

Diversity and Inclusion Considerations in the Delivery of the ACT Program (Feb 2023)

1 <https://prezi.com/view/xs2C3PQYTUeQkGlxio13/>

00:00:11.820 --> 00:00:19.790

Vanessa | she, her(s), Dr. | APA EDI: Hi, Vanessa, it's Amani i'm not Lauren.
Hi, how are you? Good! How are you?

2

00:00:20.020 --> 00:00:36.870

Vanessa | she, her(s), Dr. | APA EDI: I'm doing Well, Thank you. I'm just closing everything else on my computer, because my Internet is janky, and we don't want it to just do something wild.

Same here. I don't know what it's been going on a day. My cameras has been acting crazy. Outlook. I'm like, okay. Maybe I need to reboot and start over again tomorrow.

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00:00:37.290 --> 00:00:50.069

Vanessa | she, her(s), Dr. | APA EDI: I had to do that earlier for my whole team. I couldn't hear what anybody was saying. It was a mess like it was a this.

4

00:00:50.100 --> 00:01:01.669

Lauren Caldwell Sommers (she/her): Yeah, I have no idea what's going on. I was having problems yesterday, too, but Lauren was too, so we thought it was like an APA like server issue, like she can open her outlook, which I was having those same problems

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00:01:01.850 --> 00:01:05.609

Lauren Caldwell Sommers (she/her): and my teams. It's all my teams server.

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00:01:05.720 --> 00:01:11.249

Lauren Caldwell Sommers (she/her): So i'm just like whatever typical day, right?

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00:01:12.120 --> 00:01:13.369

Vanessa | she, her(s), Dr. | APA EDI: Yeah.

8

00:01:13.650 --> 00:01:22.740

Lauren Caldwell Sommers (she/her): everything. I'm, I don't. I try to add myself as a co-host, but I don't know what's going on with Lauren zoom license or whatever I had to.

9

00:01:23.080 --> 00:01:40.799

Lauren Caldwell Sommers (she/her): I try to log in as me, and it was like, oh, waiting for the Webinar to start. And I was like, okay, how long is Lauren? So I don't know what's gonna happen, but she type of login. So we just gonna have to figure this out. I understand, like, why I can't be a co-host, so you know. But whatever we'll see, hopefully, she'll join. So

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00:01:40.810 --> 00:01:43.459

Lauren Caldwell Sommers (she/her): so right now i'm the host. So

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00:01:43.840 --> 00:01:49.679

Vanessa | she, her(s), Dr. | APA EDI: okay, and I think I think everything should be okay.

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00:01:49.760 --> 00:01:50.679

Vanessa | she, her(s), Dr. | APA EDI: The

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00:01:50.750 --> 00:01:55.180

Vanessa | she, her(s), Dr. | APA EDI: you can see this, then I we're good to go.

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00:01:55.550 --> 00:02:04.880

Vanessa | she, her(s), Dr. | APA EDI: Yeah, that's all I wanted to to, just to make sure you're you're as you're listed as a panelist. Right? So you can. You have some controls, right?

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00:02:05.320 --> 00:02:14.310

Vanessa | she, her(s), Dr. | APA EDI: Yes, and there is at 1 point I will share screen for just like a very short video. But other than I'll shoot other than that. I'll just be

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00:02:14.480 --> 00:02:16.200

Vanessa | she, her(s), Dr. | APA EDI: right here like this.

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00:02:16.780 --> 00:02:17.650

Lauren Caldwell Sommers (she/her): Okay.

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00:02:17.750 --> 00:02:19.040

Lauren Caldwell Sommers (she/her): that sounds good.

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00:02:19.690 --> 00:02:23.030

Lauren Caldwell Sommers (she/her): I think there's someone here, too.

20

00:02:24.750 --> 00:02:29.389

Lauren Caldwell Sommers (she/her): Cause yeah, I had to start the webinar as well. So I just started. I mean, people will join.

21

00:02:29.660 --> 00:02:34.810

Lauren Caldwell Sommers (she/her): Let me make sure the question. Answer: okay, Good. That's working.

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00:02:36.700 --> 00:02:41.619

Lauren Caldwell Sommers (she/her): Did you have any calls or anything like that you want it to do during the Webinar. Okay, good.

