

Teaching Health Service Psychology Competencies from a Foundation of Counseling Psychology Values

Melanie M. Wilcox, Ph.D., ABPP
Augusta University



Melanie M. Wilcox, Ph.D., ABPP

- Assistant Professor, Augusta University
- Research:
 - Culturally and structurally responsive psychotherapy and training
 - Racial and socioeconomic inequity in higher education
 - Whiteness, antiracism, social justice
- President-Elect, APA Division 17 (Society of Counseling Psychology)
- Licensed Psychologist (GA) and Board Certified in Counseling Psychology (ABPP)
- Part-time private practice (100% telehealth), Aguirre Center for Inclusive Psychotherapy, Atlanta



Objectives

01

Identify

HSP competencies that must be taught in APA-Accredited Programs

02

Describe

Two ways in which HSP competencies can be taught from a foundation of counseling psychology values

03

Describe

Anticipated changes to doctoral HSP competencies

But first, let's talk about ✨ Change ✨

Change ✨

Will be an implicit theme of this presentation!

1. New APA antiracism commitments
2. New doctoral HSP competencies model forthcoming
3. New APA ethics code forthcoming
4. New counseling psychology values recently articulated (Moore-Lobban, 2023)
5. More changes to come?





Equity, Diversity, *and* Inclusion

FRAMEWORK



1

New APA Antiracism Commitments

Our Role in Dismantling Racism



APA RESOLUTION on Harnessing Psychology to Combat Racism: Adopting a Uniform Definition and Understanding

FEBRUARY 2021

WHEREAS racism has been an enduring, insidious, and pervasive feature of the United States (U.S.) landscape that often operates outside of the conscious awareness of its targets, perpetrators, and beneficiaries, and has had an incalculable, negative toll on the basic human rights to survival, security, health, well-being, and societal participation of generations of people in the U.S. and across the globe (Alvarez et al., 2016; APA, 2012; 2019);

WHEREAS the belief that people of color were inferior was used to justify Indigenous peoples' forced removal and genocide and the enslavement of Africans, thereby establishing racism and settler colonialism and violence at the root of the ascendant U.S. and legitimizing racial and economic inequality;

WHEREAS racism was constructed as a basis to create and sustain White supremacy by assigning value to people of European descent and disproportionately allocating societal resources and opportunities to them, while limiting or refusing access to opportunity among Black, Indigenous, and People of Color (BIPOC), thereby severely marginalizing their status and blunting the potential of the entire society (C.P. Jones, 2018; Mosley et al., 2021);

WHEREAS positionality refers to one's own position or place in relation to race, ethnicity, and other statuses and how our identities relate to the systems of privilege and oppression that shape our psychological experiences, relationships, and access to resources (APA, 2019);

WHEREAS White privilege is unearned power that is afforded to White people on the basis of status rather than earned merit and protects White people from the consequences of being racist and benefitting from systemic racism; such power may come in the form of rights, benefits, social comforts, opportunities, or the ability to define what is normative or valued (APA, 2019; Neville et al., 2013);

WHEREAS White supremacy—the ideological belief that biological and cultural Whiteness is superior, as well as normal and healthy—is a pervasive ideology that continues to polarize our nation and undergird racism (Helms, 2017; Liu et al., 2017; Liu, 2019);

WHEREAS racism is not only limited to racist ideas, attributions, expectations, assumptions, and behaviors held by individuals but also has shaped and undermined almost every aspect of U.S. society, including our laws, policies, educational systems, customs, and cultural narratives, weakening our political and civic institutions and creating many political and social fissures (Anderson, 2016; Helms, 2017, 2020; Liu et al., 2019);

WHEREAS in the current anti-immigrant climate, xenophobia and discrimination adversely impact the lives of Latino/a/x people (APA, 2012), and policies and programs that exclude, segregate, separate, detain, and physically remove immigrants from the U.S. reproduce racial inequalities in other areas of social life through spillover effects that result in significant negative consequences for immigrants and their families (Aranda & Vaquera, 2015);

WHEREAS hate crimes against Asian Americans have increased dramatically in the wake of the COVID-19 pandemic, spurred by the current social and political climate in which COVID-19 has been labeled as the "China virus" or "Chinese virus" (Zhang et al., 2021);

