



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

New England Mental Health Technology Transfer Center (New England MHTTC)

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Yale Program for Recovery and Community Health
in partnership with
C4 Innovations, Harvard University Department of Psychiatry,
and the Center for Educational Improvement



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Program Updates: Racial Equity and Advancing Cultural Humility (REACH) for Organizational Change Learning Community

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The Role of Transformational Leadership in Creating a Culture of Change

Ashley Stewart, PhD, MSW

Livia Davis, MSW



Equity Convos: Best-Practices

- **Expect lack of closure | it's a journey**

- Ask for clarification
- Embrace discomfort

- **This work is not for others; it is for us**

- Honor all experience and expertise equally. Both come in many forms
- Safe and brave space

- **Revisiting welcome**

- Affirm and give credit
- Revoke "expert" positioning
- Listen to understand, even if we disagree
- Be accountable for the impact of our words/actions
- Be gentle with yourself and others

- **"We can not challenge what we can not acknowledge."**

- Give yourself grace

Equity First Framing





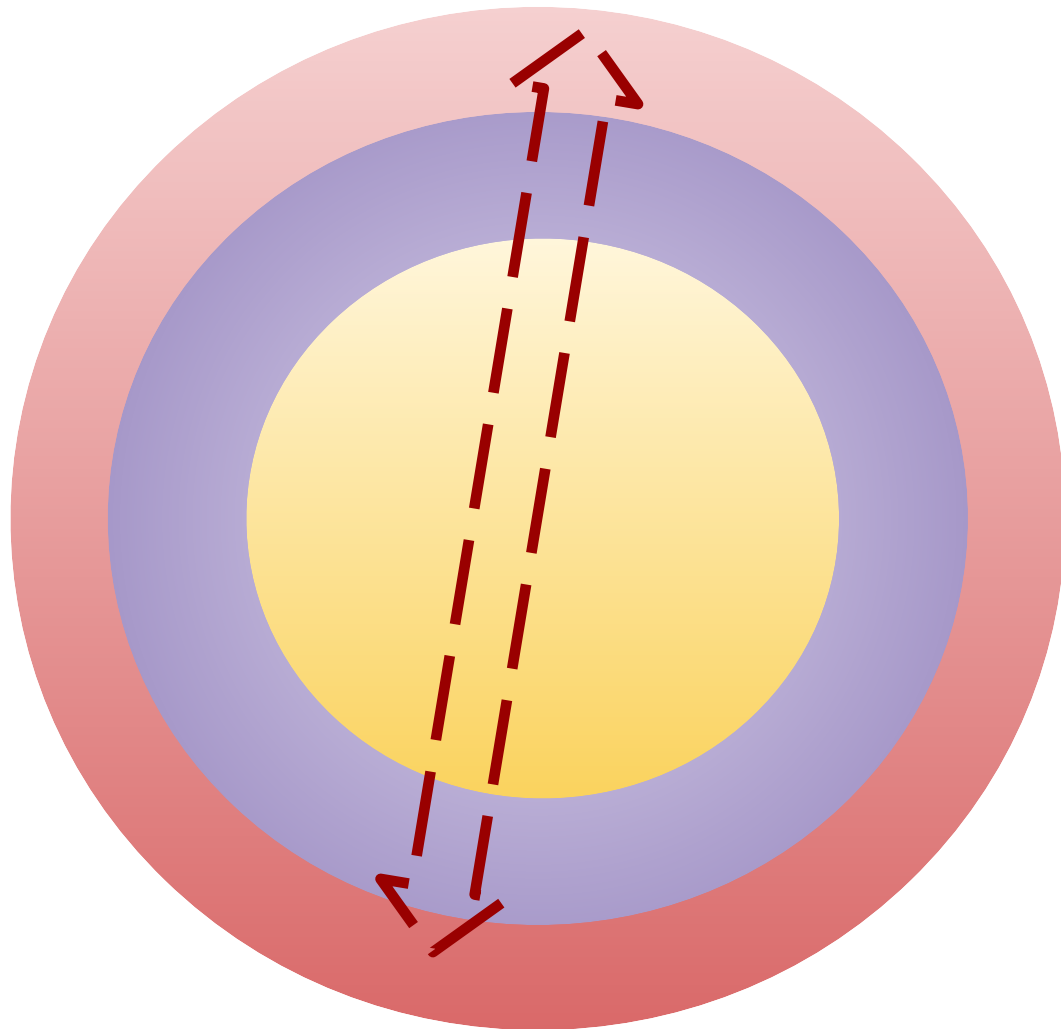
Talking through the Terms

- Equity & Health Equity
- Race, Racism & Layers of Racism
- Privilege [identity and positionality | earned and unearned]
- Biases [implicit/explicit/institutional]
- Microaggressions
- Race-Based Traumatic Stress
- Intersectionality [CRT]
- Anti-Oppression
- White dominant cultural norms

