

ALAMEDA COUNTY BEHAVIORAL HEALTH **PRESENTATION**

WORK WITH AFRICAN-AMERICAN POPULATIONS **D. EAVES, LCSW**

1. QUESTIONS (to be answered)

Why is it important to understand how to work with African-American populations?
What is it that we need to know to “understand” any specific population?
Why do you think blacks are so over-represented in negative areas and under-represented in positive areas?
How to broach the subject of race, with Af-Am clients?

2. UNDERSTANDING RACE, ETHNICITY & POWER

By Elaine Pinderhughes:

- Due diligence of non-Af-Am **Therapist vs. “Teaching”**
- What is the client’s **“Continuum of Culture”**: Denial-Acceptance-Embracing (Nigressence)
- **Client/Worker commonality**
- **Black Clients with Negative or Neutral View of Black Therapist:**
- **Dimensions of Trust**
 1. **Trust in Competency (non-race related)**
 2. **Trust in non-racial attitudes (judgment, racism, misunderstanding, cultural ignorance)**
- **Addressing race difference**: open the door to questions and to discussions of race issues.
- **Elaine Pinderhughes outlines several Af-Am client tendencies:**
- **May push “boundaries”** of practitioner, push for personal information/disclosure
- They may **ask the therapist about their values, backgrounds or opinions in an attempt to discern their competence.**
- They may require the worker to take on an **informal style or stance** is relaxed with open with expressive body language, and a sense of humor.
- My **“Group Treatment Model”**

3. ARTICLE BY CARDEMIL AND BATTLE

America is changing. Minorities will soon not be in the minority anymore
Strongly advocate more discussion on race

Find out a lot of interesting things:

Therapists must look at themselves

Client may identify in multi-racial ways: Family members may be of another race. Socio-economic issues.

Racial identity development:

D.W. Sue & Sue Racial/Cultural Identity Model: 1990

Racial/ethnic minority moves from one to another.

1. **Self-deprecating conformity stage**
2. **Dissonance stage** (questioning and challenging beliefs of the conformity stage)
3. **Resistance and immersion stage** (endorsement of minority views and rejection of dominant society)

4. **Introspection stage** (less rigid in resisting dominant society views)
5. **Integrative awareness stage** (appreciation of unique aspects of both minority and the dominant culture)

4. WILLIAM E. CROSS' STAGES OF BLACK IDENTITY (NIGRESCENCE)

1. **Pre-Encounter** (unaware of racial implications)
2. **Encounter** (racial awareness, being treated differently)
3. **Immersion** (as result of encounter, takes on all identifying elements of your race)
4. **Emersion** (pick and choose from dominant culture, more comfortable/less threatened with dominant)
5. **Internalization** (finding a balance, comfort with own race and race of the other)

Client's level of self-identity, will affect their attitudes on race, how they see themselves, etc. "Acculturation Stress" as individuals navigate will increase vulnerability to health problems

5. FRANTZ FANON'S VIEWS ON CULTURE OF THE COLONIZED

Frantz Fanon who was a Black Psychiatrist, who took part in the Algerian Revolution, is recognized as a leading expert on colonization, de-colonization and culturally relevant treatment methods.

- **FANON VIEWS ON SCHIZOPHRENIA: "It would be interesting to study a case of schizophrenia as experienced by a Negro –if indeed that kind of malady were to be found there."**
For FANON the effect of violent colonization was the cause of what was labeled as schizophrenia for colonized Blacks. (Posttraumatic slave syndrome)
- **RACIST CULTURE PRECLUDES PSYCHOLOGICAL HEALTH: Fanon states that racist culture, and the culture of the racist eliminates the possibility for the psychological health of the oppressed.**
- **ALIENATING LANGUAGE:** Fanon also makes the observation that **even the language of the oppressor is self-alienating as it embodies the evolutionary collective consciousness of the oppressor.** Once we are robbed of our language, we are forced to think and conceive and communicate through the language of the oppressor. Loss of language is a loss of culture, history and conceptual relevance.
- **OPPRESSION & EGO COLLAPSE, DEPENDENCE ON OPPRESSOR:** In the face of constant oppression the ego collapses and the oppressed becomes dependent on pleasing the oppressor for validation.
- **COLONIALISM:** the culture of the Colonizer is based upon a supremacist theory that pre-supposes 2nd class citizen hood for the colonized.
- **INDEPENDENCE PHASE:** colonization is replicated through the oppressed taking on the role/culture/priorities of the oppressor.

