

Welcome to

BEING CULTURALLY INFORMED: TRANSLATING CONCEPTS TO ACTION

THE TRAINING WILL BEGIN SHORTLY
While you're waiting...

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Icebreaker Question (answer in the chat)
What song always lifts your mood?

Survey & Certificate of Completion
Available following the training.

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Housekeeping

DURING

Access the presentation slides now! The link can be found in the chat.

This presentation is being recorded.

DURING

Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.

- Questions in the Q&A
- Discussion in the Chat

AFTER

Complete the survey to receive your Certificate of Attendance.

A follow-up email will be sent to all participants within 2 days.

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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs
- We support child abuse prevention in California through professional development and extended learning.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CCEC-CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS
mark your calendars!

Visit caltrin.org to view the full training calendar and the self-paced online training options

- Today!** Child, Family & Community Well-Being Learning Series (Next Learning Forum 03/02)
- 02/07** | Foundations of Gender Inclusion
- 02/09** | Trauma-Informed Leadership: Deep Dive into Safety & Trustworthiness
- Protective Factor: Parental Resilience**
02/14 Webinar | 02/28 Workshop
- 02/21** | Calming the Storm: Foundational Skills in Verbal De-escalation
- 02/22** | Leading Through Change

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**Being Culturally Informed:
Translating Concepts to Action**

**Presenters: DeAnna Harris-McKoy, PhD, LMFT-S
Taimyr Strachan-Louidor, PhD, LMFT**

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Speakers SPOTLIGHT

DEANNA HARRIS-MCKOY, PhD, LMFT-S
Chief Executive Officer
Conscious Decisions Family Therapy Services

- Associate Professor and Marriage and Family Therapy Program Director at Northern Illinois University
- Research focused on Black mental health, adolescents, and social justice within the field of marriage and family therapy
- 10+ years of clinical experience

TAIMYR STRACHAN-LOUIDOR, PhD, LMFT
Assistant Director of Communications & Outreach
Duke University Counseling & Psychological Services

- Serves as a staff clinician at Duke University
- Research includes increasing representation and engagement of minorities utilizing mental health services, increasing representation of minorities as mental health service providers, and increasing cultural competence and awareness in training and clinical settings
- Former AAMFT Minority Fellow

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Assumptions and Suggestions

Assumptions

- Everyone is here to better help the families you serve
- Everyone is willing to make some change to better help the families you serve

Suggestions

- When you feel discomfort, ask yourself, how is this challenging the power I have and the power I want to keep



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Agenda

- Define commonly used terms
- 1st, 2nd, and 3rd order change
 - With Families
 - With Direct Service Workers
 - With Clinicians
 - With Leadership/Administration
 - Within Organizations
- Q&A



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Poll Questions

Question 1

Did you complete the personal values worksheet?

- Yes
- No

Question 2

How easy was it to complete?

- Very easy
- A little easy
- Eh
- Not easy at all



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Terms

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“...[O]ppression refers to the vast and deep injustices some groups suffer as consequences of often unconscious assumptions and reactions of well meaning people in ordinary interactions, media and cultural stereotypes, and structural features of bureaucratic hierarchies and market mechanisms...”
(Young, 2000)



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Equality: Everyone receives the same amount of resources, access, education, opportunities regardless of the individual need.

Inequality: The distribution of resources is unbalanced allowing some individuals to receive more than others.



Annie Casey Foundation, 2021

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Equity: Consideration is made based on differences between individuals to accurately estimate the amount of resources, access, education, opportunities each person needs.

Inequity: An unfair and unjust distribution of resources. The distribution may quantifiably be exactly the same for each person yet dismisses the agency of the individual.



Annie Casey Foundation, 2021

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Dominant group- a group of people systematically advantaged by society because of group membership

Minority/subordinate/targeted group- a group of people that are systemically disadvantaged by society because of group membership.



Young, 2000

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Social location: is the intersection of privilege and oppression tied to being a member of dominant/targeted groups

“Once we realize that there are few pure victims or oppressors, and that each one of us derives varying amounts of penalty and privilege from the multiple systems of oppression that frame our lives, then we will be in a position to see the need for new ways of thought and actions” (Hill Collins, 1993 p. 26)



Young, 2000

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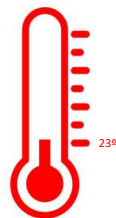
1st, 2nd, & 3rd order change

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Change

- Homeostasis- system's tendency towards stability
- Goal- to make the stability/comfort more culturally informed