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00:02:43.670 --> 00:02:46.270

Lauren Caldwell Sommers (she/her): I think we just have a post survey

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00:02:46.550 --> 00:02:52.110

Lauren Caldwell Sommers (she/her): evaluation of post evaluation. Sorry that we want everyone to complete. And i'll just put that in a chat

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00:02:52.280 --> 00:02:54.559

Lauren Caldwell Sommers (she/her): before the end.

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00:02:57.420 --> 00:02:59.390

Lauren Caldwell Sommers (she/her): Okay, that's working.

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00:03:11.820 --> 00:03:13.879

Lauren Caldwell Sommers (she/her): Okay, Good: yeah. Some people.

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00:03:15.080 --> 00:03:16.850

Lauren Caldwell Sommers (she/her): Alright, so this week.

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00:03:16.920 --> 00:03:18.130

Lauren Caldwell Sommers (she/her): 2 min

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00:03:19.720 --> 00:03:20.800

Vanessa | she, her(s), Dr. | APA EDI: right on.

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00:03:20.850 --> 00:03:22.190

Lauren Caldwell Sommers (she/her): Okay, complete.

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00:06:00.130 --> 00:06:09.019

Lauren Caldwell Sommers (she/her): Welcome, everyone. I'm just gonna give a few more minutes for everyone to join. And and by the way, i'm not Lauren. I'm a moni, but she'll be joining soon as well.

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00:08:44.059 --> 00:08:50.599

Lauren Caldwell Sommers (she/her): Good afternoon, everyone. We will wait a few minutes for everyone to join, and then we'll get started

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00:10:57.850 --> 00:11:01.209

Lauren Caldwell Sommers (she/her): Hopefully more folks will be able to make it. But I want to be respectful of everyone's time.

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00:11:01.310 --> 00:11:02.380

Lauren Caldwell Sommers (she/her): Who is here.

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00:11:02.450 --> 00:11:04.420

Lauren Caldwell Sommers (she/her): So we had.

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00:11:06.360 --> 00:11:07.110

Lauren Caldwell Sommers (she/her): Okay.

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00:11:10.050 --> 00:11:22.999

Lauren Caldwell Sommers (she/her): We're very excited to offer this ACT Webinar: Creating inclusive environment while working with ACT,

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00:11:23.410 --> 00:11:26.310

Lauren Caldwell Sommers (she/her): So i'd like to introduce you to Dr. Vanessa Hintz

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00:11:26.670 --> 00:11:30.449

Lauren Caldwell Sommers (she/her): She is a licensed clinical psychologist, a workshop leader and keynote speaker.

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00:11:30.560 --> 00:11:35.430

Lauren Caldwell Sommers (she/her): She currently serves as a senior director of Equity, Diversity, Inclusion, engagement and Outreach at the APA. She is an active proponent of multicultural practice and theory and works dynamically to understand how individuals make meaning of the world within their various cultural contexts. Dr. Hintz is also a self-proclaimed "Psych Geek," and incorporates elements of popular culture into her work when beneficial. And I have to say that is one of the fun parts of working with Vanessa. 47

00:12:01.830 --> 00:12:02.470

Lauren Caldwell Sommers (she/her): Okay.

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00:12:09.880 --> 00:12:16.919

Lauren Caldwell Sommers (she/her): And so we like to welcome you today to to our ACT community, and

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00:12:16.950 --> 00:12:21.080

Lauren Caldwell Sommers (she/her): we are recording this so for those who are not able to

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00:12:21.310 --> 00:12:23.949

Lauren Caldwell Sommers (she/her): see it today, we they also get to see it.

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00:12:24.010 --> 00:12:34.880

Lauren Caldwell Sommers (she/her): So we will reach out to a wide audience, and i'm getting back to my audio is not clear. But hoping yours will be. I'm going back to the off camera

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00:12:35.030 --> 00:12:40.440

Lauren Caldwell Sommers (she/her): so that it will help with that. But so Welcome Vanessa.

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00:12:41.590 --> 00:12:47.940

Vanessa | she, her(s), Dr. | APA EDI: thank you, Lauren. Thank you for the invitation to join you all today. Oh my goodness.

