

Accelerating Training in Behavioral Health Equity: A Learning Series for Trainees

Part 3

Presented by
Marilyn Sampilo, PhD, MPH
August 23, 2022.

Presented in 2022 by the National Hispanic and Latino Addiction Technology Transfer Center (ATTC), and the Hispanic and Latino Prevention Technology Transfer Center (PTTC), National Latino Behavioral Health Association (NLBHA) P.O. Box 1360, Pena Blanca, NM 87041.

ATTCnetwork.org/hispaniclatino

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed herein are the view of the National Hispanic and Latino Addiction Technology Transfer Center (ATTC), and the Hispanic and Latino Prevention Technology Transfer Center (PTTC), and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Presented 2022

HOUSEKEEPING

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- Rename yourself using some Codes we will provide soon*

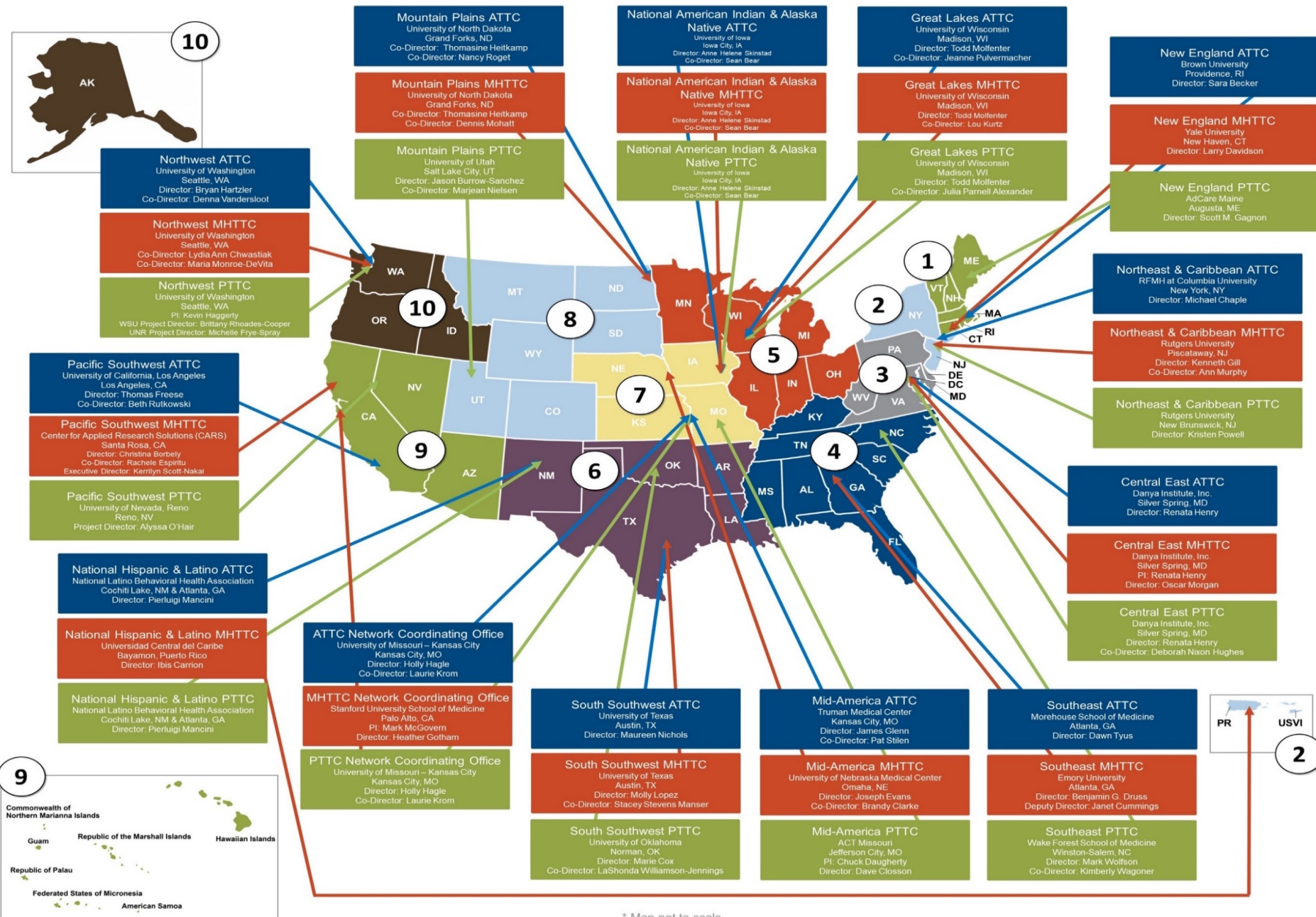
The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.