"Berry and Kim, argue that the extent that individuals retain their own culture and seek positive relationship with the dominant culture determines their mode of acculturation.

BLACK HISTORY: put Af-Am culture, and present-day issues into perspective.

6. AFRICAN-AMERICAN EXPERIENCE VIEWED THROUGH THEORETICAL MODELS

Freud's Structural Model: Id, Ego, Superego

Freud's psychosexual stages: Oral, Anal, Genital, Latency, and Phallic

Defense Mechanism

Margaret Mahler theory of child development
Piaget's Cognitive Development
Jungian Development
Maslow's hierarchy of needs
Erikson's psychosocial development
Bandura's social learning theory
Kohlberg's stages of moral development
Kohut's Self Psychology
Object Relations Theory: "The British School": Otto Rank, Fairbairn, Ferenczi, Klein, Winnicott, Guntrip

All will predict that issues at the end of development will be able to determine the stage that issues were formed by the way in which they are expressed

Effect of Encounter stage on all models of development

Effect of Racism, Oppression as viewed, experienced by children, families, and intergenerational experiences.

Race, Race Awareness, Race understanding is a developmental stage that all African-American's must go through.

7. BACK TO THE CARDEMIL ARTICLE

Depending on stage of acculturation, a minority client may want a same race therapist, different race therapist, or not care. (D.W. Sue and Sue (1990))

WHAT'S THE MOST IMPORTANT THING? Engagement, Rapport, Relationship quality (all positives for treatment success)

When you ask, be ready for anything. BE CURIOUS

THERAPIST Racial Views and Identity will play a role.

What is the transference? What is it based on with a client you share no racial ethnic background with?

What is the counter-transference based on with a client you have no racial ethnic background with?

Empathy, Compassion, Human Experience, Taboos all issues, positive or negative can be worked out in the therapeutic milieu.

Other issues, Ethnic Cultural issues may play out differently:

Using therapy just to get through crisis

Religious view of what's happening to them

Too overwhelmed for therapy vs. avoidance of therapy (traditional therapy view)

Views on insanity, seeing spirits, hearing voices

CULTURE BOUND SYNDROME is a combination of psychiatric and somatic symptoms that are considered to be a recognizable disease only within a specific society or culture.

Relations to female therapist asserting authority in a family system.

Lack of eye contact.

Verbal cues, body language, etc.

When in doubt, err on the side of discussion

8. ROLE PLAY:

"It would be helpful for me to get your sense of how you see your racial/ethnic background contributing to your development as well as relationships with family members, friends, and members of your community. Has your sense of racial ethnic identity changed or developed over the years?"

9. THE DSM-IV ?

- **Two individuals can have schizophrenia and yet have no shared symptoms.** Although the DSM is based on a medical model, there is no medical disease where two individuals have no shared symptoms and yet are diagnosed with the same disease.
 - **The is no PURELY Objective Diagnostic Criterion** it's all subjective (patient report or observed/clinician determined), so race can play an outsized part.
 - **Symptom, or Illness?** (Blaming the victim) For oppressed/stressed/multiply impacted populations, sometimes the symptoms aren't evidence of the disease; rather they are symptoms of oppression/stress, multiply impacted individuals.
- HISTORY OF THE DSM IV**
- **Debate over two systems. Medical model, vs. descriptive (continuum, describes individuals unique presentation:** (library dumpster story)
 - Such a system as above would not be as rigid as the DSM and therefore **allow for an appropriate level of Ambiguity, resist labels.**
 - The point is, **the DSM creates a new “reality” that eliminates ambiguity by creating false certainty.** In 1952 when it was first being devised, Blacks and people of color had very little influence on its creation. **Ethnic/culturally relevant was not a consideration when the system was devised.** Still very European, self-other, continuum of “civilization” Eurocentric interpretations of indigenous cultural reactions.
 - **Negation of effects caused by cultural decimation/effects of colonization/different language, systems, cultures, worldviews, etc. cultural genocide** seen as “advancement” “evolution” “de-heathenization” elimination of ignorance and godlessness. (Look at history of native American’s cross-cultural collisions with Europeans)

