



## Healing the Wounds of Racial Stress and Trauma: Individual and Organizational Approaches to Anti-Racism in Health Organizations

## Baptist Behavioral Health Conference



**Selena Webster-Bass, MPH, Founder/CEO**  
**Voices Institute**



Voices Institute



## Cultural Humility

- Embrace *reflection, respect, relevance, resilience*, and *due regard* while advocating for children, youth, and families

## Compassion

- Respond to the physical, mental and emotional pain of children, youth, and families

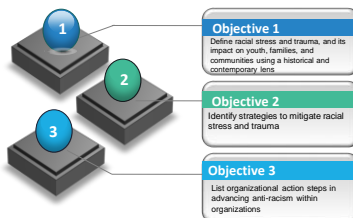
## Health Equity

- Advocate for improved health care outcomes in children, youth, families by removing barriers to quality health care

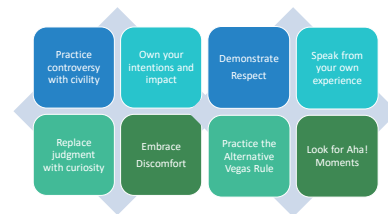
## Collaboration

- Partner with children, youth, families, providers, health institutions, and community partners in advancing optimal health and well-being

## Learning Objectives



## Gracious and Brave Space



## Our Current State of the Nation



## Keedron Bryant – “I Just Wanna Live”

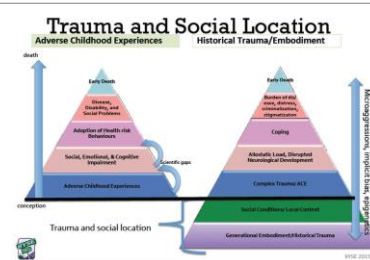


Use one word to describe your reaction to  
Keedron's vocal performance in response to  
the George Floyd incident.

powerful  
hopeful

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [poller.com/app](https://poller.com/app)

## Adverse Childhood Experiences



## Adverse Childhood Experiences (ACES)

- ACES Study
  - Abuse
  - Household Challenges
  - Neglect
- Expanded ACES
  - Single-parent homes, exposure to violence, criminal behavior, personal victimization, bullying, economic hardship, and discrimination.
  - (Wade, Shea, Rubin & Wood, 2014)
  - Philadelphia ACES Study
  - Community-level stressors
  - Lived in foster care, bullying, witnessing violence, discrimination, adverse neighborhood experiences

Falouts, V., Anda, R., Nordenberg, D., Williams, D., Spitz, A., Edwards, V., Koss, M. and Marmor, T. Relationship of childhood abuse and household dysfunction to many of the leading causes of death to adults. The adverse childhood experiences (ACE) study. *Am J Prev Med*. 2008; 34(2):245-258

Institute for Safe Families. Findings from the Philadelphia Urban ACE Survey. Available at: <https://www.instituteforSAFEfamilies.org/sites/default/files/PhiladelphiaUrbanACEReport2013.pdf>. Accessed July 19, 2017.

Wade, R., Shea, R. A., Rubin, D., & Wood, J. (2014). *Adverse childhood experiences of*

## Racial Stress and Trauma

- Racial Trauma
  - Racial trauma is characterized by dangerous or frightening race-based events, stressors, or discrimination that overwhelm one's coping capacity and impacts quality of life and/or causes fear, helplessness, and horror. (Carter, 2007)
  - Racial trauma has similar criteria as Post-traumatic stress disorder (PTSD) and can lead to a PTSD diagnosis but is distinct:
    - Can be due to an individual experience or ongoing collective experiences that can be traumatic (Comas-Diaz et al, 2019).



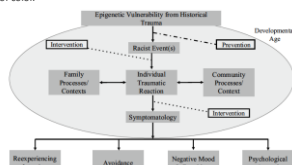
Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. *The Counseling Psychologist*, 35(1), 13-105.

Comas-Diaz, L., Hall, G. N., & Neville, H. A. (2019). Racial Trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist*, 74(2), 1-5.

## Healing Centered Model

Developmental and Ecological Model of Youth Racial Trauma (DEMYH-RT)

A conceptual model of how racial stressors manifest to influence the trauma symptomatology of children and adolescents of color.



Addressing the "Myth" of Racial Trauma: Developmental and Ecological Considerations for Youth of Color. *Clin Child Fam Psychol Rev* 23, 1-14 (2020). <https://doi.org/10.1007/s10567-019-00204-1>

## Historical Trauma

Historical trauma refers to a complex and collective trauma experienced over time and across generations by a group of people who share an identity, affiliation, or circumstance.



Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present day health. *Social Science Medicine*, 106, 128-136.