WHEREAS racism intersects with other social and personal identities (e.g., age, gender, sexual orientation, religion, ability status, socioeconomic status, etc.) in ways that compound experiences of oppression among diverse groups in the form of sexism, heterosexism, ableism (Deschamps & DeVos, 1998; Gee & Ford, 2011; Helms 2015; Liu et al., 2017);

WHEREAS cultural racism is the individual and institutional expression of the superiority of one's racial and cultural heritage over another (e.g., designing a curriculum that overwhelmingly features the accomplishments of people deemed "superior;" APA, 2019, citing J.M. Jones, 1979);

WHEREAS to overcome and eliminate the pervasive harms of racism, it is essential to directly confront oppression using a culturally-centered and strengths-based approach to achieve psychological liberation, promote empowerment, and influence social reality through cultural and humanistic change (Akbar, 1984);

The American Psychological Association has committed to addressing **systemic racism** and psychology's role in its maintenance as well as its treatment

American Psychological Association, February 2021: APA Resolution on Harnessing Psychology to Combat Racism: Adopting a Uniform Definition and Understanding

THEREFORE, BE IT RESOLVED that psychologists should consider the following four levels of racism:

1. **Structural** (laws/policies/practices that produce cumulative racial inequities, including the failure to correct explicitly racist laws/policies/practices)
2. **Institutional** (policies, practices, procedures of institutions)
3. **Interpersonal** (implicit or explicit)
4. **Internalized**

Our Role in Dismantling Racism

APA Council Resolutions, October 2021:

- *APA's Apology to People of Color in the U.S.*
 - *APA's Historical Chronology examining psychology's contributions to systemic and structural racism and upholding White supremacy*
- *Role of Psychology and APA in Dismantling Systemic Racism Against People of Color in the U.S.*
- *APA Resolution on Advancing Health Equity in Psychology*



APA Policy Statement on Equitable and Inclusive Student Admissions in Higher Education

AUGUST 2023

The U.S. Supreme Court Majority's Ignorance of Racism on Most Campuses Will Increase the Psychological Damage and Academic Harm Inflicted on Students of Color



Role of Psychology and the American Psychological Association in Dismantling Systemic Racism Against People of Color in the United States

OCTOBER 2021

Historically, racism has been used to divide the public, fuel racial violence, and reduce support for health care, economic, and education policy that would benefit the well-being of society (Blacksheer & Valles, 2021; Cui & Worrell, 2019; McGhee, 2021). American psychology, including APA, has been complicit in actions that have perpetuated racism. Therefore, an important aspect of APA's continued work in understanding how psychology can meaningfully contribute to disarming and dismantling individual and systemic racism, is to first acknowledge that racism has had a historical underpinning in White supremacy and in supporting structures of White privilege institutionally and structurally for centuries.

The purpose of this resolution is to identify psychology's role in helping to expose, understand, and ultimately dismantle racism that is operating across all levels in each of the following systems of society – education, science, health care, work and economic opportunities, criminal justice, early childhood development, and government and public policy, as addressed below, while acknowledging that systemic racism also has impact beyond these sectors.

For the first time, APA and American psychology are systematically and intentionally examining, acknowledging, and charting a path forward to address their roles in racism. At the same time, this is an insufficient response with respect to both psychology's responsibility and its potential to heal. In short, this resolution is in itself necessary but not sufficient. The resolution possesses moral legitimacy only as one step in an ongoing process, not as an endpoint. Not later than the Council of Representatives' second meeting of 2022, and with advice from the Task Force on Strategies to Eradicate Racism, Discrimination, and Hate and other subject matter experts within and outside the Association, APA's CEO will develop a plan to prioritize, operationalize, and ensure accountability for achieving the goals of the resolutions set forth below.

This resolution also acknowledges the complexity of ethnoracial dialogues, especially in the United States (U.S.). While the limited and forced federal categorization and definition of ethnicity and race exist, the marginalized experiences of individuals and communities facing systemic racism cannot be easily and plainly described. For this reason, in this resolution, "ethnic and racial minorities," "ethnically and racially diverse individuals," "people

of color," and other terms are interchangeably used while also mentioning specific ethnic and racial groups. Terms such as "people of color" are also used as inclusive language for biracial and multiracial individuals who must navigate multiple race-related systemic challenges. The resolution also warns that a monolithic approach to understanding ethnically and racially categorized people without appreciating the diversity within factors and intersectional identities in itself is a form of systemic racism that denies various unique challenges and strengths that exist within each ethnic and racial group.

