



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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1

**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. ...

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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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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?

Copyright 2016 © Leslie E. Korn, Multicultural Counseling Workbook.

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Key Terms  
for  
Our  
Conversation

Black,  
Indigenous,  
And [All]  
People of Color

<https://www.thebiopocproject.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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Key Terms  
for  
Our  
Conversation

"...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).*

**PREJUDICE**

➤ **"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.

*(Hendelstam & Sakraney 2015)*

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# Key Terms for Our Conversation



...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.

**PRIVILEGED**

**RESTRICTED ACCESS**

...an identity in which belonging to a group or community limits your equitable access to these 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.

**MARGINALIZED**

**LEGACY**  
*Organizational Development*

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## Key Terms for Our Conversation





**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"**  
*(DeGrady, 2018)"*



**RACIST IDEAS**

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





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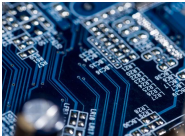

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# Key Terms for Our Conversation




## 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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Professional Development

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# Key Terms for Our Conversation


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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# QUESTIONS?




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# The Cross-Cultural Civility-Mindset Development Model



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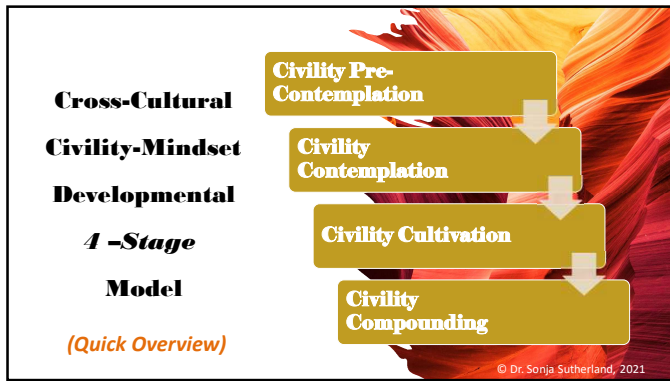
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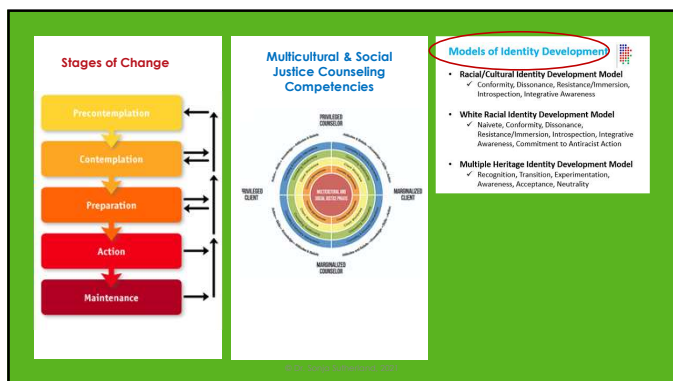
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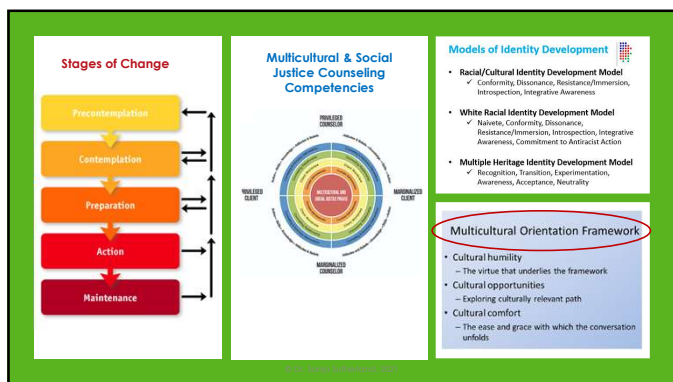
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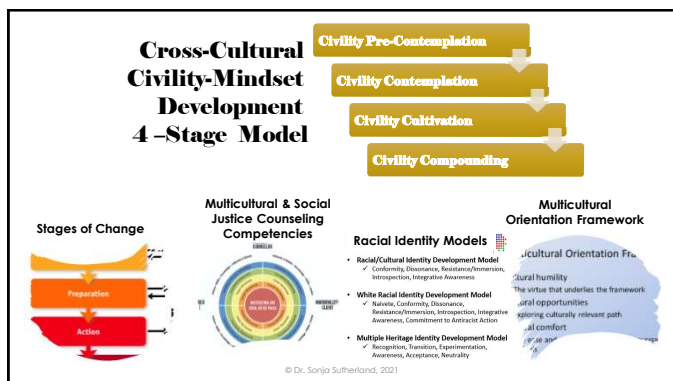
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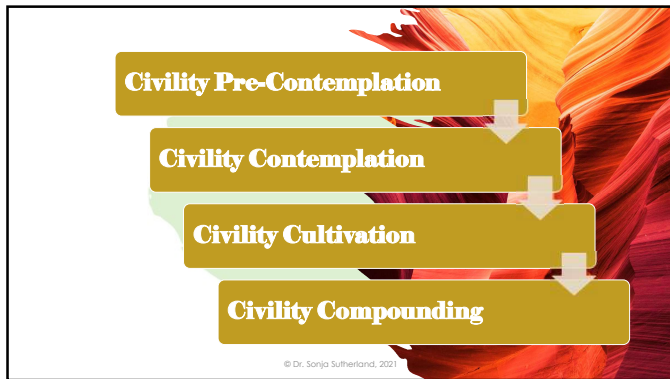
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### Ethical Practice

ACA (2014) Core Professional Values:

- ...
- honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
- Promoting social justice...



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National Center for Professional Ethics

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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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CCCCMDM Clinician Self Assessment

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Clinicians are in a constant state of "being-in-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.

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Developing an Antiracist Lens

Clinician Self-Assessment

Where Are You Now?

- Civility Pre-Contemplation?
- Civility Contemplation?
- Civility Cultivation?
- Civility Compounding?



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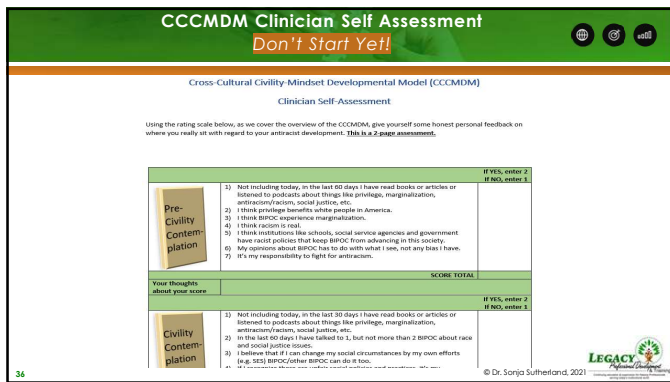
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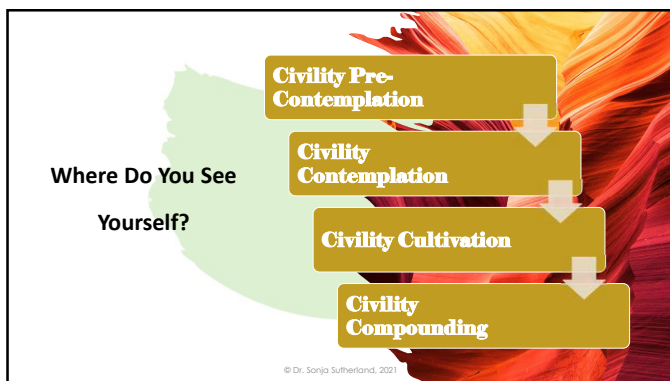
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# CCCMDM Clinician Self Assessment



1. As we continue to review the model, make note of key assessment components within the model.
2. Reflect on them from your own personal space of development.

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# Conceptualizing from the Lens of Counselor Self-Awareness & Cultural Humility



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# Cross-Cultural Pre-Civility / Civility Contemplation

WHERE DO YOU SEE YOURSELF?