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00:12:47.950 --> 00:13:10.229

Vanessa | she, her(s), Dr. | APA EDI: i'm excited, and my plan is to speak for about 20-25 min, which is going to be a task for me, because, being brief, is not my strong, soon, I'm going to try really hard, though, to speak for about 20 min, and then really have the rest of the time be for Q. A. Any type of questions, comments, concerns, reflections that anybody has

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00:13:10.240 --> 00:13:23.250

Vanessa | she, her(s), Dr. | APA EDI: concerning what is said. I absolutely am open to that, and hope again that we can sort of split the time half me talking and sort of half with addressing any questions that you all may have. So

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00:13:23.450 --> 00:13:38.470

Vanessa | she, her(s), Dr. | APA EDI: I'm gonna go ahead and share the content that I have so hopefully for those of you who can see the screen. You can see this next to me. I find that with all of the virtual presentations that we do. Sometimes it can be like

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00:13:38.530 --> 00:13:44.629

Vanessa | she, her(s), Dr. | APA EDI: disconnected if I have the slides which can't see my face, and so i'm going to try to do both.

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00:13:44.640 --> 00:14:02.959

Vanessa | she, her(s), Dr. | APA EDI: And so I'm gonna talk a little bit generally about issues related to equity, diversity, and inclusion. And we're going to talk specifically about some considerations for you all as you deliver sort of like the program. And really, just as you're interacting with folks in the community. And so.

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00:14:03.350 --> 00:14:31.090

Vanessa | she, her(s), Dr. | APA EDI: First and foremost, this is what we will talk about today. So I'm going to go through some just very general sort of context setting, not because I don't think that you know folks understand what diversity is, but more so to give us a shared definition as we move forward in our conversation today. So this is also not to say that everything that I'm saying is, you know the Gospel truth, but more so. It is a perspective for us to sort of again use as a point of departure in our conversation. So

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00:14:31.100 --> 00:14:36.740

we're going to start with that context setting. And then we're going to focus a large part of our conversation on psychological safety.

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00:14:36.910 --> 00:14:40.029

Vanessa | she, her(s), Dr. | APA EDI: which I know has become somewhat of a buzz term.

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00:14:40.090 --> 00:14:48.139

Vanessa | she, her(s), Dr. | APA EDI: And we're going to talk about again, one sort of way to conceptualize what psychological safety is, and doing so in a way that is very.

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00:14:48.200 --> 00:14:57.239

Vanessa | she, her(s), Dr. | APA EDI: When I say descriptive, I mean like something that's not abstract with something that's a little bit more concrete, because essentially

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00:14:57.250 --> 00:15:17.720

Vanessa | she, her(s), Dr. | APA EDI: that's the way you foster inclusion. Oh, my God! I spelled that wrong on this slide. So in there it's supposed to say strategies. But that's how you foster inclusion by cultivating spaces that feel safe for folks. And so we're going to talk a little bit about that. And then, like I said, I hope we have time at the end to really have just an open discussion.

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00:15:18.020 --> 00:15:33.520

Vanessa | she, her(s), Dr. | APA EDI: Q. A. etc. And so, first and foremost, i'll tell you a little bit more about myself. I'm gonna try to do this fast, because this is usually the part that takes a long time. And so the reason that I do this at the beginning of my presentation is because I want people to understand that

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00:15:33.530 --> 00:15:44.910

Vanessa | she, her(s), Dr. | APA EDI: my individual worldview, which is influenced by my aspects of identity, by my culture, is absolutely a part of the work that I do, and I know that traditionally

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00:15:45.400 --> 00:15:56.200

Vanessa | she, her(s), Dr. | APA EDI: in America, in corporate America, in professional America we are sort of taught that those 2 things are very separate, like your work and your personal are very, very separate.

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00:15:56.280 --> 00:16:06.700

Vanessa | she, her(s), Dr. | APA EDI: Yes, and I think that in doing equity, diversity, inclusion, work, and I think just in being an authentic human being in our interactions. Generally speaking.

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00:16:06.710 --> 00:16:16.959

Vanessa | she, her(s), Dr. | APA EDI: we should actually lean into who we are as opposed to not. I think that particularly if we are thinking about fostering psychological safety and being inclusive, and all these different things.