Being culturally informed



Being culturally ignorant



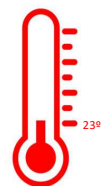
Rever & Rever, 1999

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1st order change

- Negative feedback- responses or behaviors that maintain the system
- Immediate, superficial solutions
- Relational patterns remain the same
- Maintain homeostasis

Being culturally informed



Being culturally ignorant

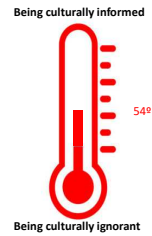


Rever & Rever, 1999

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2nd order change

- Positive feedback-responses or behaviors that change the system
- Change in relational/interactional patterns
- Shift in homeostasis



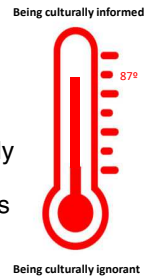
Bevar & Bevar, 1999



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3rd order change

“Third-order thinking requires [individuals] to expand the metaview of their participation with families to more intentionally include the impact of societal systems and power dynamics as well as collective meaning making and culture.”



McDowell, Knudson-Martin, & Bermudez, 2019



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Poll Question

Question 3

What stage of change do you actively practice now?

- 1st order change
- 2nd order change
- 3rd order change



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Change in Families

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Families function as emotional and relationship systems, and family members influence – and are influenced by – one another at individual, dyadic, systemic, and intergenerational levels.

—Bowen (1978)



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FAMILIES ARE...



SELF-REGULATING
SYSTEMS



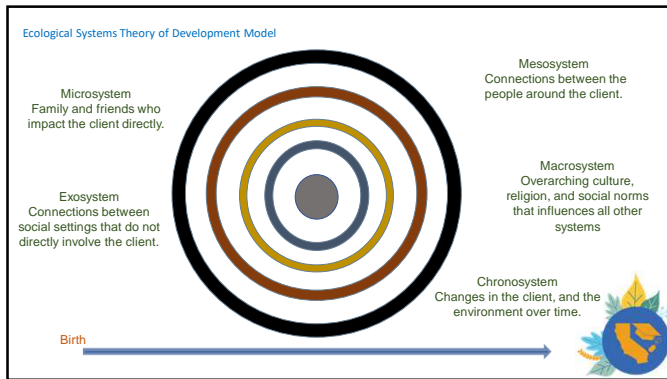
RESISTANT TO CHANGE



INFLUENTIAL ON RELATIONAL &
EMOTIONAL DEVELOPMENT



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The Newcomb Family

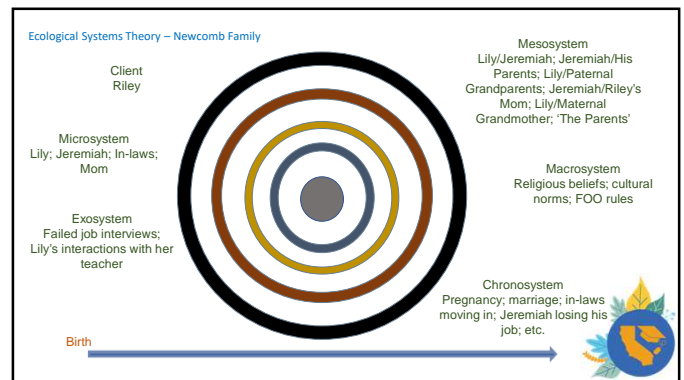
- **Riley**
 - 28; born in Trinidad, and moved to the US at the age of 8; Christian/Seventh Day Adventist
 - Employed as an elementary school teacher
 - Working class background/ single-parent home
- **One child**
 - Lily (6)
 - 1st grade at private SDA institution
- **Mandated to services due to multiple reports of family violence**
 - One report was made by Riley's mom
 - Last report made by Lily's school due to prominent bruising seen on Riley's arms, and Lily disclosing that her and her mom had been sleeping in their car.

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The Newcomb Family – Intake/First Contact

- **Married for 7 years**
 - Jeremiah - 30; born in the US and is of Caribbean descent; Christian/Seventh Day Adventist
 - Currently unemployed; had plans to be a boxer
 - Middle class background/ dual-parent home
- **Forced into marriage due to getting pregnant**
- **In-laws are in house with them**
 - Tense relationship, receives overt messages from MIL that she “trapped” Jeremiah and ruined his dreams
- **Jeremiah displays bursts of aggression and rage**
 - Will physically lash out towards her
 - Forcibly remove her and Lily from the home
- **Reports that divorce is not an option because it goes against their beliefs**