10. LEGAL HISTORY OF AF-AM’S (21 steps to black freedom)

- 1619
- THE DOWNWARD SPIRAL
- COTTON IS KING
- THE DRED SCOTT DECISION
- THE FUGITIVE SLAVE ACT
- THE CIVIL WAR
- THE EMANCIPATION PROCLAMATION
- JIM CROW – SEGREGATION – BLACK CODES
- PLESSY V. FERGUSON 1896 “**separate but equal**”
- 1954 BROWN V. BOARD OF EDUCATION
- THE SIT IN MOVEMENT & CIVIL RIGHTS ERA
- 1964 CIVIL RIGHTS ACT, 1965 VOTING RIGHTS ACT
- COUNTER-REVOLUTION: 1978 war on drugs, expansion of prisons, rollback on affirmative action

11. STATISTICS – Understanding the communities these client’s come from:

Medical:

- Blacks at much higher risk for Htn, DM, Heart Attack, Obesity, disease and disability.
- 1999 43 million Americans did not have health insurance.
- Less than 1/3rd of people living in poverty are eligible for Medicaid.
- Black Infant Mortality 2x's of whites, 13.9 vs. 6 per 1000.

Medications:

- **All medications have side effects**, and many psychiatric medications are no exception. Many of the medications we give our clients have harmful, even life-threatening side effects. Some have been known to cause diabetes, or liver, kidney damage and a host of other medical complications. And in addition to this, African-Americans have...
- **Higher risk for disease, injury, death & disability** when compared to whites.
- **Blacks are 1.7 times as likely to have diabetes**, and the Af-am death rate for diabetes is 27% higher than for whites, and blacks are more likely to experience greater disability due to diabetes
- Blacks are **60% more likely to become obese** and they have higher body masses at baseline. Many depressants and anti-psychotics and mood stabilizers can cause individuals to become more sedentary, or increase their appetite dramatically
- Blacks **Twice as likely to develop TD** (muscle spasms, muscle twitches and restlessness) than Caucasians
- Blacks have an **increased risk of hypertension, stroke, heart failure, and kidney disease.**
- SUMMARY: Once again, we should be aware of these health disparities between Blacks and whites and factor this accordingly into any decision to start, increase or change medications.

Employment:

- **Black unemployment is 2x's the rate of white unemployment** (at least since 1980)
- Social Security Act 1935: specifically **excluded agricultural workers and domestic servants** predominantly Af-Am, Mexican and Asian.

Schools:

- Many Schools have enacted **"zero tolerance" policies**, which result in automatic suspension and expulsion.
- Nationwide **15% of whites and 35% of black students in grades 7-12 had been suspended or expelled**, although the rate of black and white school rule infractions are equal. (15-35-7-12=)
- Research by several prominent organizations, including Yale Univ. showed that Black students who showed potential equal or above that of Whites are **40% less likely to be placed in advanced or accelerated classes and 2.5 times as likely to be placed in remedial classes.** (40-2.5)
- **80% of those in Prison are High School Dropouts.** (80%prison)

Incarceration:

- The United States represents **5% of the world's population and 25% of the world's incarcerated population.** (5-25)
- 10% of the world's incarcerated population are Af-Am males. (.00625% of world's population)
- **500% rise in incarcerations since 80's, 41% Black (500% -41%)**
- **Rate of Incarceration U.S. = 743 per 100,000; Black 2,531; Black males 4,919 per 100,000, for Black males age 25-29, 12,603.** (743-2,531-4,919-12,603)
- Black youth receive life without parole at a rate 10x's that of White youth (same crimes)
- **Devastated Communities:** "High levels of incarceration concentrated in impoverished communities has a destabilizing effect on community life, so that the most basic underpinnings of informal social control are damaged. This, in turn, reproduces the very dynamics that sustain crime."

Poverty:

- 1999 poverty by Education: High School Dropouts 23%, College Grads 3%

- 2010 Poverty by race, 27.4% blacks (12% of pop) and 26.6% Hispanics 9.9% whites (72% of pop) 12.1% Asians in poverty
- Poverty by households 31.6% single women headed, 15.8% single men and 6.2% married
- 2010 38% of Children in poverty are Af-Am, 12% white, 35% Latino, 13% Asian

Drug Disparities:

- 1998, Whites 72% of all illicit drug users Blacks =15% YET, blacks arrested at 5x's rate of whites and incarcerated 6x's rate of Whites.
- 2001 Black's 12.5% of population, 13% of drug users, 38% of those arrested, 44% of those prosecuted, 59% of those convicted, sentences 49% longer than Whites convicted of the same drug offenses. (12.5-13-38-44-59-49)

Felony Disenfranchisement:

- Voting Rights
- Federal Programs
- Military Service
- Grants & Loans Perkins Act, Pell Grants,
- Federally Assisted Housing
- Federal Licenses
- Procurement Contracts
- Background Checks
- Weapons
- 13% of Black adult males have lost right to vote.

