

Continuing education & supervision for Helping Professionals serving today's multicultural world



Dr. Sonja Sutherland, LPC, BC-TMH, ACS

Racial & Cultural Diversity 2: Working with Intergenerational Trauma

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COURSE-PACK OF ACTIVITIES & HANDOUTS



IN ORDER OF USE



Racial & Cultural Diversity 2: Working with Intergenerational Trauma



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Today's Agenda

- 1. Key Terms
- 2. Anti-racist lens development
- 3. Historical & Intergenerational Trauma
- 4. Epigenetics
- 5. Clinical Considerations for Treatment
- 6. Assessment Instruments
- 7. Case Examples





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Working in ZOOM Today



- 1. Handouts Needed
- 2. ...





COURSE-PACK OF ACTIVITIES & HANDOUTS



IN ORDER OF USE



Racial & Cultural Diversity 2: Working with Intergenerational Trauma



5

Working in ZOOM Today



- 1. Handouts Needed
- 2. Mute/Unmute
- 3. Use of Chat for asking questions (for discussion following each segment)



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CULTURAL CONNECTIONS

You are going on a long trip around the world. In your Cultural Suitcase, you can carry three (3) items that represent your cultural heritage.

- ✓ Introduce yourself.
- ✓ Describe each of the items you chose to carry.
- √ Which item(s) would you be willing to give away?
- √ Why will you give this item away?
- √ What does it mean to you to give it to someone?





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Key Terms for Our Conversation

Black, Indigenous, And [All] **People of Color**

https://www.thebipocproject.org/





People of Color

- Black American descent
- African descent
- Asian descent
- Latin descent
- Hawaiian / Pacific Island descent
- Middle Eastern This list is not exhaustive.

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"...a positive or negative attitude (and is usually based on stereotype rather than direct knowledge of a person or group)..."



Bryant-Davis, T., & Ocampo, C. (2006).



- >"EXPLICIT bias involves consciously held, self-reported attitudes that shape how people evaluate or behave toward members of a particular group."
- > "IMPLICIT bias, in contrast, is activated automatically and unintentionally, functioning primarily outside of a person's conscious awareness."

(Handelsman & Sakraney 2015)



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Key Terms for Our Conversation

PRIVILEGED

...an identity in which belonging to a group or community affords you certain unearned benefits based on the power of that group to influence social institutions and social norms...they are often unseen or unnoticeable to those who automatically have it.



MARGINALIZED

...an identity in which belonging to a group or community limits your equitable access to these same benefits based on the lack of power of that group to influence social institutions and social norms...they are seen or noticeable to those who automatically do not have it.



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A powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas

(Kendi, 2019)

"A system of advantage based on race (DeGruy, 2018)"





RACIST IDEAS

...argue that the inferiorities and superiorities of racial groups explain racial inequities in society.

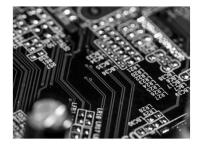






RACIST POLICIES

A powerful collection of legalized racist practices that lead to racial inequity and are substantiated by racist ideas.





INSTITUTIONAL / STRUCTURAL / SYSTEMIC RACISM Terms used to describe racist policies

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ANTIRACIST POLICIES any measures that produce or sustain racial equity between racial groups.



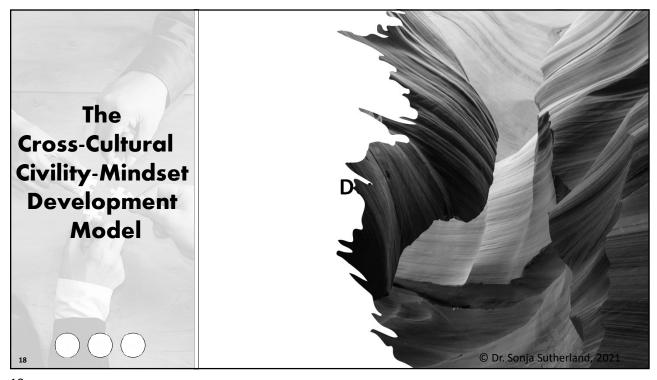


ANTI-RACISM Antiracism is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas.



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Civility PreContemplation

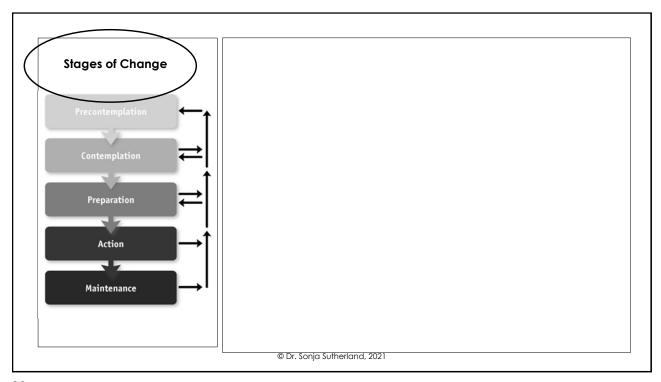
Civility-Mindset
Developmental

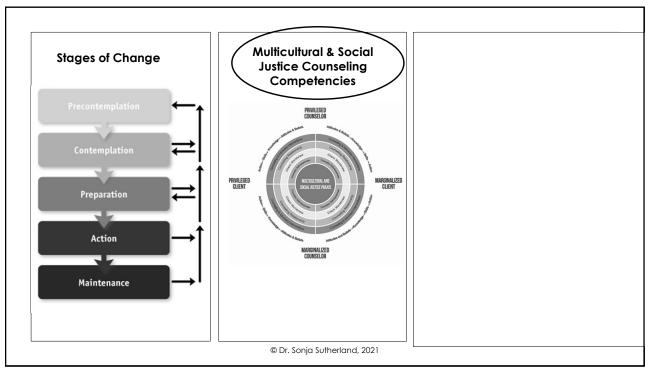
A -Stage

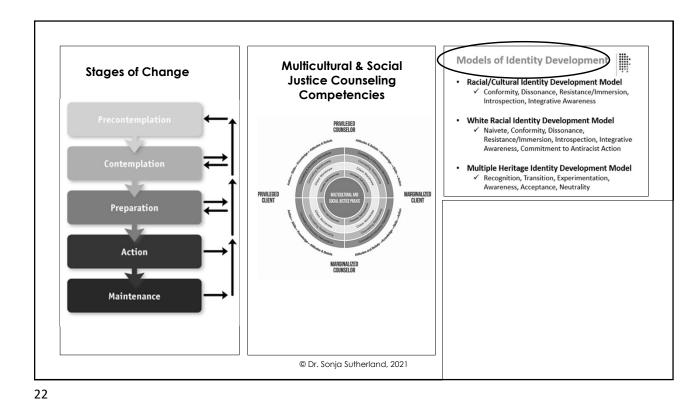
Model

(Quick Overview)

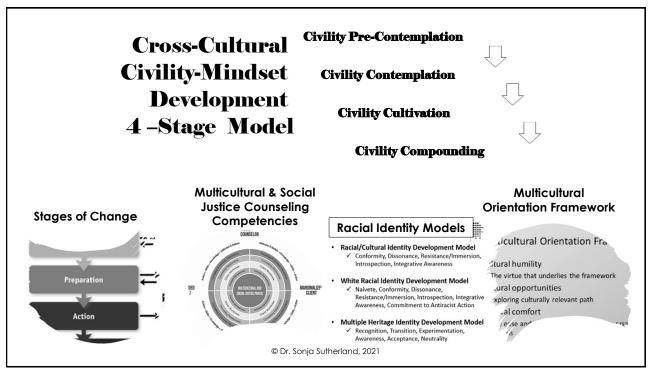
Civility Contemplation







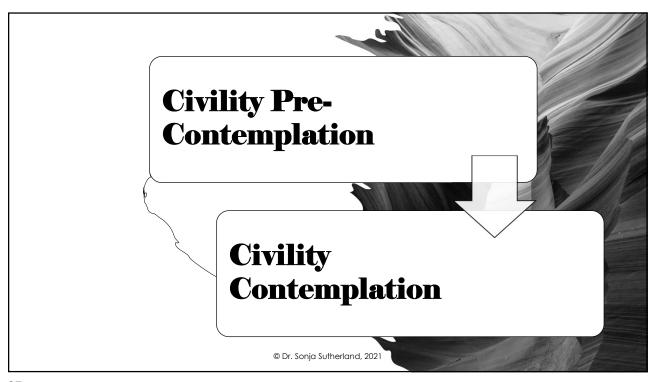
Models of Identity Development Multicultural & Social **Stages of Change Justice Counseling** • Racial/Cultural Identity Development Model ✓ Conformity, Dissonance, Resistance/Immersion, Introspection, Integrative Awareness Competencies White Racial Identity Development Model ✓ Naivete, Conformity, Dissonance, Resistance/Immersion, Introspection, Integrative Awareness, Commitment to Antiracist Action Multiple Heritage Identity Development Model ✓ Recognition, Transition, Experimentation, Awareness, Acceptance, Neutrality MARGINALIZED CLIENT Preparation Multicultural Orientation Framework Action Cultural humility - The virtue that underlies the framework Cultural opportunities Maintenance - Exploring culturally relevant path Cultural comfort - The ease and grace with which the conversation © Dr. Sonja Sutherland, 2021

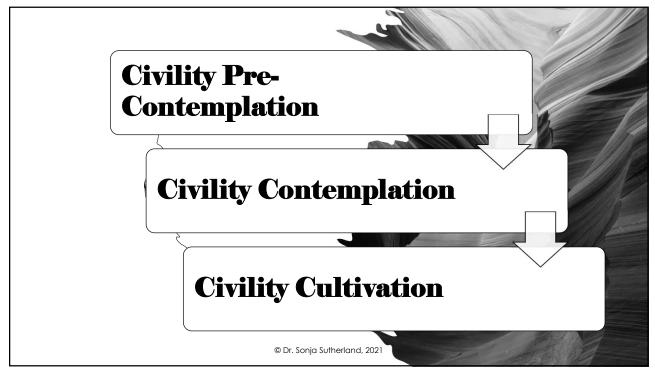


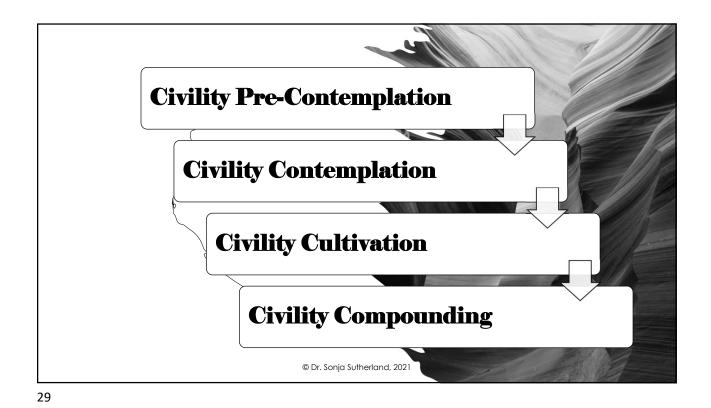
Civility
Pre-Contemplation

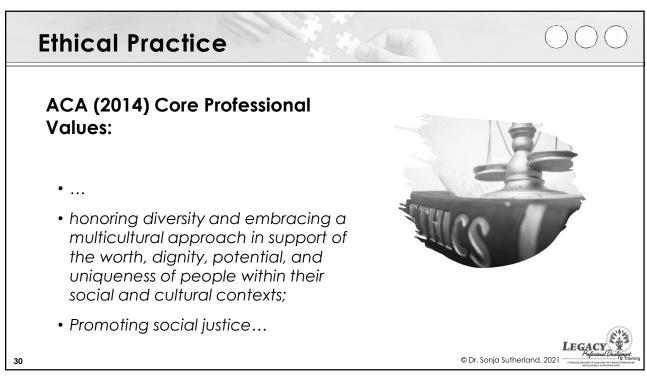
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Ethical Practice



Professional Impairment

ACA 2014 Code of Ethics A.4.b. Personal Values

Clinicians are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Clinicians respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.





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Ethical Practice



APA (2017) Principle E: Respect for People's Rights and Dignity

Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors...





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CCCMDM Clinician Self Assessment

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Clinicians are in a constant state of "beingin-becoming" relative to developing
multicultural and social justice
competence. It should be regarded as a
lifelong process, in which counselors aspire
to continuously further their understanding
and commitment to multicultural and social
justice competence and practice cultural
humility in their work.

(Ratts, Singh, Nassar-McMillan, Butler (2016).

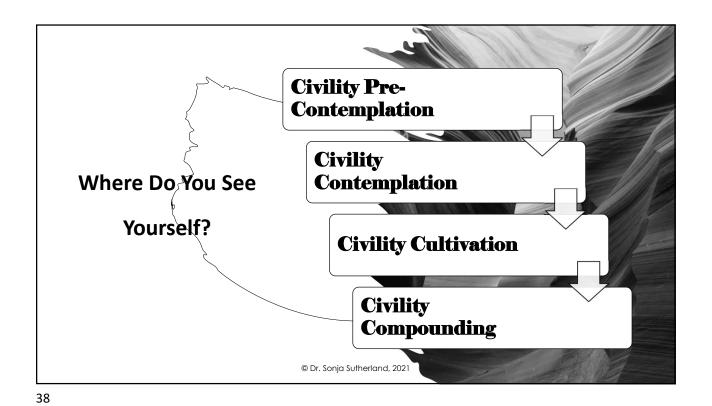
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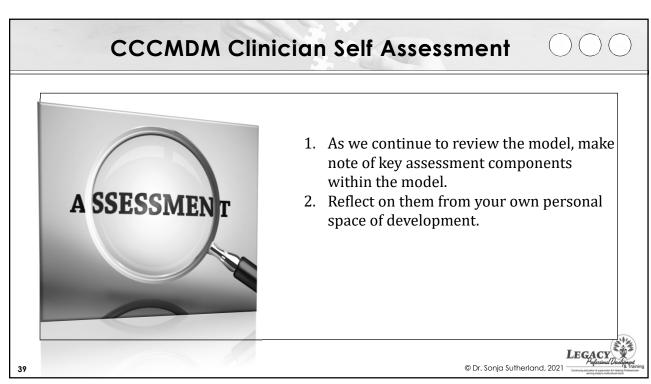
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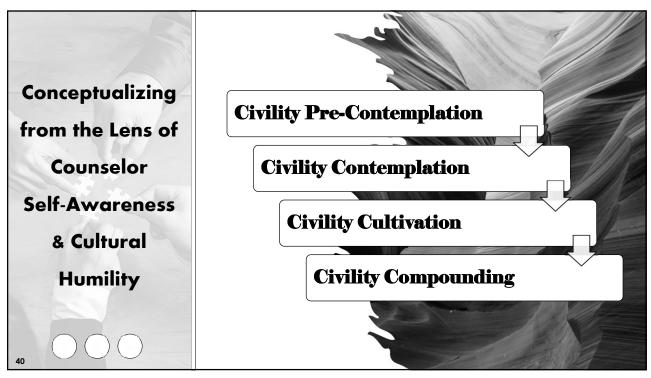


