



# Supporting Racialized Youth: Increasing our Capacity for Positive Impact and Care

DR. CHANTAL REGIS AND DR. SANDRA NEWTON

GROWING STRONG MINDS CONFERENCE – NOVEMBER 14, 2024

Growing  
Strong Minds  
CONFERENCE

📍 Marriott CF Toronto Eaton Centre  
🕒 9:00am to 4:00pm

# Session Aims

For those joining us online visit [www.regispsychology.ca](http://www.regispsychology.ca) to download and print the worksheet for this session



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Learn the basics of Cultural Humility. Why it's essential for work with racialized youth and how to incorporate it into mental health supports

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Understand the role of Cultural Humility, and cultivating curiosity, as part of providing effective and supportive services to racialized youth in a Canadian context

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Engage with tools and resources to support your practice of Cultural Humility and develop specific goals for personal and professional practice

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# The 'Why' of Our Work

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## Meet Ella

- Do you feel prepared to have a “what’s up?” conversation?
- What are potential risk factors for Ella?
- What unique school experiences could she be having?
- What assumptions come to mind as you view her photo?
- How do you show up as a caring adult?

# Why embed racial considerations into care?

Race makes up a core aspect of identity and functioning in home, school, and community

Youth and caregivers may have preferred ways of receiving and engaging in mental health supports that vary by ethnicity and culture

Removes/reduces major system barriers to care

Allows redefinition of whom therapy is 'for'

Informs and increases our capacity to serve our clients

Strengthens the potential of the relationship

# Why embed racial considerations into youth supports?

“ I was in Canada for 10 days before I started school. I was scared because I was new. I was a different colour skin. I was afraid because they might laugh at me.”

- Grade 3 student

Navigating spaces, including therapeutic ones, where one is not part of the dominant culture may be fraught for many.

Racialized individuals are often treated as a monolith rather than diverse, with many intersecting identities (including cultural, religious, and gender identities; StatsCan, 2022)

# Why embed racial considerations into youth support?

The racial reckoning of the COVID-19 pandemic has raised awareness of inequities that exist

We better understand the unmet mental health needs of racialized youth in our communities (for example, those of the GTA)

Education, class, and access do not insulate from racism's impact

Youth that do not see themselves represented or valued by our systems (of care, of learning) are less likely to engage with them

“...I’ve assimilated, though! I’ve standardized myself, conformed myself. I’ve whittled myself down to become non-threatening in non-Black spaces. I have attained. I have arrived...Yet I am Still. Not. Accepted. By reason of the color of my skin, I too can die daily.”

- Jennifer Shepard Payne, PhD, LCSW, 2022



# The Impact of Racism on Child and Adolescent Health

Maria Trent, MD, MPH, FAAP, FSAHM,<sup>a</sup> Danielle G. Dooley, MD, MPhil, FAAP,<sup>b</sup> Jacqueline Dougé, MD, MPH, FAAP,<sup>c</sup> SECTION ON ADOLESCENT HEALTH, COUNCIL ON COMMUNITY PEDIATRICS, COMMITTEE ON ADOLESCENCE

## Education

# Canadian Education Is Steeped in Anti-Black Racism



For many Black youth, schools can be places of degradation, harm, and psychological violence

BY ROBYN MAYNARD

Updated 13:33, Jan. 30, 2022 | Published 12:17, Nov. 29, 2017

*This article was published over a year ago. Some information may no longer be current.*



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## Voices of Black youth remind adults in schools to listen — and act to empower them

By Tanitiã Munroe

September 5, 2023



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## New Report Highlights Gaps in Black Representation in the K-12 Curricula Across Canada

► [J Can Acad Child Adolesc Psychiatry](#). 2021 May 1;30(2):131–137.