Black Codes: Louisiana Parish: echoed throughout all confederate states (EMANCIPATION?)

The Black Codes Emerged after 1865, which was a new form of virtual slavery: Louisiana Parish's Black Codes:

- Sec. 1. No negro shall be allowed to pass within the limits
- Sec. 3. No negro shall be permitted to rent or keep a house
- Sec. 4. Every negro is required to be in the regular service of some white person
- Sec. 5. No public meetings or congregations of Negroes shall be allowed within said parish after sunset.
- No negro shall be permitted to preach, exhort, or otherwise declaim to congregations
- Sec. 8. No negro shall sell, barter, or exchange any articles of merchandise
- Sec. 9. Any negro found drunk, within the said parish shall pay a fine of five dollars
- Sec. 11. It shall be the duty of every citizen to act as a police officer for the detection of offences.

Black Ghetto & Slum Creation:

- Black ghetto and slum creation begins in the New Deal Era 1930's REDLINING
- Federal & State government colluded with Banks and Insurance Companies with an unprecedented program of building and construction that enacted redlining and forced segregation of Blacks and other minorities orchestrated by the HOMEOWNERS LOAN CORPORATION
- Why is there a black ghetto in every American city? The answer is, public policy.
- The FEDERAL HOUSING ADMINISTRATION (FHA) is the primary reason why today, White personal net worth is 8 times that as Black net wealth (Home Equity).
- Black loans were deemed, "bad loans" and thus were denied over 99% of the time.
- Between 1934 and 1962 the federal government backed \$120 billion in loans to homeowners. 98.9% of the loans went to whites.
- In the Northern California between 1946-60 of the 350,000 new homes built with federal support fewer than 100 went to African Americans.

12.SUPPORTING WEBLINKS

African-American Utilization Report (Alaco): <http://www.peersnet.org/news/2011-03/results-african-american-behavioral-health-care-study-released>

Understanding Race, Ethnicity, and Power (Pinderhughes):
http://books.google.com/books?id=OW8cj9WPOssC&printsec=frontcover&dq=understanding+race,+ethni+city,+and+power&hl=en&sa=X&ei=BkgyT6fFC4ioiQL_8_y4Cg&ved=0CDYQ6AEwAA#v=onepage&q=understanding%20race%2C%20ethnicity%2C%20and%20power&f=false

Marxist Review of W.E.B. Du Bois “Black Reconstruction 1860-1880”:
<http://www.isreview.org/issues/57/feat-reconstruction.shtml>

21 steps to Black Freedom: www.thewoozy.com/policy/21-steps-black-freedom.pdf

Evaluation, Safe Streets Program: <http://www.rwjf.org/files/research/73802.safestreetsevaluationfinal.pdf>

Redlining: <http://www.lawnix.com/cases/plessy-ferguson.html>

The Road to Brown V. Board of Ed.: http://www.pbs.org/beyondbrown/history/factsheet_history.html

Plessy V. Ferguson: <http://www.lawnix.com/cases/plessy-ferguson.html>

The Dred Scott Decision: http://www.let.rug.nl/usa/E/dred_scott/scottxx.htm

USDA V. Black Farmers: <http://www.lawnix.com/cases/plessy-ferguson.html>

Henry Louis Gates NY Library Lecture on the Annotated Uncle Tom’s Cabin (download audio):
<http://www.nypl.org/audiovideo/uncle-toms-cabin-reconsidered-conversation-henry-louis-gates-margo-jefferson>

The Greensboro 4 sit in movement (youtube): <http://www.youtube.com/watch?v=CpTrrrKIgRo>

African-American History and Culture: <http://www.thewoozy.com>

Criss’ Nigrescence Model: <http://www.personal.psu.edu/bjv3/page2/assets/BJVetalJMCD01.pdf>

American Slavery As It Is, by Theodore Dwight Weld: <http://docsouth.unc.edu/neh/weld/menu.html>
(warning, extremely graphic)