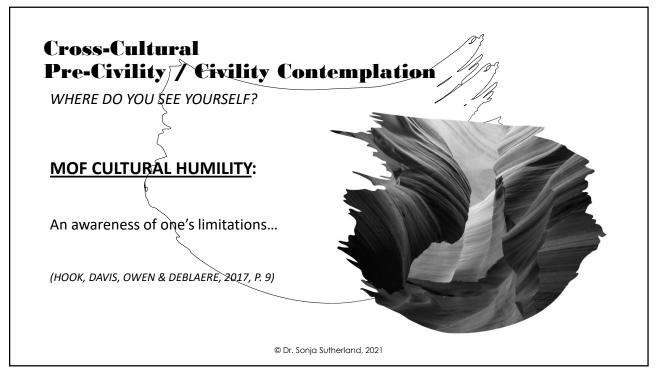


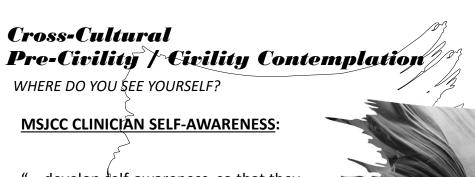
CCCMDM Clinician Self Assessment Don't Start Yet! Cross-Cultural Civility-Mindset Developmental Model (CCCMDM) Clinician Self-Assessment Using the rating scale below, as we cover the overview of the CCCMDM, give yourself some honest personal feedback on where you really sit with regard to your antiracist development. This is a 2-page assessment. If YES, enter 2 If NO, enter 1 Not including today, in the last 60 days I have read books or articles or listened to podcasts about things like privilege, marginalization, antiracism/racism, social justice, etc. I think privilege benefits white people in America. I think BIPOC experience marginalization. I think Raism is real. I think racism is real. I think racism is real. I think racism seed that the properties of t Pre-Civility Contemplation Your thoughts about your score Not including today, in the last 30 days I have read books or articles or listened to podcasts about things like privilege, marginalization, antiracism/racism, social justice, etc. In the last 60 days I have talked to 1, but not more than 2 BIPOC about race and social justice issues. I believe that if I can change my social circumstances by my own efforts (e.g. SES) BIPOC/ther BIPOC can do it too. Civility Contemplation LEGACY © Dr. Sonja Sutherland, 2021









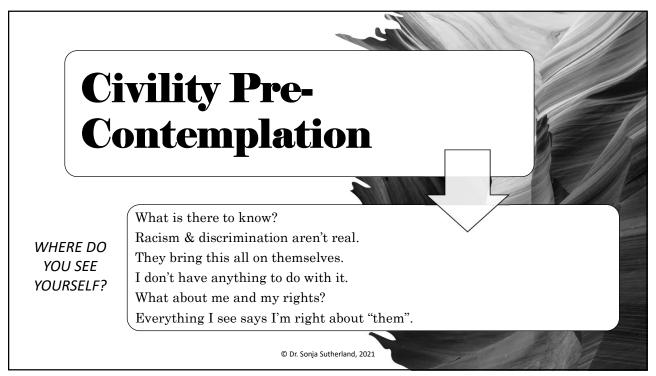


"... develop self-awareness, so that they can explore their attitudes and beliefs, and develop knowledge, skills, and action relative to their self-awareness and worldview."

(RATTS, SINGH, NASSAR-MCMILLAN, BUTLER (2016).

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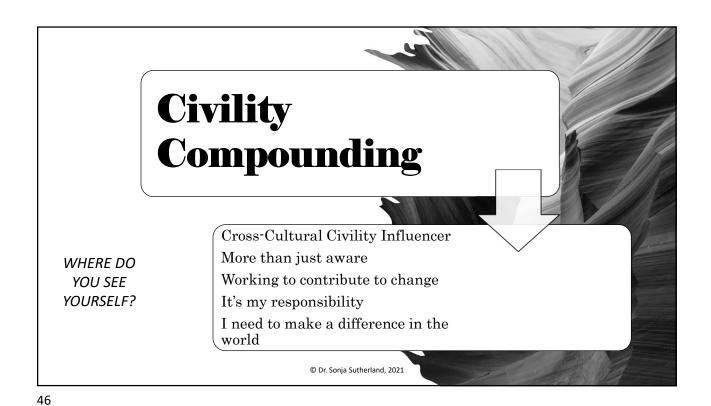




Civility
Cultivation

Where DO
YOU SEE
YOURSELF?

What don't I know?
Pursuit of knowledge
Racism & discrimination are real
Client worldview focus
Relationship focus



Intersectionality Privilege Marginalization

ADDRRESSING-GSA

- 1. Age
- 2. Disability
- 3. Race
- 4. Religion
- 5. Ethnicity
- 6. Sexual Orientation
- 7. Socioeconomic Status
- 8. Spirituality
- 9. Indigenous Heritage
- 10. National Origin
- 11. Gender Identity
- 12. Gender Expression
- 13. Size
- 14. Assigned Sex at Birth

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CCCMDM Clinician Self Assessment





- 1. So we have reviewed the model, and you have made note of key assessment components within the model.
- 2. Now, on your personal assessment, provide a self-rating for each subcomponent.

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CCCMDM Clinician Self Assessment Don't Start Yet! Cross-Cultural Civility-Mindset Developmental Model (CCCMDM) Clinician Self-Assessment Using the rating scale below, as we cover the overview of the CCCMDM, give yourself some honest personal feedback on where you really sit with regard to your antiracist development. This is a 2-page assessment. If YES, enter 2 If NO, enter 1 Not including today, in the last 60 days I have read books or articles or listened to podcasts about things like privilege, marginalization, antiracism/racism, social justice, etc. I think privilege benefits white people in America. I think BIPOC experience marginalization. I think BIPOC experience marginalization. I think institutions like schools, social service agencies and government have racist policies that keep BIPOC from advancing in this society. My opinions about BIPOC has to do with what I see, not any bias I have. If s my responsibility to fight for antiracism. Pre-Civility Contem plation It's my responsibility to fight for antiracism. Not including today, in the last 30 days I have read books or articles or listened to podcasts about things like privilege, marginalization, antiracism/racism, social justice, etc. In the last 60 days I have talked to 1, but not more than 2 BIPOC about race and social justice issues. I believe that if I can change my social circumstances by my own efforts (e.g. SES) BIPOC/other BIPOC can do it too. Civility Contem plation © Dr. Sonja Sutherland, 2021

CCCMDM Clinician Self Assessment

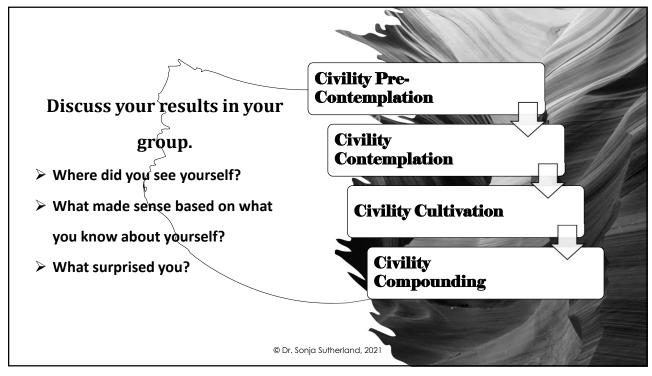




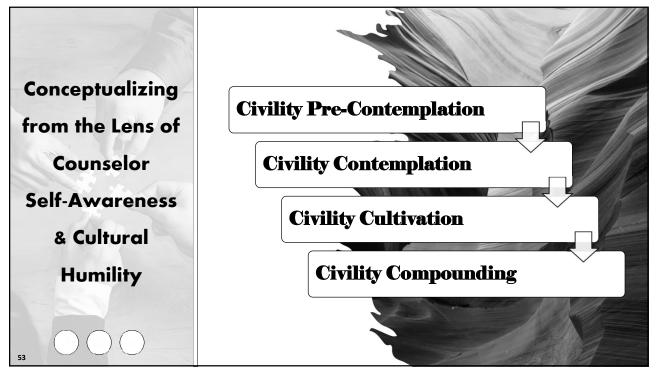
- 1. So we have reviewed the model, and you have made note of key assessment components within the model.
- 2. Now, on your personal assessment, provide a self-rating for each subcomponent.
- 3. Once completed, add the sub-scores in each section to find your overall score for the domain.
- 4. Discuss your findings with your group and answer the questions on the next slide.

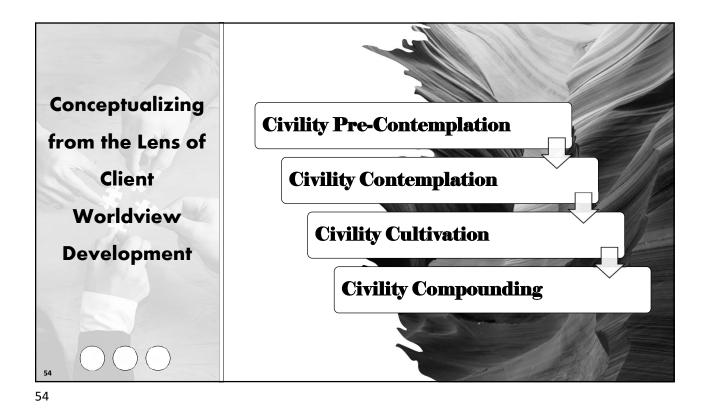
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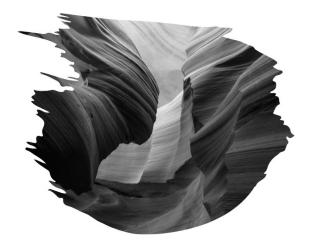
Cross-Cultural Pre-Civility / Civility Contemplation

WHERE DO YOU SEE YOURSELF?

MOF CULTURAL HUMILITY:

An awareness of one's limitations to understanding a client's cultural background and experience

(HOOK, DAVIS, OWEN & DEBLAERE, 2017, P. 9)



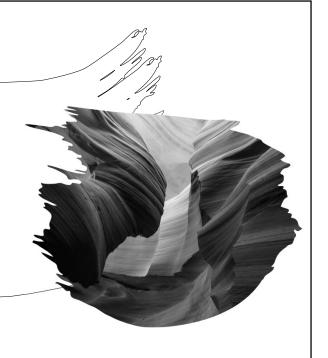
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Cross-Cultural Civility Cultivation

MSJCC DOMAIN 2 CLIENT WORLDVIEW

"Privileged and marginalized clinicians are aware, knowledgeable, skilled, and action-oriented in understanding client's worldview..."





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- > Racial Trauma & Mental Health
- **≻** Historical Trauma
- ➤ Intergenerational Trauma
- ➤ A Deeper Dive Into Intergenerational Trauma







➤ Racial Trauma & Mental Health

▶...

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What is Trauma?

"Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being." (p. 7)



Trauma and Justice Strategic Initiative. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Substance Abuse and Mental Health Services Administration.



What is the impact of Trauma?

"Traumatic experiences complicate a child's or an adult's capacity to make sense of their lives and to create meaningful consistent relationships in their families and communities" (p. 5)



Trauma and Justice Strategic Initiative. (2014). SAMHSA's concept of trauma and guidance for a trauma informed approach. Substance Abuse and Mental Health Services Administration.



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What is the impact of Race-Based Trauma?

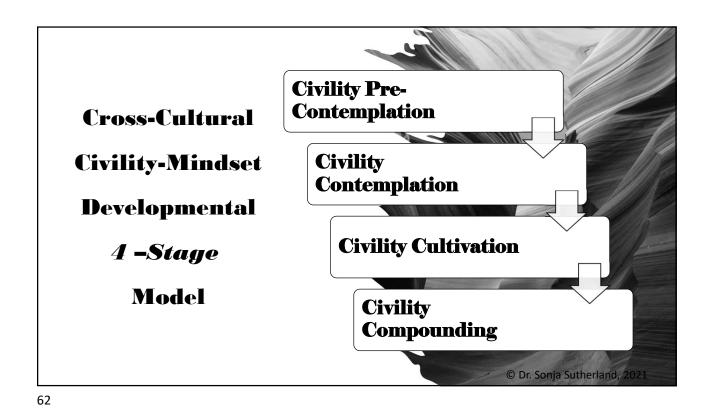


Race-based traumatic experiences complicate a child's or an adult's capacity to make sense of their lives in relation to interpersonal and institutional racial bias, discrimination and incivility, and the impact on their life outcomes. It complicates the ability to create meaningful consistent relationships in their families, cultural communities, and society at large.



 $Adapted from Trauma and Justice Strategic Initiative. (2014). \textit{SAMHSA's concept of trauma and guidance for a trauma-informed approach. Substance Abuse and Mental Health Services Administration. \\$





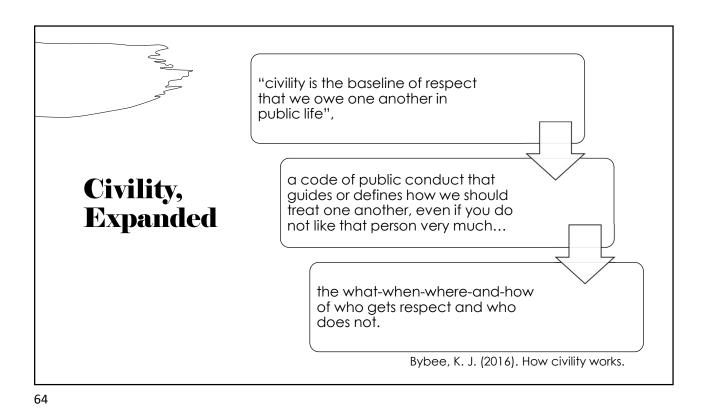
Civility & Incivility Defined

Civility:

- "the quality of being polite"

- "the act of showing regard for others by being polite"

- "impoliteness. Rudeness"

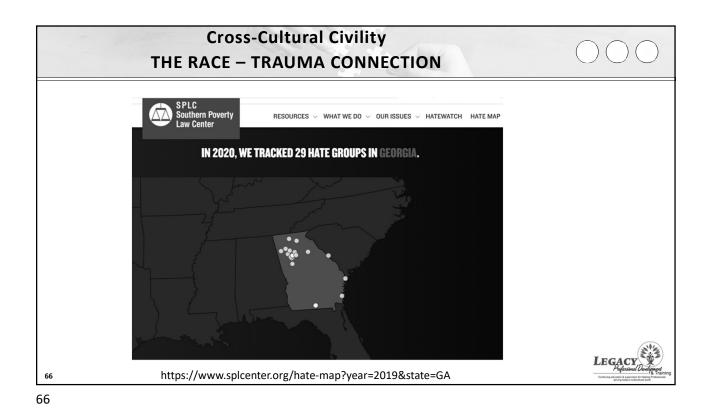


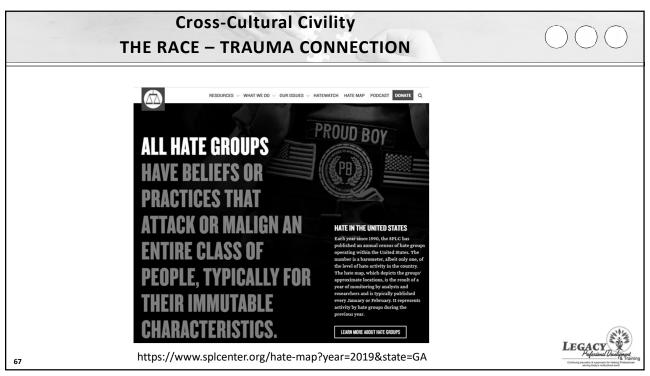
Cross-Cultural Civility
THE RACE — TRAUMA CONNECTION

SPLC
Southern Poverty
Law Center

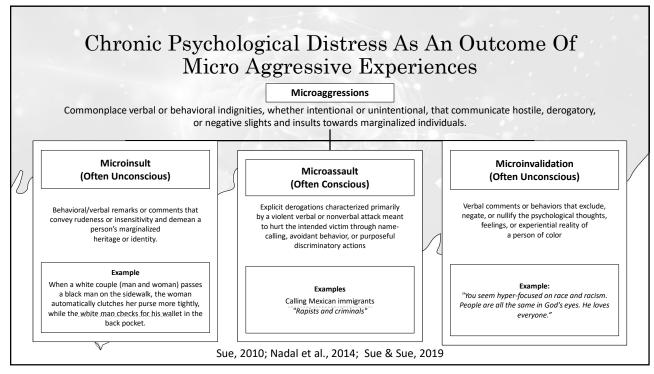
IN 2020, WE TRACKED 838 HATE GROUPS ACROSS THE U.S.