**MOF CULTURAL HUMILITY:**

An awareness of one's limitations...

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



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# Cross-Cultural Pre-Civility / Civility Contemplation

WHERE DO YOU SEE YOURSELF?

MSJCC CLINICIAN SELF-AWARENESS:

“... 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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[illegible]

# Civility Pre-Contemplation

WHERE DO YOU SEE YOURSELF?

- What is there to know?
- Racism & discrimination aren't real.
- They bring this all on themselves.
- I don't have anything to do with it.
- What about me and my rights?
- Everything I see says I'm right about "them".

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[illegible]

# Civility Contemplation

WHERE DO YOU SEE YOURSELF?

- Maybe there's a little bit to what "they're" saying, but it's not my job to fix it.
- But it still doesn't mean I'm racist.
- I see you're point but I didn't cause it.
- What about me and my rights?
- If I can do it, "they" can do it.

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[illegible]

**Civility Cultivation**

WHERE DO YOU SEE YOURSELF?

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

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**Civility Compounding**

WHERE DO YOU SEE YOURSELF?

- Cross-Cultural Civility Influencer
- More than just aware
- Working to contribute to change
- It's my responsibility
- I need to make a difference in the world

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**Intersectionality**  
Privilege Marginalization

**ADDRESSING-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

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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Applied Diversity

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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-part assessment.

Pre-Civility Contemplation

1) Not including today, in the last 60 days I have read books or articles or listened to podcasts about things like privilege, marginalisation, antiracism/racism, social justice, etc.

2) I think privilege benefits white people in America.

3) I think BIPOC experience marginalisation.

4) I think racism is real.

5) I think institutions like schools, social service agencies and government have racist policies that keep BIPOC from advancing in this society.

6) My opinions about BIPOC has to do with what I see, not any bias I have.

7) It's my responsibility to fight for antiracism.

Score Total

Score

Civility Contemplation

1) Not including today, in the last 30 days I have read books or articles or listened to podcasts about things like privilege, marginalisation, antiracism/racism, social justice, etc.

2) In the last 60 days I have talked to 1, but not more than 2 BIPOC about race and social justice issues.

3) I believe that if I can change my social circumstances by my own efforts (e.g. SES) BIPOC/other BIPOC can do it too.

Score Total

Score

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Applied Diversity

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CCCMDM Clinician Self Assessment

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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Applied Diversity

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Discuss your results in your group.

- Where did you see yourself?
- What made sense based on what you know about yourself?
- What surprised you?

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Civility Pre-Contemplation

Civility Contemplation

Civility Cultivation

Civility Compounding

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QUESTIONS?

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Conceptualizing from the Lens of Counselor Self-Awareness & Cultural Humility

Civility Pre-Contemplation

Civility Contemplation

Civility Cultivation

Civility Compounding

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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..."

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



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# Trauma

- Racial Trauma & Mental Health
- Historical Trauma
- Intergenerational Trauma
- A Deeper Dive Into Intergenerational Trauma

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# 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)

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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)



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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.



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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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Cross-Cultural

Civility-Mindset

Developmental

1 –Stage

Model

Civility Pre-Contemplation

Civility Contemplation

Civility Cultivation

Civility Compounding

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Civility & Incivility Defined

Civility:

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

Incivility:

- "impoliteness. Rudeness"

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Civility, Expanded

"civility is the baseline of respect that we owe one another in public life",

a code of public conduct that guides or defines how we should treat one another, even if you do not like that person very much...

the what-when-where-and-how of who gets respect and who does not.

Bybee, K. J. (2016). How civility works.

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Cross-Cultural Civility

THE RACE – TRAUMA CONNECTION

SPLC  
Southern Poverty  
Law Center

RESOURCES • WHAT WE DO • OUR ISSUES • HATEWATCH • HATE MAP • PODCAST

IN 2020, WE TRACKED 639 HATE GROUPS ACROSS THE U.S.

LEGACY  
National Center for  
Public Policy

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

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Cross-Cultural Civility
THE RACE – TRAUMA CONNECTION

RESOURCES
WHAT WE DO
OUR ISSUES
HATEWATCH
HATE MAP

IN 2020, WE TRACKED 29 HATE GROUPS IN GEORGIA.

<https://www.splcenter.org/hate-map?year=2019&state=GA>

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Cross-Cultural Civility
THE RACE – TRAUMA CONNECTION

RESOURCES
WHAT WE DO
OUR ISSUES
HATEWATCH
HATE MAP
PROUD BOY

ALL HATE GROUPS HAVE BELIEFS OR PRACTICES THAT ATTACK OR MALIGN AN ENTIRE CLASS OF PEOPLE, TYPICALLY FOR THEIR IMMUTABLE CHARACTERISTICS.

<https://www.splcenter.org/hate-map?year=2019&state=GA>

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Cross-Cultural Civility
THE RACE – TRAUMA CONNECTION

Race
Traumatic Stress Injury
Mental Health

✓ A social construct

✓ The emotional pain of racism

✓ The resulting impact on daily functioning

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### Chronic Psychological Distress As An Outcome Of Micro Aggressive Experiences

Microaggressions

Commonplace verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults towards marginalized individuals.

#### Microinsult (Often Unconscious)

Behavioral/verbal remarks or comments that convey rudeness or insensitivity and demean a person's marginalized heritage or identity.

**Example**

When a white couple (man and woman) passes a black man on the sidewalk, the woman automatically clutches her purse more tightly, while the white man checks for his wallet in the back pocket.

#### Microassault (Often Conscious)

Explicit derogations characterized primarily by a violent verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.

**Examples**

Calling Mexican immigrants "rapists and criminals"

#### Microinvalidation (Often Unconscious)

Verbal comments or behaviors that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.

**Example:**

"You seem hyper-focused on race and racism. People are all the same in God's eyes. He loves everyone."

Sue, 2010; Nadal et al., 2014; Sue & Sue, 2019

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### Cross-Cultural Civility

## THE RACE – TRAUMA CONNECTION

#### The Six Major Welfare Programs

Temporary Assistance for Needy Families

Medicaid

Supplemental Nutrition Assistance Programs

Supplemental Security Income

Earned Income Tax Credit

Housing Assistance

Systems Built on Racist Institutional Policies

the balance

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.

Amadeo, K. (2021, June 25). What is a welfare program? Retrieved from The Balance: <https://www.thebalance.com/welfare-programs-definition-and-list-3305799>

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LEGACY

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### Chronic Psychological Distress As An Outcome Of Micro Aggressive Experiences

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Sue, 2010; Nadal et al., 2014; Sue & Sue, 2019

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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

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

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Causes & Stress Reaction to Racial Battle Fatigue

Psychological Stress Responses

**Examples**

Frustration, defensiveness, apathy, irritability, sudden changes in mood, shock, anger, disappointment, resentment, anxiety, worry, disbelief, disappointment, helplessness, hopelessness, and fear.

Racial Microaggressions

Physiological Stress Responses

**Examples**

Headaches, grinding teeth, clenched jaws, chest pain, shortness of breath, pounding heart, high blood pressure, muscle aches, indigestion, gastric distress, constipation or diarrhea, increased perspiration, intestinal problems, rashes, sleep disturbance, fatigue, insomnia, and frequent illness.

Behavioral Stress Responses

**Examples**

Stereotype threat, "John Henryism" or prolonged, high-effort coping with difficult psychological stressors, increased commitment to spirituality, overeating or loss of appetite, impatience, quickness to argue, procrastination, increased use of alcohol or drugs, increased smoking, withdrawal or isolation from others, neglect of responsibility, poor school or job performance, and changes in close family relationships.

Smith 2008, p. 617

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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.
 