Deflection | Dissociation | Discomfort

These are challenging conversations, however they shouldn't and don't have to be divisive.

Observing Our Zones of Engagement



Panic Zone:

The panic zone is the area where folks feel overwhelmed and uncomfortable, possibly avoiding. This zone plays a role in equity work.

Stretch Zone:

The stretch zone is marked by engagement. A learning, growing and nervous excitement.

Comfort Zone:

The comfort zone is familiar, easy, and may not be at all motivating toward change.

Anxious Symptoms Engaging in Equity Conversations

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Disbelief

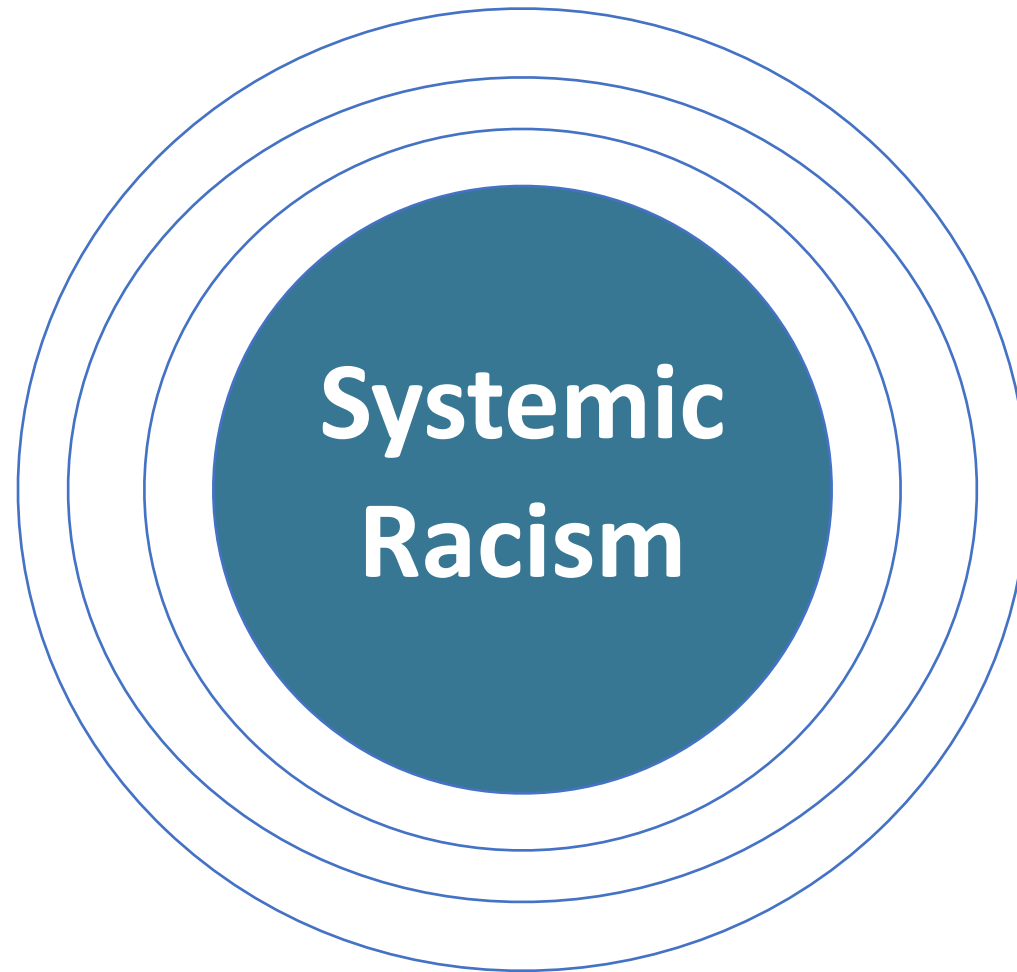
Guilt

Silence

Politeness

Disgust* (self and toward others/inward and outward)





**Systemic
Racism**

RACE IS SOCIALLY CONSTRUCTED: PSEUDOSCIENCE | RACE | RACISM

“The invention of race as an ethnological human stratification, and the racism that followed it, created a historical chain of dehumanizing and traumatic events that continue to hinder human progress. Though historically based on faulty science, the creation of this human hierarchy is now a lived socio-political reality and has severe consequences for people of color.”

