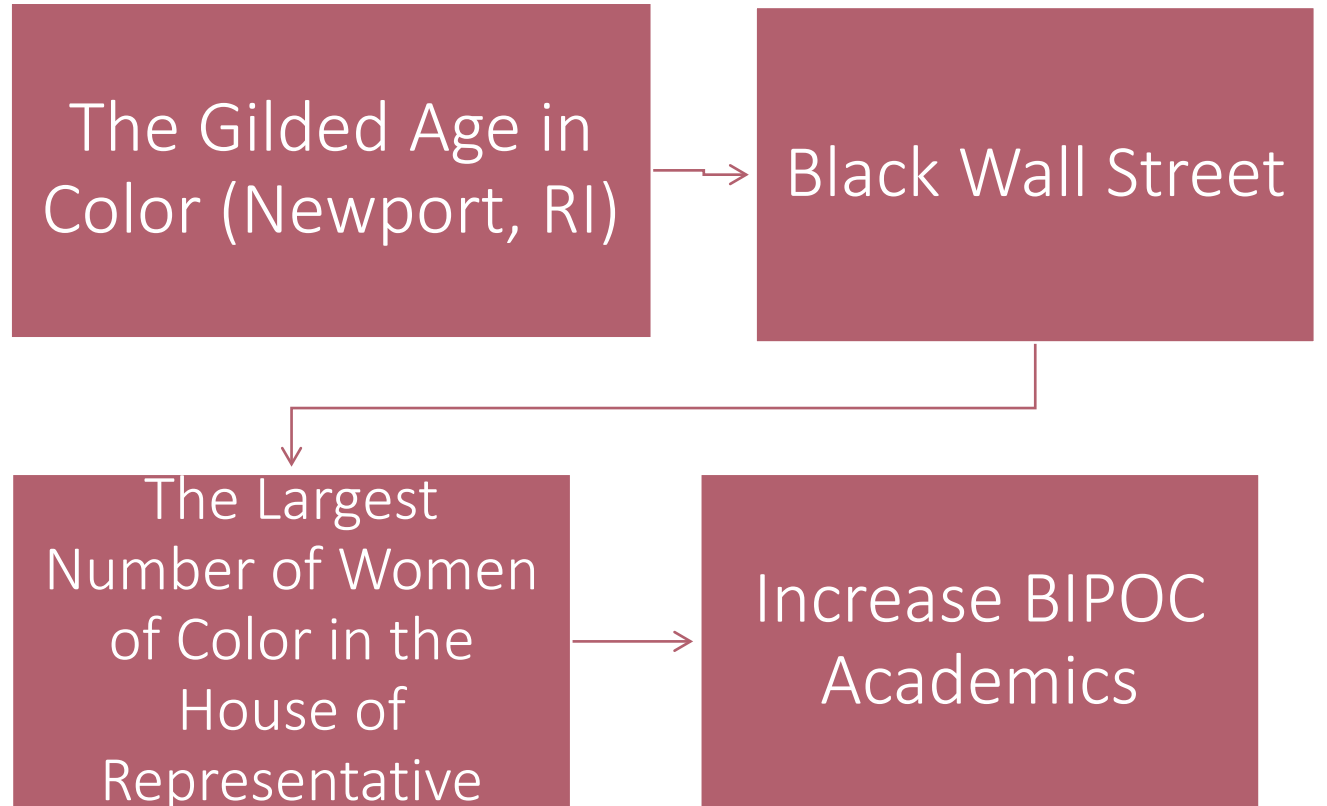- **Dehumanization of Black bodies**
- **Jim Crow**
- **Campaign of Terror**

Cognitive Dissonance

- Rape Law (1705)

- Casual killing act. (1705)

Systemic Racism

- Racialized Medicine
- Redlining
- Gerrymandering
- Voting Rights Act
- Mass incarceration
- School to Prison pipeline

Resiliency & Resistance

The Gilded Age in Color (Newport, RI) → Black Wall Street

The Largest Number of Women of Color in the House of Representative → Increase BIPOC Academics

Barriers to Healthy Conversations about Racism

In the United States, conversations about **culture, race** and **racism** –

Consider a broader meaning of culture:

- Age

- Gender

- Education

- Social economic status

- Gender identity

- Religion

- Spiritual beliefs

- Sexual orientation

- Varied physical and mental abilities

Intersectionality

Coined in 1989 by legal scholar and professor, Kimberlé Crenshaw, describe how race, class, gender, and other individual characteristics "intersect" with one another and overlap