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A DEEPER DIVE INTO INTERGENERATIONAL TRAUMA

Events

- ✓ Stressful
- ✓ Impacts development

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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A DEEPER DIVE INTO INTERGENERATIONAL TRAUMA

Events

- ✓ Stressful
- ✓ Impacts development

Experiencing

- ✓ Impact
- ✓ Worldview
- ✓ Locus of control
- ✓ Locus of responsibility
- ✓ Physical / psychological disruption
- ✓ Intersectionality
- ✓ Cultural identity

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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A DEEPER DIVE INTO INTERGENERATIONAL TRAUMA

Events

Experiencing

Effects

✓ Stressful

✓ Impacts development

✓ Impact

✓ Worldview

✓ Locus of control

✓ Locus of responsibility

✓ Physical / psychological disruption

✓ Intersectionality

✓ Cultural identity

✓ Long lasting

✓ Immediate

✓ Delayed

✓ Recognized

✓ unrecognized

83

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.

LEGACY

Regional Health Equity Center

University of Maryland System

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A DEEPER DIVE INTO INTERGENERATIONAL TRAUMA

Events

Experiencing

Effects

✓ Stressful

✓ Impacts development

✓ Impact

✓ Worldview

✓ Locus of control

✓ Locus of responsibility

✓ Physical / psychological disruption

✓ Intersectionality

✓ Cultural identity

✓ Long lasting

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✓ Delayed

✓ Recognized

✓ unrecognized

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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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Regional Health Equity Center

University of Maryland System

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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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University of Maryland System

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LEGACY

Regional Health Equity Center

University of Maryland System

CASE STUDY

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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, Thomas talks about fighting back, and referenced his presence at Atlanta riots last May 2020 that resulted in 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 source of these conflicts was related to his father's "passing incidents" and his own, and the hurtful things that his grandfather has historically said about his being a "mongrel" and his not belonging to their native Cherokee tribe.


After reading the case study above, describe your client Thomas' trauma in the spaces below.

Event(s)	Experiencing	Effect(s)



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26

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*.  
**Choose a reporter for your group.**
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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Trauma

- 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.”

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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.”

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

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Trauma

➤ Racial Trauma & Mental Health

➤ Historical Trauma Genocide & Communities of Color

➤ ....

➤ ....

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Historical Genocidal Trauma of the Black People in America

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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

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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 dispossession 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 ERA 1968 – PRESENT

- Re-energized fight for Native rights and land

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<https://nativephilanthropy.com/did.org/timeline/>

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Examples of Historical Genocidal Trauma of Native Americans

SPANISH TARGET APACHES FOR SLAVE TRADE

- Kidnapped and sold

SLAVE TRADE BEGINS

- as 13 colonies evolve

POWHATAN INDIANS ENSLAVED

- Virginia colonists steal land

MASSAQUEQU MASSACRE (now New York)

STAMFORD MASSACRE (Connecticut)

NEW AMSTERDAM (Manhattan)

- Campaign to exterminate Natives

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

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)



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# Trauma

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





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# 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...”



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

**ACEs + Historical Trauma**



Death

Conception

Jones, B. (n.d.). Legacy of Trauma: Context in the African American Existence.

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### Understanding Historical & Intergenerational Racial Trauma

10 ACEs, as identified by the CDC-Kaiser study:

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother Treated Violently	Substance Abuse
Sexual		Divorce	

111 Joining Forces for children (2021). What are ACEs. © Dr. Sonja Sutherland, 2021

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### Cross-Cultural Civility

#### THE RACE – INTERGENERATIONAL TRAUMA CONNECTION

Historical & Intergenerational Trauma	Race-Based Traumatic Stress Injury	Individual & Family Health Outcomes
	<ul style="list-style-type: none"> <li>Bias, stereotypes, bigotry, ignoring social privilege, hate groups, structural racism, discrimination, microaggressions...</li> </ul> 	<ul style="list-style-type: none"> <li>Depression, anxiety, chronic physical illness, secondary traumatic stress, racial battle fatigue...</li> </ul> 

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## QUESTIONS?



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



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# Epigenetics & Generational Trauma Connections

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# The Body Keeps The Score

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

115

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

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# 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)

116

Kellermann, N. (2013). Epigenetic transmission of Holocaust Trauma: Can nightmares be inherited? *The International Journal of Psychiatry and Related Sciences*, 10(1), 13-42.

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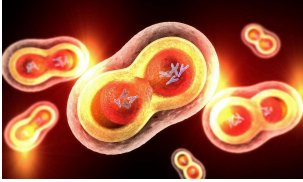
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Epigenetics: The Body Keeps The Score +++

"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“



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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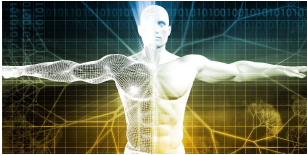
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Epigenetics: The Body Keeps The Score

"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.

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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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### 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)




maciej frobau



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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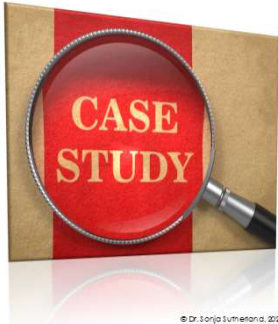
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Conceptualizing Trauma Histories

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 Marlow 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, Thomas talks about fighting back, and referenced his presence at Atlanta riots last May 2020 that resulted in 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 Rosey, 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.

After reading the case study above, describe your client Thomas' trauma in the spaces below.

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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Conceptualize your assigned individuals through the lens of Historical Community Trauma

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[illegible]

Conceptualize your assigned individuals through the lens of Historical Community Trauma

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Conceptualize your assigned individuals through the lens of Historical Community Trauma

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(PART 2- Reference slides on Historical Genocidal Trauma,

Conceptualize your assigned individuals through the lens of Historical Community Trauma

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[illegible]

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

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[illegible]

Conceptualize your assigned individuals through the lens of Historical Community Trauma


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[illegible]

### Conceptualizing Trauma through Historical Context – Part 2



- You will now be grouped to review additional case related context.
- Each group will review one specific section assigned.
- 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

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### 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.

#### 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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LEGACY

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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 disposes 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 ERA 1968 – PRESENT

- Re-energized fight for Native rights and land

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LEGACY

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### Examples of Historical Genocidal Trauma of Native Americans

**SPANISH TARGET APACHES FOR SLAVE TRADE**

- Kidnapped and sold

**SLAVE TRADE BEGINS**

- as 13 colonies evolve

**POWATAN INDIANS ENSLAVED**

- Virginia colonists steal land

**MASSAQUEQU MASSACRE** (now New York)

**STAMFORMD MASSACRE** (Connecticut)

**NEW AMSTERDAM** (Manhattan)

- ✓ Campaign to exterminate Natives

**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

**Georgia** creates laws to take Cherokee land

**+++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)



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### Conceptualizing Trauma through Historical Context – Part 2



- You will now be grouped to review additional case related context.
- Each group will review one specific section assigned.
- 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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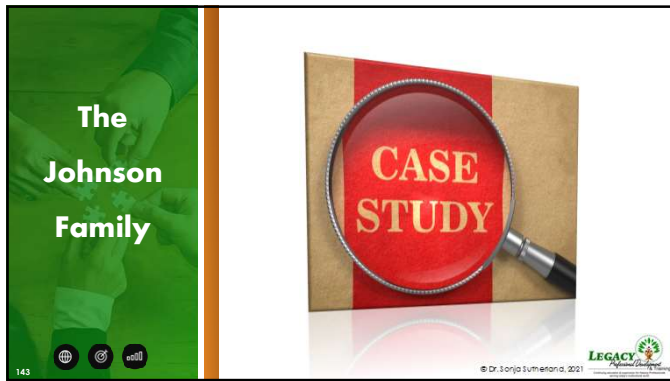
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**The Johnson Family**  
**Intergenerational Trauma Genogram**



