

NOT ALL WOUNDS ARE VISIBLE

A Community Conversation for All About
Mental Health, Racism and Racial Trauma



Part I:
The Impact
on Adults



COVID-19 RESPONSE



“This presentation will provide general wellness information and tips, and is not intended as a substitute for medical advice. Please contact your health care provider for specific guidance or recommendations. Additional resources are available at <https://www.umms.org/coronavirus>.”



Today's Speaker



Brittany Patterson, Ph.D. is an Assistant Professor at the UM School of Medicine, Center for School Mental Health (CSMH).

- Dr. Patterson has served in schools for nearly a decade in various capacities, including her most recent role as a community-partnered school mental health clinician in Baltimore City Schools. She has provided training for administrators, educators, school police officers and student support staff on the impact of trauma on learning, secondary traumatic stress, and evidence-based mental health interventions for trauma-exposed youth.



Today's Speaker



Dana Cunningham, Ph.D. is a licensed clinical psychologist and a Faculty Consultant at the National Center for School Mental Health, University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry.

- Since 2006, Dr. Cunningham has been the Director of the Prince George's School Mental Health Initiative (PGSMHI) that provides intensive school-based counseling and support services to students in special education in Prince George's County Public Schools.
- Dr. Cunningham has extensive experience providing direct clinical service in urban school districts and frequently provides training, technical assistance, and consultation to local and state-level education and mental health agencies.



Today's Speaker



Sharon A. Hoover, Ph.D. is a licensed clinical psychologist and an Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry, Co-Director of the National Center for School Mental Health (NCSMH, www.schoolmentalhealth.org), and Director of the Center for Safe Supportive Schools (CS3). Creating safe, supportive and resilient schools has been a major emphasis of Dr. Hoover's research, education and clinical work.

- Dr. Hoover served as a psychologist in Baltimore City schools for several years, and most recently has been working with local, state, and national schools and districts to support students and families during COVID-19.



Outline

- Mental health impact of COVID-19
- Racism
- Racial Trauma
- Coping Strategies and Resources



**Sensitive
Content**



What are the biggest mental health concerns related to COVID-19 you are seeing in your community?



COVID-19

Impact on mental health

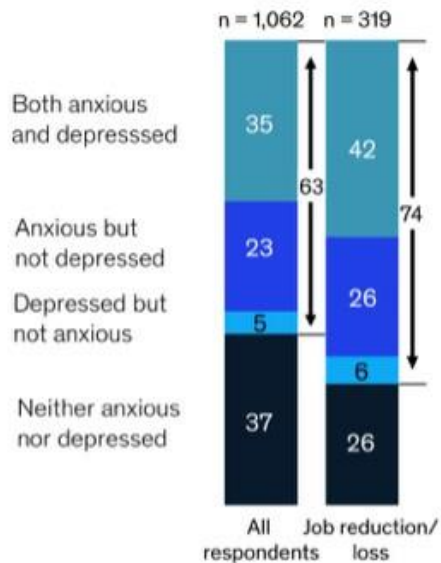




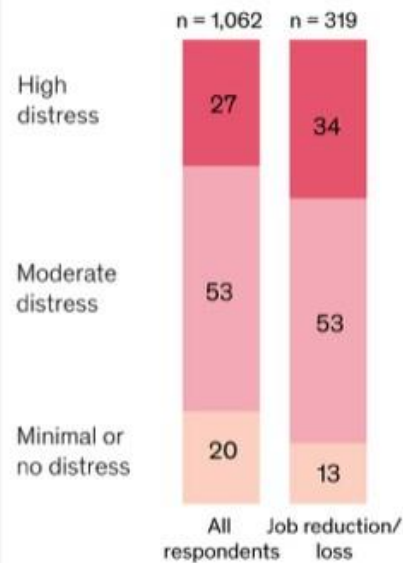
Mental Health Impact of COVID-19

Reported signs of distress related to COVID-19 in the United States

Respondents reporting feeling anxious or depressed in past week
% of respondents



Respondents' reported level of distress related to COVID-19
% of respondents



Respondents' levels of reported substance use



1 out of 4 reported binge drinking* at least once in the past week



1 out of 5 reported taking prescription drugs for non-medical reasons



1 out of 7 reported using illicit drugs

* As defined by National Institute on Alcohol Abuse and Alcoholism, ≥ 5 drinks for men and ≥ 4 drinks for women

Disproportionate Impact of COVID

- What is disproportionality?