Inequality vs. Equity

Exercise

DEBRIEF
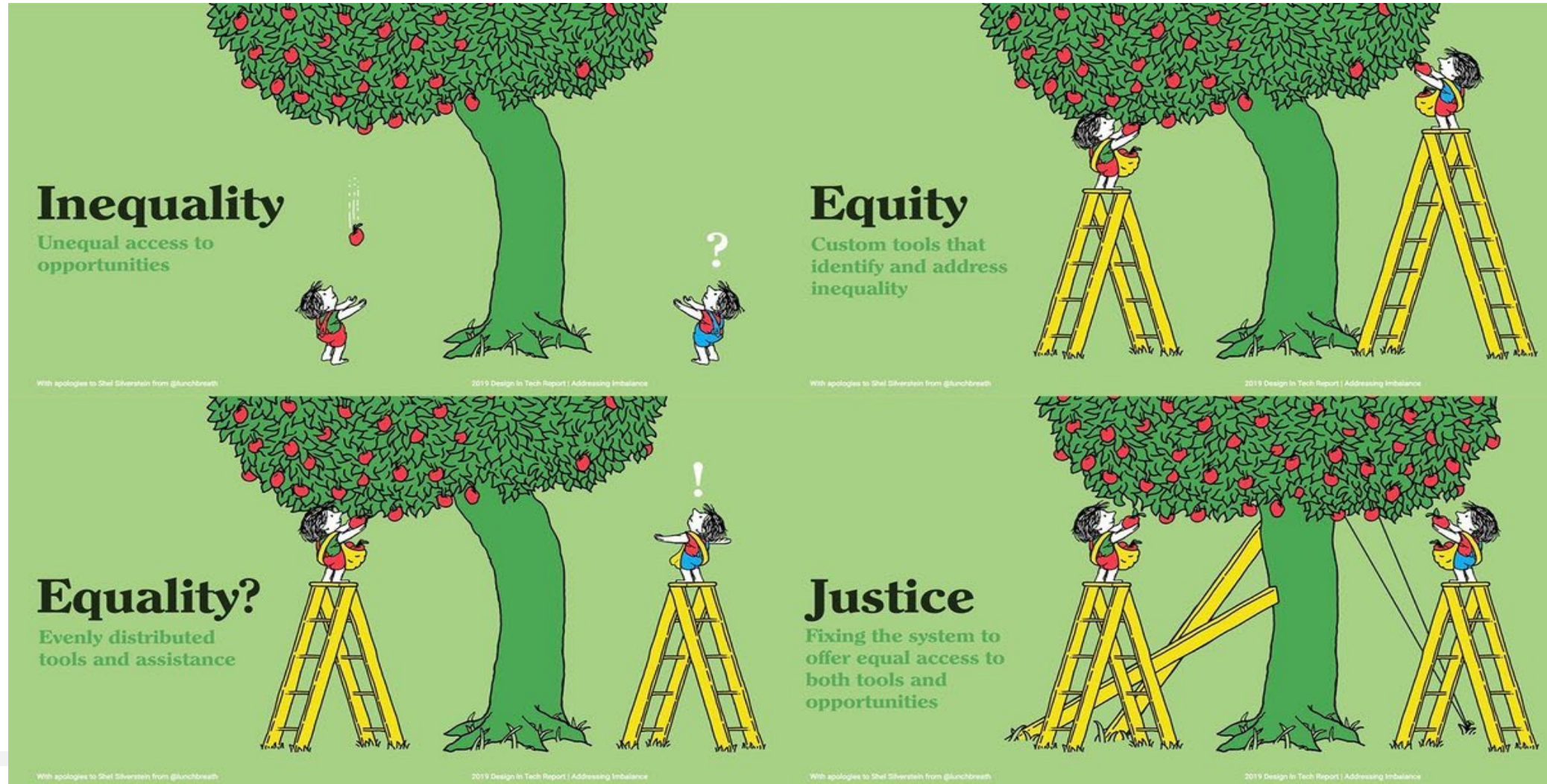
Know yourself

Intersectionality Wheel
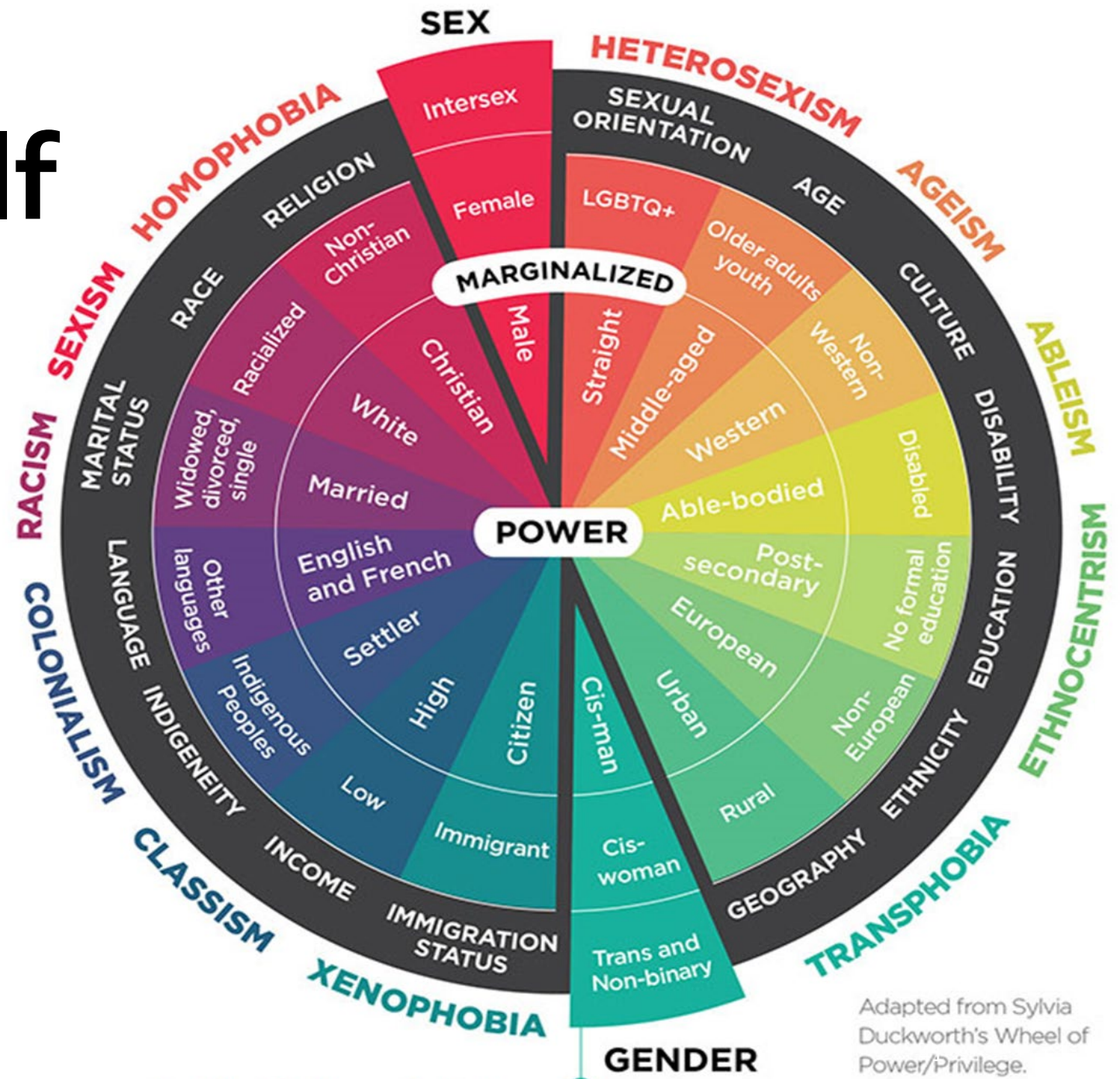
Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Did you know!!!

- It takes 5-7 seconds on average for people to formulate a judgement of someone.

Biases

There are Two types of biases

- **Conscious bias** (also known as **explicit** bias)

- **Unconscious bias** (also known as **implicit** bias)

Microaggressions

" are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership".

Sue, D. W. (Nov 17, 2010) Microaggressions: More than just race: Can microaggressions be directed at women or gay people? Psychology Today.

Who's Affected

- A typical high school student hears anti-gay slurs 25.5 times per day.

- 80% of gay and lesbian youth report severe social isolation.

- Today, the United States makes up about 5% of the world's population and has 21% of the world's prisoners.

- African Americans and Latinx are incarcerated at more than 5 times the rate of White Americans.

- Latin Americans and Native Americans have the highest dropout rates among all ethnic groups.

You are not born racist. You are born into a racist society. And like anything else, if you can learn it, you can unlearn it. But some people choose not to unlearn it, because they're afraid they'll lose power if they share with other people. We are afraid of sharing power. That's what it's all about.