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.
3. 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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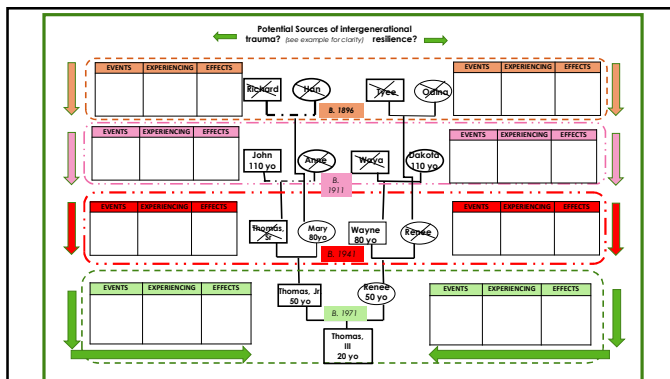
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### The Johnson Family

#### Intergenerational Trauma Genogram

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- 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.
- Then, together your group will create one larger Intergenerational Trauma Genogram. **Choose a reporter for your group.**
- 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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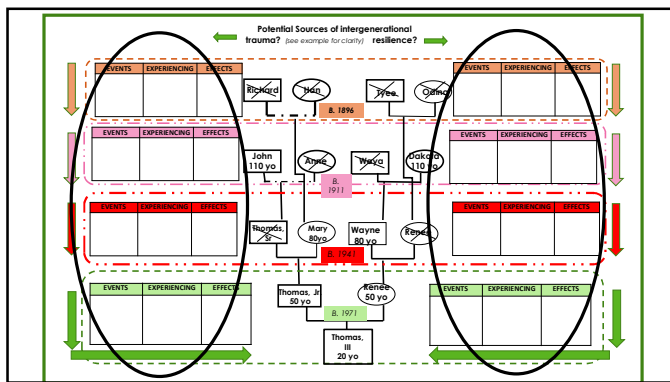
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### The Johnson Family

#### 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.

- The histories you read previously represent the generational family histories of Johnson Family. Each group had a different generation.
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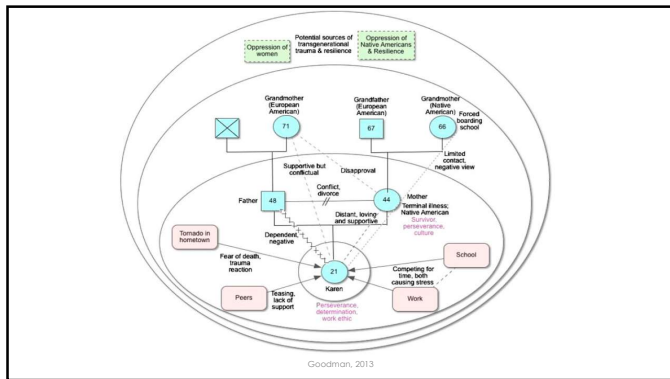
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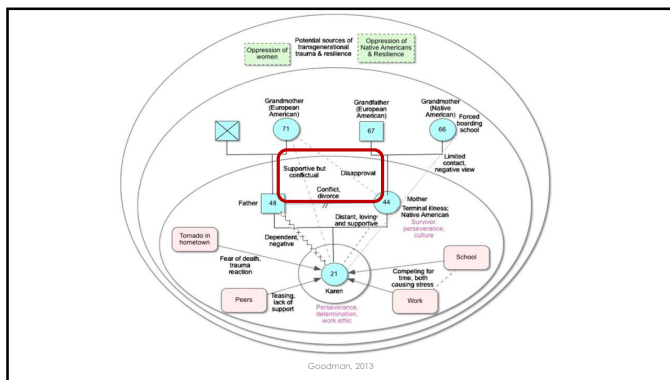
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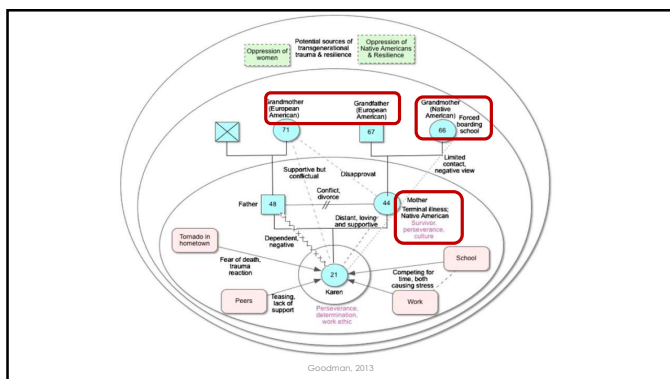
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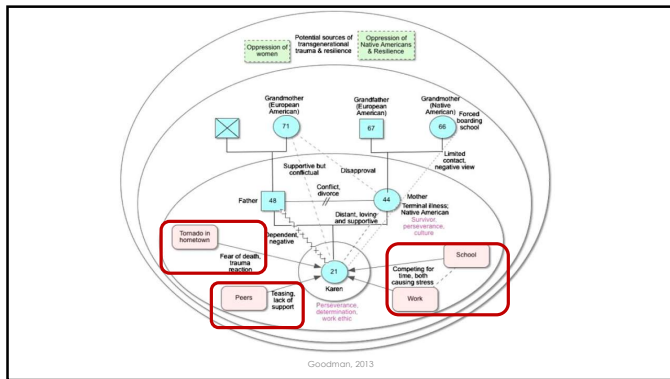
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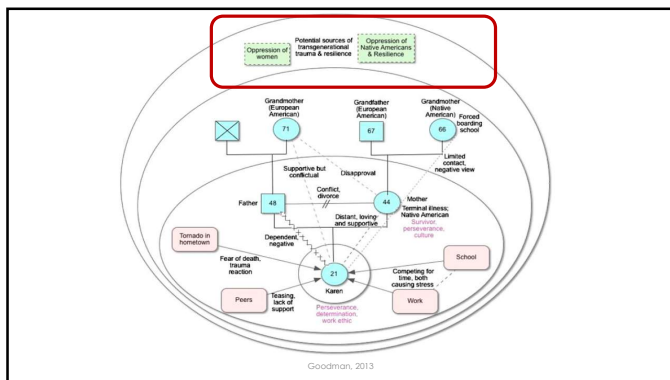
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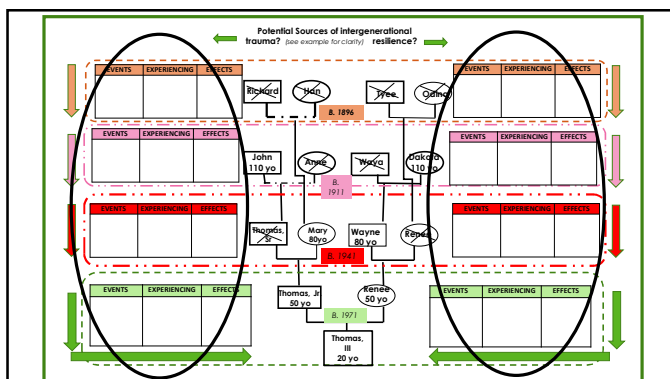
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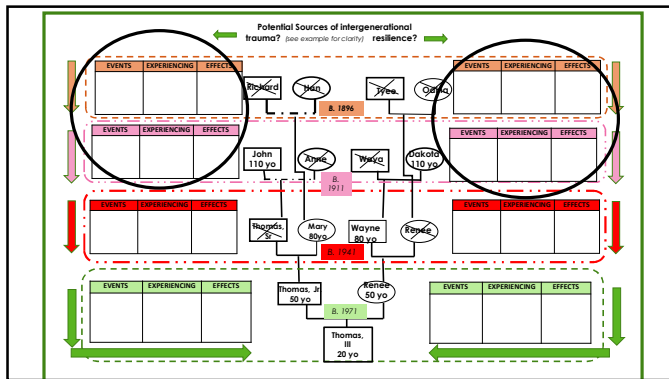
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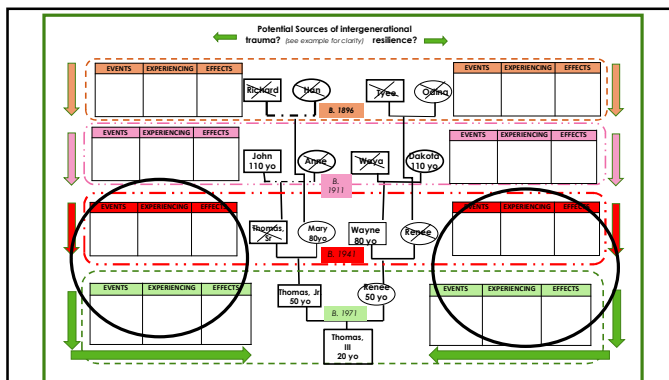
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**The Johnson Family**  
**Intergenerational Trauma Genogram**

**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.

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***Cross-Cultural  
Civility Cultivation***

**MSJCC DOMAIN 3**  
**THE COUNSELING RELATIONSHIP**

Privileged and marginalized clinicians are aware, knowledgeable, skilled, and action-oriented in understanding how client and clinician privileged and marginalized statuses influence the counseling relationship.