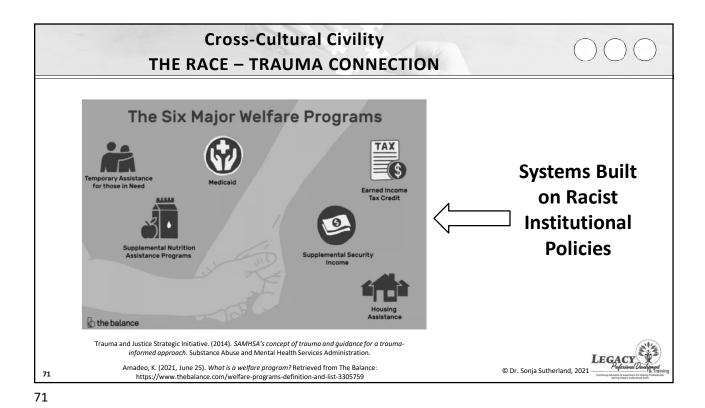
https://www.splcenter.org/hate-map

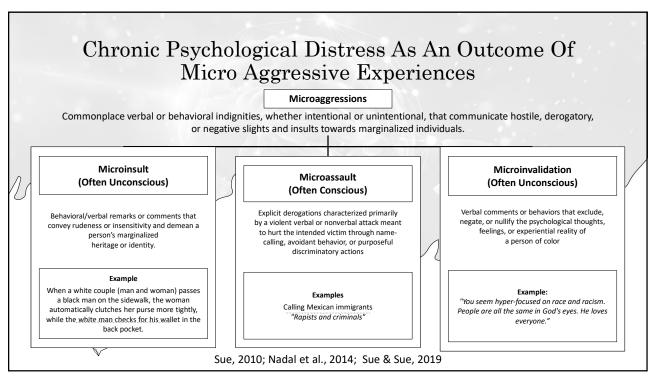




Race Traumatic Stress Injury Mental Health ✓ A social construct The emotional pain of racism Traism of racism The resulting impact on daily functioning 68 68







HEALTH RAMIFICATIONS OF RACE-BASED TRAUMA



Racial Battle Fatigue

Often brought on by repeated exposure to microaggressions, aka "mundane [common, everyday] racism" (Smith, Huang, Franklin, 2012, p. 40), "...racial battle fatigue addresses the physiological, psychological and behavioral strain exacted on racially marginalized and stigmatized groups and the amount of energy they expend coping with and fighting against racism" (Smith, 2008, p. 617).





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HEALTH RAMIFICATIONS OF RACE-BASED TRAUMA



...racism is more likely to show up

- psychologically as traumatic stress, depression or anxiety, and/or
- physiologically through higher incidences and chronicity of illnesses like hypertension, stroke, heart disease and others

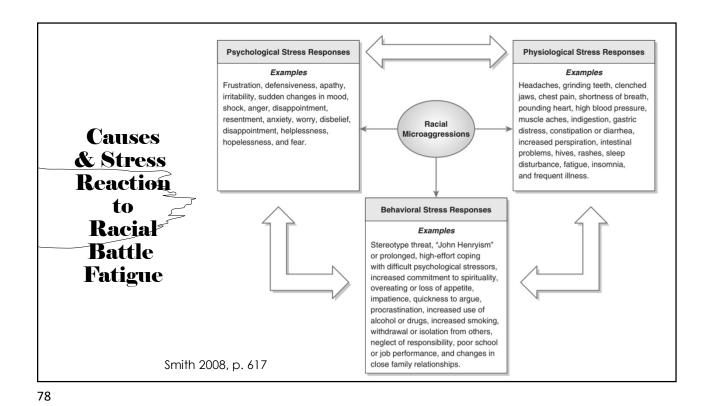


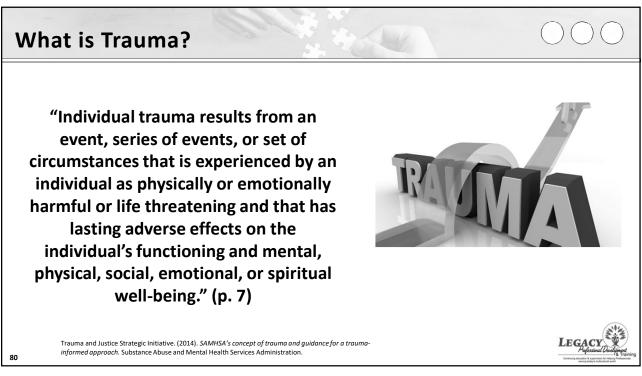
Smith et al, 2006; Carter, 2007; Garcia & Sharif, 2015

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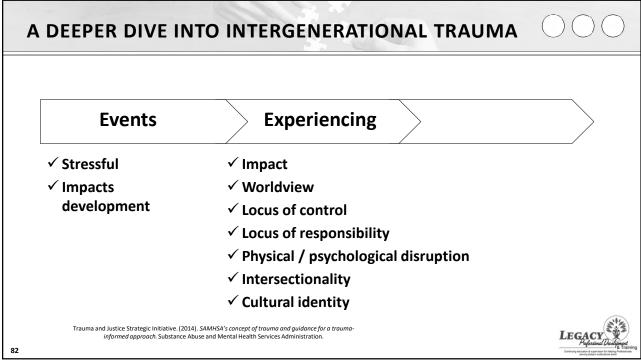
LEGACY

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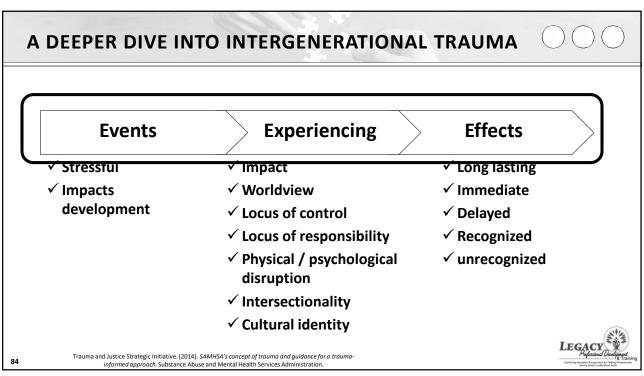




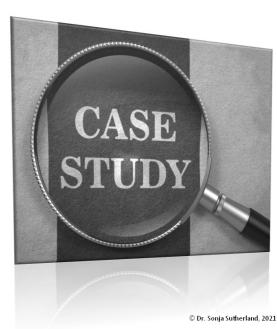
Events Stressful Impacts development Trauma and Justice Strategic Initiative. (2014). SAM/SA's concept of trauma and guidance for a trauma-informed approach. Substance Abuse and Mental Health Services Administration.



A DEEPER DIVE INTO INTERGENERATIONAL TRAUMA **Experiencing Effects Events** √ Stressful ✓ Long lasting ✓ Impact ✓ Impacts ✓ Worldview ✓ Immediate development √ Locus of control ✓ Delayed ✓ Locus of responsibility ✓ Recognized √ Physical / psychological ✓ unrecognized disruption ✓ Intersectionality ✓ Cultural identity a and Justice Strategic Initiative. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Substance Abuse and Mental Health Services Administration. 83









Identify the Trauma Histories





- 1. In your group read Thomas' case history. He is your new client.
- 2. Identify his traumatic experiences; specifically, the *events, experiences, and effects*.
- **3. BE SURE TO STOP WHERE IT SAYS STOP.** We will add on to your conceptualization as we move through the workshop.

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Conceptualizing Trauma Histories Part 1



Conceptualizing Trauma Histories

(PART 1)



Thomas is a 20-year-old single, cisgender gay male. He identifies as bi-racial; his father is of African-American and Vietnamese descent and his mother is of Native American descent. He presented for counseling in June 2021. He reported that he is having trouble concentrating, feels anxious, and is worried about his ability to function in school and in his part-time job that he uses to fund his education. He also feels unsupported by peers, and reports frequent fights with friends.

In exploring the client's background further, you identify that Thomas has several salient factors that might be impacting or exacerbating his presentation. Thomas reported that one of his best friends, and Asian American male, lived around the corner from the where the Atlanta Spa shootings occurred in March 2021. Thomas frequently spends time with his friend's family and they have been shaken up since that time. When exploring his thoughts about this further

shootings occurred in March 2021. Thomas frequently spends time with his friend's family and they have been shaken up since that time. When exploring his thoughts about this further, Thomas talks about fighting back, and referenced his presence at Atlanta riots last May 2020 that resulted in damage to the CNN building. The riots were in response to the killing of George Floyd which had occurred a few days earlier. He denies involvement in violent activity, indicating he was only there to show support for protests of George Floyd's murder. His mother Renee, and his paternal grandmother Mary, asked him not to attend, but to find other ways to protest; however, that was not what he wanted. His maternal grandfather Wayne, despite their somewhat distant relationship, offered unsolicited advice that Thomas should do whatever he wanted.

Thomas also reported that several years ago, his father, Thomas, Jr., experienced a long (5 years) struggle with depression and serious physical illness, which doctors expected to be fatal, but was not. Wayne, his wife's father, attributes his son-in-law's mental and physical health problems to weakness of character and lack of spiritual connection. Thomas noted that his mother's family had never been accepting of his father, and made disparaging comments about his father's (Thomas, Jr's) very fair skin and white ancestry. Thomas also noted that his father, who has always struggled with "self-hatred and low self-esteem", has sometimes (though not always) chosen to "pass" as white in the past. While Thomas' mother maintained her ancestral cultural traditions, Thomas does not consider himself to be spiritual.



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Conceptualizing Trauma Histories Part 1



When discussing his experiences, Thomas became agitated and angry. His emotional reactivity, was congruent with his history of experiences and ongoing conflict with both his father and his maternal grandfather. The only insight he said he had surrounding the sources of these conflicts was related to his father's "passing incidents" and illnesses, and the hurtful things that his grandfather has historically said about his being a "mongrel" and his not belonging to their native Cherokee tribe.

Event(s)	Experiencing	Effect(s)
	, ,	, ,



STOP

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Conceptualizing Trauma Histories Part 1





- 1. In your group read the brief history for Thomas, your new client.
- 2. Identify the spaces of trauma; specifically, the *events, experiences, and effects*.

 <u>Choose a reporter for your group.</u>
- **3. BE SURE TO STOP WHERE IT SAYS STOP.** We will add on to your conceptualization as we move through the workshop.



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- > Racial Trauma & Mental Health
- > Historical Trauma
- > ...
- > ...



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Understanding Historical Racial Trauma



Historical Trauma

"The cumulative experiences with racially traumatic events [that lead to]...long-lasting psychological consequences...[for] individuals, families and communities..."

"massacres, forced relocation and removal from traditional homelands, forced removal and separation of children from parents, and medical experimentation, among others."

Thompson-Miller, Feagin, & Picca (2015)



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Understanding Historical Trauma



Historical Trauma

"any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life, calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group."

UN.org Convention on the Prevention and Punishment of the Crime of Genocide



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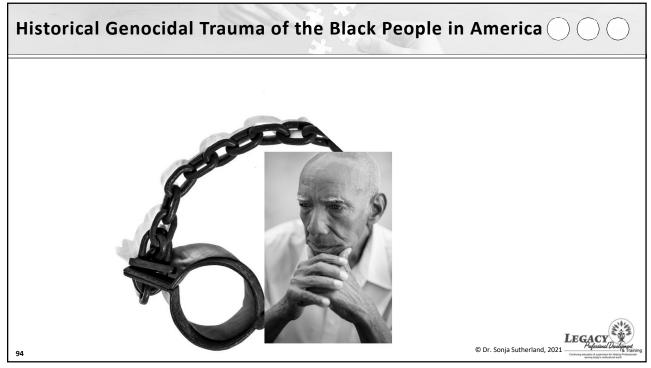
- > Racial Trauma & **Mental Health**
- Fistorical Trauma

 Genocide & **Communities of Color**









Historical Genocidal Trauma of the Black People in America 1619 - Today



AMERICAN CHATTEL SLAVERY(1619-1865)

 personal property, bought and sold as commodities or like cattle

JIM CROWism (1865-1965)

- Sharecropping
- Ku Klux Klan
- Lynching & castration

GREAT MIGRATION" AND Urbanizing Blacks(1915-68)

- segregated housing and employment.
- 1919"Red Summer"

GHETTO AND WELFARE (1968-1975)

- Welfare rules "no adult men in the home.
- The exodus of jobs and middle class
- Drugs, crime and family disintegration

GHETTO AND PRISON (1975-1990)

- extreme concentration of poverty
- blacks are 20 times more likely than whites going to jail for same crime

The New Jim Crow (1990 - Present)

- Mass Incarceration
- Orange is the New Black

2021 LEGACY
Professional Development (8 Training source) to superior live professional development (9 Training source) to su

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Historical Genocidal Trauma of Native Americans 1491 ---





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Historical Genocidal Trauma of Native Americans 1491 ---



TRIBAL INDEPENDENCE ERA PRE-1491

Tribal societies flourishing

EPIDEMICS, SLAVERY, MASSACRES, AND INDIGENOUS RESISTANCE 1492-1599

- Spain establishes dominance & subjugation
- Christopher Columbus

INVASION FROM ALL DIRECTIONS—STOLEN LANDS, STOLEN PEOPLES 1600-1699

- Spain from the South
- French from the North
- English on Atlantic Coast

SOVEREIGN NATION ERA ENDS 1800-1827

 US "civilization campaign to eradicate Native identities, presence and dispossess lands INDIAN REMOVAL ERA (from desired lands) 1850-1878

RESERVATION ERA (moved to undesirable lands)

traditional practices and ceremonies outlawed

BOARDING SCHOOL AND LAND ALLOTMENT ERAS 1879-1933

- children removed from families to boarding schools
- Forced Christianity; native language and customs forbidden/punished
- Land holdings reduced with "surplus" sold to non-Indians

INDIAN NEW DEAL, TRIBAL TERMINATION, AND URBAN RELOCATION 1934-1967

Tribes lose more land for states to capture coal and uranium found.
 Tribes relocated.