Show available content in: [English](#) | [French](#)

## What’s race got to do with it? A proposed framework to address racism’s impacts on child and adolescent mental health in Canada

[Amy Gajaria](#)<sup>1,✉</sup>, [Jaswant Guzder](#)<sup>2</sup>, [Raj Rasasingham](#)<sup>3</sup>

Windsor

## South Asian newcomers to Canada say online hate is taking a toll

'We need champions who could speak up for the international students,' advocate says



[Josiah Sinanan](#) · CBC News · Posted: Jun 22, 2024 4:04 AM EDT | Last Updated: June 22



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## First Nations youth: Experiences and outcomes in secondary and postsecondary learning

First Nations youth aged 19 to 30 are less likely to graduate from high school or pursue a postsecondary education than non-Indigenous youth

Just under two-thirds (63%) of all First Nations youth had completed high school in the 2015/2016 school year, compared with 91% of the non-Indigenous population.

First Nations youth living off reserve were much more likely to get their high school diploma (73%) than First Nations youth living on reserve (46%). The latter result is likely linked to access, as nearly half of First Nations students do not have access to a high school on reserve, requiring them to leave their community to pursue education.

First Nations youth were also less likely to have completed or recently attended a postsecondary program than non-Indigenous youth (37% versus 72%).

Moreover, among First Nations youth, those living off reserve were nearly twice as likely to have participated in postsecondary education (44%) as those living on reserve (23%).



# Why embed racial considerations into youth supports?

THAT WAS A LOT! Here are some take aways:

- ❑ Indigenous student have lower graduation rates
- ❑ They often have to leave home to graduate
- ❑ Black youth feel watched and underestimated in school
- ❑ Racialized people under-represented in the curriculum
- ❑ Several Peer – reviewed journals document the mental health impacts of racism on youth
- ❑ Racialized students are **asking** adults to listen to them
- ❑ All racialized groups are impacted by racism in some way



# Why embed racial considerations into youth support?

The racial reckoning of the COVID-19 pandemic has raised awareness of inequities

We better understand the unmet needs, including mental health needs of racialized youth in our communities (for example, GTA) and consequences of leaving them unaddressed

Education, class, and access do not insulate from racism's impact

**By valuing approaches like Cultural Humility, we disrupt oppressive systems at play. We reduce harm by make efforts to tailor the support we offer to truly meet the needs and priorities of youth in our care**

*"Despite a history in Canada dating back four centuries, Black communities are always seen as 'non-Canadian, always other, always elsewhere, recent, unfamiliar, and impossible."*

*Robyn Maynard, "Policing Black Lives"*



# The 'Why' of Our Work

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## Remember Ella?

- ❑ Do you feel *more* prepared to have a 'what's up?' conversation with Ella than you did a few minutes ago?
- ❑ Do you notice any change in your *motivation* to engage?
- ❑ What unique school experiences could she be having?
- ❑ How do you show up as a caring adult?

# How we Define Culture

## THE CULTURAL ICEBERG

### SURFACE CULTURE

Food  
Flags Festivals  
Fashion Holidays Music  
Performances Dances Games  
Arts & Crafts Literature Language

### DEEP CULTURE

#### Communications Styles and Rules:

Facial Expressions Gestures Eye Contact  
Personal Space Touching Body Language  
Conversational Patterns in Different Social Situations  
Handling and Displaying of Emotion  
Tone of Voice

#### Notions of:

Courtesy and Manners  
Friendship Leadership  
Cleanliness Modesty  
Beauty

#### Concepts of:

Self Time Past and Future  
Fairness and Justice  
Roles related to Age, Sex,  
Class, Family, etc.

#### Attitudes toward:

Elders Adolescents Dependents  
Rule Expectations Work Authority  
Cooperation vs. Competition  
Relationships with Animals Age  
Sin Death

#### Approaches to:

Religion Courtship Marriage  
Raising Children Decision-Making  
Problem Solving

# Limitations of a Cultural Competence approach

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Source: [culturallyconnected.ca](http://culturallyconnected.ca)

# Five potential **missteps** made when interacting across cultures

- ❑ Assuming a globally connected world where cultural differences disappear.
- ❑ Relying on 'common sense' approaches
- ❑ Expecting a country/ethnicity-specific list of do's and don'ts
- ❑ Thinking (incorrectly) that we've communicated effectively and that the other person understands what we mean
- ❑ Following the "Treat others as you want to be treated" rule




*Adapted from Anna Katrina Davey, Founder & President at Cultural Confidence*

“...in Canada, people are always eating snacks. Like, what’s up with that? In Ghana, you would have breakfast, lunch and dinner, and maybe one fruit.”