(Ratts, Singh, Nassar-McMillan, Butler (2016). © Dr. Sonja Sutherland, 2021)

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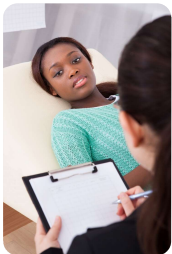
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**Clinical  
Considerations  
for Treatment**

- Creating the Environment
- Themes for Clinical Focus
- Assessments



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# Clinical Considerations for Treatment

- 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

162

PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI  
[https://landinghub.pesi.com/en-us/racial-injustice-social-trauma-video\\_email\\_sliding?utm\\_source=guide-a27bac2-c56c-4a71-937f-0776a1894535](https://landinghub.pesi.com/en-us/racial-injustice-social-trauma-video_email_sliding?utm_source=guide-a27bac2-c56c-4a71-937f-0776a1894535)

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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

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PESI & Psychotherapy Networker. (2020, June 20). Racial Injustice and Trauma: How Therapists Can Respond. Retrieved from PESI  
[https://landinghub.pesi.com/en-us/racial-injustice-social-trauma-video\\_email\\_sliding?utm\\_source=guide-a27bac2-c56c-4a71-937f-0776a1894535](https://landinghub.pesi.com/en-us/racial-injustice-social-trauma-video_email_sliding?utm_source=guide-a27bac2-c56c-4a71-937f-0776a1894535)

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CREATING THE ENVIRONMENT – ADDRESSING-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

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Hays, P. A. (2009).

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LEGACY

Legacy of Leadership

Legacy of Learning

Legacy of Love

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Group Activity – Your ADDRESSING-GSA

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



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Legacy of Leadership

Legacy of Learning

Legacy of Love

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Group Activity – Your ADDRESSING-GSA

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	

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Legacy of Leadership

Legacy of Learning

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Group Activity – Your ADDRESSING-GSA

- Using the worksheet provided, flesh out your ADDRESSING-GSA.
- Share your ADDRESSING-GSA with your group.
- Discuss the questions on the next slide within your groups.

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Group Activity – Your ADDRESSING-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 feel 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?

- Do your own identity work
- Create a relationship of trust
- Assess the presence of barriers
- Create "safe" spaces
- Begin from a place of awareness and not knowing

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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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CREATING THE ENVIRONMENT – ADDRESSING-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.

- ADDRESSING-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 Erikson'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.

- ADDRESSING-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 anti-racists"

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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?

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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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Prefrontal cortex

Amygdala

Hippocampus

Prefrontal cortex: Highly developed part of the frontal lobe that plays a role in the regulation of complex cognitive, emotional, and behavioral functioning

Amygdala: The emotional center of the brain

Hippocampus: Involved in forming, storing, and processing memory

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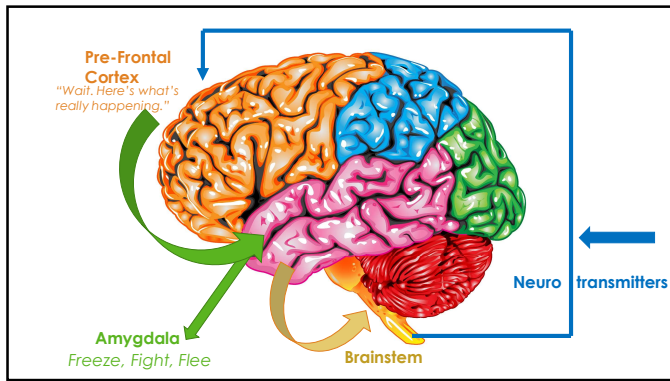
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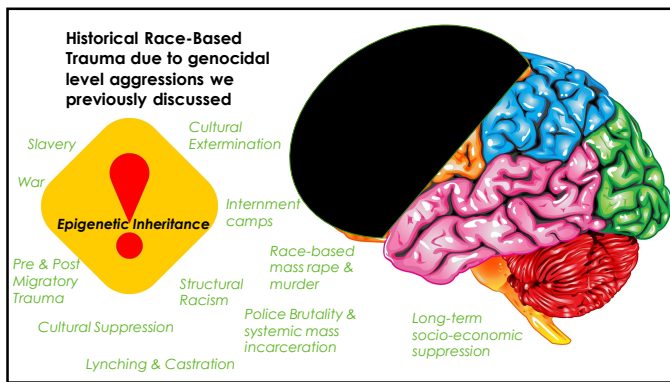
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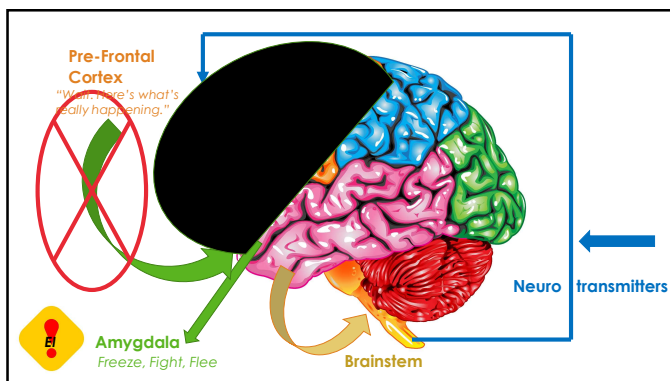
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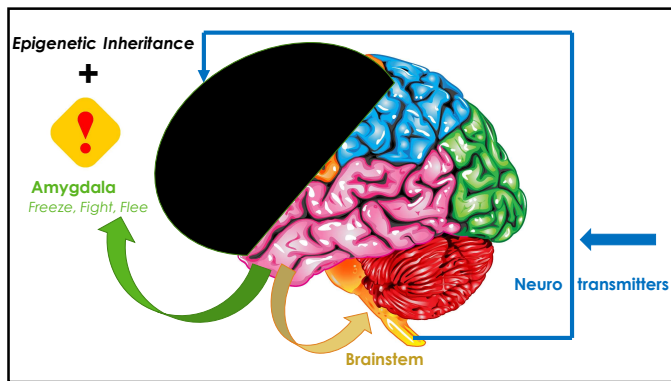
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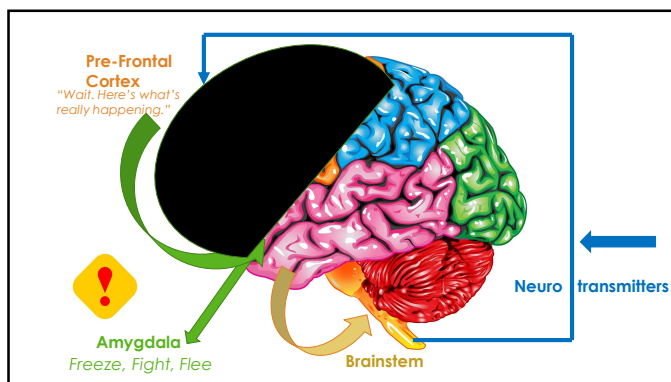
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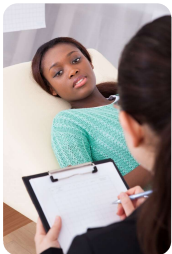
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### Clinical Considerations for Treatment