Fredrick Sandoval, MPA
Executive Director
NLBHA

NLBHA's Mission

The Mission and Goal of The National Latino Behavioral Health Association is to influence national behavioral health policy, eliminate disparities in funding and access to services, and improve the quality of services and treatment outcomes for Latino populations.

NLBHA's Objectives

NLBHA's Objective is to provide national leadership on mental health and substance abuse concerns of the Latino community. NLBHA's Policy Priorities are:

1. Targeted Capacity Expansion of Mental Health Services for Latinos
2. Latino Behavioral Health Evidenced Based Practices
3. Legislation to increase the number of Counselors/Therapists/Other Behavioral Health Practitioners
4. Funding for Co-Occurring Disorders of Alcohol and Substance Abuse
5. Opioid Crisis in the Latino Community
6. Suicide Prevention



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Today's Presenter



Marilyn L. Sampilo, PhD, MPH
Center for Pediatric Behavioral Health
Cleveland Clinic

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Land Acknowledgement

I am delivering this presentation on the lands of the Erie, Kaskasia and Mississauga people. The Erie, Kaskasia, and Mississauga people are the traditional owners of the land upon which Cleveland Clinic Children's sits. We wish to honor their enduring presence by acknowledging this history and including this history in our work today.

<https://www.pbs.org/native-america/home/>

Disclosures

No conflicts to disclose

#1- Who is in the audience?

- A. Undergraduate/Post-bac
- B. Graduate student
- C. Intern/Resident
- D. Post-doctoral fellow
- E. Licensed professional/Staff/Faculty

Key Objectives

Define key social justice concepts

Outline important related concepts relevant to equity

Discuss applicability of key social justice concepts for individual reflection and intervention

Framing

Discussions of oppression and racism have been emotionally-charged

We all have different experiences with these topics

Our identities have impact and influence on our experience

Framing

Today is about recognizing, reducing, and preventing harm

We may experience discomfort when discussing these subjects

General Guidelines

Consider discomfort as the price for growth and that growth leads to opportunity

Consider how we could be doing things differently, how we can grow, how we can respond to call for change

General Guidelines

Pay attention to our/your own reactions and reflections about what might be causing them

Avoid judging others' experiences; consider your own experiences

Critical Social Justice

Society is stratified along social group lines

Social injustice results in unequal access to resources and opportunities between groups of people

Recognize relations of unequal social power are constantly enacted at micro and macro levels

Sensoy & DiAngelo, 2017

Critical Social Justice

Inequality is deeply embedded and entrenched in the fabric of society (i.e., structural)

Requires self-reflection about one's own social location and act from that awareness in ways that challenge social injustice

Sensoy & DiAngelo, 2017

Understanding Identity

Personal
Identity



Social
Identity

Social Group Membership

Groups born into or develop membership into

Critical in how we make sense of our world

We learn what a social group is and what a group is not

Sensoy & DiAngelo, 2017

Group	Group Identities
Race	Perceived as BIPOC; Perceived as White
Race detailed	Asian, South Asian, Black, Indigenous, NHPI, White, Multiracial
Ethnicity	Hispanic/Latinx; Mexican, Puerto Rican, Cambodian, Indonesian, Nigerian, Kenyan, German, Scottish Canadian, Cherokee, Iroquois
Class	Poor, Working Poor, Working Class, Middle Class, Upper Class, Owning/Ruling Class
Gender	Cis-women, Cis-men, Transgender, Genderqueer
Sexuality	Lesbian, Bisexual, Gay, Heterosexual
Religion	Hindu, Buddhist, Jewish, Christian, Muslim, Atheist
Ability	Able-bodied, people with physical disabilities, people with developmental disability, exceptionaity
Nationality	Indigenous, Immigrant, Citizen

****Groups and identities not exhaustive**

Sensoy & DiAngelo, 2017

Break-Out Room #1

Consider the social/group identities that you hold

1. Think about the identities you think about most often
2. Think about the identities you think about least
3. Why might you think more about some of your group identities than others? What experiences lead you to think about the identities that are most salient for you?

**** Share only what you are comfortable sharing with your group****

Understanding Positionality

Perspective is influenced by position in society

Where you stand in relation to others, influences what you can see and understand

Sensoy & DiAngelo, 2017

Power and Oppression

Prejudice and discrimination are dynamics that can occur on an individual level.