“The trauma of racism refers to the cumulative negative impact of racism on the lives of people of color.”

“Encompassing the emotional, psychological, health, economic and social effects of multi-generational and historical trauma, trauma of racism relates to the damaging effects of ongoing societal and intra-social-group racial micro aggressions, internalized racism, overt racist experiences, discrimination and oppression within the lives of people of color.”

“When repetitive and unresolved, these experiences rooted in racism can create severe emotional pain and distress that can overwhelm a person’s and community’s ability to cope, creating feelings of powerlessness.”

McSilver Institute for Poverty, Policy & Research, 2015, p.10

Race-Based Traumatic Stress & Health Equity



Race-Based Traumatic Stress –

“Racial trauma, or RBTS, is a more severe form of race-based stress (Carter, 2007; Harrell, 2000; Truong & Museus, 2012). Trauma is described as “experiences or situations that are emotionally painful and distressing and that overwhelm [a person’s] ability to cope” (Center for Nonviolence and Social Justice, 2014, para.1). Being physically attacked or exposed to a hate crime are potentially traumatizing events. RBTS can result from a single racially traumatic event or the consequence of ongoing and chronic racial stressors. *Careful not to pathologize*

Race-related stress, sometimes referred to as race-based stress, is “the emotional, physical, and psychological discomfort and pain resulting from experiences with racism” (Truong & Museus, 2012, p. 228).” (Stewart, 2019)

Historical Trauma —

“A key feature of historical trauma theory is that the psychological and emotional consequences of the trauma experience are transmitted to subsequent generations through physiological, environmental and social pathways resulting in an intergenerational cycle of trauma response” (Sotterro, 2006, p. 96).

Insidious Trauma —

“insidious trauma” to refer to the ongoing negative experiences associated with living as a member of an oppressed group. (Root, M. P., 1992). “Sanchez-Hucles (1998) asserted that categories of traumatic events and posttraumatic responses need to be expanded to include the experiences of oppression, arguing that doing so would depathologize and destigmatize oppressed persons who experience PTSD symptoms.” (Sanchez-Hucles, J. V., 1998; Szymanski, D. M., & Balsam, K. F. 2011; p.5)

Frequently Used Definitions of Microaggressions

- ◆ “A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority..”
- ◆ “Microaggression is a term used for commonplace daily verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.”
- ◆ “A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority)”



Critical Context for Microaggressions

- ◆ Legislation outlawing overt racism in the 1960s and 1970s led to an increase in covert racism. The scholarship began to detail the Black experience with covert racism.
- ◆ The term ‘microaggression’ was coined in the 1970s by Chester Pierce, and was originally defined as “the chief vehicle for pro-racist behaviors,” and as “subtle, stunning, often automatic, and nonverbal exchanges that are ‘put downs’ of Blacks by offenders” (Pierce, Carew, Pierce-Gonzalez, & Willis, 1977, p. 65).
- ◆ The term ‘institutional racism’ was coined by Kwame Ture and Charles V. Hamilton in 1967. The foundations of CRT can be seen in the early writings of scholars and activists, such as W. E. B. Du Bois, Fredrick Douglas, and Sojourner Truth; however, CRT emerged as a formal theory in legal scholarship in the 1970s and the work of Kimberlé Crenshaw (Dixson & Rousseau, 2005).



Weathering and Allostatic Load

- ◆ Allostatic load refers to the cumulative burden of chronic stress and life events.
- ◆ The consequences of subtle discrimination, weathering, insidious trauma, race-based traumatic stress.
- ◆ Energy depletion in code-switching, assimilation, and imposter syndrome.
- ◆ Consequences to overall wellness.