## Discrimination

### • Racial Discrimination

- Racial discrimination, or differential treatment towards individuals of a given race, may be debilitating for members of stigmatized racial groups (Salter et al, 2018).
- Direct and vicarious
- Objective and subjective
- Interpersonal and institutional



Salter, P. S., Adams, G., & Perez, M. J. (2018). Racism in the structure of everyday worlds: A cultural-psychological perspective. *Current Directions in Psychological Science*, 27, 150-155.

## The Look



## Race and Racism

### Race

- Not biological, a social construct or invention (Smedley and Smedley, 2005)
- Sociopolitical categorization that has been used to differentiate groups via phenotypical characteristics for hierarchical stratification (Helms et. al, 2005)

### Racism

- A system that categorizes people based on race, color, ethnicity and culture to differentially allocate societal goods and resources in a way that unfairly disadvantages some, while without merit, rewards others. (Jones, 2000)



Helms, J. E., Jernigan, M., & Mascher, J. (2005). The meaning of race in psychology and how to change it: A methodological perspective. *American Psychologist*, 60(1), 27-36.

Smedley, A., & Smedley, B. D. (2005). Race as biology in fiction, racism as a social problem in real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60(1), 16-26. <https://doi.org/10.1037/0003-066X.60.1.16>

Jones, C. P. (2000). Levels of Racism and a Gardener's Tale. *American Journal of Public Health*. Vol. 90, No. 8

## Types of Racism

### • Interpersonal Racism

Prejudice and discrimination, where prejudice means differential assumptions about the abilities, motives, and intentions of others according to their race

### • Internalized Racism

Internalized racial superiority - Acceptance of and acting out as superior to another group, rooted in the historical designation of one's race

Internalized racial inferiority - Acceptance by members of the targeted race of negative messages about their own abilities and intrinsic worth

### • Institutional Racism

Unfair and discriminatory practices that occur within particular institutions

### • Systemic Racism

Differential access to goods, services, and opportunities by race in systems.



Jones, C. P. (2000). Levels of Racism and a Gardener's Tale. *American Journal of Public Health*. Vol. 90, No. 8

## Racism as a Social Determinant of Health

### • Disparities and Disproportionalities

• In July 2019, American Academy of Pediatrics declared racism as a social determinant of health. <https://www.aappublications.org/news/2019/07/29/racism072919>

• African American children had **37% fewer visits to psychiatrists** and **47% fewer visits to any mental health professional when compared to white children**. **Hispanic children had lower inpatient utilization than both white and African American children** and this trend persists in mental health care. Hispanic children had 49% fewer visits to psychiatrists and 58% fewer visits to any mental health professional than white.

- (Marrast et. al, Racial and Ethnic Disparities in Mental Health Care for Children and Young Adults: A National Study, 2015)

• National Dept of Education data shows that African American children **receive more than 1 out-of-school suspension in preschool and in K-12 are suspended at 3 times more an expelled 1.9 times more** than White students.

- (U.S. Dept of Education, Equity of Opportunity, 2017)

## Anti-Racism

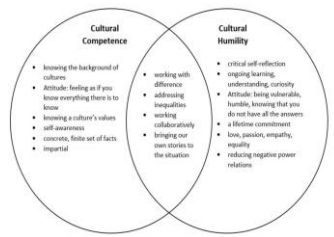
### What is anti-racism?

- An **active process** of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably
- Examines the **power imbalances** between racialized people and non-racialized/white people. These imbalances play out in the form of unearned privileges that white people benefit from and racialized people do not.
- An **active and consistent process of change** to eliminate **individual, institutional, and systemic racism**.

*The beauty of anti-racism is that you don't have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward.* -- Ijeoma Oluo

## Cultural Humility

To be **EFFECTIVE**,  
we must be  
**REFLECTIVE**



## Managing Bias

### SPACE 2 Model of Mindful Inclusion

**Slowing Down** — Being mindful and considerate in your responses to others

**Perspective Taking** — Actively imagining the thoughts and feelings of others

**Asking Yourself** — Active self-questioning to challenge your assumptions

**Cultural Intelligence** — Interpreting a person's behavior through their cultural lens rather than your own

**Exemplars** — Identifying counter-stereotypical individuals

**Expand** — The formation of diverse friendships



© Cultural Fluency, 2018

## Specific Ways to Manage Racial Bias

What does it look like to really manage bias?

- Recognize that biases exist
- Think critically
- Challenge assumptions and traditions
- Take the Harvard Implicit Association Test
  - Harvard Implicit Association Test
  - <https://implicit.harvard.edu/implicit/takeatest.html>



## Healing the Wounds

### •Healing the Wounds of Racial Stress and Trauma

- Kenneth Hardy, Ph.D.

### •Internalized Devaluation

### •Internalized Voicelessness



Hardy, K. (2013) Healing the Wounds of Racial Trauma. Reclaiming Children and Youth, 22 (1), 24 – 28.