- 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

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(Bryant Davis & Ocampo, 2008)

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THEMES FOR CLINICAL FOCUS

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- ✓ Anger
- ✓ Shame & Self-Blame / Internalized Racism
- ✓ Coping Strategies
- ✓ Resistance Strategies

Cognitive Processing Therapy Themes

- ✓ Safety
- ✓ Trust
- ✓ Power/control
- ✓ Esteem
- ✓ Intimacy

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(Bryant Davis & Ocampo, 2008)

(Resick, Monson, Chard, 2017)

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THEMES FOR CLINICAL FOCUS

Racist-Incident-Based Trauma Themes

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- ✓ Coping Strategies
- ✓ Resistance Strategies

Cognitive Processing Therapy Themes

- ✓ Safety
- ✓ Trust
- ✓ Power/control
- ✓ Esteem
- ✓ Intimacy

Intergenerational Trauma Tx Model

- ✓ Psychoeducation
- ✓ Parent/ Caregiver / Family / Client Treatment

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(Bryant Davis & Ocampo, 2008)

(Resick, Monson, Chard, 2017)

(Scott & Coping, 1999)

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THEMES FOR CLINICAL FOCUS – Notes Page

THEMES FOR CLINICAL FOCUS

Racist-Incident-Based Trauma Themes

- Acknowledge
- Share
- Safety & Self-care
- Grieving/Mourning the Losses
- Anger
- Shame & Self-Blame / Internalized Racism
- Coping Strategies
- Resistance Strategies (Resilience)

Cognitive Processing Therapy Themes

- Safety
- Trust
- Power/Control
- Esteem
- Intimacy

Intergenerational Trauma Tx Model

- Psychoeducation
- Parent/ Caregiver / Client Treatment

You can make notes on these themes in the space below.

Racist-Incident-Based Trauma Themes	Cognitive Processing Therapy Themes <i>(this is not the full CPT model)</i>	Intergenerational Trauma Tx Model

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THEMES FOR CLINICAL FOCUS

Racist-Incident-Based Trauma Themes

Cognitive Processing Therapy Themes

Intergenerational Trauma Tx Model

Acknowledge

Safety

Psychoeducation

Trust (self & others)

Share

You can make notes on these themes in the space below.

Racist-Incident-Based Trauma Themes	Cognitive Processing Therapy Themes <i>(this is not the full CPT model)</i>	Intergenerational Trauma Tx Model

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THEMES FOR CLINICAL FOCUS

Racist-Incident-Based Trauma Themes

Cognitive Processing Therapy Themes

Intergenerational Trauma Tx Model

Acknowledge

Safety

Psychoeducation

"...when the intensity of the event outweighs the client's ability or desire to deny it, acknowledgment will come."

*(Bryant-Davis & Ocampo, 2006, p. 9)*

You can make notes on these themes in the space below.

Racist-Incident-Based Trauma Themes	Cognitive Processing Therapy Themes <i>(this is not the full CPT model)</i>	Intergenerational Trauma Tx Model