- Grade 7 student from Ghana

**WHAT EXACTLY IS  
CULTURAL  
HUMILITY?  
(IN SHORT)**





Novo Nordisk has provided sponsorship to Diabetes Africa to support the development of this material. Novo Nordisk has not had any input into the development of the content of this video. Selection of consultants and actors, filming and editing remains the sole responsibility of Diabetes Africa.



0:00 / 0:55







# Cultural Humility

Cultural Humility involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others.

It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.

The practice of cultural humility is a personal lifelong commitment to self-evaluation and self-critique. The individual not only learns about another's culture, but also starts with an examination of her/his own beliefs and cultural identities

Tervalon & Murray-Garcia (1998) in Yaeger and Bauer-Wu (2014)

# Cultural Humility relies upon:

- Knowledge that there have been historic harms that have current, marginalizing impact
- A willingness to centre, and make space for, rather than merely acknowledging difference
- An openness to adapt or modify our practices and interventions by culture
- A feeling of self-efficacy -- "I can do this and practice it"
- A teachable posture or stance -- "I want to learn...and will"



A desire to **reduce harm**

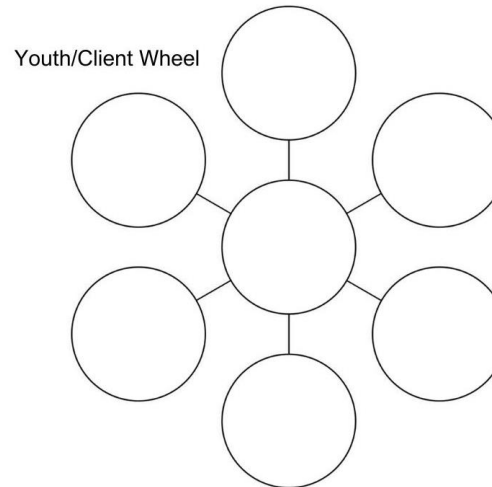
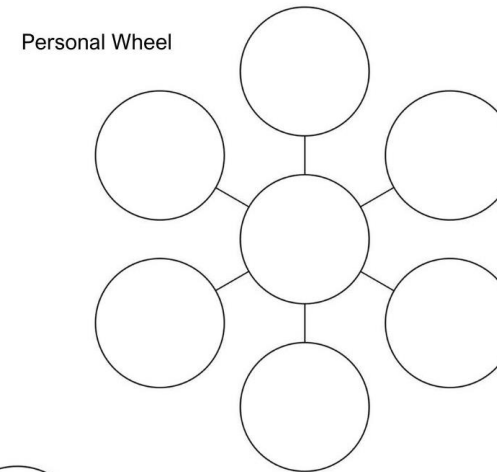
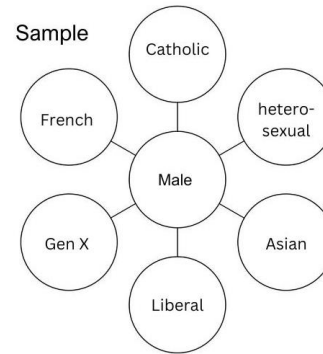
# Activity – Socio Cultural Identity Wheel



[www.regispsychology.ca](http://www.regispsychology.ca)



## Sociocultural Identity Wheel



Race/ ethnicity, gender, age, nationality, sex, social class, religion, age/generation, disability or ability status, political affiliation, marital status, parental status,

### DOWNLOAD SMSK CULTURAL HUMILITY ACTIVITY

Socio-cultural Identity Worksheet for Growing Minds Conference

Cultural Identity Wheel Activity (pdf)

[Download](#)

### CULTURAL HUMILITY RESOURCES

School Mental Health Ontario

Cultural Humility Self Reflection Tool

<https://smho-smso.ca/online-resources/cultural-humility-self-reflection-tool-for-school-staff/>

Rutgers University Building Bridges Toolkit

developed by REACH

<https://alcoholstudies.rutgers.edu/wp-content/uploads/Building-Bridges-Cultural-Humility-Toolkit.pdf>

Bauer et.al. (2022)



# Bringing it all Together

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## Remember Ella?