## Healing the Wounds

- Affirmation & Acknowledgement
- Create Space for Race
- Racial Storytelling
- Validation



Hardy, K. (2013) Healing the Wounds of Racial Trauma. Reclaiming Children and Youth, 22 (1), 24 – 28.

## Healing the Wounds

- Process of Naming
- Externalize Devaluation
- Counteract Devaluation
- Rechanneling Rage



## Healing Centered Approaches

- Community Healing Circles
  - Emotional Emancipation Circles
- Racial Socialization
  - RECAST Model
    - Racial Encounter Coping Appraisal and Socialization Theory
      - (Anderson and Stevenson, 2019)
  - EMBRace Model
    - Engaging, Managing, and Bonding through Race
      - (Anderson, McKenney, and Stevenson, 2018)
- Racial Literacy

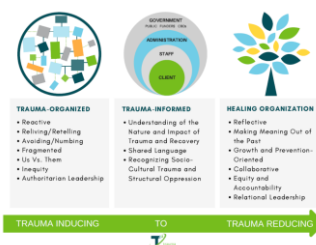


## Cultural Humility

- Establishing a life-long commitment to self-evaluation and self-critique
- Fixing power imbalances
- Committing to institutional accountability



## Healing Organizations



| Continuum on Becoming an Anti-Racist Multicultural Organization   |   |  |  |   |   |
|---|---|--|--|---|---|
| MONOCULTURAL → MULTICULTURAL → ANTI-RACIST → ANTI-RACIST MULTICULTURAL  |   |  |  |   |   |
| Racial and Cultural Differences Seen as Deficient → Toleration of Racial and Cultural Differences → Racial and Cultural Differences Seen as Assets  |   |  |  |   |   |
| 1. Exclusionary   | 2. Passive  | 3. Synthetic Change  | 4. Identity Change   | 5. Structural Change  | 6. Fully Inclusive  |
| <b>An Exclusionary Institution</b><br>Intentionally and publicly excludes all groups except for European Americans, Native Americans, Latinos, and Asian Americans. Intentionally and publicly excludes the most vulnerable groups throughout institutional policies and practices. Institutionalization of racism includes formal policies and practices that exclude People of Color from participation in public policies. | <b>A "Club" Institution</b><br>Toleration of a limited number of "club" People of Color and members from other racial identity groups allowed as well as "people" perspective and individual. | <b>A Compliance Organization</b><br>Multicultural policy regarding multicultural diversity. Seen itself as "multicultural" institution with open doors to People of Color. Carries out intended multicultural efforts as "token" or "diversity" as a commitment to office staff. | <b>An Affirming Institution</b><br>Growing understanding of racism as barrier to effective diversity. Develops strategy of systemic racism. Spreads programs of anti-racist training and multiculturalism. Develops institutional policy to promote "diversity" as a commitment to office staff. | <b>A Transforming Institution</b><br>Commitment to process of institutional change, based upon institutional analysis and identity. Audits and examines all aspects of institutional life to ensure that all programs of People of Color, including their social, cultural, and linguistic. | <b>Anti-Racist Multicultural Organization in a Transformative Identity</b><br>Extends vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. Institutional life reflects all participation and social groups work diverse racial, cultural, and economic groups in determining its mission, structure, accountability, policies and practices. |

Crusades Ministry, Chicago, IL. Adapted from original concept by Bailey Jackson and Rita Hardman, and further developed by Andrea Avallan and Ronice Branding. Further adapted by Melia LaCour, Ph.D.

## Organizational Anti-Racism Action Steps

- Conduct an organizational racial climate survey
  - Example: Trauma Informed Assessment
- Form an equity committee
  - Ensure leadership and governance structure are diverse and inclusive
  - Issue a statement of support for anti-racism
  - Review organizational mission statement and core values
  - Create an equity plan
  - Conduct an organizational assessment of processes, practices, and policies
  - Examine equity in salaries
  - Examine recruitment, hiring, and retention practices
  - Broaden holiday schedules
  - Examine resource allocation to multicultural organizations
  - Form and cultivate authentic partnerships with multicultural organizations
  - Practice allyship
  - CREATE NEW SPACES FOR LISTENING

## National Culturally and Linguistically Appropriate Services (CLAS) Standards



## REALM: Action Steps towards Anti-Racism



Webster-Bass, 2020

## Racial Healing

### Acknowledge

We must acknowledge the historical context of Indigenous populations, Africans, and other marginalized groups. This requires a relearning of history and a rewriting of narratives that fail to acknowledge the social, political, economic, physical, emotional, and mental impact of interpersonal, internalized, and systemic racism within communities of color.