Oppression- Prejudice and discrimination of one social group against another, backed by power.

Racism is a form of oppression

Adams et al. 2016

Power and Oppression



- Prejudice > Discrimination
- Prejudice + Power = Oppression

Understanding Power

Agents: members of dominant social groups who have and/or maintain unfair advantage over other groups

Targets: members of social groups, without identity apart of target group, who experience marginalization, disenfranchisement by an oppressor or oppressor's system of institutions

Adams et al. 2016

Understanding Oppression

Agent groups

have power to set, define, determine...
impose aspects of their culture
colonize -> internalize
maintain advantaged social positioning due to systematic
and institutionalized unequal treatment

Adams et al. 2016

Understanding Oppression

How/where does it occur...

- Individual level
- Interpersonal level
- Institutional level
- Systemic level
- Structural level

Oppression: Racism



The diagram consists of a large light blue rectangle divided into two horizontal sections. The top section is labeled 'Structural' and the bottom section is labeled 'Systemic'. To the left of the rectangle is a large blue semi-circle. The 'Structural' section contains two bullet points about cumulative effects and racial bias. The 'Systemic' section contains two bullet points about discrimination within a system and racist principles. A small white rectangle is at the bottom of the main structure.

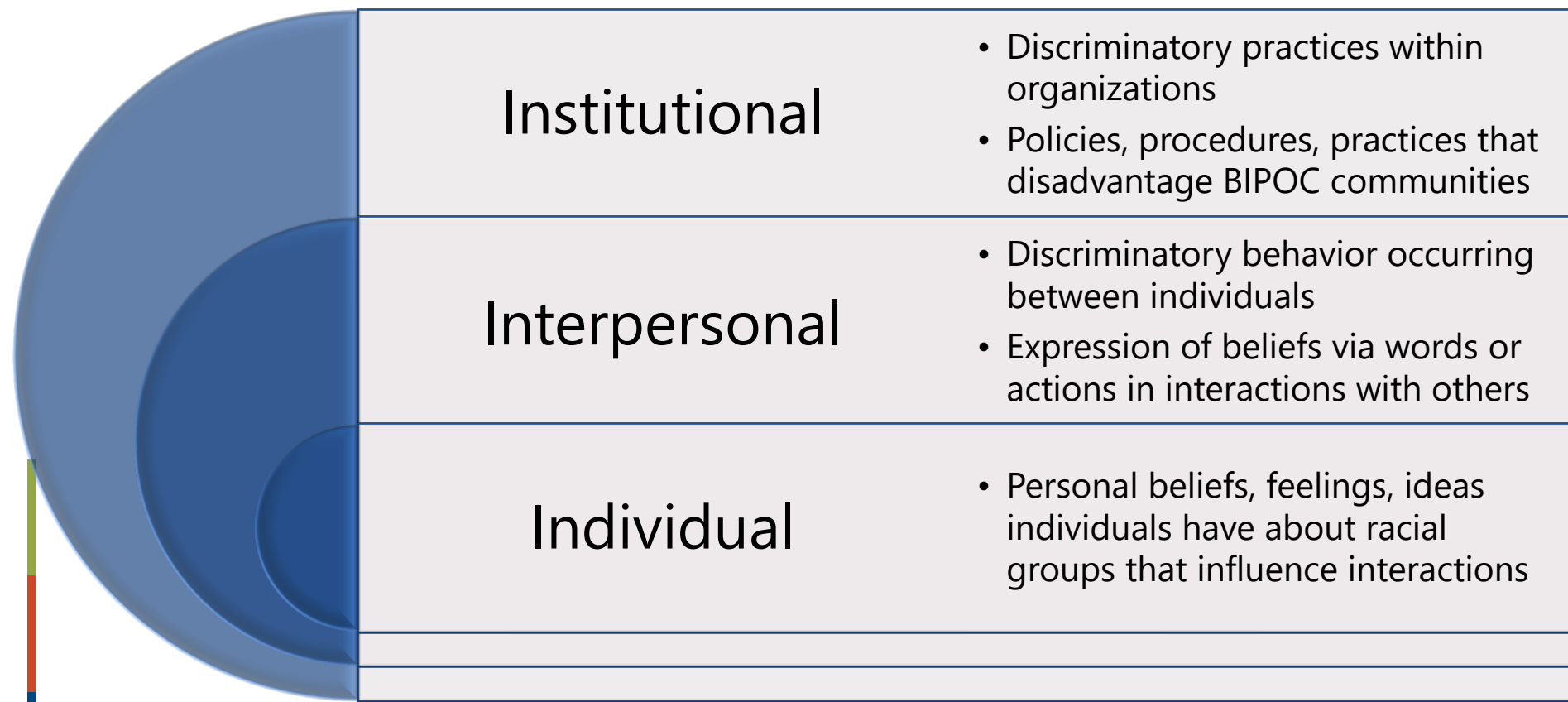
Structural

- Cumulative, compounded effects of factors that systematically disadvantage BIPOC communities
- Overarching system of racial bias across institutions and society

Systemic

- Perpetuated discrimination within a system
- History/basis of racist principles and/or discriminatory practices

Oppression: Racism



Marginalized/Target Group	Oppression	Dominant/Agent Group
People of Color	Racism	White
Poor Working Class, Middle Class	Classism	Owning Class
Women, Transgender, Genderqueer	Sexism	Cis-Men
Gays, Lesbians, Bisexuals	Heterosexism	Heterosexuals
Muslims, Buddhists, Jews, Hindus, Non-Christian Groups	Religious Oppression Anti-Semitism	Christians
People with Disabilities	Ableism	Able-bodied
Immigrants	Nationalism	Citizens
Indigenous Peoples	Colonialism	White Settlers
People over 40	Ageism	Young People
Non-English	Language	English

Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.

Adams et al. 2016

Recognizing Privilege

Unpacking the Invisible Knapsack (McIntosh, 1989)

I can if I wish arrange to be in the company of people of my race most of the time.

If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.

Recognizing Privilege

Unpacking the Invisible Knapsack (McIntosh, 1989)

I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.

I can swear, or dress in second-hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.

Recognizing Privilege

Unpacking the Invisible Knapsack (McIntosh, 1989)

I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.

I can turn on the television or open to the front page of the paper and see people of my race widely represented.

Recognizing Privilege

Unpacking the Invisible Knapsack (McIntosh, 1989)