EDUCATION

WHEREAS, Racism at every level permeates the landscape of education in the United States (U.S.), from housing and policies that determine where children are zoned to attend school in prekindergarten through postsecondary and lifelong learning, to the detriment of the academic achievement, self-concept, persistence, and success of students of color (Baumgartner & Johnson-Bailey, 2010; Burt et al., 2018; Sosna & Weathers, 2019; Voight et al., 2015; Wong et al., 2003);

WHEREAS, Access to quality education, affirming and safe education environments, and positive academic support impact not only people of color but also the larger society given that attainment of education positively influences economic, vocational, physical health, psychological health, community, and social well-being (Gage et al., 2019; Krezmien et al., 2006; Sullivan et al., 2014);

WHEREAS, Education holds the promise of personal and communal well-being for students of color (Worrell et al., 2020), but that the history of racism has consistently led to defunding, under-resourcing, and police presence in schools, specifically depriving people of color and affecting their job procurement, job experiences, and other educational outcomes (Freeman, 2021; Metz, 2019);

WHEREAS, Teachers of color continue to be underrepresented in U.S. K-12 schools, which can negatively impact the self-image of students of color in predominantly White educational spaces (Clark & Clark, 1947; Gais et al., 2021; Jordan & Hernandez-Reif, 2009; Kohli, 2008; Mabokela & Madson, 2003; Okonofua et al., 2021);



02

New Counseling Psychology Values

New Counseling Psychology Values*



Critical
Consciousness



Advocacy



Accountability &
Repairing Harm



Prevention



Flexibility &
Adaptability



Liberation



Strengths-Based



Collectivism



Healing

Moore-Lobban (2023)

03

New Doctoral HSP Competencies Model

03

Describe

Anticipated changes to
doctoral HSP
competencies

New Doctoral HSP Competencies Model*

Two Parts: *Process*

Competencies and *Domains*

Application of EDI

Application of Social Justice



04

New APA Ethics Code Forthcoming



New Proposed APA Ethics Code: Principles

REVISED DRAFT PRINCIPLES

Beneficence	Nonmaleficence	Human and Civil Rights	Integrity
Recognition of Social Systems and the Natural Environment	Respect for Persons and Peoples	Scientific Mindedness	Justice and Social Justice

APA Annual Convention August 3-5, 2023 | Washington, DC

Mark Leach, Linda Campbell et al., from APA 2023 presentation (available online); see APA Ethics Code Task Force Website





05

**More Changes to
Come?!**

Let's Return to the Doctoral Competencies

01

Identify

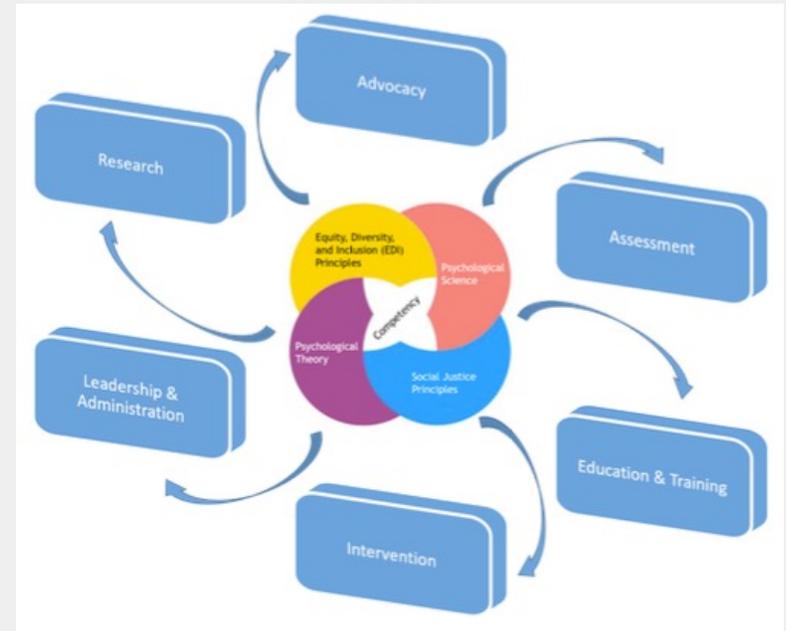
HSP competencies that
must be taught in APA-
Accredited Programs



Doctoral HSP Competencies

Students must demonstrate competence in:

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills



~~The~~ ~~are~~ ~~most~~ ~~likely~~ ~~to~~ ~~be~~ ~~different~~



Teaching PWCs From Counseling Psychology Values



Use the resources available to you, including community (collectivism!)