— *Jane Elliott* —

How Racism and White Supremacy Manifest

❖ **Perfectionism**
  - making a mistake is confused with being a mistake, doing wrong with being wrong
  - mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are mistakes
  - little time, energy, or money put into reflection or identifying lessons learned that can improve practice, in other words little or no learning from mistakes

❖ **Sense of Urgency**
  - continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences

❖ **Either/Or Thinking**
  - things are either/or, good/bad, right/wrong, with us/against us
  - closely linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict
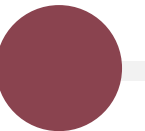
How Racism and White Supremacy Manifest

❖ **Defensiveness**
- people respond to new or challenging ideas with defensiveness, making it very difficult to raise these ideas

❖ **Quantity Over Quality**
- all resources of organization are directed toward producing measurable goals
- things that can be measured are more highly valued than things that cannot
- little or no value attached to process; if it can't be measured, it has no value
- discomfort with emotion and feelings

How Racism and White Supremacy Manifest

❖ **Worship of the Written Word**
- if it is not in writing, it doesn't exist
- those with strong documentation and writing skills are more highly valued

❖ **Paternalism**
- decision-making is clear to those with power and unclear to those without it
- those with power think they are capable of making decisions for and in the interests of those without power
- those with power often don't think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions
- those without power understand they do not have it and understand who does
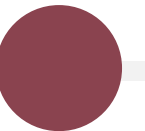
How Racism and White Supremacy Manifest

❖ **Power Hoarding**
- little, if any, value around sharing power
- power seen as limited, only so much to go around
- those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership
- those with power don't see themselves as hoarding power or as feeling threatened
- those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed (stupid), emotional, inexperienced

❖ **Fear of Open Conflict**
- people in power are scared of conflict and try to ignore it or run from it
- when someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem • emphasis on being polite • equating the raising of difficult issues with being impolite, rude, or out of line

How Racism and White Supremacy Manifest

❖ **Individualism**
- little experience or comfort working as part of a team
- people in organization believe they are responsible for solving problems alone
- desire for individual recognition and credit
- leads to isolation

❖ **Progress is Bigger, More**
- observed in systems of accountability and ways we determine success
- progress is an organization which expands (adds staff, adds projects) or develops the ability to serve more people (regardless of how well they are serving them)

How Racism and White Supremacy Manifest

❖ **Objectivity**
  • the belief that there is such a thing as being objective
  • the belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process
  • invalidating people who show emotion
  • requiring people to think in a linear fashion and ignoring or invalidating those who think in other ways

❖ **Right to Comfort**
  • the belief that those with power have a right to emotional and psychological comfort (another aspect of valuing "logic" over emotion)
  • scapegoating those who cause discomfort
  • equating individual acts of unfairness against white people with systemic racism which daily targets people of color

Anti-Racist considerations

Questions to ask yourself

- Be mindful; Am I listening to Respond or listening to understand?
- Is what I'm asking self-serving or offensive?
- Am I considering counternarratives in my evaluation of this issue?
- Am I aware of the limits of my own knowledge?
- How can I sit with this discomfort?
- Do I need to learn more of this topic to better understand it?
- Am I giving others space to flourish and participate?
- How can I tolerate failure or change?

"Diversity is being invited to the party; inclusion is being asked to dance."