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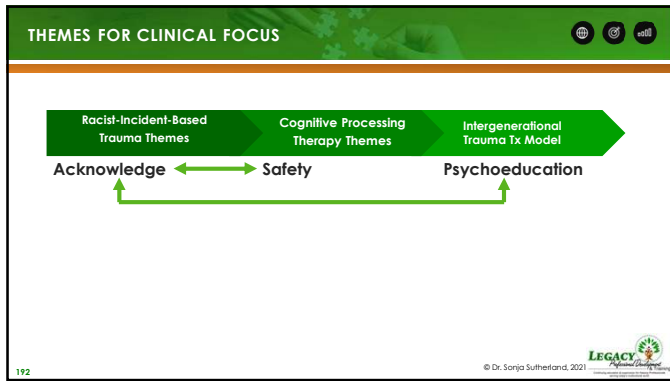
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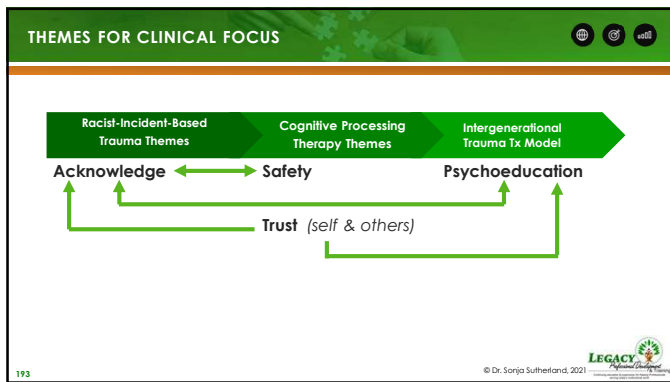
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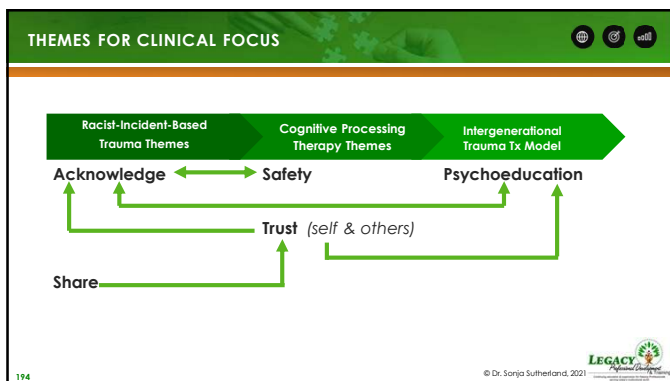
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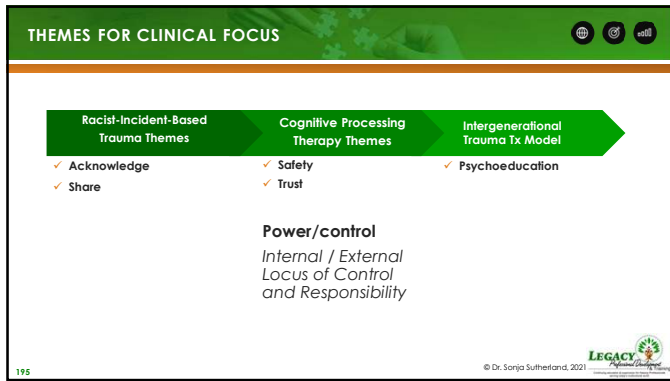
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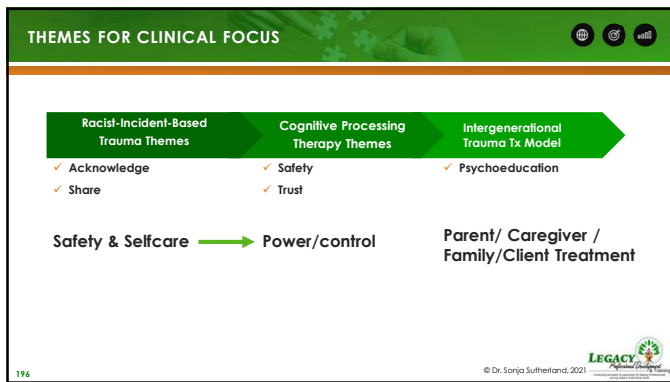
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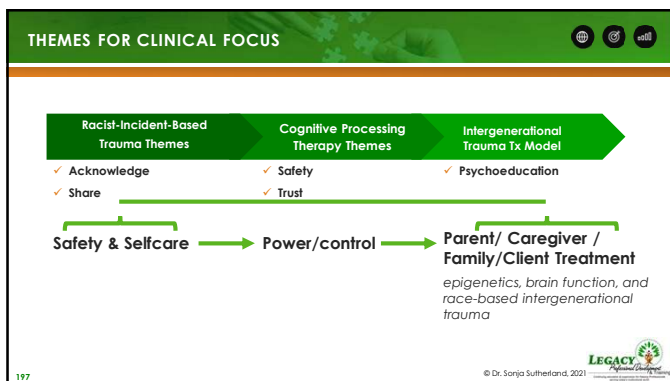
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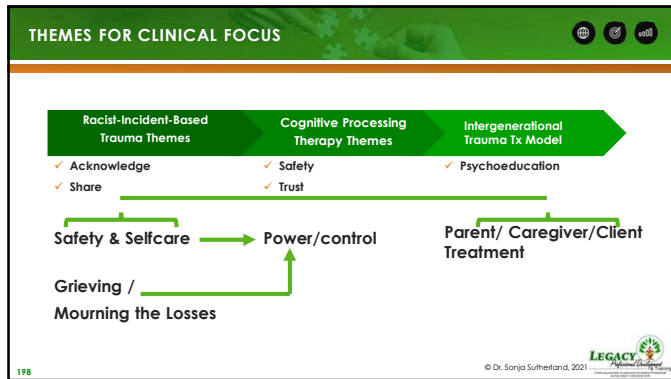
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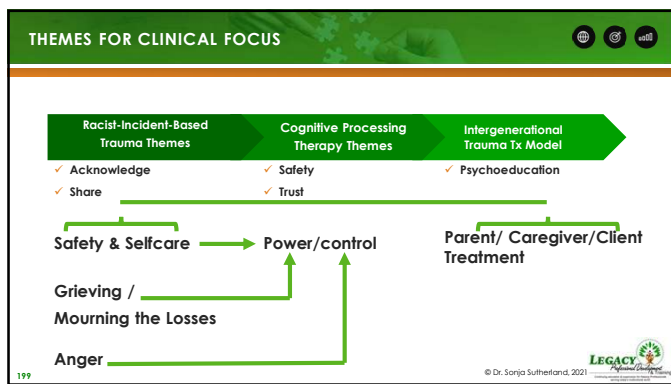
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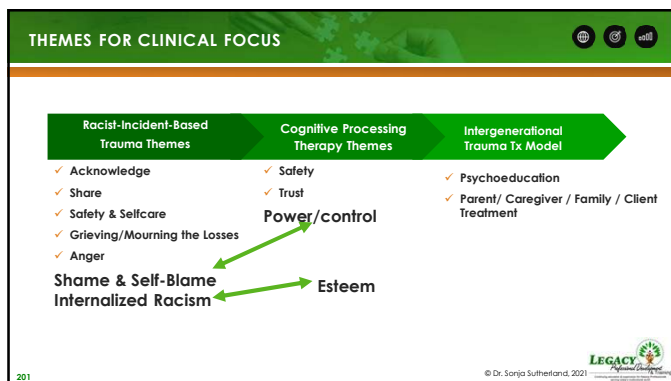
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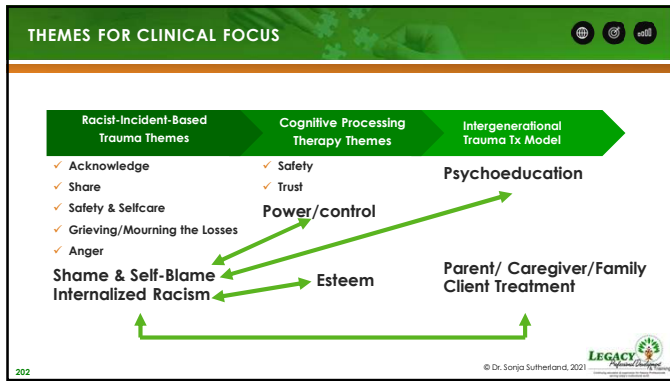
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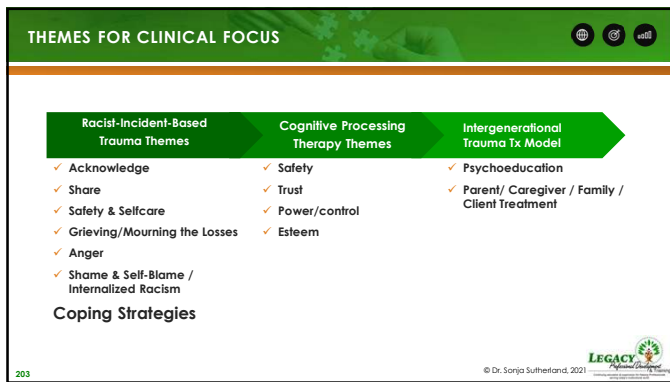
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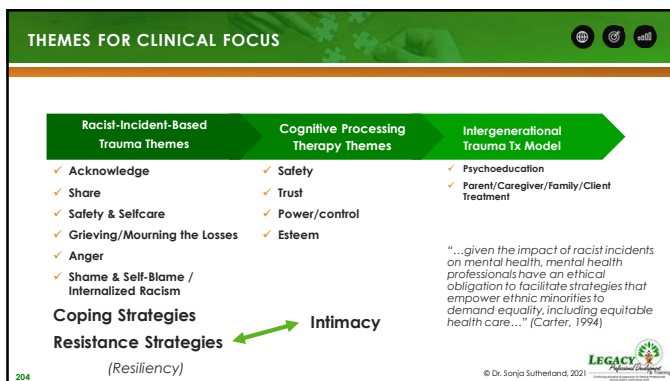
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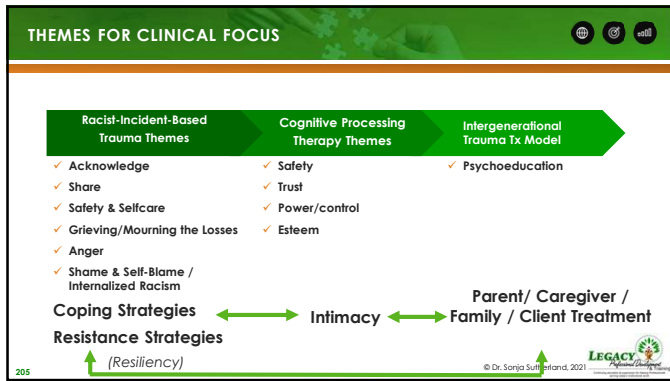
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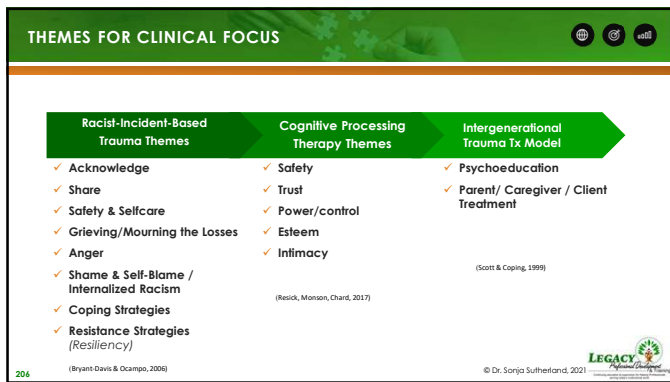
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**Clinical Considerations for Treatment**

- Creating the Environment
- Themes for Clinical Focus
- Assessments

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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.



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

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



(Henderson & Sison, 2001, as cited in [Bryant-Davis & Ocampo, 2006])

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# Race-Based Trauma vs Other Traumas

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



(Rudolph et al., 2014)  
(Henderson & Sison, 2001, as cited in [Bryant-Davis & Ocampo, 2006])

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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
3. It's pervasive leads to minimization
4. Influences mental, emotional and physical health
5. 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)



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### Assessment of Race-Based Trauma

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





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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?