INDIAN SELF-DETERMINATION & GOVERNANCE ERRA 1968 - PRESENT

✓ Re-energized fight for Native rights and land

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https://nativephilanthropy.candid.org/timeline/

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Examples of Historical Genocidal Trauma of Native Americans



SPANISH TARGET APACHES FOR SLAVE TRADE ENSLAVEMENT & FORCED CONVERSION TO CHRISTIANITY

Kidnapped and sold

SLAVE TRADE BEGINS

as 13 colonies evolve

POWHATAN INDIANS ENSLAVED

Virginia colonists steal land

MASSAQEQUQ MASSACRE (now New York)

STAMFORMD MASSACRE (Connecticut)

NEW AMSTERDAM (Manhattan)

✓ Campaign to exterminate Natives

By Spanish & English - to develop missions -

Indian children forced into schools "THANKSGIVING DAY" MASSACRES

 Puritans/English colonists celebrate massacre of Pequot village. Later named Thanksgiving Day to honor "victories" ordained by God over Native communities

Georgia creates laws to take Cherokee land

+++HUNDREDS MORE - ___

In every state in the US

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Historical Genocidal Trauma of Native Americans



"These participants were generations removed from many of the historical traumas that had been inflicted on the Native American people. However, 36% had daily thoughts about the loss of traditional language in their community and 34% experienced daily thoughts about the loss of culture. Additionally, 24% reported feeling angry regarding historical losses, and 49% provided they had disturbing thoughts related to these losses. Almost half (46%) of the participants had daily thoughts about alcohol dependency and its impact on their community. Further, 22% of the respondents indicated they felt discomfort with White people, and 35% were distrustful of the intentions of the dominant White culture due to the historical losses the Native American people had suffered". (Whitbeck et al., 2004)



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Historical Genocidal Trauma of Asian American Refugees



Southeast - Cambodia, Laos, Vietnam

Pre- and Post-Migration History

- French Military Occupation (1887-1941)
- Japanese (1941-1945) military occupation
- French Military Occupation (1945-1954)
- World War II (1939-1945)
- First Indochina War (1946-1954)
- Secret War in Laos (1955-1974)
- U.S. Vietnam War (1955- 1975)
- Cambodian Genocide (1975-1979)





100



- ➤ Racial Trauma & Mental Health
- > Historical Trauma
- ➤ Intergenerational Trauma

▶...





Understanding Historical & Intergenerational Racial Trauma



Intergenerational Trauma

When we are discussing intergenerational trauma related to historical trauma (which is what we are discussing) we are talking about in many cases, the psychological, physical, and spiritual aftermath can be carried into subsequent generations — whether these events are known or conscious among subsequent generations.

Thompson-Miller, Feagin, & Picca (2015)

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Understanding Intergenerational Racial Trauma



"...the intergenerational transmission of racial oppression within one family, and its countering strategies that are built into the fabric of...everyday life...The original trauma can often be traced back decades...where there is trauma in their parents, grand-parents, and great-grand parents, and so on..."



Thompson-Miller, Feagin, & Picca (2015) Hanes-Collins (2020)

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Understanding Intergenerational Racial Trauma



"...the intergenerational transmission of racial oppression within one family, and its countering strategies that are built into the fabric of...everyday life...The original trauma can often be traced back decades...where there is trauma in their parents, grand-parents, and great-grand parents, and so on..."



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Thompson-Miller, Feagin, & Picca (2015) Hanes-Collins (2020)

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Understanding Intergenerational Racial Trauma



"Where trauma has been untreated, what is fairly common is that the untreated trauma in the parent is transmitted [to] the child through the attachment bond and through the messaging about self and the world, safety and danger."



Hanes-Collins (2020)

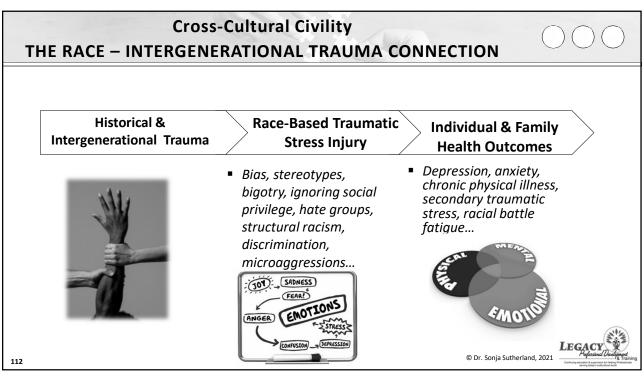


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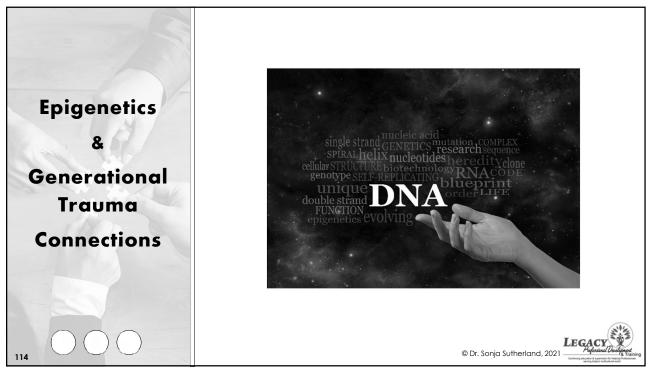
Understanding Historical & Intergenerational Racial Trauma







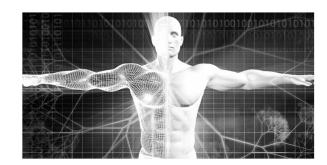




The Body Keeps The Score



"...trauma is stored in somatic memory and expressed as changes in the biological stress response..."



Van der Kolk, B. (1994). The Body Keeps the Score: Memory and the Evolving Psychobiology of Post Traumatic Stress. *Harvard Review of Psychiatry*, 1(5), 253-265.

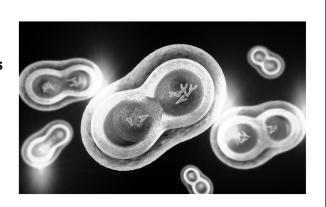


115 115

Epigenetics: The Body Keeps The Score +++



"Epigenetics is typically defined as the study of heritable changes in gene expression that... often occur as a result of environmental stress or major emotional trauma and would then leave certain marks on the chemical coating... of the chromosomes" (p. 3)



Kellermann, N. (2013). Epigenetic transmission of Holocaust Trauma: Can nightmares be inherited? *The Israel Journal of Psychiatry and Related Sciences*, *50*(1), 33-42.

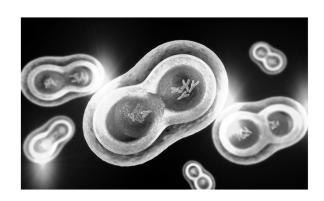
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Epigenetics: The Body Keeps The Score +++



"The coating becomes a sort of "memory" of the cell and since all cells in our body carry this kind of memory, it becomes a constant physical reminder of past events; our own and those of our parents, grandparents and beyond... This kind of epigenetic cell memory can possibly explain how "elements of experience may be carried across generations"



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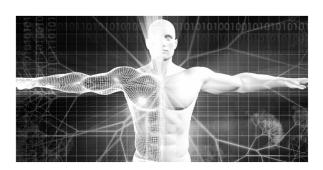
Kellermann, N. (2013). Epigenetic transmission of Holocaust Trauma: Can nightmares be inherited? *The Israel Journal of Psychiatry and Related Sciences*, 50(1), 33-42.

117 117

Epigenetics: The Body Keeps The Score



"Memory -- the capacity to bring elements of an experience from one moment in time to another... To some degree, all of the organ systems in the human body have "memory."...



Kellermann, N. (2013). Epigenetic transmission of Holocaust Trauma: Can nightmares be inherited? *The Israel Journal of Psychiatry and Related Sciences*, *50*(1), 33-42 © Dr. Sonja Sutherland, 2021

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Intergenerational Epigenetic Transmission



Trauma can be "(epi)genetically transmitted to...children...[and that]... transmission may continue beyond the second generation and also include the grandchildren, great grandchildren... as if they have actually inherited the unconscious minds of their parents" (p. 1)



Kellermann, N. (2013). Epigenetic transmission of Holocaust Trauma: Can nightmares be inherited? *The Israel Journal of Psychiatry and Related Sciences, 50*(1), 33-42

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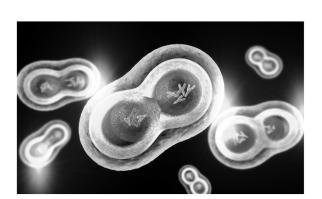
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Intergenerational Epigenetic Transmission



Descendants of

- ➤ Holocaust
- ➤ War Veterans
- ➤ Abuse Survivors
- **≻**Refugees
- ➤Torture Victims

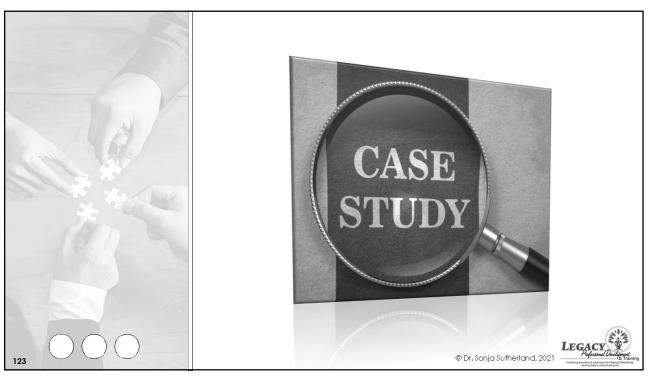


Kellermann, N. (2013). Epigenetic transmission of Holocaust Trauma: Can nightmares be inherited? The Israel Journal of Psychiatry and Related Sciences, 50(1), 33-42

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Transgenerational Transmission of Trauma (TTT) **Release of the Israel Journal of Psychiatry and Related Sciences, 50(1), 33-42 **Dr. Sonja Sutherland, 2021 **LEGACY September 1997 **Dr. Sonja Sutherland, 2021 **LEGACY Septemb



Conceptualizing Trauma Histories Part 1



Conceptualizing Trauma Histories

(PART 1)



Thomas is a 20-year-old single, cisgender gay male. He identifies as bi-racial; his father is of African-American and Vietnamese descent and his mother is of Native American descent. He presented for counseling in June 2021. He reported that he is having trouble concentrating, feels anxious, and is worried about his ability to function in school and in his part-time job that he uses to fund his education. He also feels unsupported by peers, and reports frequent fights with friends.

In exploring the client's background further, you identify that Thomas has several salient factors that might be impacting or exacerbating his presentation. Thomas reported that one of his best friends, and Asian American male, lived around the corner from the where the Atlanta Spa shootings occurred in March 2021. Thomas frequently spends time with his friend's family and they have been shaken up since that time. When exploring his thoughts about this further,

shootings occurred in March 2021. Thomas frequently spends time with his friend's family and they have been shaken up since that time. When exploring his thoughts about this further, Thomas talks about fighting back, and referenced his presence at Atlanta riots last May 2020 that resulted in damage to the CNN building. The riots were in response to the killing of George Floyd which had occurred a few days earlier. He denies involvement in violent activity, indicating he was only there to show support for protests of George Floyd's murder. His mother Renee, and his paternal grandmother Mary, asked him not to attend, but to find other ways to protest; however, that was not what he wanted. His maternal grandfather Wayne, despite their somewhat distant relationship, offered unsolicited advice that Thomas should do whatever he wanted.

Thomas also reported that several years ago, his father, Thomas, Jr., experienced a long (5 years) struggle with depression and serious physical illness, which doctors expected to be fatal, but was not. Wayne, his wife's father, attributes his son-in-law's mental and physical health problems to weakness of character and lack of spiritual connection. Thomas noted that his mother's family had never been accepting of his father, and made disparaging comments about his father's (Thomas, Jr's) very fair skin and white ancestry. Thomas also noted that his father, who has always struggled with "self-hatred and low self-esteem", has sometimes (though not always) chosen to "pass" as white in the past. While Thomas' mother maintained her ancestral cultural traditions, Thomas does not consider himself to be spiritual.



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Conceptualizing Trauma Histories Part 1



When discussing his experiences, Thomas became agitated and angry. His emotional reactivity, was congruent with his history of experiences and ongoing conflict with both his father and his maternal grandfather. The only insight he said he had surrounding the sources of these conflicts was related to his father's "passing incidents" and illnesses, and the hurtful things that his grandfather has historically said about his being a "mongrel" and his not belonging to their native Cherokee

Event(s)	Experiencing	Effect(s)



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Conceptualizing Trauma through Historical Context – Part 2





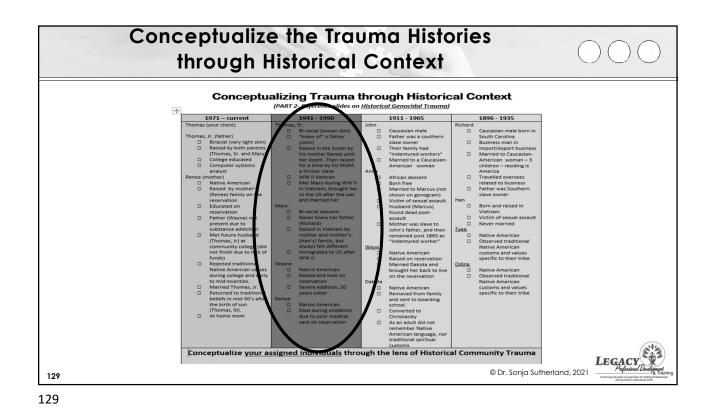
- 1. You will now be grouped to review additional case related context.
- 2. Each group will review one specific section assigned.
- 3. You are working with the sections that look like this...

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127 127

Conceptualizing Trauma through Historical Context Conceptualizing Trauma through Historical Context (PAR 2- Reference slides on interiorial Genocidal Trauma) 1971 - Current 1971 - Curren



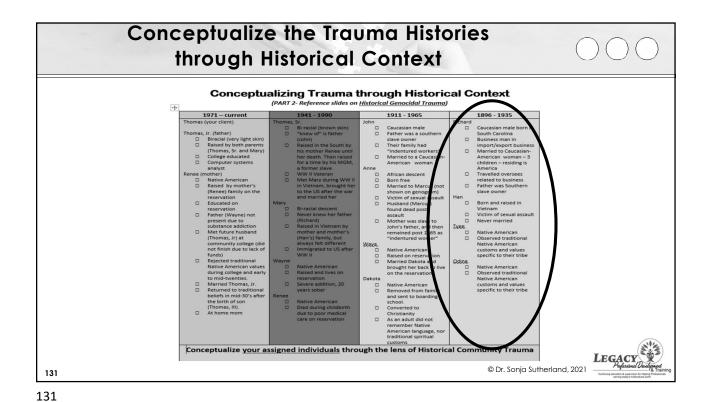
Conceptualize the Trauma through Historical Context

Conceptualizing Trauma through Historical Context

PART 2- Reference sides on historical stream.

Part 3- Incompany (pure clearly)

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Conceptualizing Trauma through Historical Context – Part 2

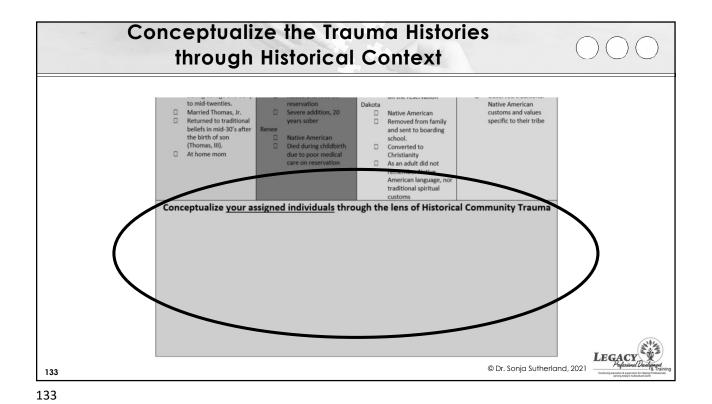


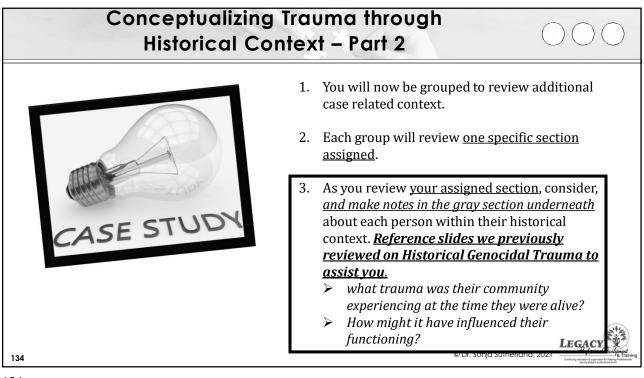


- 1. You will now be grouped to review additional case related context.
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- 3. As you review your assigned section, consider, and make notes in the gray section underneath about each person within their historical context. Reference slides we previously reviewed on Historical Genocidal Trauma to assist you.
 - what trauma was their community experiencing at the time they were alive?
 - How might it have influenced their functioning?