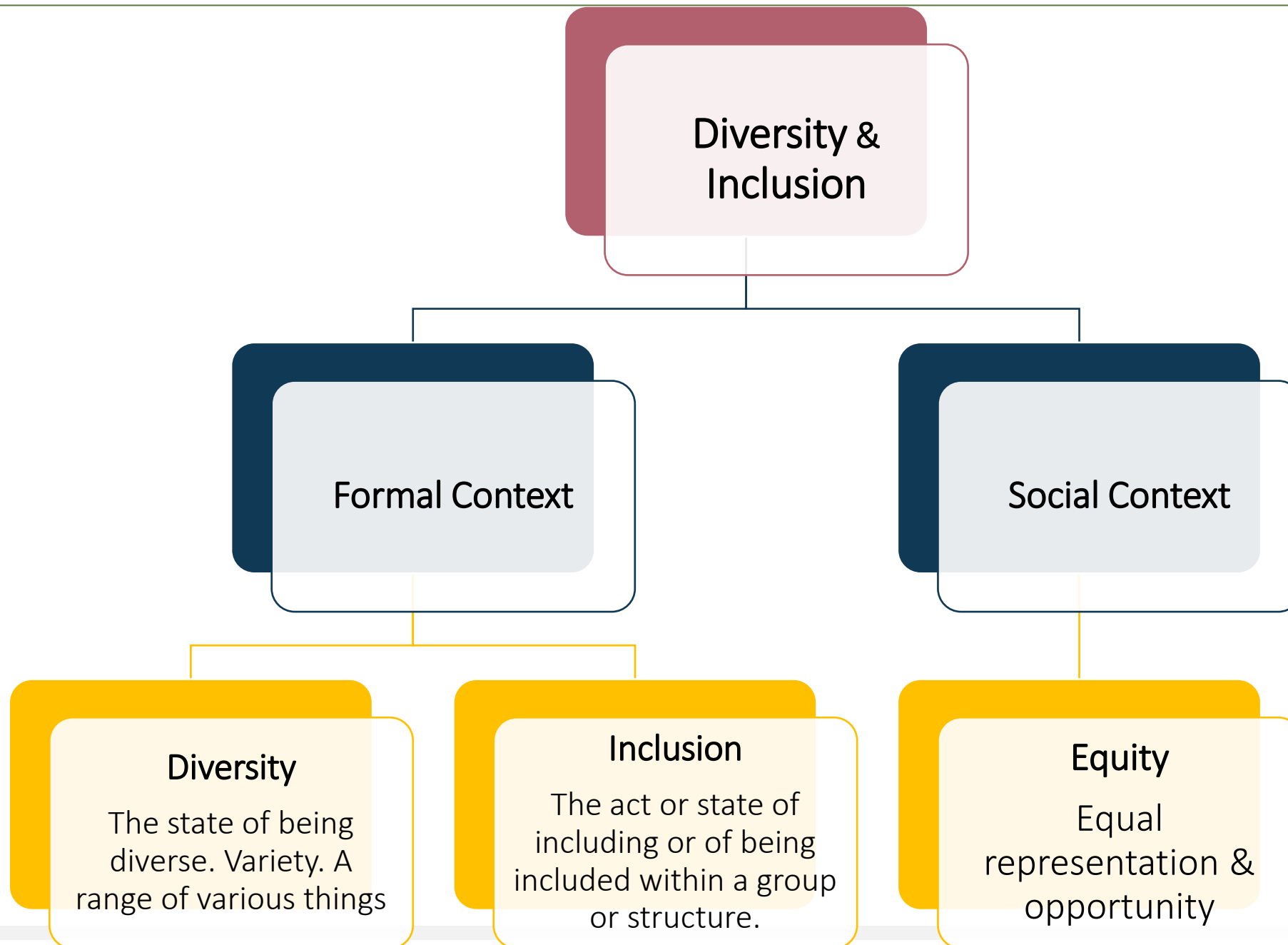Verna Myers, *Diversity and Inclusion Expert*
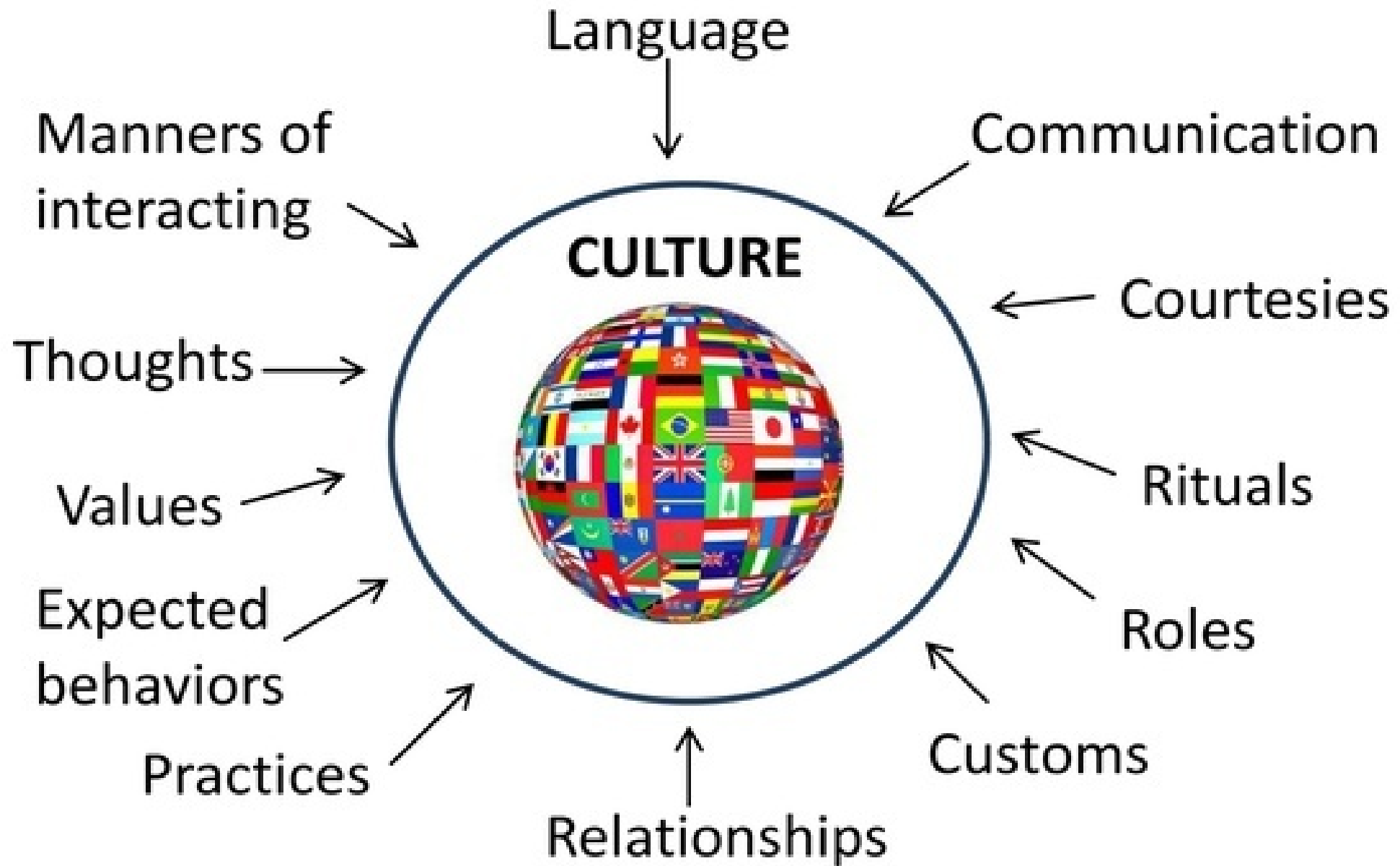
Inclusion