### Affirm

Anti-racism requires that we affirm the worth and dignity of all people, and view all people as equals regardless of their cultural background. The anti-racism movement requires a dismantling of white supremacy and superiority complexes. Racism must be named and rooted out individually and across systems.

### Atonement

Atonement requires that amends be made. Harmony, oneness, and racial healing will only occur after there is justice. In the words of Dr. Martin Luther King, Jr., "injustice anywhere is a threat to justice everywhere." Justice must be pursued relentlessly. This means that we must speak up in our homes, organizations, and institutions and examine ourselves, our intent and impact, our privilege and power. It also means that we must examine and dismantle policies, processes, and structures that continue to perpetuate inequities.

## Closing

As you move forward, how  
are you addressing  
anti-racism within yourself,  
your organization, or system?

"Get in Good Trouble"

-John Lewis



## Thank you!



## Contact Information



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[www.voicesinst.org](http://www.voicesinst.org)

Health Equity • Cultural Humility • Well-Being  
 We are committed to amplifying the voices of the voiceless

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- Anderson, R. E., McKenney, M. C., & Stevenson, H. C. (2018b). EMBRace: Developing a racial socialization intervention to reduce racial stress and enhance racial coping among black parents and adolescents. *Family Process*. <https://doi.org/10.1111/famp.12412>
- Anderson, R. E., & Stevenson, H. C. (2019). RECASTING racial stress and trauma: Theorizing the healing potential of racial socialization in families. *American Psychologist*, 74(1), 63-75. <http://dx.doi.org/10.1037/famp0000392>
- Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. *The Counseling Psychologist*, 35(1), 13–105.
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## Resources

Healing the Wounds of Racial Trauma  
<https://static1.squarespace.com/static/545cdfcce4b0a64725b9f65a/t/54da3451e4b0ac9bd1d1cd30/1423586385564/Healing.pdf>

Understanding Race and Privilege  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/understanding-race-and-privilege>

*The Body Keeps Score*, Bessel Van Der Kolk, MD

*Why are all the Black Kids Sitting Together in the Cafeteria?* Beverly Daniel Tatum

*How To Be an Anti-Racist*, Ibram Kendi

*Stamped From the Beginning*, Ibram Kendi

*White Fragility*, Robin Diangelo

## Resources

How to Reduce Unconscious Bias in the Workplace  
<https://lattice.com/library/how-to-reduce-unconscious-bias-at-work>

10 Ways to Reduce Unconscious Bias in the Workplace  
<https://www.skillcast.com/blog/10-ways-reduce-workplace-unconscious-bias>

Kirwan Institute Implicit Bias Training Modules  
<http://kirwaninstitute.osu.edu/implicit-bias-training/>

Kirwan Institute Implicit Bias New Training Modules  
<http://kirwaninstitute.osu.edu/new-implicit-bias-presentations/>

Kirwan Institute Research and Implicit Bias  
<http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/#implicitbias>

## Resources

SHRM Unconscious Bias  
<https://www.shrm.org/resourcesandtools/tools-and-samples/hr-ga/pages/resources-articles-workplace-bias.aspx>

Microaggressions: More Than Race  
<https://www.psychologytoday.com/us/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

Unmasking Racial Microaggressions  
<https://www.apa.org/monitor/2009/02/microaggression>

When and How to Respond to Microaggressions  
<https://hbr.org/2020/07/when-and-how-to-respond-to-microaggressions>

## Resources

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- Implementation Checklist for the National CLAS Standards  
<https://thinkculturalhealth.hhs.gov/assets/pdfs/AnImplementationChecklistfortheNationalCLASStandards.pdf>
- Protocol for Culturally Responsive Organizations  
[https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1008&context=care\\_pubs](https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1008&context=care_pubs)
- Cultural Competency Assessment Scale (CCAS) - Agency Level  
<https://www.montefiore.org/documents/Cultural-Competency-Assessment-Scale.pdf>
- Cultural Competency Assessment Scale (CCAS) - Program Level  
[https://ctacny.org/sites/default/files/trainings-pdf/program\\_level\\_ccas\\_june\\_2012.pdf](https://ctacny.org/sites/default/files/trainings-pdf/program_level_ccas_june_2012.pdf)
- Cultural Competence Assessment Tool (CCAT)  
<https://www.racialequitytools.org/resourcefiles/culturalcompetencyassesstool.pdf>

## Resources

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- Cultural Competence Assessment Tool (CCAT)  
<https://www.racialequitytools.org/resourcefiles/culturalcompetencyassesstool.pdf>
- Racial Equity Tool Questionnaire  
<https://www.racialequitytools.org/resourcefiles/mason.pdf>
- System of Care Practice Review Protocol  
<http://logicmodel.fmhi.usf.edu/resources/PDF/SOCPR-Protocol.pdf>