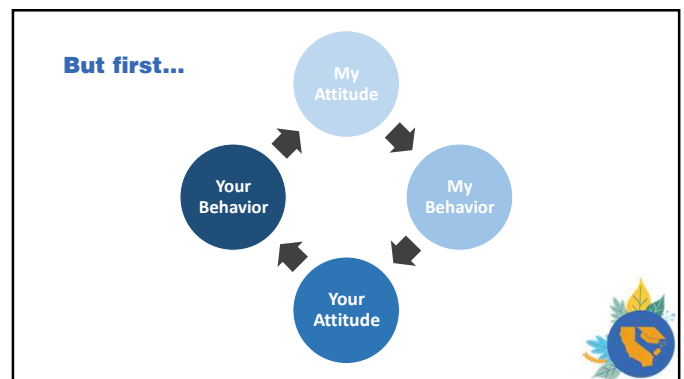
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1st, 2nd, and 3rd order change for Direct Service Workers & Clinicians

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1st Order Change – Direct Service Professionals

- Educating yourself on the presenting issues of the families you serve
- Posting signage that honors diversity and equity
- Compassionately offer appropriate solutions



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1st Order Change – Clinicians

- Acknowledge the necessity of being culturally informed
- Ask colleagues with marginalized identities for techniques to discuss oppression
- Ask clients about their various identities, without using that information to contextualize problem formation and maintenance in the system.



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2nd Order Change – Direct Service Professionals

- Have courageous conversations
- Implement practices that can assist consumers in reaching their desired outcomes



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2nd Order Change – Clinicians

- **Be comfortable with not being the expert in the room.**
- **Be an advocate for non-prejudicial language**
- **Incorporate culturally relevant theories, materials, and clinical practices**
 - Culturally responsive therapy
 - Critical race theory
 - Relational-cultural theory
 - Cultural genograms



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Socioculturally Attuned Practice

- ***“Practice that is aware and responsive to the intersections of societal context, culture, and power in client experience and positioned to promote equity” (p. 47).***
- **Acknowledge our identities and the stories we carry about ourselves and others’ identities**
- **Be aware of power dynamics and their fluid nature**
- **Engage with clients within the framework of their socio-cultural realities**



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3rd Order Change – Direct Service Professionals

- **Understanding the connections between societal power, privilege, and oppression, and their direct influence on the client system.**
 - What is your self-narrative? How are you societally positioned? What narratives do you hold for others?
- **Critiquing and changing office practices**



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3rd Order Change - Clinicians

- **Attune to Context & Power**
 - Discerning the experiential, emotional, and relational impact of society on the client system
- **Name Injustices**
 - Intentionally putting a name to unjust practices
- **Value What Is Minimized**
 - Listening and empowering clients to name unjust practices that were previously silenced or dismissed



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3rd Order Change - Clinicians

- **Intervene In Power Dynamics**
 - Interrupting inequities when they are witnessed
 - Promoting shared responsibility and accountability
- **Envision Just Alternatives**
 - Providing space to imagine just relational alternatives
- **Transform to Make the Imagined A Reality**
 - Collaborating with client to create the life/system/relationships they've imagined



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Consider this...

Riley and Jeremiah have one vehicle, and they live in an area that is not supported by public transportation. She has been inconsistent with attending her individual sessions, and when she does come, she usually has Lily with her. During therapy she presents as irritated and distracted, and sessions are often interrupted by Lily knocking on the door and asking for food. Additionally, you notice there is resistance whenever you broach the subject of her marriage. When you ask about her irritation, Riley responds that there are budget cuts happening at her school, and she will be unemployed at the end of the month.

In a team meeting, you learn that her disposition is completely different in the couple/family sessions. Her and Jeremiah are on time, and she is reportedly enthusiastic to "fix things within her family." It is also shared that they are experiencing food insecurity, financial instability, and Riley has have been heavily reliant on church members for help with Lily.



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Change Process in Action

- **1st Order Change – DSP**
 - Encourage Riley to check out the ride-share options in her area, and share tips on how to find discount codes.
 - Compile a list of child-care options
 - Remind Riley to inform the office when she is running behind
- **1st Order Change – Clinician**
 - Prepare for the initial session by reading Riley's file and asking a co-worker who also identifies as Caribbean to "brief you" on the culture.
 - During the session, encourage Riley to develop a plan on finding a new source of income
- **2nd Order Change – DSP**
 - Have snacks and activities on hand to keep Lily engaged while Riley is in session
- **2nd Order Change – Clinician**
 - Name and validate the frustration Riley feels about losing her job
 - Invite Riley to dialogue about her thoughts how her identities influence her view on unemployment.