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LEGACY
Prefessional Development
8. Training
Continuing advance & separate for impage Professional





Historical Genocidal Trauma of the Black People in America 1619 - Today



AMERICAN CHATTEL SLAVERY(1619-1865)

 personal property, bought and sold as commodities or like cattle

JIM CROWism (1865-1965)

- Sharecropping
- Ku Klux Klan
- Lynching & castration

GREAT MIGRATION" AND Urbanizing Blacks(1915-68)

- segregated housing and employment.
- 135 1919"Red Summer"

GHETTO AND WELFARE (1968-1975)

- Welfare rules "no adult men in the home.
- The exodus of jobs and middle class
- Drugs, crime and family disintegration

GHETTO AND PRISON (1975-1990)

- extreme concentration of poverty
- blacks are 20 times more likely than whites going to jail for same crime

The New Jim Crow (1990 - Present)

- Mass Incarceration
- Orange is the New Black



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Historical Genocidal Trauma of Native Americans 1491 ---



TRIBAL INDEPENDENCE ERA PRE-1491

Tribal societies flourishing

EPIDEMICS, SLAVERY, MASSACRES, AND INDIGENOUS RESISTANCE 1492-1599

- Spain establishes dominance & subjugation
- Christopher Columbus

INVASION FROM ALL DIRECTIONS—STOLEN LANDS, STOLEN PEOPLES 1600-1699

- Spain from the South
- French from the North
- English on Atlantic Coast

SOVEREIGN NATION ERA ENDS 1800-1827

 US "civilization campaign to eradicate Native identities, presence and disposses lands INDIAN REMOVAL ERA (from desired lands) 1850-1878 RESERVATION ERA (moved to undesirable lands)

traditional practices and ceremonies outlawed

BOARDING SCHOOL AND LAND ALLOTMENT ERAS 1879-1933

- children removed from families to boarding schools
- Forced Christianity; native language and customs forbidden/punished
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 Tribes lose more land for states to capture coal and uranium found. Tribes relocated.

INDIAN SELF-DETERMINATION & GOVERNANCE ERRA 1968 – PRESENT

 \checkmark Re-energized fight for Native rights and land $_{
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https://nativephilanthropy.candid.org/timeline/

Examples of Historical Genocidal Trauma of Native Americans



TRADE

Kidnapped and sold

SLAVE TRADE BEGINS

as 13 colonies evolve

POWHATAN INDIANS ENSLAVED

Virginia colonists steal land

MASSAQEQUQ MASSACRE (now New York)

STAMFORMD MASSACRE (Connecticut) Georgia creates laws to take Cherokee land **NEW AMSTERDAM** (Manhattan)

✓ Campaign to exterminate Natives

SPANISH TARGET APACHES FOR SLAVE ENSLAVEMENT & FORCED CONVERSION TO CHRISTIANITY

By Spanish & English - to develop missions -Indian children forced into schools

"THANKSGIVING DAY" MASSACRES

 Puritans/English colonists celebrate massacre of Pequot village. Later named Thanksgiving Day to honor "victories" ordained by God over Native communities

+++HUNDREDS MORE -

In every state in the US



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Historical Genocidal Trauma of Asian American Refugees



Southeast – Cambodia, Laos, Vietnam

Pre- and Post-Migration History

- French Military Occupation (1887-1941)
- Japanese (1941-1945) military occupation
- French Military Occupation (1945-1954)
- World War II (1939-1945)
- First Indochina War (1946-1954)
- Secret War in Laos (1955-1974)
- U.S. Vietnam War (1955- 1975)
- Cambodian Genocide (1975-1979)



Conceptualizing Trauma through Historical Context – Part 2



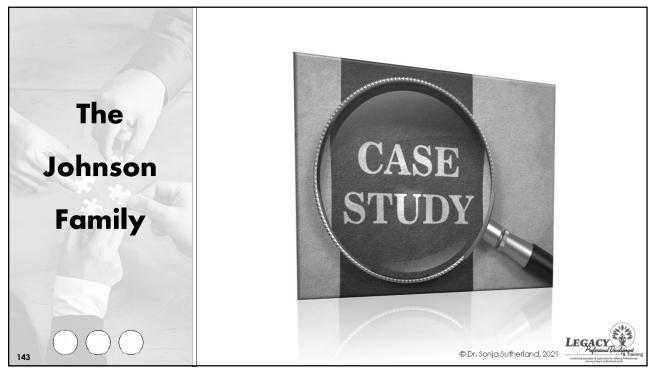


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 - what trauma was their community experiencing at the time they were alive?
 - How might it have influenced their functioning?

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The Johnson Family Intergenerational Trauma Genogram



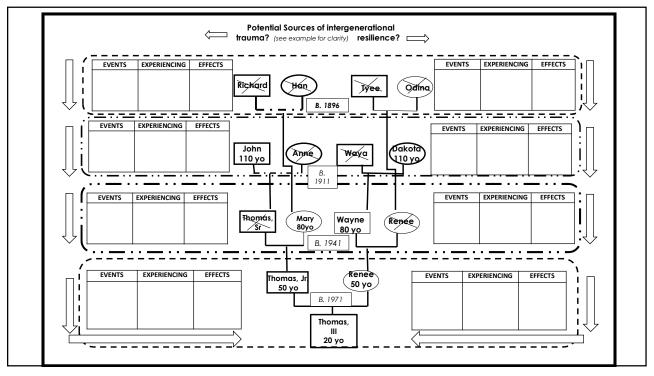


- 1. The histories you read previously represent the generational family histories of Johnson Family. Each group had a different generation.
- 2. You will now be regrouped with others who reviewed generations other than yours.
- Begin to conceptualize how each generational trauma may have influenced another. See what connections you can make regarding worldview, values, illnesses, and behaviors throughout the generations.
- 4. Then, together your group will create one larger Intergenerational Trauma Genogram. *Choose a reporter for your group.*
- 5. ..

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LEGACY
Professional Development
8. Training
Continuing solution & supervisor to reappur Professional

144 144



The Johnson Family Intergenerational Trauma Genogram



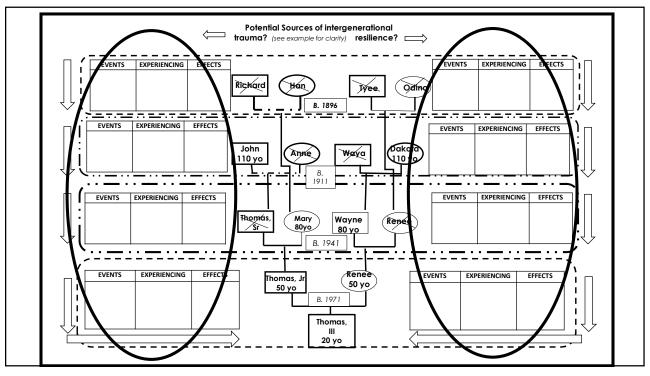


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- Given your understanding of intergenerational trauma, epigenetics, and the historical context of each generation of the family, discuss additional thoughts on your understanding of Thomas' trauma.

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The Johnson Family Intergenerational Trauma Genogram

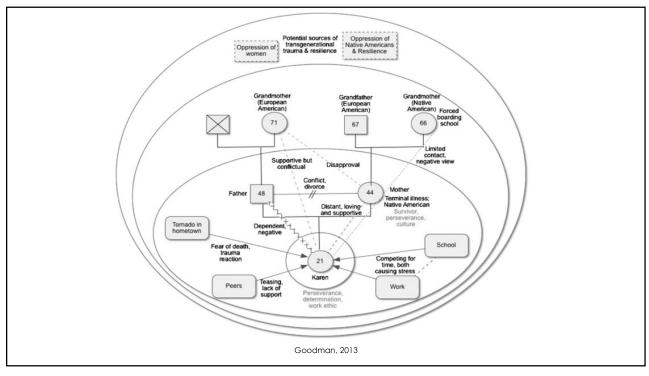


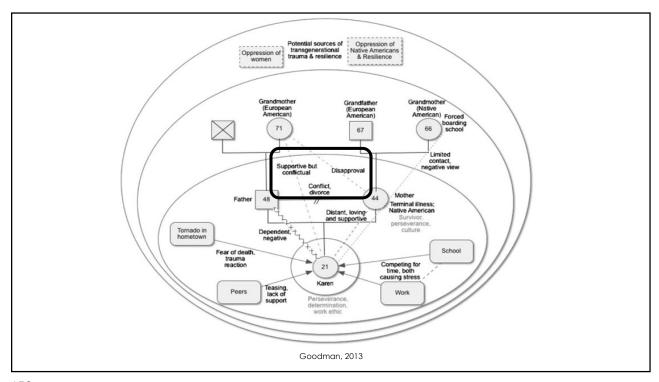


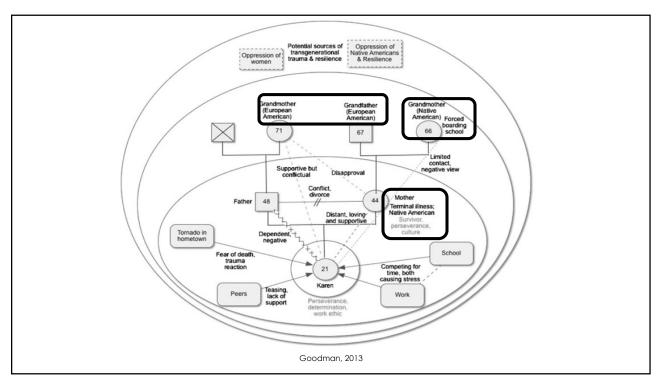
Genogram Labels			
☐ Traditional genogram labels & connections ☐ Age ☐ Disability ☐ Race / Ethnicity ☐ Affectional Orientation	 □ Resiliency Factors □ Indigenous heritage □ National origin □ SES □ Self-image □ Illnesses □ Stressors Fears □ Religion/ Spirituality 		
See example on next slide for guidance.			
148			

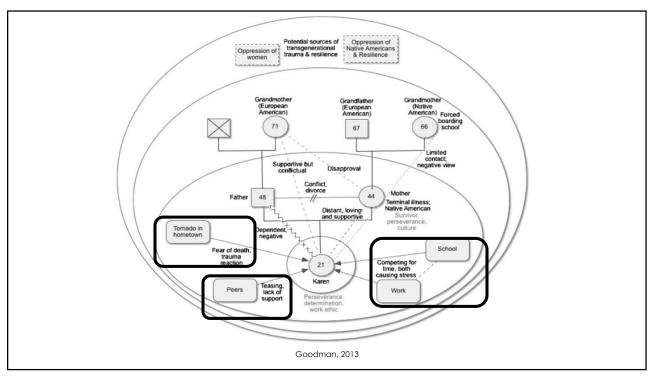
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- Then, together your group will create one larger Intergenerational Trauma Genogram. *Choose a reporter for your group.*
- 6. Given your understanding of intergenerational trauma, epigenetics, and the historical context of each generation of the family, discuss additional thoughts on your understanding of Thomas' trauma.

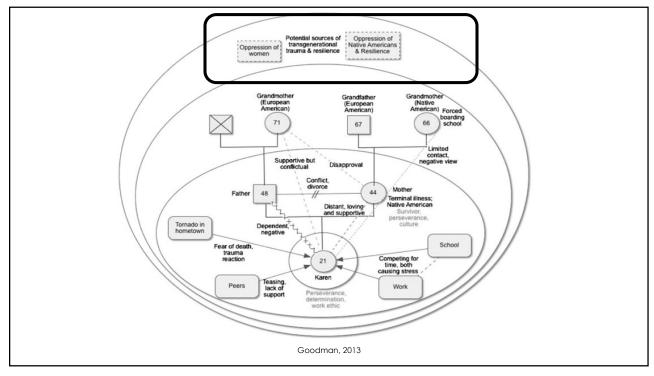
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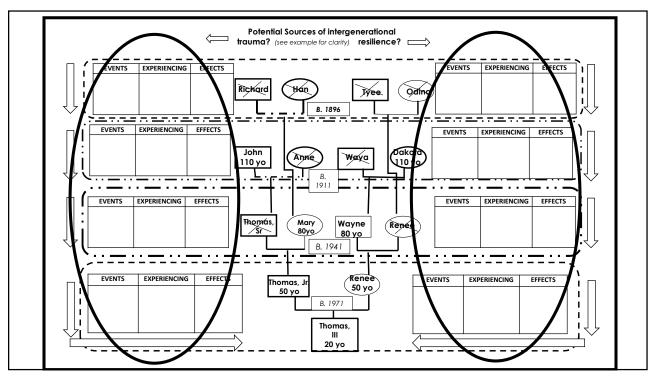