**The act of including :** the state of being included

The act or practice of including and accommodating people who have historically been excluded (because of their race, gender, sexuality, or ability)

Language Matters

- I love you…. NO HOMO!!
- That's so GAY!!
- WOW you speak English so well!
- For a women you are very good at_____
- That's RETARDED!! Or You are RETARDED!
- Yoo NIGGA!! -Or fan favorite- MY NIGGA!!
- This is _____(country, language, race identifier) friend_____.
- FAGOT or You are such a FAGOT!
- The disabled guy!! or the disabled one!!
- The FAT Chic, The SPANISH ____, The BLACK or ASIAN_____.
- Crying LIKE A GIRL.

  AND The list goes OOOOONNNNNNNN……………………………………
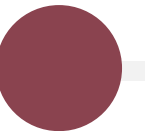
Cultural Competence Vs Cultural Humility

Cultural competency is a problem as it focuses on mastering others' cultures instead of focusing on accountability.

Cultural humility offers the advantage of promoting ongoing critical self-reflection and evaluation of providers' biases in order to address the power imbalance and center services based on the client's experiences

(Bogle et al., 2021, Rosen et al., 2017)

Cultural Humility

- Individual and/or institutional accountability

- Lifelong learning and critical self reflections

- Mitigating power imbalances

Intrapersonal

- Requires one to become "aware of their own cultural worldviews, biases, and blind spots"

Interpersonal

- Work of building a rapport with the individuals, families, or communities the social worker is treating or supporting. (Moore-Bembry, 2020, p. 10).

How do you practice cultural humility?

- 1. Learn about yourself

- 2. Engage in critical self reflection

- 3.Learn about different cultures

- 4. Interact with diverse groups

- 5. Be mindful about using inclusive language

- 6. Attend diversity-focused training

- 7. Lobby your department/ Encourage institutional accountability

- 8. Mitigate individual and institutional power imbalances

A Culturally Affirming Approach to Practice

- Understand your positionality

- Be cross-culturally curious

- Continually consider the implication of race, class, culture, language on your clients

- Take into consideration your patients' point of view, interest, and values

- Work to increase inclusive language and reduce language that excludes

- Challenge prejudice comments, jokes, actions, and policies

Remember:

Not the patients' job → Not your colleagues' job

Educate yourself → Accountability & self-reflection
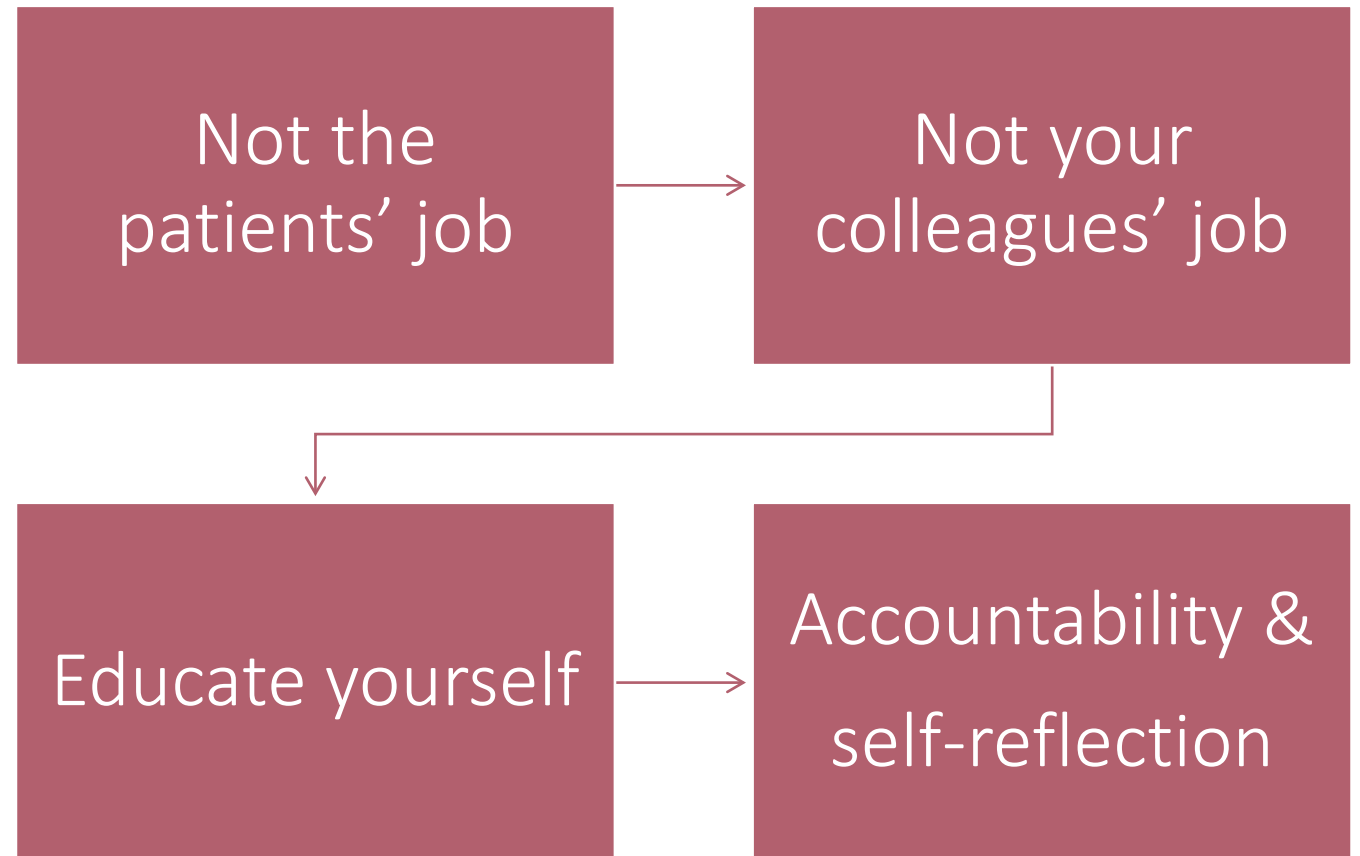
Anti-Racist Strategies for Practice

1. Attending to our positionality and intersecting identities and modeling this for stakeholders
2. Integrating current and historical events to inform the context of the clinical cases and clinical practices
3. Decolonize by re-education and co-education and by acknowledging other ways of knowing

Anti-Racist Strategies for Practice

- **Hold yourselves accountable through critical reflection**

- **Engage in ongoing consultation/Supervision**

- **Engage with culturally diverse communities with humility and reflexivity**

(Bogle et al., 2021).

Anti-Racist Strategies for Practice

Unlearning

Language- Expert, Empowering, Cultural Competence
Practices/Behaviors- Prescribed solutions, glorify the grin, promoting competition, rigidity & inflexibility,

Learning

Intentional engagement in Anti-racist work Be intentionally mindful of our power & privileges Becoming an effective disruptor

Strategies

- Learn to critically reflect about the experiences of others while considering the complexity of intersectionality.

