

**Society for Prevention Research
29th Annual Meeting
Virtual Pre-Conference Workshop**

Date: Tuesday, June 1, 2021

Time: 11:00 am – 7:00 pm Eastern

Practical Strategies to Reducing Racial Disparities in Mental Health Access and Outcomes in Prevention Science

Underwritten by NIH, Office of Disease Prevention

Prevention science aims to prevent or alleviate the negative consequences of illness, including psychiatric illness, through cutting-edge research and clinical and public health interventions. Despite this goal, the field, as with health science more broadly, continues to perpetuate racial oppression and health disparities by utilizing approaches to research, teaching, clinical training and supervision, and recruitment and evaluation of faculty and graduate students that center the White experience, exclude or minimize the BIPOC experience, and uphold White Supremacist culture. This workshop will begin by providing a framework to help the audience understand the overarching ways that prevention science perpetuates racism, the concrete steps that individuals and departments can take to promote an anti-racist approach to prevention science, and the ways that doing so can prevent health disparities. Many of the talks included in this workshop focus on “upstream” prevention efforts that are needed to restructure the foundational components of our field and better position us as researchers, educators, and clinicians to reduce and prevent health disparities. Creating an anti-racist prevention science requires that we target multiple distinct, yet inherently connected, areas of prevention science. Thus, each talk in this workshop covers a different domain of prevention science, including teaching, research, supervision of clinical interventions, and support of BIPOC faculty and graduate students. The audience will have opportunities to reflect on their own anti-racist practices and will learn concrete skills for how to infuse anti-racism into each of these domains. In turn, these anti-racist approaches should impact the ways that research and clinical work are conducted, such that our work better serves BIPOC communities and, in turn, reduces health disparities and suffering. These approaches also aim to reverse the common trend of “reacting” to health disparities, often in a time-limited way that does not promote systemic change. In sum, this workshop will offer multidimensional ways to target factors that produce health disparities early on to prevent harm.

Learning Objectives

At the conclusion of this workshop, participants will be able to:

1. Describe the rationale for creating an anti-racist prevention science and feel empowered to function as agents of change in dismantling racism in their departments.
2. Identify and understand how to remove structural barriers that perpetuate racism and anti-Blackness within academic departments and prevention science more broadly.
3. Describe strategies for bringing anti-racist frameworks into: (a) the classroom and teaching contexts, (b) faculty and graduate recruitment, retention, and success, (c) research, and (d) clinical training and supervision

4. Identify individual and institutional barriers to effective anti-racism action and strategies for overcoming these barriers.
5. Develop anti-racism action plans for individual, departmental, and community change.

Organizers

1. **Chardée A. Galán, PhD**
Incoming Assistant Professor
University of Southern California
Clinical Psychology
2. **Beza M. Bekele, BA.**
Doctoral Student
Arizona State University – Tempe
Department of Psychology
3. **Cassandra L. Boness, MA**
Doctoral Candidate
University of Missouri
University of Pittsburgh
4. **Molly Bowdring, MS**
Doctoral Candidate
University of Pittsburgh
Palo Alto VA
5. **Christine C. Call, MS**
Doctoral Candidate
Drexel University
University of Pittsburgh
6. **Skyler H. Mendes, EdM**
Doctoral Student
Arizona State University – Tempe
Department of Psychology
7. **Jacqueline Moses, MS**
Doctoral Candidate
Florida International University
Clinical Psychology
8. **Stefanie L. Sequeira, MS**
Doctoral Student,
University of Pittsburgh
Clinical Psychology
9. **Irene Tung, PhD**
Postdoctoral Fellow
University of Pittsburgh
Department of Psychiatry

Presenters

1. **Alex L. Pieterse, PhD**
Associate Professor & Doctoral Training Director
University at Albany – SUNY
Department of Educational and Counseling Psychology
2. **Ronke Lattimore Tapp, PhD**
Assistant Director of Multiculturalism
University of Rochester
University Counseling Center
3. **Dionne Stephens, PhD**
Associate Professor
Florida International University
Department of Psychology
4. **Jinni Su, PhD**
Assistant Professor
Arizona State University
Department of Psychology
5. **Angela Haeny, PhD**
Assistant Professor
Yale School of Medicine
Department of Psychiatry