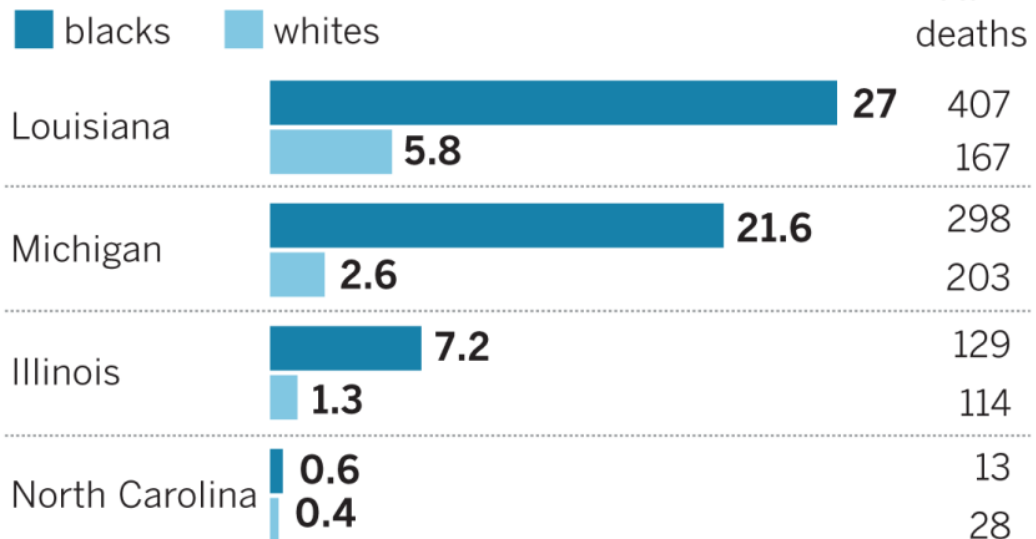
Communities of color

- Receive fewer services than white counterparts with comparative health insurance (Smedley, Stith, & Nelson, 2003)
- More likely to experience mistreatment in health settings and misdiagnosis
- Receive lower quality mental health care (irrelevant/inappropriate interventions)
- Less likely to receive psychoeducation related to mental health treatment

Coronavirus deaths and race

COVID-19 is disproportionately killing black Americans, according to data released by several states.

Deaths per 100,000



Death totals as of Tuesday afternoon.

State governments, U.S. Census Bureau

Lorena Elebee / Los Angeles Times



| Types of Racism

- **Individual Racism:** Individual belief that another group is inferior and a person engages in behaviors that maintain these beliefs

Examples: holding negative thoughts or stereotypes about a specific group

- **Institutional Racism:** Practices and policies within organizations that impact the rights and access of a specific group

Examples: practices related to hiring and promotion, access to opportunities, bank lending policies, housing

- **Structural Racism:** Laws, customs, and practices which typically lead to inequities and adverse outcomes for people of color and advantages for Whites

Examples: sentencing laws, health care, education



Implicit Bias

Implicit Bias: attitudes and stereotypes that unconsciously impact our attitudes, behaviors, and decisions

- Can be positive or negative
- May conflict with a person's stated (explicit) beliefs
- Shaped by a variety of factors (e.g. media, upbringing, life experiences) over time
- Everyone has biases



Microaggressions

- **Microaggressions:** Expressing subtle verbal or nonverbal insults or denigrating messages because of someone's identity
- **Examples:**
 - “You talk so proper.”
 - Clutched purse in presence of a Black male
- Can be conscious or unintentional
- Black, Indigenous and People of Color (BIPOC) often experience micro-aggressions on a daily basis
- Accumulation of microaggressions over time contribute to a marginalized experience



What are some of the emotions you have been experiencing as a result of highly publicized violent events and increased focus on social justice?