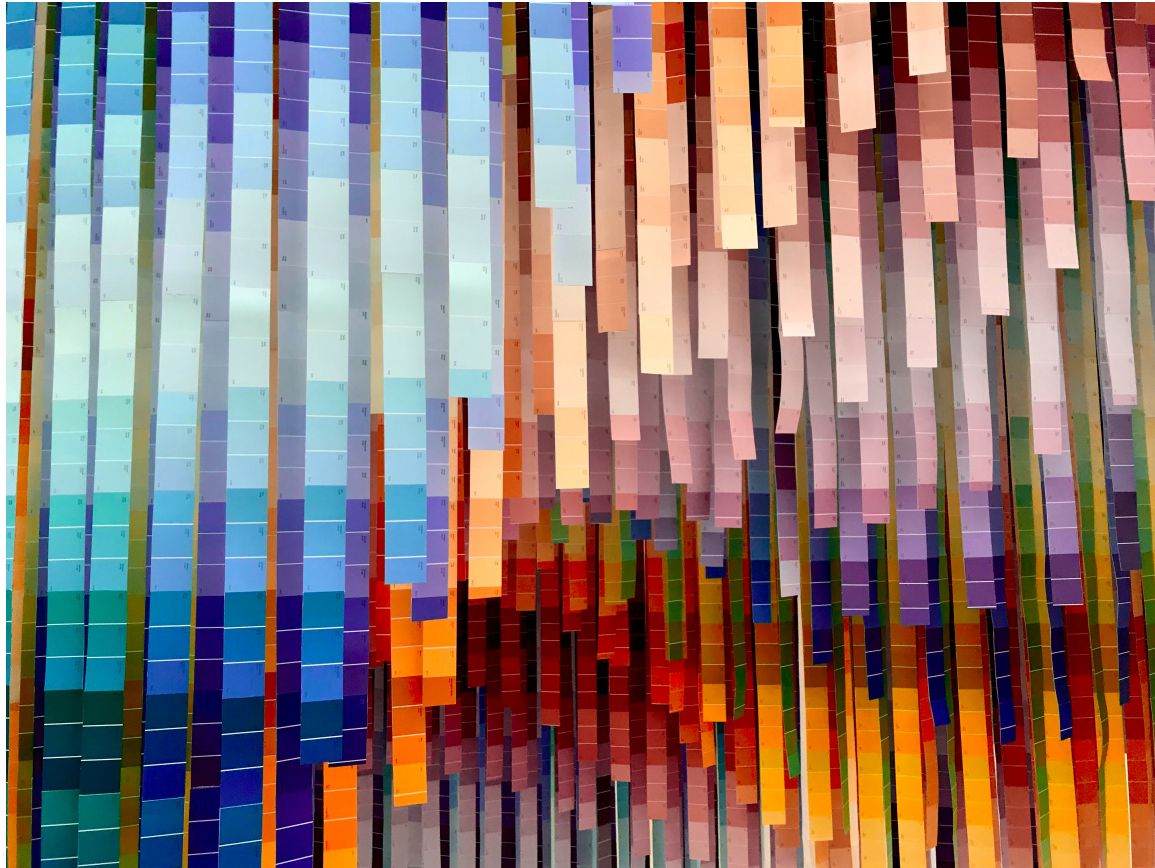
**Racism
Systemically**

Transform Strategically

Urgency, Strategy, and Intentionality

Equity: Culture Shift

Avoiding Equity Pitfalls



Slide created by Ashley Stewart, C4 Innovations

Doing Equity	Treating equity as series of tools, strategies, and compliance tasks versus a whole-person, whole-system change process linked to culture, identity, and healing.
Siloing Equity	Locating equity work in a separate and siloed policy, team, or body.
The Equity Warrior	Nesting equity with a single champion and holder of the vision.
Spray and Pray Equity	Engaging "equity experts" to drop in for a training with no ongoing plan for learning or capacity building.
Navel-Gazing Equity	Keeping the equity work at the level of self-reflection and failing to penetrate the instructional core and school systems and structures (such as instructional planning, student tracking).
Structural Equity	Redesigning systems and structures (such as master schedule) without investing in the deeper personal, interpersonal, and cultural shifts.
Blanket Equity	Investing in a program or curriculum, rather than building the capacity of your people to address equity challenges as complex and ongoing places of inquiry.
Tokenizing Equity	Asking leaders of color to hold, drive, and symbolically represent equity without providing support and resources, nor engaging the entire staff in the work.
Superficial Equity	Failing to take time to build equity-centered knowledge and fluency, leading to behavioral shifts without understanding deeper meaning or historical context.
Boomerang Equity	Investing time and resources to understand your equity challenges, but reverting back to recycled, status quo solutions.