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00:16:16.980 --> 00:16:23.049

Vanessa | she, her(s), Dr. | APA EDI: who we are matters. And so we don't want to lean away from that. We actually want to lean into it. And so

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00:16:23.320 --> 00:16:30.749

Vanessa | she, her(s), Dr. | APA EDI: I'm a psychologist, clinical psychologist by training. So I definitely was trying to sort of spot

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00:16:30.760 --> 00:16:51.489

Vanessa | she, her(s), Dr. | APA EDI: And diagnose people based on symptoms, etc., etc. I'm what we call an early career psychologist. So it's been less than 10 years since I received my doctorate, which really doesn't matter to anyone except like in professional circles other than that nobody really. So I'm a psychologist.

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00:16:51.940 --> 00:16:54.149

Vanessa | she, her(s), Dr. | APA EDI: I'm a millennial. So

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00:16:54.300 --> 00:17:12.110

Vanessa | she, her(s), Dr. | APA EDI: take that as you will, but I think that's absolutely obvious, you could tell that through and through, If you talk to me for 5 min, and I think again, that that thinking about age and sort of generational differences is not something we always do when we think about aspects of identity, but absolutely to me is something that's important.

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00:17:12.119 --> 00:17:31.959

Vanessa | she, her(s), Dr. | APA EDI: I'm a biracial black woman. My mom is white, and my dad is black, and i'm also a biracial black woman that's in an interracial marriage we should again it's like a whole situation in itself still in the year 2023. And again, all of those things in the way that I've looked through the world the way that I do my work.

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00:17:32.210 --> 00:18:02.180

Vanessa | she, her(s), Dr. | APA EDI: And lastly, sort of like Lauren mentioned, i'm like a huge nerd if you can't tell with all this stuff behind me, and that absolutely is part of my identity, and influences the work that I do. The nerd community is strong, and it's actually that's a whole other conversation that we can get to on a different day when we have more time. But that's part of my identity as a professional, my identity as a person. And again, all of those things attribute to my worldview, and the way that I make sense and make meaning of things that I come into

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00:18:02.190 --> 00:18:12.170

Vanessa | she, her(s), Dr. | APA EDI: contact within the world, whether that be people or situations, or whatever. And so suffice all of that to say, as we're moving through this conversation today, I invite you all to think about

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00:18:12.380 --> 00:18:15.310

Vanessa | she, her(s), Dr. | APA EDI: aspects of your identity that you feel like

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00:18:15.840 --> 00:18:41.900

Vanessa | she, her(s), Dr. | APA EDI: are absolutely present for you, you know, when you are interacting when you are, you know, doing your work when you're just being a person in the world I like, I I often say I step into any room as a black woman first. That's to me that's the thing that people see is that that's just that you know. That's it. And then these other things, I think, are there. But that has to be sort of like my pervading identity.

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00:18:41.910 --> 00:18:45.709

Vanessa | she, her(s), Dr. | APA EDI: I mean again, I don't shy away from that. And so I think that

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00:18:46.020 --> 00:18:52.300

Vanessa | she, her(s), Dr. | APA EDI: for you all again the invitation is to really think about what aspects of your identity do you feel like is

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00:18:53.470 --> 00:18:57.559

Vanessa | she, her(s), Dr. | APA EDI: I don't want to say easier, but I can't think of a different word. Easier

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00:18:57.630 --> 00:18:59.160

Vanessa | she, her(s), Dr. | APA EDI: to

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00:18:59.250 --> 00:19:08.860

Vanessa | she, her(s), Dr. | APA EDI: sort of lean into versus others as you're doing your work, and we're going to talk a little bit about why, it may be difficult to lean into other aspects of our identity. And so

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00:19:09.120 --> 00:19:11.150

Vanessa | she, her(s), Dr. | APA EDI: again, as I mentioned, I'm gonna start

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00:19:11.160 --> 00:19:30.110

Vanessa | she, her(s), Dr. | APA EDI: and just really contextualize some of these terms again to give us a shared point of departure in our conversation today. So when we think about equity and doing equity work, what we're not talking about is equality, which is very different than equity. Equality is. Everybody gets the same thing. And equality is what we're used to, I think, in

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00:19:30.230 --> 00:19:45.789

Vanessa | she, her(s), Dr. | APA EDI: Westernized society, because it is what we have been told, that equality is what's fair. You get the same thing as everybody else, and that's fair. Which is not true. Equity the way that APA defines it is providing resources according to need.