What is Trauma?

An **event(s)** or circumstance(s) that is **experienced** as physically and/or emotionally harmful or life threatening and that has lasting adverse **effects**.

- Family violence (child abuse, domestic violence)
- Parental mental health issues/substance abuse
- Economic distress (living in poverty, homelessness)
- Serious accident
- Community violence
- Racism and discrimination



What are the effects of trauma?

- Research on Adverse Childhood Experiences (ACEs) demonstrate the deleterious consequences of traumatic exposures:
 - Academic problems and school failure
 - Mental health problems and comorbidities
 - Smoking and substance abuse risks
 - Physical health conditions
 - Shorter life-span

Categories of Trauma

- Acute
- Chronic
- Historical



The cumulative effects of **racism** on an individual's physical and mental health. Exposure to racism and discrimination has been linked to increased feelings of anxiety, depression, and suicidal ideation.



Groups Most Exposed to Racial Trauma

- Black Americans are more exposed to racial discrimination than are other ethno-racial groups
 - In 2019, Black people were 24% of those killed by police, despite being only 13% of the population
 - Black women are 3 to 4 times more likely to experience a pregnancy-related death than white women, even at similar levels of income and education
- Indigenous people, Latinx, and Asian Americans significantly suffer from race-based stress.
 - In a US survey, 15.8% of students reported experiencing race-based bullying and harassment. There are significant associations between racial bullying and negative mental and physical health in students
- In the wake of COVID-19, racist and discriminatory acts targeting individuals of Asian descent have increased dramatically