Workshop Outline

Time (EST)	Topic & Objective	Presenters
11am-12pm	<i>Introductions: Welcome & Framework of Workshop</i>	Chardée Galán, PhD Irene Tung, PhD Molly Bowdring, MS
12-1pm	<i>Addressing Racial Trauma in Clinical Supervision: Considerations for Antiracist Practice</i>	Alex Pieterse, PhD
1:00-1:15pm	Break	
1:15-2:15pm	<i>Teaching Sensitive Topics: Using Racial-Ethnic Identity Development Models to Inform Instruction & Intervention</i>	Ronke Lattimore Tapp, PhD
2:15-3:15pm	<i>Diving In: Initiating Difficult Dialogues to Support Underrepresented and Racial/Ethnic Minority (UREM) Graduate Students</i>	Dionne Stephens, PhD
3:15-4:15pm	Break	
4:15-5:15pm	<i>Improving Representation of Racial-Ethnic Minority Populations in Genetic Research: A Call for Culturally Informed Genetic Research</i>	Jinni Su, PhD
5:15-6:15pm	<i>Steps Programs Can Take to Support the Success of BIPOC Faculty</i>	Angela Haeny, PhD
6:15-7:00pm	<i>End of Day Reflection & Closing: Translating Knowledge and Skills into Antiracist Action</i>	Chardée Galán, PhD Christine C. Call Stefanie L. Sequeira

Title: “Addressing Racial Trauma in Clinical Supervision: Considerations for Antiracist Practice”

Presenter: Alex L. Pieterse, Ph.D.

Description/Objectives: Within the field of prevention science and mental health, there has been growing appreciation of the negative psychological outcomes associated with experiences of racism. To this end, there is a need to better attend to race and racial trauma as important variables in counseling, psychotherapy, and other prevention and early intervention efforts. From an upstream prevention perspective, preparing clinical supervisors and trainees with the knowledge, skills, and awareness to attend to race in intervention contexts is a critical part of this process. This workshop will focus on addressing racial trauma (i.e., race-based traumatic stress) in clinical supervision and psychotherapy contexts. An overview of racial trauma will be presented, followed by a guided overview of concrete skills that supervisors can use to facilitate an effective clinical response to racial trauma. At the end of this presentation, participants will be able to:

1. Identify 5 ways in which racial trauma manifests in patients and supervisees.
2. Describe 5 supervisor attributes that are considered essential for working with racial trauma in intervention and prevention contexts.

3. Define 3 elements of anti-racist practice in psychotherapy and clinical supervision.

Title: “Teaching Sensitive Topics: Using Racial-Ethnic Identity Development Models to Inform Instruction & Intervention”

Presenter: Ronke Lattimore Tapp, Ph.D.

Description: One of the most important steps in preparing prevention scientists to integrate anti-racism frameworks into their professional work is to infuse these frameworks into trainees’ initial education about the field. This is a critical ‘upstream prevention’ approach to training future prevention scientists and practitioners. Many years ago, as an energetic, idealistic, and somewhat naïve new professor, I undertook this very task of developing a diversity focused introductory psychology course. My goal was to “simply” include current and historical diversity related examples and applications along with the classic ones. There was nothing “simple” about it. My experiences taught me A LOT about how emotionally loaded diversity issues were for our students (yes, even today), and how their reactions to the course content impacted every aspect of the process of teaching. It impacted their ability to accept, integrate, apply, and recall the information presented... in essence, their ability to effectively learn. In this presentation I will share what I have learned through 20+ years teaching diversity related topics and how it has helped me to teach sensitive topics more effectively. A primary focus of this presentation will be how applying Racial-Ethnic Identity development models can assist instructors to understand and anticipate student reactions, and more effectively structure instruction, responses, and interventions to improve student learning, with the ultimate goal of better preparing students and trainees to integrate anti-racism frameworks into their professional roles to help prevent and ameliorate health disparities. Real-life examples of student journals, reactions to exam content, classroom discussion interactions, and critical incidents will be incorporated to assist with application of the models and exploration of instructional adaptations/interventions.

Objectives:

1. Demonstrate increased awareness of how diversity related, and other sensitive topic, courses differ from traditional instruction.
2. Demonstrate increased awareness of common student reactions to diversity related/sensitive topic courses, and how racial-ethnic identity development models can be applied to better understand them
3. Explore ideas for how to adapt instruction, responses, and interventions to address the varied student development levels, individually and in groups.