What Does It Take to Transform?

Kotter's Eight Steps to Transformation

- Create a sense of urgency
- Build a guiding coalition
- Form a strategic vision and initiatives
- Enlist others
- Enable action by removing barriers
- Generate short-term wins
- Sustain acceleration
- Institutionalize change

(Kotter International, 2016)



Applying Kotter's 8-step Model to a Change Initiative

Using scenarios of past change initiatives, we will apply Kotter's model and identify what change ingredients were missing. We will also apply Kotter's model to a current or upcoming change initiative.

Step 1. Create a Sense of Urgency

Craft and use a significant opportunity as a means for inspiring people to sign up to create change

Step 2. Build a Guiding Coalition

Assemble a group with the power and energy to lead and support a collaborative change effort

Step 3. Form Strategic Vision and Initiative

Shape a vision to help steer the change effort and develop strategic initiatives to achieve that vision



Step 4. Enlist Others

Raise a large force of people who are ready, willing, and eager to drive change

Step 5. Enable Action by Removing Barriers

Remove obstacles to change by changing systems or structures that pose threats to the achievement of that vision





Step 6. Generate Short-Term Wins

Consistently produce, track, evaluate, and celebrate volumes of small and large accomplishments and correlate them to results

Step 7. Sustain Acceleration and Movement

Use increasing credibility to change systems, structures, and policies that don't align with the vision; hire, promote, and develop employees who can implement the vision; and reinvigorate the process with new projects, themes, and volunteers



Step 8. Maintain Instituted Change

Articulate the connections between the new behaviors and organizational success and develop the means to ensure leadership development and succession

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Necessary Ingredients for Successful Change

SKILLS + INCENTIVES + RESOURCES + ACTION PLAN = CONFUSION

VISION + INCENTIVES + RESOURCES + ACTION PLAN = ANXIETY

VISION + SKILLS + RESOURCES + ACTION PLAN = GRADUAL CHANGE

VISION + SKILLS + INCENTIVES + ACTION PLAN = FRUSTRATION

VISION + SKILLS + INCENTIVES + RESOURCES = FALSE STARTS

VISION + SKILLS + INCENTIVES + RESOURCES + ACTION PLAN = CHANGE

Lessons Learned

**The Importance of
Clear Vision**

**The Importance of
the Process**

**Limitations from
resistance/
readiness and
change-fatigue**

Engage

- Active listening to understand leader's presenting concerns
- Gain appreciation for each member's "why"
- Community agreements for each TA event (meeting norms), and equity best-practices
- Meeting schedule, **vision** and agenda setting.

Assess

- Foundational training on racial equity concepts, terms, history and temporary manifestations
- Strengths-based evaluation of readiness
- Assess the strengths and areas of growth (conduct racial equity assessment, and gauge level of engagement)
- Identify the starting point to develop a trajectory to meet the needs of the leaders individually and collectively.
- Identify level of comfort and skills to talk about equity-related issues, and **skills** of the group

Collaborate

- Based on first two phases, finalize TA **action plan**
- Continue to reinforce and apply community agreements and emerging skills to talk about equity-related issues
- Identify collective action
- Evaluate where strategic urgency can be implemented
- Discuss plans to sustain learning after TA ends, and sustained resource allocation.

Implement

- Review and discuss change strategies best fit for the leaders collectively
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- Continuously review progress, success, and strategy to motivate and **incentivize** the work ahead
- Finalize discussion of transformation committee and member roles
- Clear, concise, direct language to address oppression

Evaluate

- Support leaders to identify racial equity measures
- Evaluate equity pitfalls to ensure a plan for accountability
- Review commitment to all forms of **resource** allocation
- Assessing change fatigue and having a plan to address potential barriers
- Continue to evolve as the nature of awareness evolves. Remember this is an entire culture shift

Dr. Kenneth V. Hardy's Tasks of the Privileged and the Subjugated

GENERIC TASKS:

1. To be the expert in your own experience, not of others.
2. To create space for the telling of one's story.
3. To make space for both thoughts and feelings.