Who are you citing?
Who are you having students read?



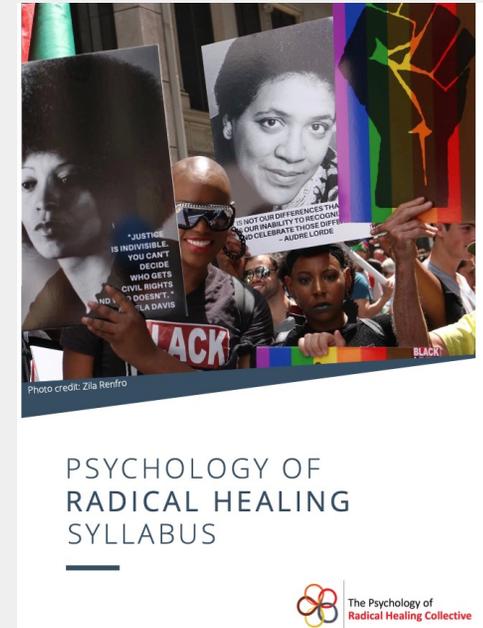
Don't just teach from the values; *model* the values



Consider a Structural Competencies Approach

Using Resources Available to You

- APA Antiracism Resolutions and associated documents
- CCTC Social Responsiveness Toolkit
- Recent scholarly work (theoretical and empirical)
- Forthcoming: Amy Reynolds' Presidential Initiative Materials on Curriculum and Praxis
 - Syllabi, assignments, recommended curriculum by year! Done for you!
 - My year (fourth year) built out more of the *Radical Healing Syllabus* from the Radical Healing Collective



Who Are You Citing? Who Are They Reading? Intervention



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Oppression Is Not “Culture”: The Need to Center Systemic and Structural Determinants to Address Anti-Black Racism and Racial Trauma in Psychotherapy

Melanie M. Wilcox
 Department of Psychological Sciences and Institute of Public and Preventive Health, Augusta University

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Toward a Psychological Framework of Radical Healing in Communities of Color

Bryana H. French¹, Jioni A. Lewis²,
 Della V. Mosley³, Hector Y. Adames⁴,
 Nayeli Y. Chavez-Dueñas⁴, Grace A. Chen⁵,
 and Helen A. Neville⁶



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Radical Healing in Psychotherapy: Addressing the Wounds of Racism-Related Stress and Trauma

Hector Y. Adames¹, Nayeli Y. Chavez-Dueñas¹, Jioni A. Lewis², Helen A. Neville³,
 Bryana H. French⁴, Grace A. Chen⁵, and Della V. Mosley⁶

¹ Department of Counseling Psychology, The Chicago School of Professional Psychology
² Department of Counseling, Higher Education, and Special Education, University of Maryland, College Park
³ Department of Educational Psychology and African American Studies, University of Illinois at Urbana-Champaign
⁴ Graduate School of Professional Psychology, University of St. Thomas
⁵ Independent Practice, Menlo Park, California, United States
⁶ The WELLS Healing Center, Durham, North Carolina, United States

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Empirical–Mixed Methods
Race-Based Stress Reactions and Recovery: Pilot Testing a Racial Trauma Meditation

Candice Hargons¹, Natalie J. Malone², Chesmore S. Montique³, Jardin Dogan⁴,
 Jennifer Stuck, Carolyn Meiller, Queen-Ayanna Sullivan, Anyoliny Sanchez, Carrie Bohmer,
 Rena M. G. Curvey, Kenneth M. Tyler, and Danelle Stevens-Watkins


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 2019, Vol. 74, No. 1, 63–75
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RECASTING Racial Stress and Trauma: Theorizing the Healing Potential of Racial Socialization in Families

Riana Elyse Anderson
 University of Michigan

Howard C. Stevenson
 University of Pennsylvania


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Understanding Systemic Racism: Anti-Blackness, White Supremacy, Racial Capitalism, and the Re/Creation of White Space and Time

William Ming Liu¹, Rossina Zamora Liu², and Richard Quentin Shin¹

¹ Department of Counseling, Higher Education, and Special Education, College of Education, University of Maryland
² Department of Teaching and Learning, Policy and Leadership, University of Maryland


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Critical Consciousness of Anti-Black Racism: A Practical Model to Prevent and Resist Racial Trauma

Della V. Mosley
 University of Florida

Candice N. Hargons, Carolyn Meiller,
 Blanka Angyal, Paris Wheeler, Candice Davis,
 and Danelle Stevens-Watkins
 University of Kentucky

Also...