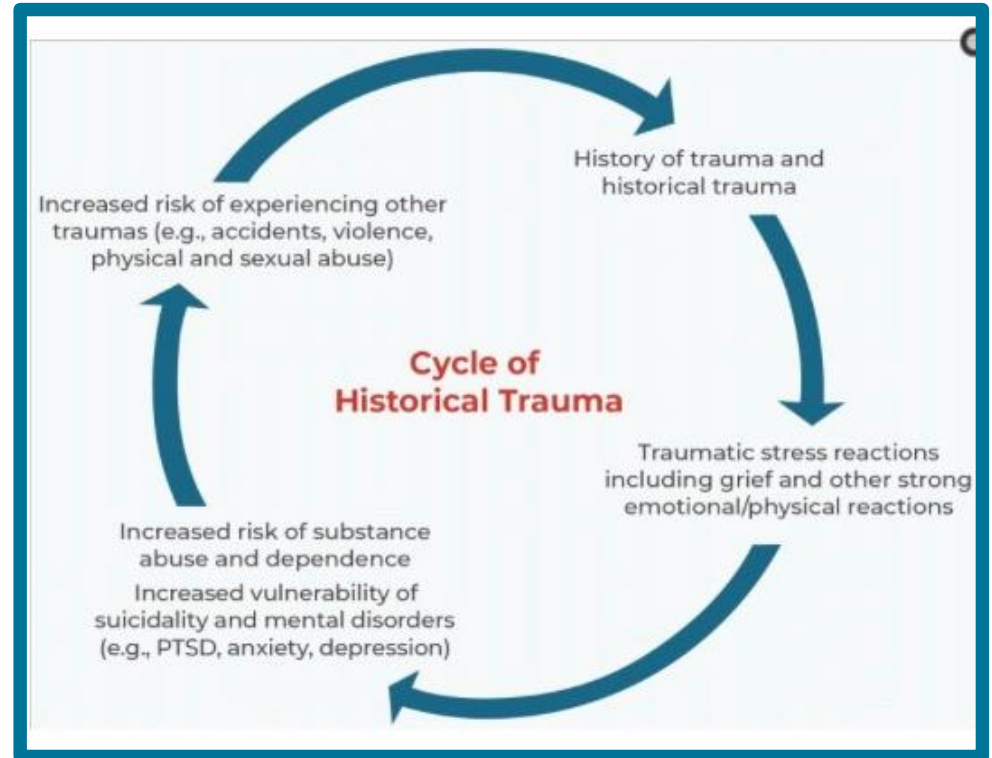
Types of Racial Trauma

- **Race-Based Traumatic Stress:** physiological, psychological, and emotional damage, as a result of racist experience, racial harassment, and/or discrimination (Carter, 2007)
- **Inter-generational Trauma:** transmission of historical oppression and its negative consequences across generations
 - Example: Holocaust survivors; African American descendants of enslaved ancestors
- **Secondary Traumatic Stress/Vicarious Trauma:** emotional stress that results from witnessing the trauma of others
 - Example: stress that occurs from watching videos of police brutality against Black Americans



Historical Trauma

- A constellation of characteristics associated with massive cumulative group trauma across generations (*Brave Heart, 1999*)
- As a result, many people in these same communities experience higher rates of mental and physical illness, substance abuse, and erosion in families and community structures (*extension.umn.edu, 2020*)





What's The Impact?

Exposure to Racial Trauma Contributes to:

- **Emotional Distress**
 - Feeling Silenced
 - Experiences Minimized
 - Persistent feelings of invalidation, fear, and helplessness
- **Negative outcomes**
 - Depression
 - Anxiety
 - Post Traumatic Stress Disorder (PTSD)
 - Higher stress



| What's The Impact:

- Education
- Disability Diagnosis
- Job Selection
- Housing
- Neighborhood Development
- Health Care Access/Experience
- AND MUCH MORE!



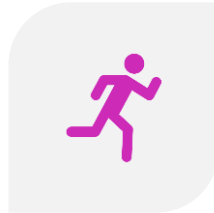
What are you doing to cope?



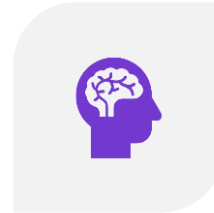
Coping



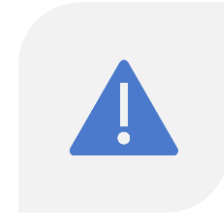
LIMIT YOUR INTAKE OF
NEWS AND SOCIAL
MEDIA



MAINTAIN YOUR
ROUTINE AND ENGAGE
IN HEALTHY
ACTIVITIES



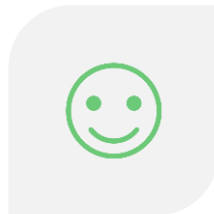
PRACTICE
RELAXATION



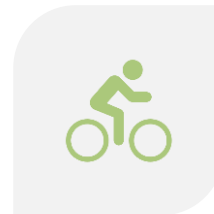
RECOGNIZE YOUR
LIMITS



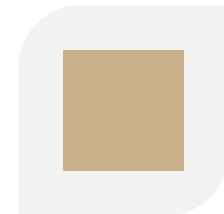
ENGAGE IN HEALTHY
COMMUNICATION AND
SEEK COMMUNITY



ACKNOWLEDGE
FEELINGS



GET ACTIVE



SURROUNDING
YOURSELF WITH SAFE,
SUPPORTIVE PEOPLE



Coping Strategies and Resources for the Black Community

- Seek support within your community (e.g., familial support)
- Utilize religious or spiritual practices for comfort
- Engage in healthy distractions from racism through pleasurable activities/hobbies
- Focus on making change in your sphere of influence, including family, friends, neighborhood, and workplace. Focusing on macro-level oppression can feel overwhelming.