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00:19:45.800 --> 00:19:55.429

Vanessa | she, her(s), Dr. | APA EDI: And so I'm not gonna give you the same thing as I give this other person, because you all have very different needs. You will have very different situations. And so we want to operate from a space of equity

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00:19:55.680 --> 00:20:15.369

Vanessa | she, her(s), Dr. | APA EDI: We need to, I think we have to first honor and recognize that everybody has their own sort of individual situation, and that we want to be responsive based on those situations. We don't want to just do everything the same, because again, everybody is not the same. And so, when we think about equity, what do you want to think about providing resources according to need

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00:20:15.570 --> 00:20:22.180

Vanessa | she, her(s), Dr. | APA EDI: Similarly, when we think about diversity, particularly in the sense of like DEI work EDI work

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00:20:22.580 --> 00:20:31.350

Vanessa | she, her(s), Dr. | APA EDI: There's a lot of acronyms. But when we think about diversity in this sense we're thinking about those aspects of identity

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00:20:31.740 --> 00:20:37.900

Vanessa | she, her(s), Dr. | APA EDI: that have corresponding dynamics of power and privilege. And so we can think about diversity like. If we said, you know

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00:20:38.120 --> 00:20:54.770

Vanessa | she, her(s), Dr. | APA EDI: who on this call right now is wearing a green shirt. We can talk about diversity in that way. But when we talk about diversity in the context of this type of work, That's not what we're talking about. We're talking about aspects of identity and their corresponding dynamics of power and privilege. And so we know that in America

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00:20:54.870 --> 00:21:12.609

Vanessa | she, her(s), Dr. | APA EDI: there are certain identities that carry privilege, and there are certain identities that do not, etc., etc. So when we're thinking about aspects of diversity. We're not thinking about those things in a vacuum. We're thinking about those things in relation to other identities and other world views and other sort of

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00:21:12.860 --> 00:21:16.200

Vanessa | she, her(s), Dr. | APA EDI: larger cultural ideals, for lack of a better word.

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00:21:16.390 --> 00:21:18.319

Vanessa | she, her(s), Dr. | APA EDI: And then, lastly, inclusion.

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00:21:18.350 --> 00:21:35.969

Vanessa | she, her(s), Dr. | APA EDI: which is what we're going to spend a majority of our time talking about today. Inclusion is not something that just happens because you put a lot of people together in a room; A lot of people who are different. Inclusion is not something that just manifests, because we are all together in the space that we love each other? No, it doesn't happen like that.

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00:21:35.980 --> 00:21:41.929

Vanessa | she, her(s), Dr. | APA EDI: Inclusion, like equity, is something that requires action. It requires assessment, and so

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00:21:42.250 --> 00:22:02.140

Vanessa | she, her(s), Dr. | APA EDI: inclusion requires that we sort of cultivate these spaces that allow people to be affirmed, celebrated, and appreciated for their authentic ways of being, so I don't want to have to code switch or be something other than who I am to be celebrated, and if I feel like I have to do so, then that's not an inclusive space.

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00:22:02.150 --> 00:22:15.269

Vanessa | she, her(s), Dr. | APA EDI: And so we're gonna talk a little bit about some things that we can do as individuals, and our ways of relating to people that help to foster, foster a sense of safety, and ultimately lead to a cultivation of inclusion.

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00:22:15.870 --> 00:22:25.910

Vanessa | she, her(s), Dr. | APA EDI: And so these are just some things that I'll raise for us in this space as we move forward into the conversation, because we are going to talk about things that could be difficult. It can be difficult.

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00:22:26.090 --> 00:22:45.049

Vanessa | she, her(s), Dr. | APA EDI: And I'm just going to invite us again; the natural capacity to want to lean away from that. I'm going to invite everybody to lean into that by keeping these 4 things in mind. And this is not my work. Courageous conversations about race. We're going to talk about race. We're going to talk about a lot of things, but I like the sort of

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00:22:45.100 --> 00:23:00.619

Vanessa | she, her(s), Dr. | APA EDI: understanding for difficult conversations, and the first is to stay engaged, whatever that looks like for you. If you get angry if you get upset, if you're not any of those things. There's no right or wrong way to be in this space. So engage in a way that you feel is authentic to you.