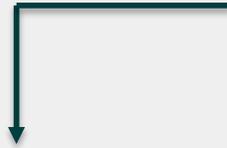
Intervention

THEREFORE, BE IT RESOLVED that APA re-affirms its commitment to Evidence-Based Practice as the standard of science-informed treatment, including a commitment to promote the need for and support of research questions being answered by a body of methodologically and epistemologically diverse, high-quality psychological science;

ESTs ≠ EBP

Research Foundations

Research



To not teach philosophy of science
is to default to
positivism/postpositivism

THEREFORE, BE IT RESOLVED that APA affirms that the body of psychological science must be comprised of rigorous research conducted across the epistemological continuum, to include not only those positivist and postpositivist paradigms that most closely align with Whiteness, but also constructivist, critical-ideological, and other critical paradigms; that no one methodological approach is “better,” but rather, each may be conducted with or without appropriate scientific rigor and with or without appropriate applicability to the research question(s). High-quality psychological science includes quantitative, qualitative, mixed-methods, and participatory approaches conducted in accordance with the standards of rigor unique to each approach, and conclusions informed by the totality of the high-quality psychological science that spans these methods which are more likely to be racially just;

THEREFORE, BE IT RESOLVED that APA will invest in the training of scientists to ensure all can identify, understand, and address the historical and contemporary rootedness of much psychological science in White socio-cultural norms; and to develop a psychological science that helps to dismantle systemic and structural racism that has disproportionately excluded perspectives, scholars, and samples of people of color from psychological research;

Who Are You Citing? Who Are They Reading?

Research

Perspectives on Psychological Science
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<https://doi.org/10.1177/17456916211072851>



The Effects of Editorial-Board Diversity on Race Scholars and Their Scholarship: A Field Experiment

Sakaria Laisene Aelua-Toomey and Steven O. Roberts

Dealing with Diversity in Psychology: Science and Ideology

Steven Othello Roberts

Department of Psychology
Center for the Comparative Study of Race and Ethnicity

Stanford University

Perspectives on Psychological Science
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Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future

Steven O. Roberts , Carmelle Bareket-Shavit , Forrest A. Dollins, Peter D. Goldie, and Elizabeth Mortenson



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INTRODUCTION

Dismantling and Eradicating Anti-Blackness and Systemic Racism

Alex L. Pieterse¹, Jioni A. Lewis², and Matthew J. Miller³

¹ Department of Counseling, Developmental, and Educational Psychology, Boston College
² Department of Counseling, Higher Education, and Special Education, University of Maryland
³ Counseling Psychology Program, School of Education, Loyola University Chicago



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American Psychologist

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Upending Racism in Psychological Science: Strategies to Change How Science Is Conducted, Reported, Reviewed, and Disseminated

NiCole T. Buchanan¹, Marisol Perez², Mitchell J. Prinstein³, and Idia B. Thurston^{4,5}

¹ Department of Psychology, Michigan State University
² Department of Psychology, Arizona State University
³ Department of Psychology and Neuroscience, University of North Carolina at Chapel Hill
⁴ Department of Psychological and Brain Sciences, Texas A&M University
⁵ Department of Health Promotion and Community Health Sciences, Texas A&M University

Assessment



- Cognitive assessment is one I've worked much on, and it's a great example because:
 - The *technical skills* largely do not change
 - It is the *lens through which the skills are taught and practiced* that changes
 - It is one of our most extreme examples of explicit racism (indeed, eugenics!) in psychological research and practice
 - It is an excellent example of the need for a *structural competencies* perspective

First, Again: Who and What Are They Reading?

TESTING AND ASSESSMENT WITH PERSONS & COMMUNITIES OF COLOR

Drs. Nicholas and Dorothy Cummings

CENTER FOR THE HISTORY OF PSYCHOLOGY AT THE UNIVERSITY OF AKRON

Historical Chronology

EXAMINING PSYCHOLOGY'S CONTRIBUTIONS TO THE HIERARCHY AND PERPETUATION OF INEQUALITY FOR

Developed for the American Psychological Association by the Cummings Center for the History of Psychology. Learn more at apa.org/about/apa/addressing-racism.