- Centralizing the stake holder as the expert of their narrative.

(Rosen et al., 2017)
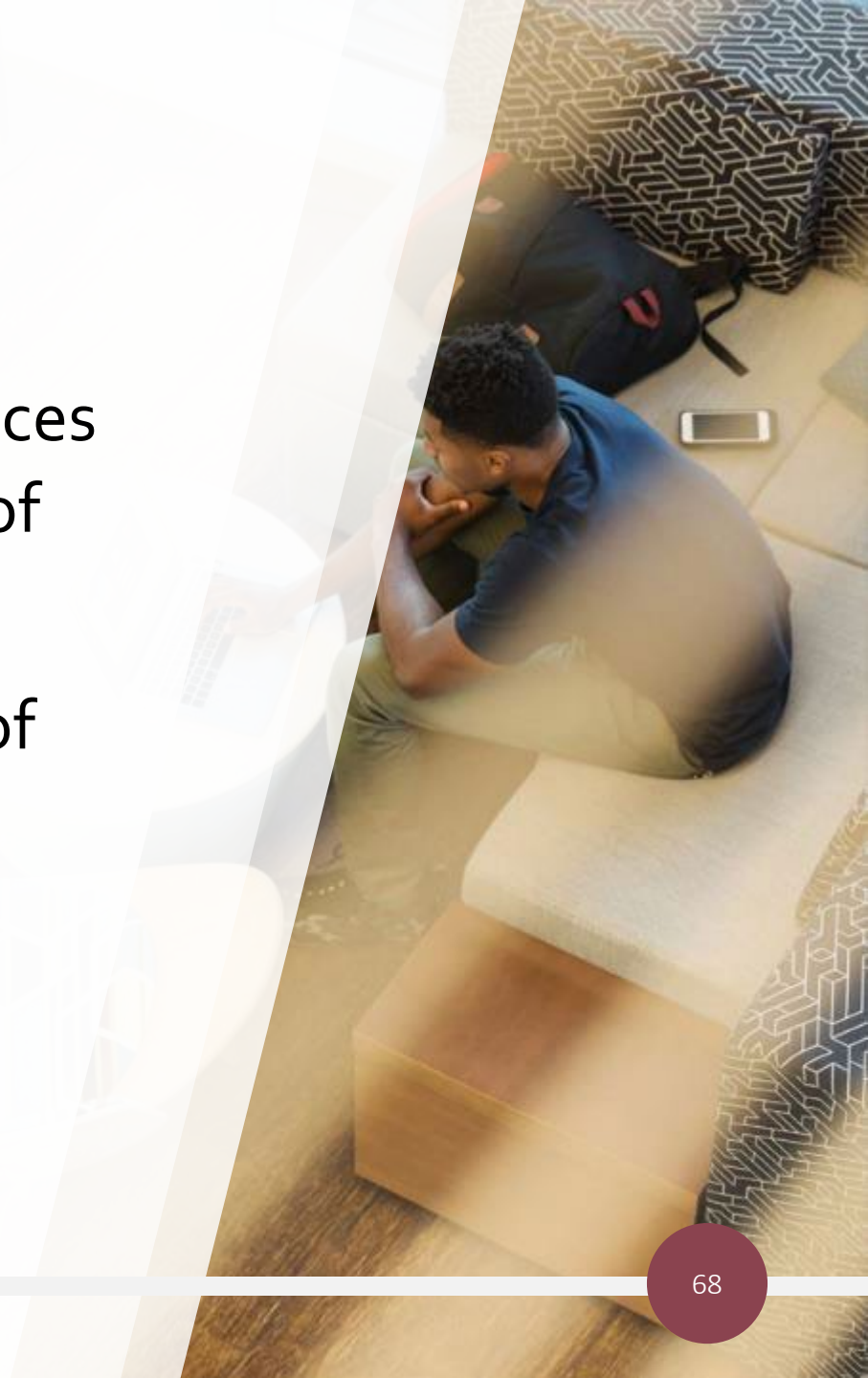
Thank You

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Renee Navarro, PharmD, MD, Vice Chancellor, Diversity and Outreach welcomes you to UCSF's initiative to address unconscious bias.

https://diversity.ucsf.edu › resources › unconscious-bias
https://www.merriam-webster.com/dictionary/inclusion
https://www.usatoday.com/story/news/2018/12/07/neo-nazi-convicted-murder-charlottesville-car-assault-killed-heather-heyer/2243848002/
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