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Racial Trauma Assessments

Downloadable for clinical use, with proper acknowledgement

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

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


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

Trauma Symptoms of Discrimination Scale (TSDS)

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

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



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Racial Trauma Assessments


Name: \_\_\_\_\_ Date: \_\_\_\_\_

UConn RACIAL/ ETHNIC STRESS & TRAUMA SURVEY (UnRETS)

Guide for Interviewer	Interview Questions <i>[Instructions for Interviewer are italicized.]</i>
<p><b>A1</b></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Ensure that discussion only includes incidents where at least one of the involved parties was race or color.</i></p>	<p><b>A</b></p> <p><b>Introduction to the Interview</b></p> <p>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.</p> <p><i>If patient's racial and ethnic group is unclear: How would you describe your race and ethnicity?</i></p>
<p><b>A2</b></p> <p><i>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 (e.g., gender+race, such as being called "an angry Black woman" because you stood up for yourself), we can talk about that too.</i></p>	<p><b>B</b></p> <p><b>Racial and Ethnic Identity Development</b></p> <p>Are there other racial or ethnic groups that people assume you belong to based on your appearance?</p>
<p><b>B2</b></p> <p><i>If yes, ask the patient to elaborate.</i></p>	

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



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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 one, very stressful experience of discrimination, or several smaller 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 caused by discrimination.

	Never	Rarely	Sometimes	Often
1. Due to past experiences of discrimination, I often worry too much about different things.	[ 1 ]	[ 2 ]	[ 3 ]	[ 4 ]
2. 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 ]
3. Due to past experiences of discrimination, I often feel embarrassed.	[ 1 ]	[ 2 ]	[ 3 ]	[ 4 ]
4. Due to past experiences of discrimination, I often feel nervous, anxious, or on edge, especially around certain people.	[ 1 ]	[ 2 ]	[ 3 ]	[ 4 ]
5. Due to past experiences of discrimination, I often feel afraid as if something awful might happen.	[ 1 ]	[ 2 ]	[ 3 ]	[ 4 ]
6. Due to past experiences of discrimination, I often have nightmares about the past experience or think about it	[ 1 ]	[ 2 ]	[ 3 ]	[ 4 ]

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<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?**

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

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# Racial Trauma Assessments to Check Out

- 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 Symptoms 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)
  - 23 item inquiry on traumatic events
- The Trauma Assessment for Adults (Resnick, Best, Kilpatrick, Freedy, & Falsetti, 1993)
  - 13 items on trauma exposure
- Traumatic Event Screening Instrument for Adults (Ford & Fournier, 2007)
  - 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)
  - 12 items

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**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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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\\_signaling?submissionid=a27eac72-c55c-4471-9371-076a1894535](https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos_email_signaling?submissionid=a27eac72-c55c-4471-9371-076a1894535)

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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=a27ead2-c55c-4a71-9371-0f76a1894535](https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos_email_sqlanding?submissionGuid=a27ead2-c55c-4a71-9371-0f76a1894535)

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### Group Activity – Social Advocacy

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  - Chung & Bemak, 2012
  - Corey et al., 2015, pp. 262-263 (2 slides)
- The four (4) questions following the advocacy mandates.
- 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: 500

3) AAMFT:

a) a.1.1

b) b.6.7

c) c.7.5

4) ASERVIC:

a) Culture and World Views

5) APA (2017):

a) Principle 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

g) 6.6.04

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Website: [www.DrSonjaSutherland.com](http://www.DrSonjaSutherland.com)

Email: [Dr.SonjaSutherland@LegacyProfessionalDevelopment.com](mailto:Dr.SonjaSutherland@LegacyProfessionalDevelopment.com)

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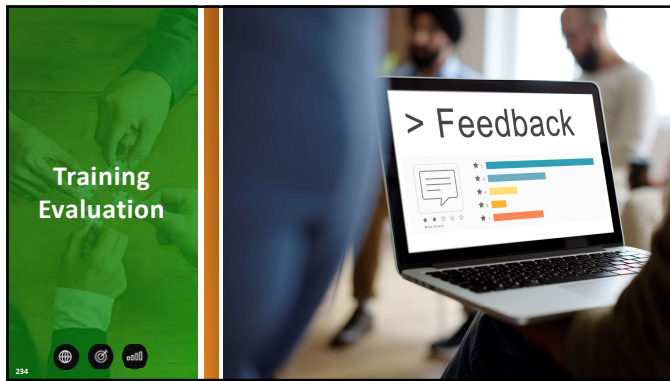
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### Half & Full-Day WEBINARS - LIVE & INTERACTIVE



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

[www.LegacyProfessionalDevelopment.com](http://www.LegacyProfessionalDevelopment.com)

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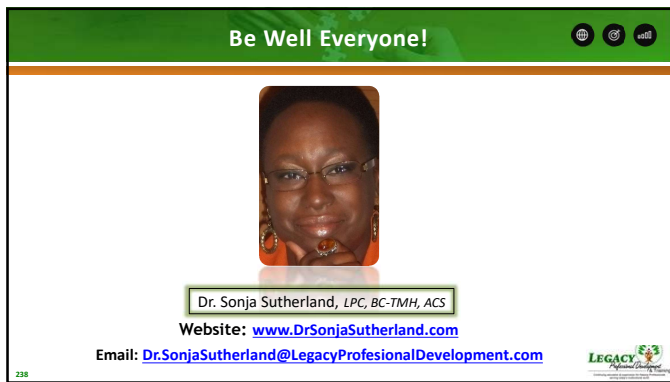
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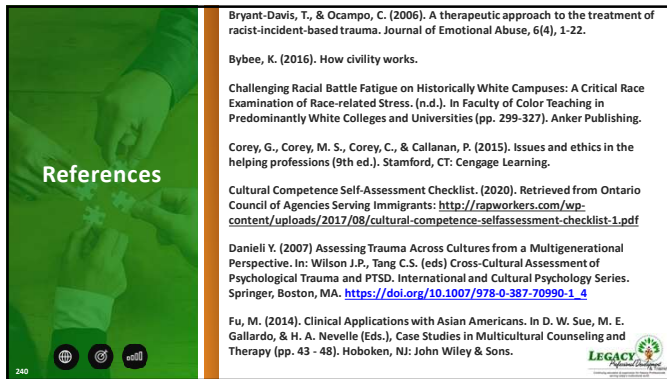
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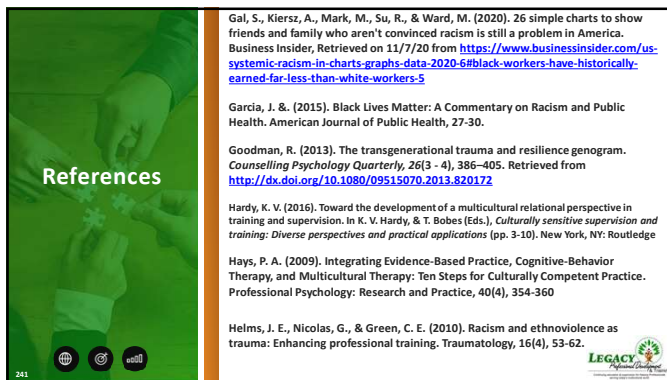
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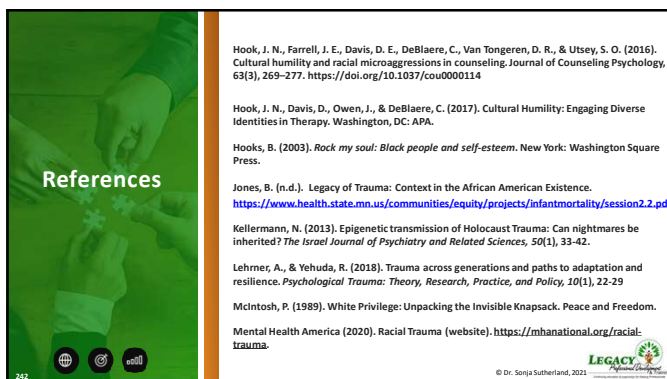
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