When I am told about our national heritage or about “civilization,” I am shown that people of my color made it what it is.

I can be sure that my children will be given curricular materials that testify to the existence of their race.

Recognizing Privilege

The Invisible Knapsack in Medicine (Romano, 2018)

I have been taught since an early age that people of my own race can become doctors.

Throughout my education, I could succeed academically without people questioning whether my accomplishments were attributable to affirmative action or my own abilities.

Recognizing Privilege

The Invisible Knapsack in Medicine (Romano, 2018)

During college and medical school, I never struggled to find professors and academic role models who shared my race.

When I applied to medical school, I could choose from many elite institutions that were founded to train inexperienced doctors of my race by “practicing” medicine on urban and poor people of color.

Recognizing Privilege

The Invisible Knapsack in Medicine (Romano, 2018)

When I walk into an exam room with a person of color, patients invariably assume I am the doctor in charge, even if the person of color is my attending.

If I respond to a call for medical assistance on an airplane, people will assume I am really a physician because of my race.

Recognizing Privilege

The Invisible Knapsack in Medicine (Romano, 2018)

Every American hospital I have ever entered contained portraits of department chairs and hospital presidents who are physicians of my race, reminding me of my race's importance since the founding of these institutions.

Even if I forget my identification badge, I can walk into the hospital and know that security guards will probably not stop me because of the color of my skin.

Break-Out Room #2

Consider the concept of privilege

1. What are one or more ways in which you have had unearned disadvantage in your life?
2. What are one or more ways in which you have had unearned advantage in your life?
3. What is it like for you to sit here, talk about, and hear about these experiences of unearned disadvantage and advantage?

**** Share only what you are comfortable sharing with your group****

Interrogation

We have to critically ask ourselves:

"How do we uphold [oppression]?"

"How do we benefit from [oppression]?"

"How do we benefit from maintaining the status quo?"

An individual can simultaneously experience privilege and oppression...

Intersectionality

Coined by Professor Kimberlé Williams Crenshaw in 1989

How different power structures interlock or interconnect, to enact function and impact on peoples' experiences

Marginalized/Target Group	Oppression	Dominant/Agent Group
People of Color	Racism	White
Poor Working Class, Middle Class	Classism	Owning Class
Women, Transgender, Genderqueer	Sexism	Cis-Men
Gays, Lesbians, Bisexuals	Heterosexism	Heterosexuals
Muslims, Buddhists, Jews, Hindus, Non-Christian Groups	Religious Oppression Anti-Semitism	Christians
People with Disabilities	Ableism	Able-bodied
Immigrants	Nationalism	Citizens
Indigenous Peoples	Colonialism	White Settlers
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The Importance of Intersectionality

Social inequality cannot be understood by examining social categories in isolation.