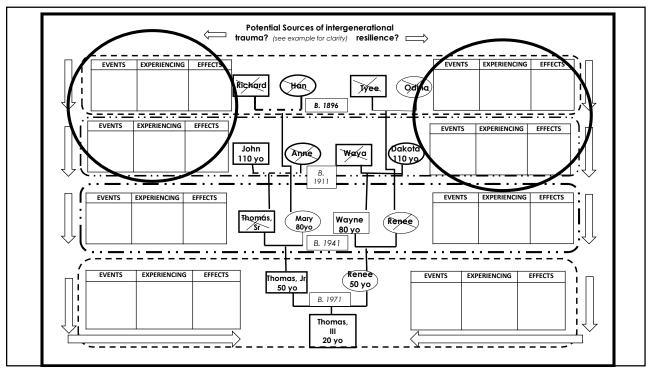


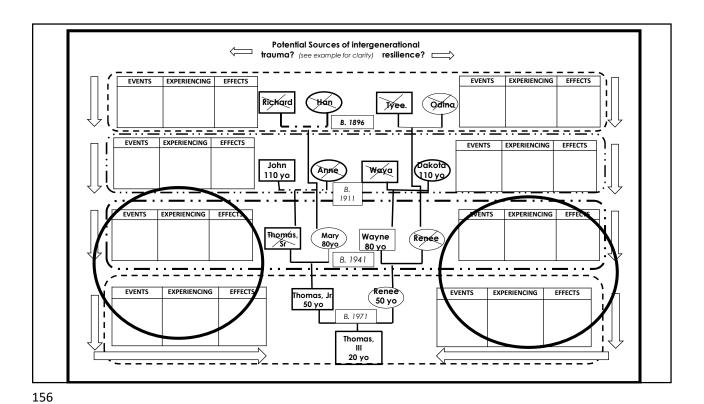


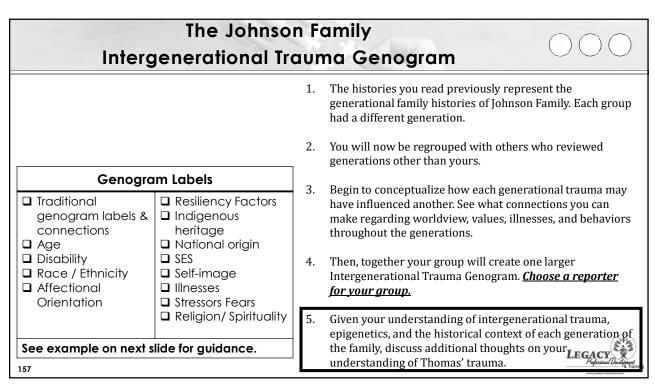


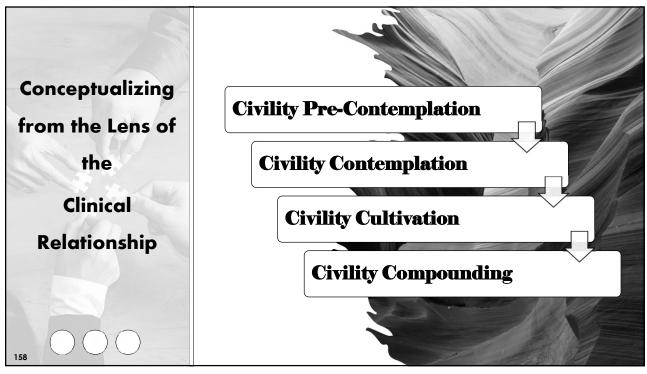


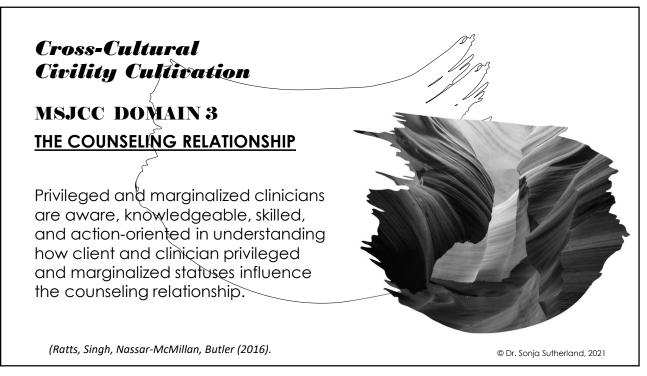


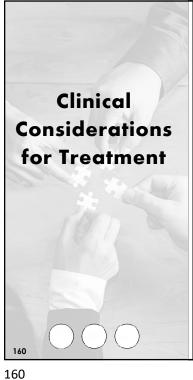






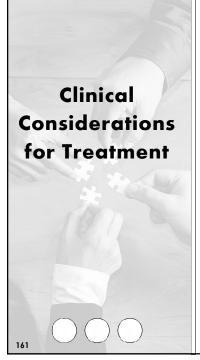






- > Creating the **Environment**
- ➤ Themes for **Clinical Focus**
- > Assessments





- > Creating the **Environment**
- **>**



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CREATING THE ENVIRONMENT

Connect with around

How do we ask our clients directly about discrimination, racial stress and racial trauma?

1. Do your own identity work



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Professional Development
Continues the development of training continues to be professional continues and the con

PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI Inc: https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos email. sqlanding?submissionGuid=a27eacf2-c55c-4a71-937f-0f76a1894535

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CREATING THE ENVIRONMENT



Connect with around

How do we ask our clients directly about discrimination, racial stress and racial trauma?

- 1. Do your own identity work
- 2. Create a relationship of trust



LEGACY
Pulessional Declaration 8 Training documents to reproduction 8 Augmentation and Pulessional action of the Conference of the Confere

PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI Inc: https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos_email_sqlanding?submissionGuid=a27eacf2-c55c-4a71-937f-0f76a1894535

CREATING THE ENVIRONMENT - ADDRRESSING-GSA ✓ A- age √ D- developmental disability √ D- acquired disability ✓ R – race √ R – religion √ E – ethnicity √ S – socio-economic status ✓ S – sexual/affectional orientation ✓ I – indigenous heritage √ N – national origin √ G – gender identity √ G – gender expression ✓ S – size √ A – assigned sex at birth Hays, P. A. (2009). © Dr. Sonja Sutherland, 2021

Using the worksheet provided, flesh out your ADDRESSING-GSA.

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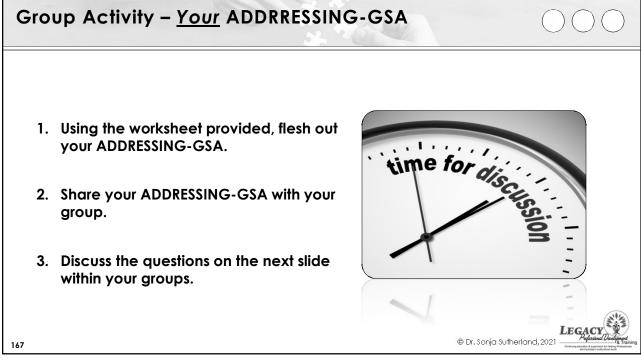
Group Activity - Your ADDRRESSING-GSA

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ADDRESSING-GSA Fleshing Out Your Most Salient Intersecting Identities 1. Based on the video example, how would you describe yourself within each of these identity categories? 2. Which of these identities is most salient in shaping how you impact the world and how it impacts you? 3.in shaping how you impact clients, and how they impact you? A- age D- developmental disability D- acquired disability R- race R- religion E- ethnicity S- socio-economic status S- sexual/affectional orientation



Group Activity - Your ADDRRESSING-GSA

- How would you describe yourself within each of these identity categories?
- How do these identities shape how you impact the world and how it impacts you?
- Which are most salient and thus are most influential in terms of how you move through the world?
- How does it feels to talk about yourself within this context?
 - > As a clinician?
 - ➤ As a client?



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CREATING THE ENVIRONMENT



connect with

around

How do we ask our clients directly about discrimination, racial stress and racial trauma?

- 1. Do your own identity work
- 2. Create a relationship of trust
- 3. Assess the presence of barriers
- 4. Create "safe" spaces
- Begin from a place of awareness <u>and</u> not knowing



PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI Inc: https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos_email_sqlanding?submissionGuid=a27eacf2-c55c-4a71-937f-0f76a1894535



CREATING THE ENVIRONMENT



Connect with around

How do we ask our clients directly about discrimination, racial stress and racial trauma?

"In my experience working with
[and/or studying how to best help]
Native Americans,
[specific population]
I understand that
[insert what you know].
How does that relate or not
relate to your personal experience?"



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Prefessional Development and Controlled with The Controlled

Adapted from Dr. Telsie Davis, 2020

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CREATING THE ENVIRONMENT - ADDRRESSING-GSA



- √ Acknowledge the Clinical Relevance of Similarities and Difference
- ✓ Open the Door to Discussion as Part of Treatment Approach



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CREATING THE ENVIRONMENT -

Racial Identity Development



Do your own racial identity development work.

- > ADDRRESSING-GSA
- Racial Identity Development Models



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CREATING THE ENVIRONMENT -

Racial Identity Development



Summary of Stages of Racial Identity Development

The attached charts summarize several frameworks that have been developed to describe stages of racial and ethnic identity development. We found them mostly in the psychology and therapy literature. Some were developed as a way to expand on Erik Erickson's model of human development (which goes from infancy to old age), taking into account factors such as race, gender and sexuality. Some of the frameworks are used to help therapists understand their patients more fully. The models also have broader applications for understanding how individuals function in community, family and organizational settings.

Most of the framework carry the same few cautions. Not every person will necessarily go through every stage in a framework. Many of the authors specifically acknowledge that the stages might also be cyclical, that people might revisit different stages at different points in their lives.

The frameworks summarized here describe people who are situated in many different ways, but they do not describe all of the possibilities. We have listed a few different frameworks that focus on the experiences of people of color, biracial people and white people in the U.S. We think they can be useful tools for self reflection and for building empathy and understanding of people who are situated differently from ourselves.

Summary by Interaction institute for Social Change

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CREATING THE ENVIRONMENT -

Your Antiracist Stance



Do your own identity development work.

- > ADDRRESSING-GSA
- > Racial Identity Development Model
- > Anti-racist stance

"When counselors acknowledge that racism exists and indicate that they are active in the struggle against on-going racism, they identify themselves as antiracists"



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(Bryant-Davis & Ocampo, 2006, p. 7)

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Commitment to Antiracism: Being-in-Becoming



- 1. What was the last cultural experience you had that expanded your perspective?
- 2. What type of documentaries are you drawn to?
- 3. How diverse is your social network?
- 4. How motivated are you to learn about different cultures?
- 5. What proactive things are you doing to learn more about culturally diverse others?
- 6. With which social justice advocacy space/activity do you engage?
- 7. Do you have room for growth?



Commitment to Antiracism: Being-in-Becoming



1. Obtaining cultural information from culture specific sources

- 2. Attending cultural celebrations
- 3. Supervision & Consultation
- 4. Read, Listen & Associate
- 5. Relationships
- 6. "Being-in-becoming"

Racial Trauma Education and Resources

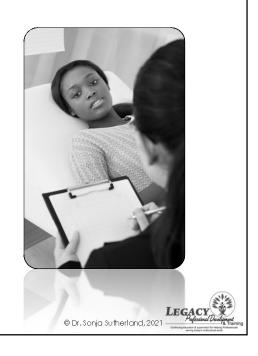


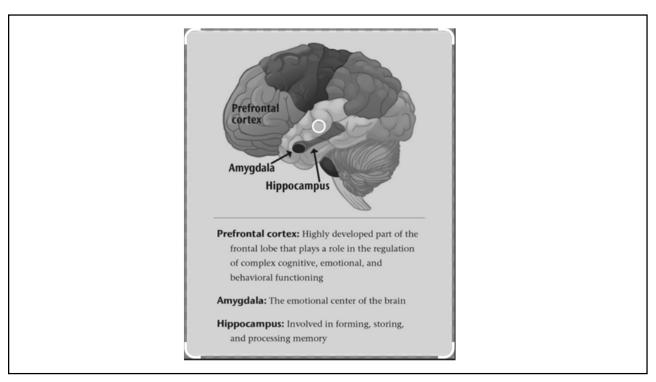
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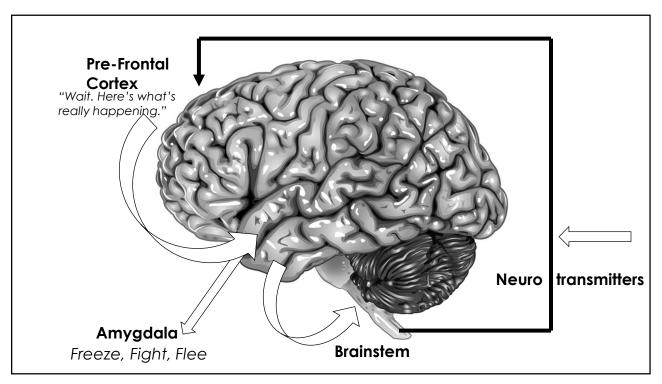
Clinical Considerations for Treatment

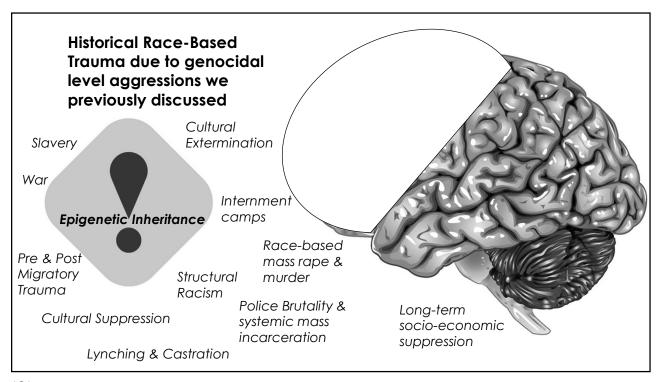
- > Creating the Environment
- ➤ Themes for Clinical Focus

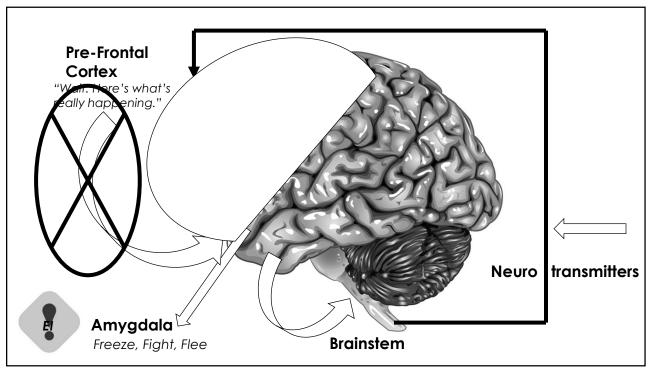
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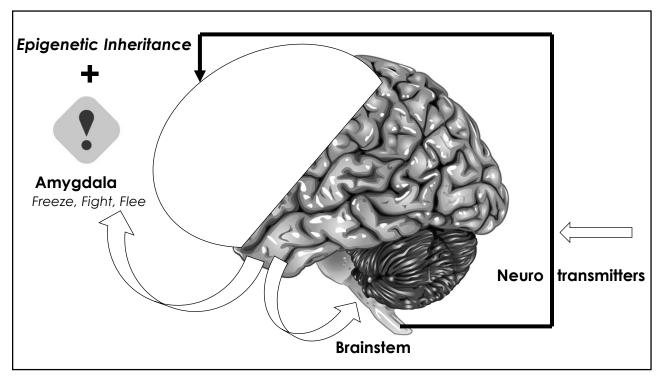


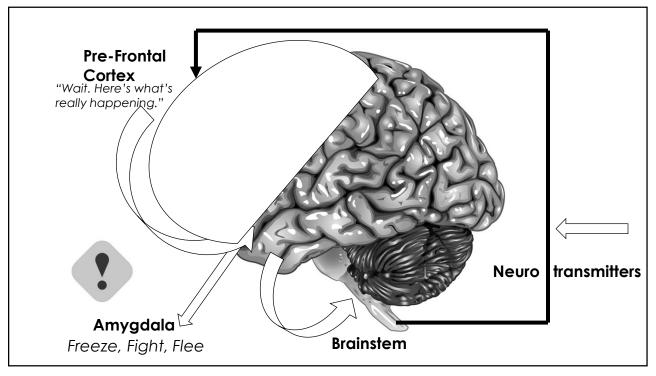


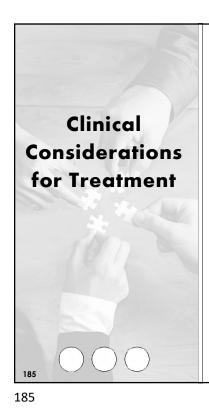












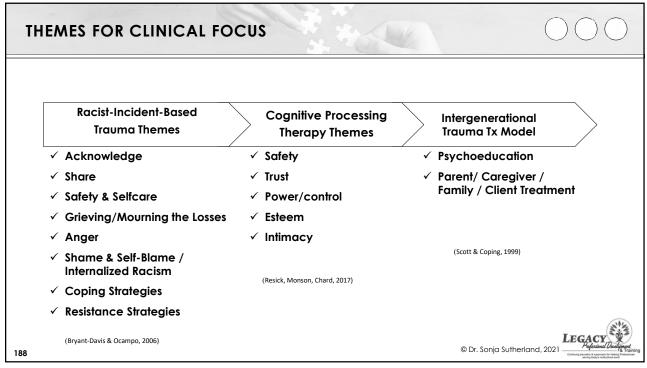
- > Creating the Environment
- > Themes for Clinical Focus