Testing

...near future intelligence tests of these high-grade defectives for the protection of society. This will prevent the reproduction of feeble-mindedness, and industrial inefficiency."



First, Again: Who and What Are They Reading?



Psychological Assessment

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COMMENTARY

Creating an Antiracist Psychology by Addressing Professional Complicity in Psychological Assessment

Desiree A. Byrd^{1,2}, Monica M. Rivera Mindt³, Uraïna S. Clark^{2,4}, Yusuf Clarke², April D. Thames⁵, Emmet Z. Gammada^{1,6}, and Jennifer J. Manly⁷

¹Department of Psychology, Queens College and The Graduate Center, CUNY

²Department of Neurology, Icahn School of Medicine at Mount Sinai

³Department of Psychology & Latin American, Latino/a Studies Institute, Fordham University

⁴Center for Scientific Diversity, Icahn School of Medicine at Mount Sinai

⁵Department of Psychology, Dornsife College of Letters Arts and Sciences, University of Southern California

⁶Department of Psychiatry and Biobehavioral Sciences and Semel Institute for Neuroscience and Human Behavior, David Geffen School of Medicine at UCLA

⁷Taub Institute for Research on Alzheimer's Disease and the Aging Brain, Department of Neurology, Valeros College of Physicians and Surgeons

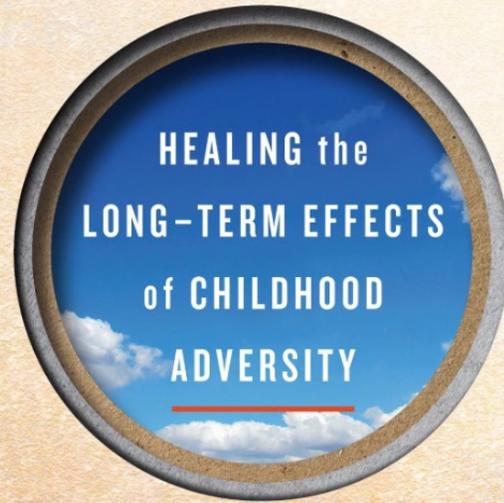


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Every

Laura F

the deepest well



psychology

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ss Five

etylne Sol

intelligence

is at Austin

Social Darwinism, Scientific Racism, and the Metaphysics of Race

Rutledge M. Dennis, Department of Sociology and Anthropology, George Mason University

Childhood poverty, chronic stress, and adult working memory

Gary W. Evans¹ and Michelle A. Schamberg

Departments of Design and Environmental Analysis and Human Development, Cornell University, Ithaca, NY 14853-440

SOCIOECONOMIC STATUS AND CHILD DEVELOPMENT

Robert H. Bradley and Robert F. Corwyn
Center for Applied Studies in Education, University of Arkansas at Little Rock, 2801 S. University Ave., Little Rock, Arkansas 72204;
e-mail: rhbradley@ualr.edu

Effects of ... and Exam ... Simple as

Published online by C

April D. Thames, Char
Monica Rivera Mindt, Alyssa Arentoft and Vanessa Streiff

Show author details

Affirmative Psychological Testing and Neurocognitive Assessment with Transgender Adults

Colton L. Keo-Meier, PhD^{a,b,c,*}, Kara M. Fitzgerald, PhD^d

Major Contribution

Racism and Psychological and Emotional Injury: Recognizing and Assessing Race-Based Traumatic Stress

Robert T. Carter
Teachers College Columbia University

Structural Competencies, Briefly



- Metzl and Hansen: Medical education (and, arguably, psychology education and training) is misdirected to focus on the individual and “cross-cultural” understanding
- Instead, we need to focus on *social and systemic forces, and their historical antecedents, that result in individual health outcomes*

Structural Competence: “...the trained ability to discern how a host of issues defined clinically as symptoms, attitudes, or diseases (e.g., depression, hypertension, obesity, smoking, medication, “non-compliance,” trauma, psychosis) also represent the downstream implications of a number of upstream decisions about such matters as health care and food delivery systems, zoning laws, urban and rural infrastructures, medicalization, or even the very definitions of illness and health” (Metzl & Hansen, 2014, p. 130).