Dr. Kenneth V. Hardy's Tasks of the Privileged and the Subjugated

TASKS OF THE PRIVILEGED:

1. To resist false notions of equality. It is not helpful to equate suffering.
2. Intentions vs. consequences: to understand that intentions may be good, but that doesn't change that consequences may be harmful. It is not helpful to clarify intentions when consequences are hurtful. Acknowledge the effect of consequences of your actions. Intentions are the province of the privileged; consequences are the provinces of the subjugated.
3. To challenge the ahistorical approach. History does matter; the past does affect the present. The privileged cannot understand the subjugated "out of context."
4. To be consistent, to not give up on connections with people who have been subjugated even if you are initially rebuffed, to continue to go back and back, to continue to try.
5. To not become a FOE – framer of others' experiences.



Dr. Kenneth V. Hardy's Tasks of the Privileged and the Subjugated

TASKS OF THE SUBJUGATED:

1. To overcome learned voicelessness; to advocate for oneself. One needs to challenge the belief that it is not worth speaking up. The subjugated have often been taught that “silence is golden” and “don’t speak unless spoken to;” the challenge is to unlearn this behavior.
2. To learn to exhale the negative messages that have become internalized.
3. To overcome the impulse to protect, educate, or change the privileged.
4. To deal with one’s own rage, channel it appropriately, not eradicate it. Shame is a major stumbling block for the privileged; rage is a major stumbling block for the subjugated.



Through this proactive and positive approach, we are addressing the multiple levels of cultural responsiveness needed for optimal behavioral health treatment, recovery, and care at the service delivery, provider, organizational, systemic, and treatment philosophy levels.

For more information and to join us in this work, contact:

Ingrid Padgett, New England MHTTC
Communications and Program Strategist
ipadgett@edimprovement.org