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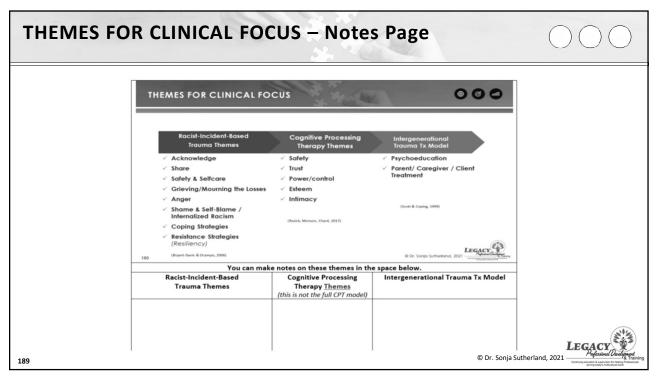


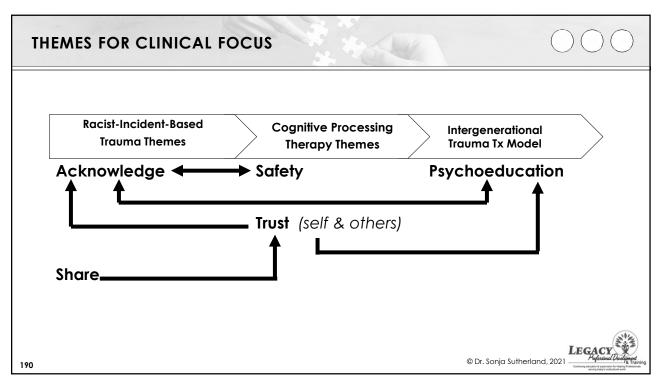
THEMES FOR CLINICAL FOCUS Racist-Incident-Based Trauma Themes Acknowledge Share Safety & Selfcare Grieving/Mourning the Losses Anger Shame & Self-Blame / Internalized Racism Coping Strategies Resistance Strategies (Bryant-Davis & Ocampo, 2006)

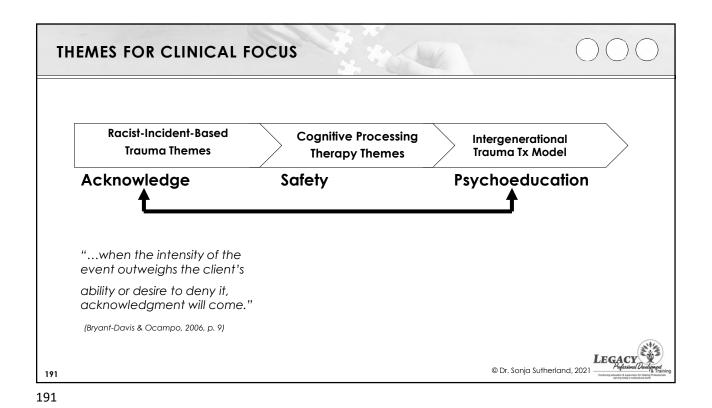
THEMES FOR CLINICAL FOCUS Racist-Incident-Based **Cognitive Processing** Trauma Themes **Therapy Themes** ✓ Acknowledge √ Safety √ Share ✓ Trust √ Safety & Selfcare ✓ Power/control √ Grieving/Mourning the Losses ✓ Esteem ✓ Intimacy ✓ Anger √ Shame & Self-Blame / Internalized Racism (Resick, Monson, Chard, 2017) ✓ Coping Strategies √ Resistance Strategies (Bryant-Davis & Ocampo, 2006) © Dr. Sonja Sutherland, 2021 187



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Racist-Incident-Based Trauma Themes

Acknowledge

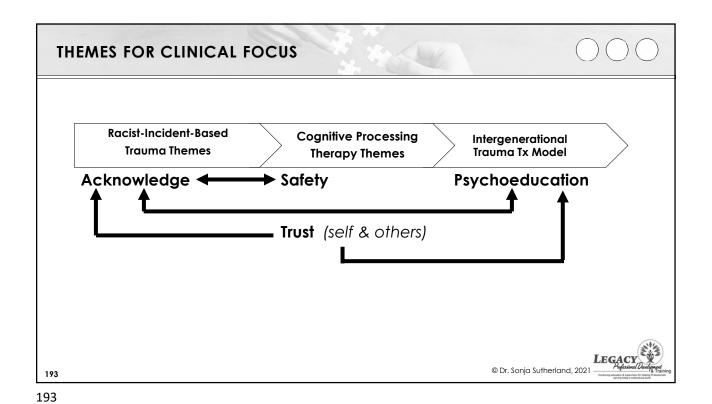
Safety

Racist-Incident-Based Trauma Tx Model

Psychoeducation

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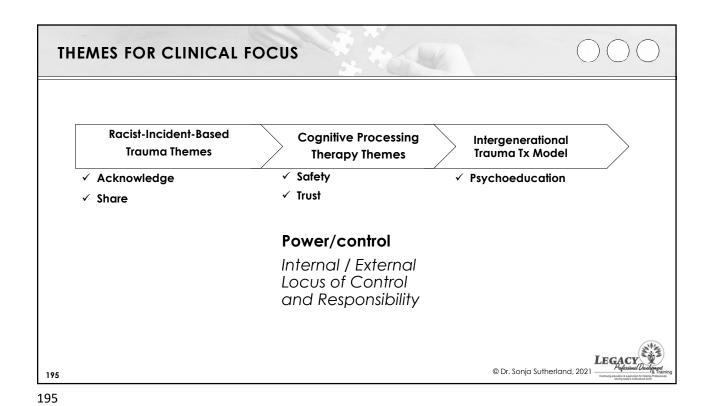
THEMES FOR CLINICAL FOCUS

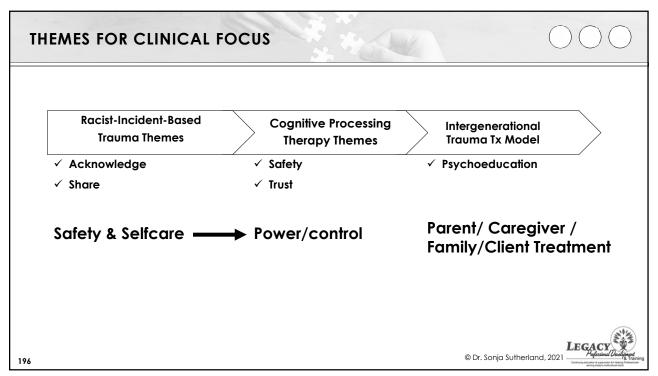
Racist-Incident-Based Trauma Themes
Therapy Themes
Trauma Tx Model

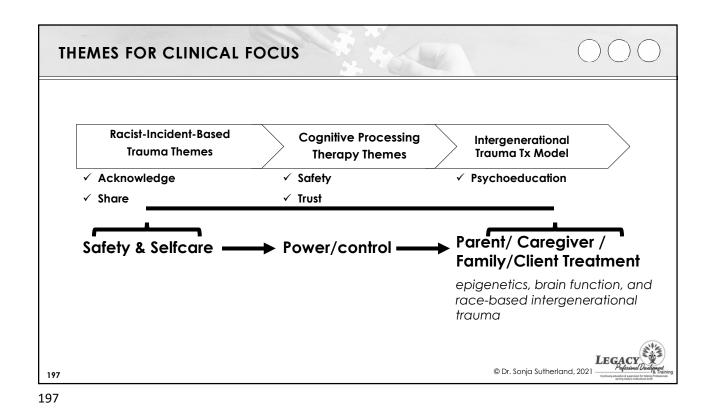
Acknowledge
Safety
Psychoeducation

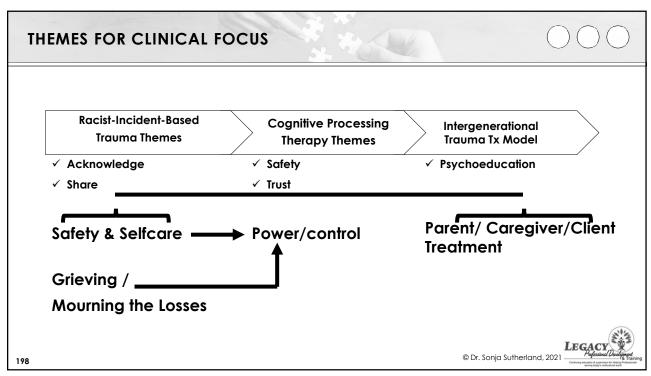
Trust (self & others)

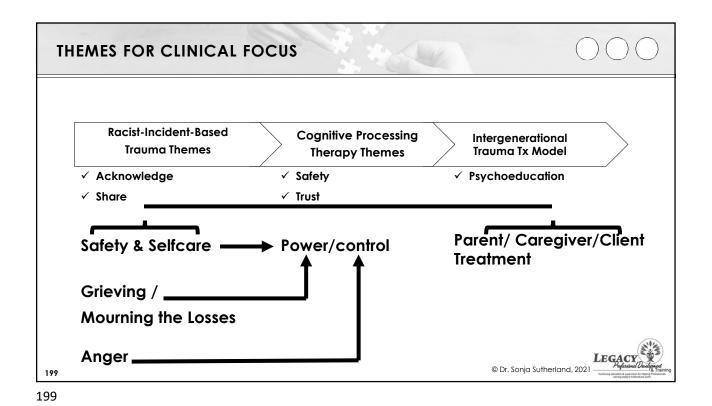
Share

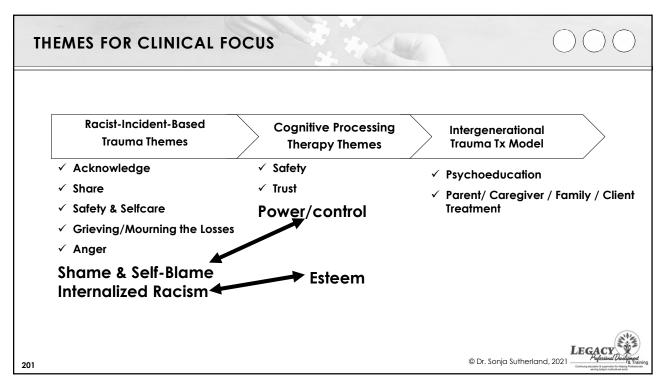


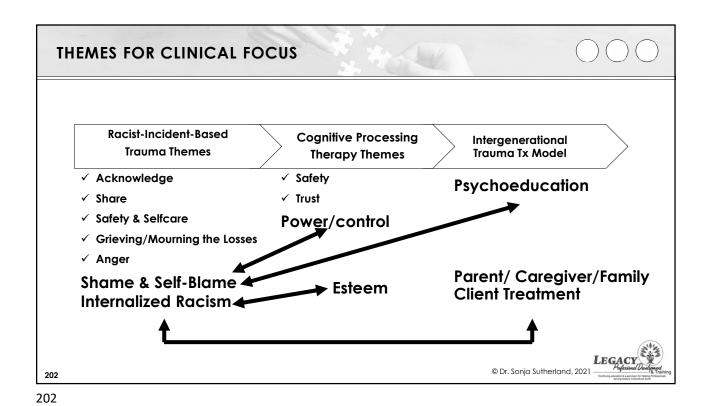


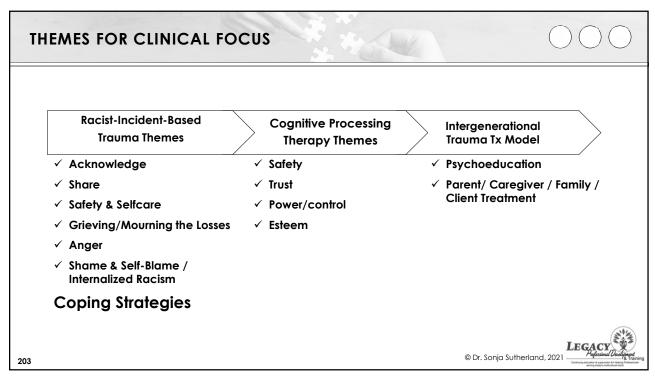


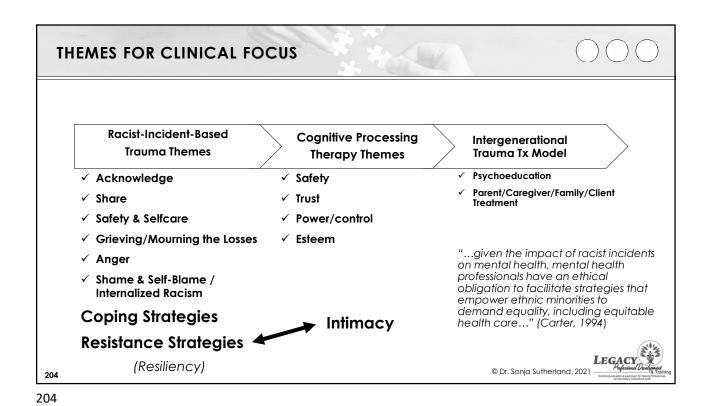






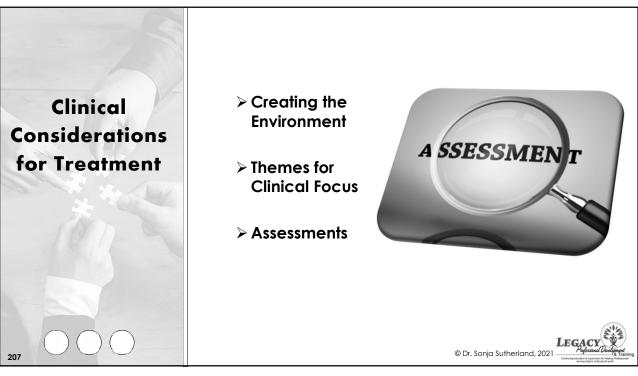






THEMES FOR CLINICAL FOCUS Racist-Incident-Based **Cognitive Processing** Intergenerational Trauma Themes Trauma Tx Model **Therapy Themes** ✓ Acknowledge √ Safety ✓ Psychoeducation √ Share ✓ Trust √ Safety & Selfcare ✓ Power/control √ Grieving/Mourning the Losses ✓ Esteem ✓ Anger √ Shame & Self-Blame / Internalized Racism Parent/ Caregiver / **Coping Strategies** Intimacy ← Family / Client Treatment **Resistance Strategies** (Resiliency) © Dr. Sonja Sutherland, 2021

THEMES FOR CLINICAL FOCUS Racist-Incident-Based **Cognitive Processing** Intergenerational Trauma Themes Trauma Tx Model **Therapy Themes** ✓ Acknowledge √ Safety √ Psychoeducation √ Share ✓ Trust ✓ Parent/ Caregiver / Client **Treatment** √ Safety & Selfcare ✓ Power/control √ Grieving/Mourning the Losses ✓ Esteem ✓ Anger ✓ Intimacy (Scott & Coping, 1999) √ Shame & Self-Blame / Internalized Racism (Resick, Monson, Chard, 2017) ✓ Coping Strategies ✓ Resistance Strategies (Resiliency) (Bryant-Davis & Ocampo, 2006) © Dr. Sonja Sutherland, 2021 206



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What is the impact of Race-Based Trauma?

Race-based traumatic experiences complicate a child's or an adult's capacity to make sense of their lives in relation to interpersonal and institutional racial bias, discrimination and incivility, and the impact on their life outcomes. It complicates the ability to create meaningful consistent relationships in their families and communities.



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Adapted from Trauma and Justice Strategic Initiative. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Substance Abuse and Mental Health Services Administration.



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Race-Based Trauma vs Other Traumas

- 1. Victimization was not random
- 2. Victimization can often be shrouded or blurred by thematic social context



(Henderson & Sloan, 200, as cited in (Bryant-Davis & Ocampo, 2006).