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Change Process in Action

- **3rd Order Change – DSP**
 - Advocate for onsite childcare
 - Propose and advocate for partnerships with transportation companies and food pantries.
- **3rd Order Change – Clinician**
 - Work with DSPs to advocate for changes
 - Employ a cultural genogram to gather information, and guide dialogue on Riley's experience of the world.
 - Conceptualize how the roles, rules, and norms of Riley's systems may contribute to her current positioning
 - How are women viewed in her culture and religion?
 - Name and gently challenge themes of patriarchy and blind submission.



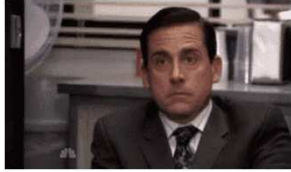
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1st, 2nd, and 3rd order change with Leadership/Administration

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1st order change- Leadership/Administration

- Buying staff inclusive paraphernalia (t-shirts, buttons, magnets)
- Hiring culturally diverse staff w/o change in culture
- Implementing mandatory diversity training w/o follow up
- Placing historically marginalized people on ADEI committees



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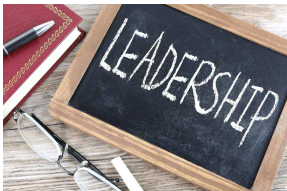
2nd order change –Leadership/Administration

- Addressing and condemning prejudice as you see it
- Giving employees the space to propose new behaviors/ policies and the support to execute them
- Hiring culturally diverse staff while making them feel like they belong



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3rd order change- Leadership/Administration



Analyze self of the leader and leadership style

- o Authentic Leadership
- o Inclusive Leadership



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3rd order change- Leadership

Authentic Leadership

- Self-awareness
- Internalized moral perspective
- Balanced processing
- Relational transparency

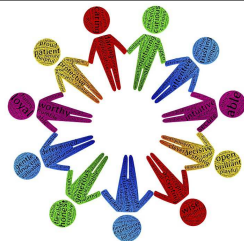


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3rd order change- Leadership

Inclusive Leadership

“While it encapsulates diversity in its various forms, including characteristics that are both observable and unobservable within a social system, and recognizes such diversity as a means for achieving collective goals, inclusion requires that all individuals feel able to fully and meaningfully contribute to shared goals regardless of group memberships and to do so without assimilating to established norms or relinquishing any part of their identity.”



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Contextualize Imposter Syndrome



- Often staff from historically marginalized communities feel as though they do not belong
- Have conversations about the imposter syndrome in the context of historical and present-day oppression
- Deconstruct meaning of professionalism
- Provide positive feedback



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1st, 2nd, and 3rd order change in Organizations

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1st order change-Organizations

Hiring those with historically marginalized backgrounds in leadership positions

- No support
- Few resources
- Organization is failing



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1st order change-Organizations

- **Cultural Blindness**- organization attempt to be unbiased, do not consider cultural influence
 - Treatment is universal, focus on assimilation to dominant culture
- **Cultural Pre-Competence**- understand agency limitations & superficial changes

Cross, Barron, Dennis, Isaacs & Benjamin, 1989

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2nd order change –Organizations

- **Cultural Competence**- acceptance & respect for difference, self-assessment of policies & resources
 - Get input from those in historically marginalized groups, provide resources and support to process of being more culturally informed
- Create task force and actually implement the suggestions on task force
- Reassess goals, mission, and vision.

Cross, Barron, Dennis, Isaacs & Benjamin, 1989

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3rd order change- Organization

- **Cultural Proficiency**- holds culture in high esteem & add to culturally informed practices
- Consistently including community voices
- Governing bodies reflecting constituents served
- Changing organizational assessment
 - Which policies promote equity and access? Which do not?
 - What differences exists between those that create/implement policies and those who follow the policies?

Cross, Barron, Dennis, Isaacs & Benjamin, 1989

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Obstacles to a Being More Culturally Informed

- Lack of awareness of systemic and societal oppression
- Fear
- Guilt/shame
- Compliance with systemic/social oppression
- Aligning with power/privilege/prestige

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Being Culturally Informed is a lens

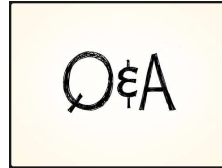
- It took time and intentional practice for you to naturally/ organically do your current job
- It will take time and intentional practice for you to develop a culturally informed lens



It is a way of being
It is a way of viewing the world
It is a way of interacting with the world



Thank you!



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