JOIN US



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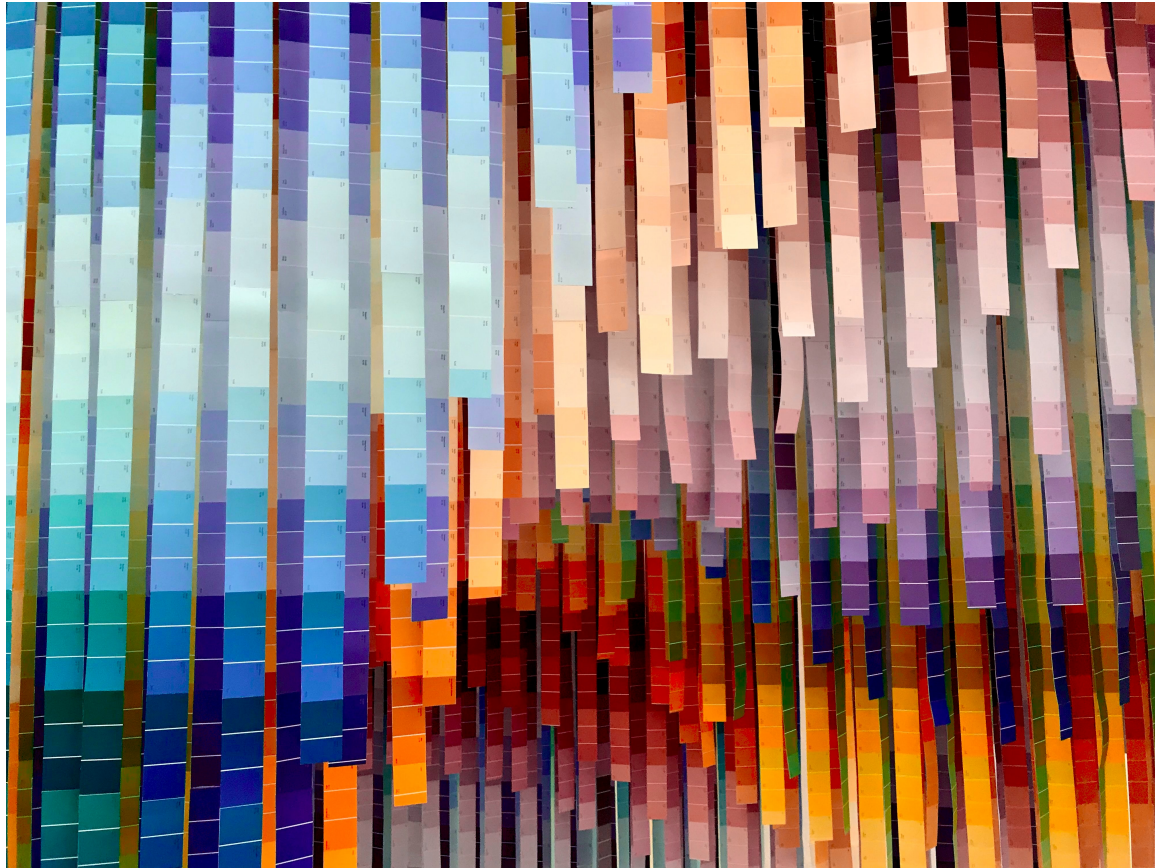
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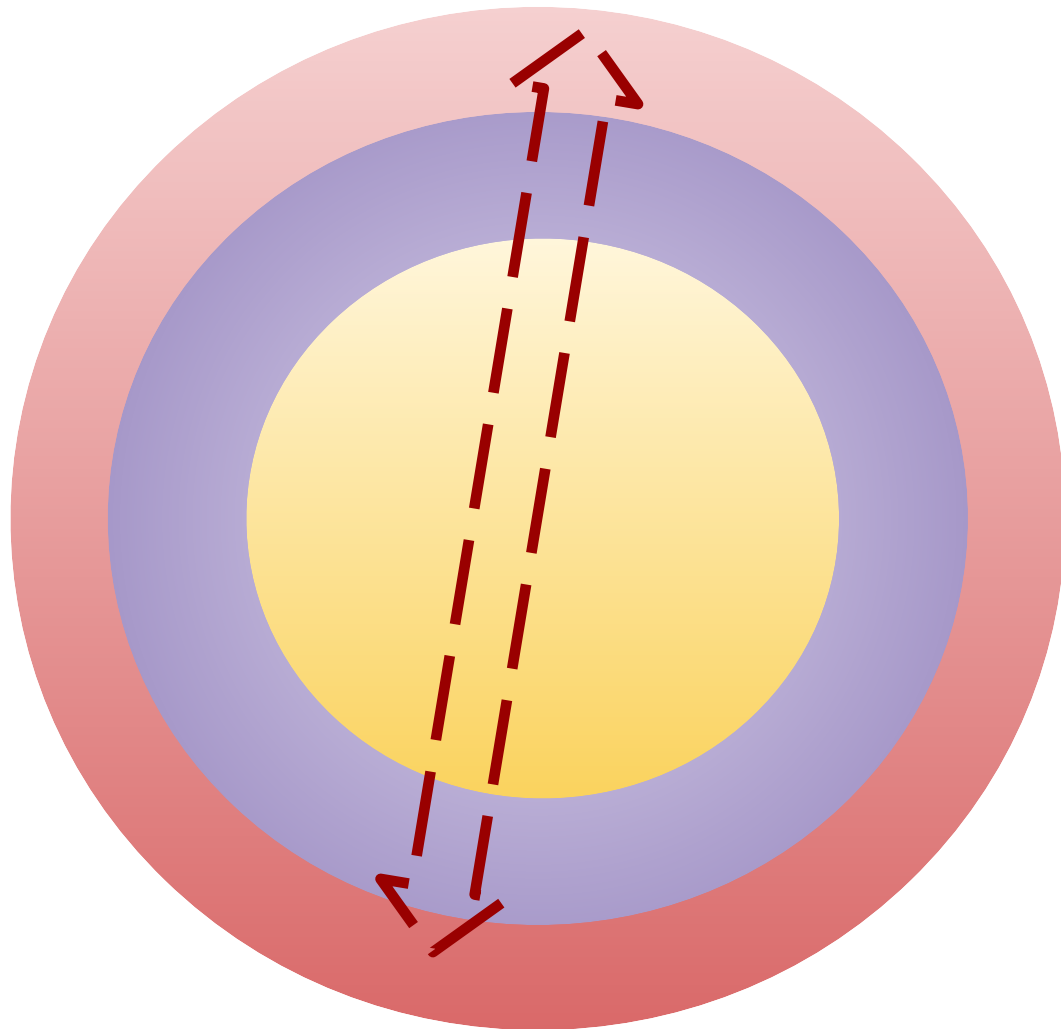
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