Race-Based Trauma vs Other Traumas

- 1. Victimization was not random
- 2. Victimization can often be shrouded or blurred by thematic social context
- 3. Influences mental, emotional and physical health
- It's pervasiveness leads to minimization by
 - ➢ BIPOC
 - Medical & Clinical Professionals



(Nadal et al., 2014)
(Henderson & Sloan, 200, as cited in (Bryant-Davis & Ocampo, 2006)

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Professional Professional
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Communication & supervisor for regions for fundamental

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Race-Based Trauma vs Other Traumas

- 1. Victimization was not random
- Victimization can often be shrouded or blurred by thematic social context
- 3. It's pervasive leads to minimization
- 4. Influences mental, emotional and physical health
- Contributes to retraumatizing and treatment non-completion



"Approximately 53% of clients reported experiencing a microaggression from their therapist. Clients' perceptions of microaggressions were negatively related to the working alliance, even after controlling for their current psychological well-being, number of sessions, and therapist racial and ethnic status. Of those clients who reported a microaggression, nearly 76% reported that the microaggression was not discussed" (Owen et al., 2014)



Assessment of Race-Based Trauma



- 1. Begin sooner rather than later
- Incorporate in initial overall assessment
- Remember to leverage ADDRESSING-GSA to help with therapeutic connection and move the conversation forward
- 4. Open dialogue promotes trust



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Professional Development
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The Cultural Formulation Interview



- 1. What brings you here today?
- 2. How would you describe your problem to a friend?
- 3. What troubles you the most about your problem?
- 4. Why do you think this keeps happening?
- 5. What do others in your family...friends...community think is causing your problem?
- 6. Are there any kinds of support that make your problem better...?
- 7. Are there any kinds of stresses that make your problem worse...?
- 8. For you, what are the most important aspects of your background or identity?
- 9. Are there any aspects of your background or identity that make a difference to your problem?
- 10. Are there any aspects of your background or identity that are causing other concerns or difficulties for you?
- 11. ...What have you done on your own to cope?



Racial Trauma Assessments



Downloadable for clinical use, with proper acknowledgement

UConn Racial/Ethnic Stress & Trauma Survey (UnRESTS) in English

UConn Racial/Ethnic Stress & Trauma Survey (UnRESTS) in English and Spanish

UConn Racial/Ethnic Stress & Trauma Survey (UnRESTS Short Version) with other forms of discrimination

Trauma Symptoms of Discrimination Scale (TSDS)

Multigroup Ethnic Identity Measure 6-item version (MEIM-6)

http://www.mentalhealthdisparities.org/trauma-research.php



²¹⁴ 214

Racial Trauma Assessments

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**** P.40*** / P		Date:
Guide for Interviewer	IIIN	IIC STRESS & TRAUMA SURVEY (UNRESTS) Interview Questions (Instructions for interviewer are italicized.)
Note the difference between race (the group society puts a person in based on their appearance) and ethnicity (a person's culture based on their heritage). They may be different or the same. The US Census recognizes several specific racial categories, including Black, White, Asian, and Native American. Hispanic is an ethnic group, but many consider Hispanic/Latino a race, which is acceptable for this interview.	A A1	Introduction to the Interview Sometimes people have very bad experiences that cause feelings of stress or even trauma. Some people have several difficult experiences over a lifetime that are manageable individually, but together they lead to feelings of stress or trauma. I want to talk to you about some of your experiences of stress or trauma as it relates to your race or ethnicity. If patient's racial and ethnic group is unclear: How would you describe your race and ethnicity?
Ensure that discussion only includes incidents where at least one of the involved factors was race or color.	A2	People may be discriminated against or mistreated for many different reasons (e.g., gender, sexual orientation, age, disability, faith, etc.) but I am interested in experiences connected to your race – or your race as perceived by others. However, if you have experienced discrimination due to a combination of factors (i.e., gender+race, such a being called "an angry Black woman" because you stood up for yourself), we can talk about that too.
If yes, ask the patient to elaborate.	B	Racial and Ethnic Identity Development Are there other racial or ethnic groups that people assume you belong to based on your appearance?

²¹⁵

Racial Trauma Assessments



Trauma Symptoms of Discrimination Scale (TSDS)

When answering the following questions, keep in mind that discrimination is defined as: Being unfairly treated due to an individual characteristic of yourself (e.g., race/ethnicity, gender, sexual orientation, religion).

PART 1: Frequency of Experiences

Experiencing discrimination can be very stressful, and sometimes people can feel specific types of stress due to discrimination that impact their daily lives. This can be caused by <u>one very</u> stressful experience of discrimination, or <u>several smaller</u> experiences of discrimination over the course of one's life. Based on these experiences in your life, answer the following questions. Please keep in mind that ratings should reflect whether the type of stress was <u>caused</u> by discrimination.

	Never	Rarely	Sometimes	Often
 Due to past experiences of discrimination, I often worry too much about different things. 	[1]	[2]	[3]	[4]
Due to past experiences of discrimination, I often try hard not to think about it or go out of my way to avoid situations that remind me of it.	[1]	[2]	[3]	[4]
Due to past experiences of discrimination, I often fear embarrassment.	[1]	[2]	[3]	[4]
 Due to past experiences of discrimination, I often feel nervous, anxious, or on edge, especially around certain people. 	[1]	[2]	[3]	[4]
Due to past experiences of discrimination, I often feel afraid as if something awful might happen.	[1]	[2]	[3]	[4]
Due to past experiences of discrimination, I often have nightmares about the past experience or think about it	[1]	[2]	[3]	[4]

http://www.mentalhealthdisparities.org/trauma-research.php



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Racial Trauma Assessments



Client Education Intergenerational Trauma Self-Assessment

A simple questionnaire to self-evaluate potential exposure to intergenerational trauma. Each "yes" answer is scored as 5 points, each "no" is 0 points. Results show a total score.

There is no evidence base behind this assessment. This is quiz is for educational purposes only and is not intended to diagnose, assess, or treat any mental health condition.

Has anyone in three generations of your family experienced the death of a child?

○ Yes ○ No

Has anyone in three generations of your family experienced abuse or domestic violence?

○ Yes No

Has anyone in three generations of your family lost a significant piece of their cultural heritage?

○ Yes ○ No

Has anyone in three generations of your family experienced divorce?

○ Yes ○ No

Has anyone in three generations of your family spent a portion of their life in poverty? $^{\circ}~{\rm Yes}^{\circ}~{\rm No}$

Is there a topic in your family that family members aren't allowed to talk about because it's too upsetting to someone?

O Yes No

Has anyone in three generations of your family lived through a war fought in their homeland?

○ Yes No

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Prefessional Development 8 Training
Continuing education & supervision to Prefession

https://lindsaybraman.com/intergenerational-trauma/

²¹⁷ 217



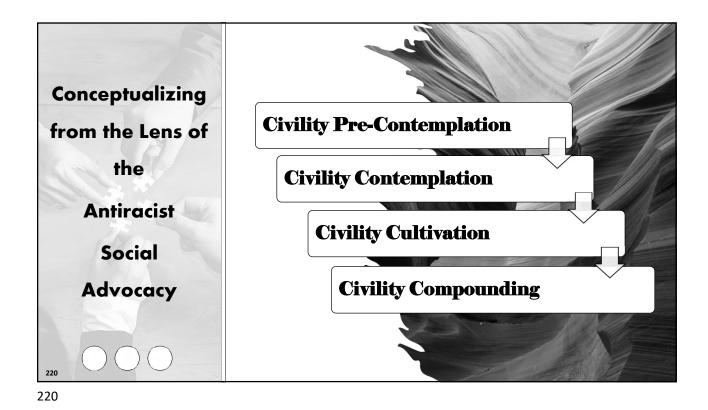
- Race-Based Trauma Stress Symptom Scale (Carter et al., 2013)
 - Long and challenging to score
- General Ethnic Discrimination Scale (Landrine et al., 2006)
 - Self report measure assessing lifetime and recent events of discrimination and how stressful it was
- Experiences of Discrimination Scale (Krieger et al., 2005)
 - Several versions of this
- Perceived Racism Scale (PRS)
- Perceptions of Racism Scale (PoRS)
- Racial Microaggressions Scale-Modified (Torres-Harding & Turner, 2015)
 - Can be helpful in determining the kinds of frequency of microaggressions
- The Racism Reaction Scale (RRS)
- Trauma Symtpoms of Discrimination Scale (Williams, Printz, & DeLapp, 2018)
 - Assessing for anxiety associated with any type of discrimination

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Racial Trauma Assessments to Check Out

- Index of Race-Related Stress
- DSM-5 Cultural Formulation Interview (APA, 2013)
- UConn Racial/Ethnic Stress & Trauma Survey (Williams, Metzger, Liens, & Delapp, 2018)
- The Traumatic Life Events Questionnaire (Kubany et al., 2000)
 - o 23 item inquiry on traumatic events
- The Trauma Assessment for Adults (Resnick, Best, Kilpatrick, Freedy, & Falsetti, 1993)
 - o 13 items on trauma exposure
- Traumatic Event Screening Instrument for Adults (Ford & Fournier, 2007)
 - o 18 items
- Racism and Life Experience Scale-Brief Version (RaLES-B)
- Schedule of Racist Events (SRE)
- Stressful Life Events Screening Questionnaire (Goodman, Corcoran, Turner, Yuan, & Green, 1998)
 - o 12 items

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In your group discuss your thoughts on

1. the video we are about to watch.
2. the three (3) social justice advocacy mandates on the slides following

• Chung & Bemak, 2012

• Corey et al., 2015, pp. 262-263 (2 slides)

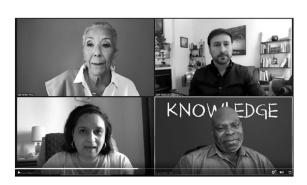
3. The four (4) questions following the advocacy mandates.

4. Choose a reporter for your group to share highlights of your discussion.



White people are responsible to make change happen...

How do we make sense of this?



PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI Inc: https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos email sqlanding?submissionGuid=a27eacf2-c55c-4a71-937f-0f76a1894535

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PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI Inc: https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos email sqlanding?submissionGuid=a27eacf2-c55c-4a71-937f-0f76a1894535

Group Activity – Social Advocacy



In your group discuss your thoughts on

- 1. the video we are about to watch.
- 2. the three (3) social justice advocacy mandates on the slides following
 - Chung & Bemak, 2012
 - Corey et al., 2015, pp. 262-263 (2 slides)
- 3. The four (4) questions following the advocacy mandates.
- 4. Choose a reporter for your group to share highlights of your discussion.



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Community and Social Justice Advocacy Mandate





√ "...Chung and Bemak (2012) contend that advocacy is an ethical and moral obligation for an effective mental health professional...by adhering to traditional roles, practitioners are maintaining and reinforcing the status quo, which results in passively supporting the social injustices, inequalities, and discriminatory treatment of certain groups of people" (Corey et al., 2015, p. 464)

Thoughts?

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Community and Social Justice Advocacy Mandate (

✓ "The foundation of all ethical practice is promoting the welfare of clients. To overlook the abilities, strengths, and resources within the community is doing a great disservice to the individuals we serve. If we hope to bring about significant changes within individuals...we need to change conditions that affect people, rather than merely changing people who are affected by these conditions" (Corey et al., 2015, p. 463)



Thoughts?

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Community and Social Justice Advocacy Mandate





√ "For social transformation to occur, Waller (2013) feels he must be willing to get out of the office and get involved with the community: 'My social justice action tends to focus on changing policies within a system that impact the community rather than just and individual'..." (as cited in Corey et al., 2015, p. 462)

Thoughts?

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Community and Social Justice Advocacy Mandate

- √ How do we maintain ethical practice given knowledge of community and system inequities that impact our clients and their clinical progress?
- √ How much control do we have on these systems?
- ✓ What is our role then in moving past the roles we play in our offices in ways that benefit the client?
- ✓ How is this another aspect of beneficence? **Aspirational ethics?**



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Ethical Codes & Cultural Competence

- 1) ACA (2014):
 - a) A.2.c
 - b) A.4.B

 - c) A.11. b
 - d) B.1.a
 - e) E.5.b
 - f) E.8

 - g) F.2.b
 - h) F.7.c
 - i) F.11. a,b,c
 - j) H.5.d

- 2) AACC:
 - a) ES1:

3) AAMFT:

- *500*

- a) a.1.1

a) Culture and

World Views

- b) b.6.7
- c) c.7.5

4) ASERVIC:

- 5) APA
- - (2017):
 - a) Princi
 - ple E
 - b) 2.01b
 - c) 3.01
 - d) 3.03
 - e) 9.06

- 6) NASW:
 - a) 1.1.05

 - b) 1.1.06
 - c) 1.1.09 d) 1.1.10
 - e) 3.3.01b
 - f) 6.6.01
 - *q*) 6.6.04





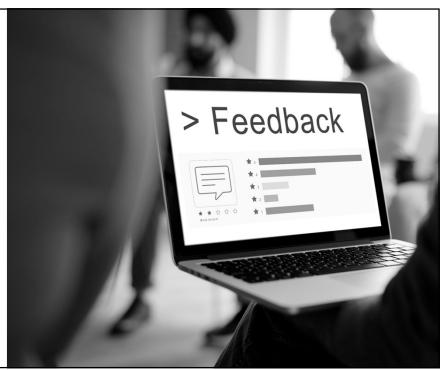


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Email: Dr.SonjaSutherland@LegacyProfesionalDevelopment.com









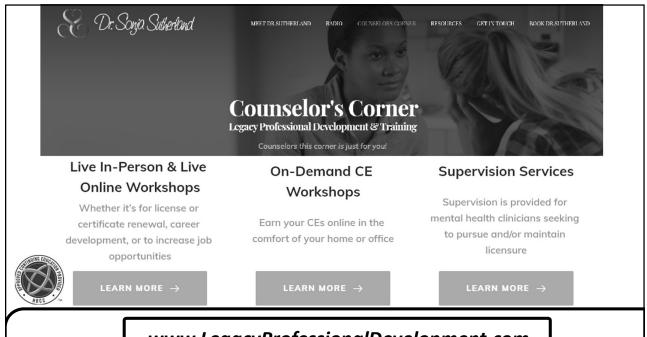


- Racial & Cultural Diversity 1: Approaching Ethical & Culturally-Informed Intervention – 6 CE Hrs
- Racial & Cultural Diversity 2: Working with Intergenerational Trauma - 6 CE Hrs
- Telemental Health in 2021: Breaking Geographical Boundaries 6
- Culturally-Informed Telemental Health Supervision 3.5 CE Hrs
- Effective & Ethical Self-Care for Clinicians: Post-Pandemic through Today - 6 CE Hrs

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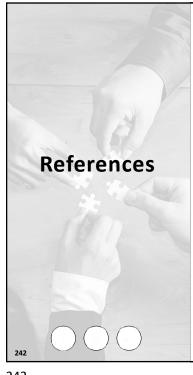
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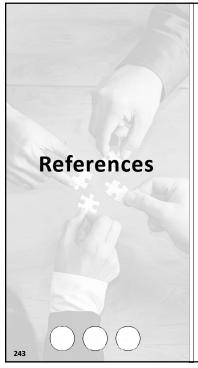
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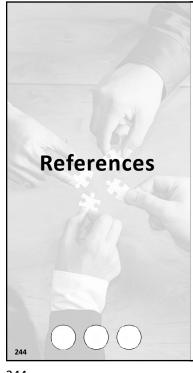
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