- Do you feel prepared to have a “what’s up?” conversation?
- Do you notice any change in your *motivation* to engage?
- What aspects of your identity could impact your interaction?
- How do you show up as a caring adult?
- How do you convey safety to her?

# What's Next?

- ❑ Set a basic SMART Goal. Processing vs. action
- ❑ Find an accountability partner
- ❑ Take the Implicit Associations Test  
<https://implicit.harvard.edu/implicit/>
- ❑ Check out Cultural Humility resources and tools on the internet (link on next slide)



## Serial Migration

“I was 8 years old and it was the first time in years I was going to see my mom”

- Grade 6 student

# RESOURCES



diversityteam.org

Cultural Competence  
Self-assessment Checklist

Central Vancouver Island Multicultural Society




immigrant welcome centre  
Promoting Diversity for over 30 years

Canada  
BRITISH COLUMBIA  
WelcomeBC

This project is made possible through funding from the  
Government of Canada and the Province of British Columbia.

BUILDING BRIDGES:  
RESOURCES TO CENTER  
CULTURAL HUMILITY



REACH  
RACIAL, EQUITY, ADVOCACY,  
AND COMMUNITY HEALTH

## Cultural Humility Self-Reflection Tool for School Staff

This self-reflection tool has been designed to help you to explore, and then reflect upon, your individual cultural humility as a school staff member. The self-reflection tool prompts you to consider your skills, knowledge and self-awareness when supporting students and engaging with parents/caregivers and colleagues who don't share your culture and identities. Reflecting deeply on your own personal values, beliefs and biases is an important step towards providing identity-affirming supports to students. When you enter the relationship with cultural humility, you can engage in more authentic interactions that promote better mental health for the students you support.

Naturally, a self-reflection tool cannot elicit cultural humility in and of itself. It is a touchpoint that may help you in gauging your abilities, knowledge and confidence in this area, and in identifying areas in which you would benefit from professional learning and growth. The self-reflection tool may help you to be self-reflective in terms of identities and intersectionalities when engaging with students and colleagues.

Note that the term 'culture' need not be restricted to race, ethnicity and ancestry. In its broader sense, culture includes the beliefs, common experiences and ways of being in the world that may be shared by people with characteristics in common, such as people who are differently abled, members of faith and spiritual communities, those who identify as 2S/LGBTQIA+, and more.

Finally, it is important to note that self-reflection related to cultural humility is part of a wider process of learning and growth. Individual learning, dialogue with colleagues, participation in professional learning opportunities and networking with colleagues are all ways to build skill and knowledge with respect to providing identity affirming supports for students.

### What is Cultural Humility?

The term 'cultural humility' was created by Melanie Teravon and Jenn Murray-Garcia (1998). This concept was originally developed to identify and address the power imbalance in the healthcare field. Now, the concept of cultural humility is widely practiced in various sectors that support students, including education. Cultural humility incorporates principles such as:

1. A lifelong commitment to self-evaluation and self-critique.
2. Redressing power dynamics and imbalances while developing partnerships with communities and those advocating for change.
3. Continuous reflection and critique at the institutional level with considerations to race, ethnicity, culture, language, sexual orientation, and class.

"Cultural humility means admitting that one does not know and is willing to learn from patients about their experiences, while being aware of one's own embeddedness in culture(s)" (Lekas, Pahl, & Lewis, 2020).



## CULTURAL HUMILITY RESOURCES

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Questions



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# Thank You

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