Title: “Diving In: Initiating Difficult Dialogues to Support Underrepresented and Racial/Ethnic Minority (UREM) Graduate Students”

Presenter: Dionne Stephens, Ph.D.

Description: The killings of George Floyd and Breonna Taylor have had a profound impact nationally and globally; the number of graduate students reaching out to faculty whose work centers related issues (e.g., systemic racism and prejudice) has skyrocketed in the following months. Unfortunately, faculty are reporting that they do not have the tools, language or space to offer adequate support to their mentees. Graduate students who identify as Underrepresented and Racial/Ethnic Minority (UREM) are particularly vulnerable as the disparity in their degree attainment increases at each degree level (Estrada et al., 2016). This is concerning as faculty mentors are in a critical position to help their mentee navigate campus, local and national racial injustices because of their power and privilege in academic settings (Byars-Winston, 2010; Hammell, 2013; Walters et al., 2016).

Drawing upon cultural humility paradigm, this presentation outlines the best mentoring practices for underrepresented and marginalized students based upon the recent research. Five concrete steps for preparing to and initiating discussions about inequality with UREM mentees will be introduced to attendees and activities to practice will be provided. The importance of not just following up but following through via long term changes will be highlighted.

Objectives: Upon completion of this session participants will be able to:

1. Identify their own skills and limitations in discussing topics related to race, social injustice, and inequality with UREM graduate student mentees
2. Develop opportunities to initiate discussions about race, social injustice, and inequality with UREM and non- UREM graduate students
3. Negotiate power and hierarchy inequalities across academic spaces that inform motivations for difficult dialogues
4. Think critically about supporting UREM in both short term and long-term efforts.

Title: “Improving Representation of Racial-Ethnic Minority Populations in Genetic Research: A Call for Culturally Informed Genetic Research”

Presenter: Jinni Su, Ph.D.

Description/Objectives: Racial-ethnic minority populations are largely underrepresented in genetically-informed research, which has the potential to exacerbate health disparities. Researching gene-environment interplay is important to inform prevention efforts aimed at reducing risk for negative behavioral and emotional health outcomes (e.g., substance use disorders). However, the (lack of) diversity of samples in genetically-informed research limits the equity of those prevention implications.

Outcomes: After this session, participants will be able to:

1. Understand factors contributing to the underrepresentation of racial-ethnic minority populations in genetically-informed research
2. Identify concrete actions they can take to improve the representation of racially and ethnically diverse populations in genetically-informed research
3. Identify ways they can improve in a culturally informed approach to genetic research

Activities: There will be both presentation and interactive discussion.

Materials: Participants will receive workshop slides and a reference sheet with additional resources and a bibliography of sources relevant to culturally informed genetics research.

Title: “Steps Programs Can Take to Support the Success of BIPOC Faculty”

Presenter: Angela Haeny, Ph.D.

Description: BIPOC faculty face unique challenges that can hinder successfully achieving tenure and promotion. One example is the minority tax in which BIPOC faculty often engage in more service work (e.g., being asked to serve as the diversity representative on multiple committees; being sought out for mentorship from students of color throughout the university) that takes away time from other activities often weighted more heavily for tenure. In addition, BIPOC faculty are more likely to research diversity-related topics, which are less likely to receive NIH funding and more likely to be published in lower impact journals. Also, BIPOC faculty may be more likely to engage in community-engaged research which can take more time to conduct and affects the timing and number of manuscripts published leading up to tenure and promotion. The objective of this session is to discuss the unique challenges BIPOC faculty face and offer suggested steps programs can take to support the success of BIPOC faculty.

Objectives: At the end of this presentation participants will be able to:

1. Discuss the unique challenges BIPOC faculty face in achieving tenure and promotion
2. Describe steps programs can take to support the success of BIPOC faculty

Title: “Translating Knowledge and Skills into Antiracist Action”

Presenters/Facilitators: Chardée A. Galán, Ph.D., and Irene Tung, Ph.D.

Objectives:

1. Identify personal and/or departmental strengths and limitations in applying anti-racist principles to clinical training, supervision, teaching, and creating a supportive environment for BIPOC faculty and students.
2. Generate at least 3 specific, actionable, short-term goals that address the existing limitations identified above and describe each step that needs to occur to achieve these goals
3. Identify possible barriers to implementing these goals and strategies for overcoming these barriers