Structural Competencies, Briefly

Structural Violence: Avoidable harm (e.g., unmet basic needs) caused by oppressive systems (e.g., economic, political, legal) to individuals and communities that inhibit or even prohibit their ability to reach their human potential

Structural Vulnerability: The consequence of structural violence: Increased risk of poor individual, family, and community outcomes (i.e. the problems psychology seeks to treat) due to systemic and structural harms, which cannot be corrected by individual behaviors

(Wilcox et al., in press)



Structural Competencies, Briefly

Five principles of Structural Competencies:

1. Recognizing the structures that shape clinical interactions
2. Developing an extra-clinical language of structure
3. Rearticulating “cultural” presentations in structural terms
4. Observing and imagining structural intervention
5. Developing structural humility



Structural Competence

Grzanka (2020) called for psychologists to consider structural and systemic forces, and to employ a *structural competencies* lens, through three new questions and one from Case (2015, 2017)*

1. What role does inequality play?
2. How can I address constructs and systems, not only identities?
3. How is social power operating in this situation?
4. What role(s) can psychologists play in addressing this social problem?



What Might This Look Like?

- I see the *lack* of attention to structural competencies a lot when it comes to ADHD and Learning Disability referrals for assessment
- An avalanche of referrals for youth (usually boys) of color for LD/ADHD
- *At what intersection of structural oppression and structural privilege is the client situated?*
- E.g., For a Black 11-year-old cisgender heterosexual boy from a lower socioeconomic status background, instead of merely understanding his *identities*, we could instead take the frame of recognizing that he is situated at the intersection of ***oppressive historic and contemporary racism, classism, and toxic masculinity***, and is also influenced (in multiple ways) by ***cissexism, heterosexism, and sexism/patriarchy***.



Structural Competencies

- Good *clinical* question: What's really the presenting problem here?
 - Teacher or school district: "Tell us whether this child has ADHD"—Too often treated as the presenting problem!
 - Implicit problem: Either we think this child is struggling with *executive function*, or—unfortunately—"This child is a nuisance, please tell us why and how to make it stop."
- **Recognizing the structures that shape clinical interactions**
 - Racism in the education and healthcare systems – what do I and my supervisee represent to the client, their family?
 - In what ways is structural racism influencing the fact that we are having this clinical encounter *at all*?



Structural Competencies

Develop an Extraclinical Language of Structure and Rearticulating “Cultural” Presentations in Structural Terms



What *social determinants* are at play? What do other literatures beyond psychology tell us about these structures and social determinants?

Structural Competence

For example:

- History of redlining, targeted predatory lending, and inhibiting VA benefits for veterans of color



- De facto segregation



- Segregated, Underfunded Schools



- Overcrowded classrooms and overworked, underpaid teachers, especially for BIPOC students



- Bias and individual racism



- A child experiencing other forms of individual and systemic racism (i.e. racial trauma) and other ACES

How many of these words are really clinical terms?

How much of this has to do with “cultural difference,” vs. *racism*?

A child who is in distress and acting out in school and teachers who desperately need it to simply stop



Structural Competencies

Case conclusions:

- School district is predominantly Black and lower-SES, under-funded
- Classrooms are overcrowded
- In addition to eliminating gym, music, recess, they have moved to permanent “silent lunch”
- High-stress families and communities due to other forms of structural racism
- Limited belief in/support of the students by the predominantly White teachers and administrators
-also, to some extent, 11-year-old boy(s) being 11-year-old boy(s), especially when asked to sit still for 8 hours a day without any relief
- Some mood, anxiety, stress related concerns; ACES; no neuropsychological or learning concerns

This is why, despite an estimated 5% base rate, > 50% of school-aged boys in Louisiana are on prescription stimulants 🙄



Structural Competencies



- **Observing and Imagining Structural Intervention**

- For all its contention, this is what the social justice advocacy movement was asking – and in the context of the rest of the structural competencies model, is it really that far off?

- Again, think of the Flint Water crisis

- "Social justice advocacy" – or structural intervention – is *prevention*

- Prevention metaphor

- Of course, we still must work at the individual level, too; but the essentialist/individual view vs. the structural view have very different individual-level solutions

- And this is a both/and rather than an either-or

- **Fostering Structural Humility**

- Appropriately recognizing the limits of psychology and psychological interpretations in this case, to allow for nuanced, complex, and comprehensive interpretations

- of the case to emerge

Teaching PWCs From Counseling Psychology Values



Use the resources available to you, including community (collectivism!)



Who are you citing?
Who are you having students read?



Don't just teach from the values; *model* the values



Consider a Structural Competencies Approach

Thank You!

Questions?

melmwilcox@gmail.com

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