E.g., Pay equity

Sensoy & DiAngelo, 2017

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Intersectionality

Examining the intersection of oppressive institutions calls for a more complex approach to address systems that create and maintain distribution of power

The Intersections of Oppression



There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde



Marginalization

Marginalized groups are...

“groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions.”

NCCDH, 2020

What Marginalization Does

Creation of margins or boundaries

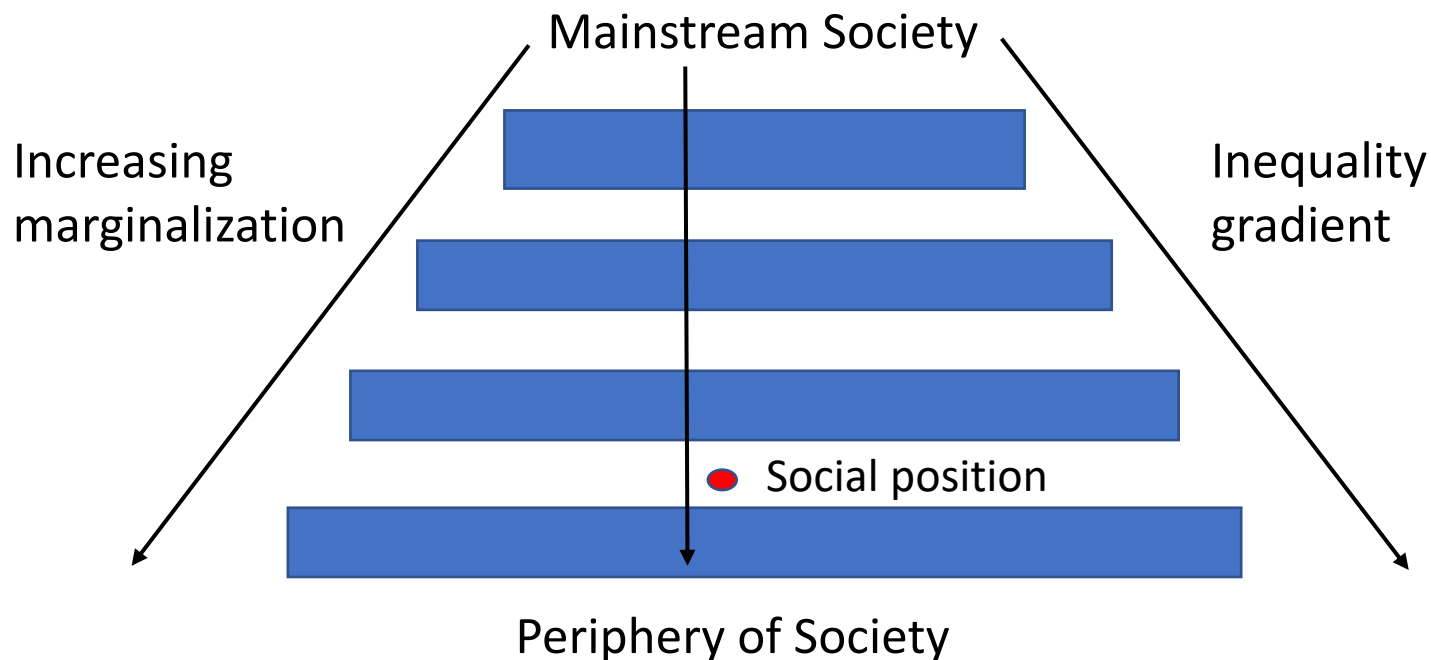
Pushing of individuals to periphery of society

Creation of out-group dynamics

Maintenance and enforcement of margins that maintain status quo

Baah et al., 2019

Process of Marginalization



We have a responsibility to respond to marginalization and injustice...

Baah et al., 2019

What's Next

Centering voices and experiences of the marginalized...

Strategies and tools for clinical practice, community engagement, research, and advocacy

Baah et al., 2019



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GPRA Evaluation Link



<https://form.jotform.com/222288964940164>

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Part 4

Link is being shared in the chat.



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**Thank you.
¡Gracias!
Obrigado.**