Resources for Black Mental Health

Organizations/Services:

Therapy for Black Girls – www.therapyforblackgirls.com

Therapy for Black Men – www.therapyforblackmen.org/

Melanin & Mental Health – www.melaninandmentalhealth.com

HealHaus – www.healhaus.com

The Steve Fund – www.stevelfund.org

Black Mental Wellness – www.blackmentalwellness.com

Liberate Meditation – <https://liberatemeditation.com/>



Racism and Anti-Racism Resources

1. [They're not too young to talk about race](#)
2. [Stop Hesitating: A Resource for Psychotherapists and Counselors](#)
3. [Understanding Race and Privilege: Suggestions for Facilitating Challenging Conversations](#)
4. [Anti-racist Reading List from Ibram X. Kendi](#): This community-created list from the Chicago Public Library contains books dedicated to helping individuals learn how to be anti-racist.
5. [Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers](#): The NASP resource provides tips for parents and caregivers on countering COVID-related racism.
6. [Racial Trauma Toolkit](#): The Boston College Institute for the Study and Promotion of Race and Culture provides a manuscript and infographic on the trauma symptoms communities of Color may experience.
7. [Systemic Racism Explained](#): Systemic racism affects every area of life in the US. Here's a closer look at what systemic racism is, and how we can solve it. This video is created by act.tv, a progressive media company specializing in next generation live streaming and digital strategy.
8. [Talking About Race](#): The National Museum of African American History & Culture for educators, caregivers, and involved community members sorted by topics of bias, whiteness, and self-care.



They're not too young to talk about race!



0	1	2	3	4	5	6+
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At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children. Here are some good places to seek *information and training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embracerace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaevc.org



© 2018 • Updated Feb 28 2018
The Children's Community School
1212 South 47th Street, Philadelphia PA 19143
childrenscommunityschool.org



Questions & Answers (Reflection)



**Call Our Free 24/7
NURSE CALL LINE
1-888-713-0711**



Find resources online at
umms.org/coronavirus



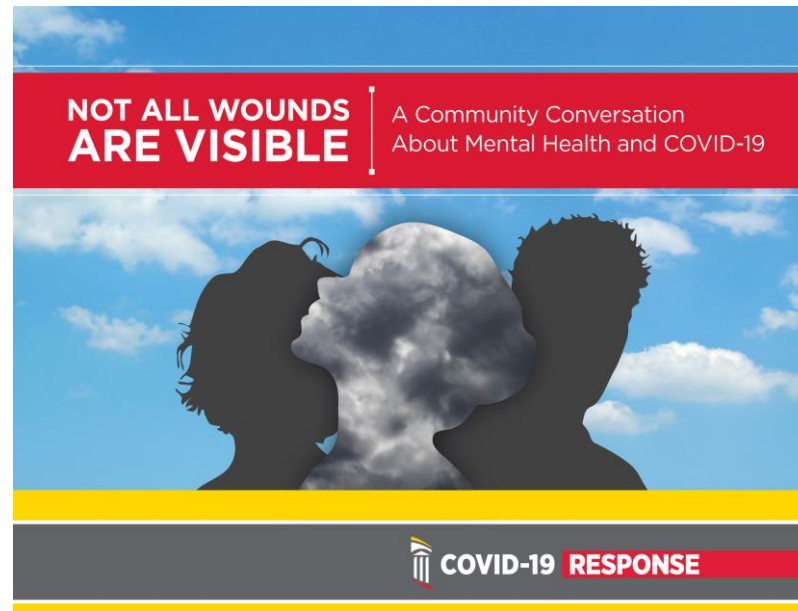
Upcoming Webinar

**Thursday, June 18 @ 3 p.m.
Helping Children Cope**



A recording of this webinar can be found in 48 hours at:

<https://www.umms.org/coronavirus/message-community>





Thank you!

COVID-19 RESPONSE