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00:23:00.710 --> 00:23:03.309

Vanessa | she, her(s), Dr. | APA EDI: I invite everybody to experience discomfort.

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00:23:03.450 --> 00:23:13.740

Vanessa | she, her(s), Dr. | APA EDI: Discomfort is a precursor for change, and again, it's not something to be feared. I think, what we don't advocate for, or want to promote in any way, shape or form is harm.

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00:23:13.750 --> 00:23:30.590

Vanessa | she, her(s), Dr. | APA EDI: So if at any time you feel harmed by anything that I say I might you call me in, call me up. I don't like to use the phrase, call out, but call me up to that because I absolutely want to remain open to learning and growing. And so again, I do invite discomfort. I do not invite harm. That's not cool.

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00:23:30.800 --> 00:23:35.190

Vanessa | she, her(s), Dr. | APA EDI: I also invite everyone to speak or type in this sense your truth.

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00:23:35.200 --> 00:23:54.499

Vanessa | she, her(s), Dr. | APA EDI: it's not my job or anyone's job to tell you that your truth isn't accurate that your experiences are invalid. That's not that shouldn't be anybody's job. I feel like my job is to provide perspectives and for you to take those perspectives and sort of do what you will with them. But it's not for me to tell you you have to do or be a certain way.

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00:23:54.630 --> 00:23:56.050

Vanessa | she, her(s), Dr. | APA EDI: and then, lastly.

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00:23:56.180 --> 00:24:21.249

Vanessa | she, her(s), Dr. | APA EDI: except and accept nonclosure, you might leave this this hour. We have today feeling angry, feeling upset, feeling hopeful, feeling whatever. What you're not gonna feel like is that we solved all the world's problems because we're not going to do that. More often than not People leave these conversations feeling like they have more questions than answers, and oftentimes feeling like "Dang. This is a lot, and it is a lot" and

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00:24:21.260 --> 00:24:23.090

Vanessa | she, her(s), Dr. | APA EDI: I think that

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00:24:23.130 --> 00:24:24.580

Vanessa | she, her(s), Dr. | APA EDI: that sort of

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00:24:24.620 --> 00:24:36.819

Vanessa | she, her(s), Dr. | APA EDI: that's part of the work, I think, is recognizing that we're never going to get to a place where we feel like we're done because we're we're then then we sort of are are stopping that process of assessment and really wanting to understand

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00:24:36.830 --> 00:24:49.799

Vanessa | she, her(s), Dr. | APA EDI: people's experiences around us. And so, with all of that contact setting, we go into talking a little bit about psychological safety. And this is the way again. Psychological safety is like a buzz word, and depending on

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00:24:50.000 --> 00:24:56.540

Vanessa | she, her(s), Dr. | APA EDI: what definition you ascribe to. You can get like 42 different ways to really think about psychological safety. This

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00:24:56.900 --> 00:25:07.580

Vanessa | she, her(s), Dr. | APA EDI: definition that we're going to walk through is actually taken from APA's equity, diversity, and inclusion framework. So it talks specifically about what psychological safety looks like at APA, and when I

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00:25:07.990 --> 00:25:22.680

Vanessa | she, her(s), Dr. | APA EDI: everybody doesn't work for Apa, so I Also, I want to elevate that. I also want to say that I feel like this definition is generalizable to people who work in the space of sort of like mental health and different things like that. And so

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00:25:22.690 --> 00:25:35.229

Vanessa | she, her(s), Dr. | APA EDI: this definition is absolutely. If you look it up, it's like this is what psychological safety looks like an APA, and I feel like it's generalizable. So we are going to walk through this piece by piece and talk a little bit about some considerations.

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00:25:35.550 --> 00:25:37.349

and maybe some

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00:25:37.580 --> 00:25:41.750

Vanessa | she, her(s), Dr. | APA EDI: lessons for lack of a better word that we can take from this, or

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00:25:41.830 --> 00:25:43.649

Vanessa | she, her(s), Dr. | APA EDI: how we can sort of

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00:25:43.850 --> 00:25:55.870

Vanessa | she, her(s), Dr. | APA EDI: turn this into sort of like a practical, how we can practically apply this type of understanding of psychological safety. And so first. So we're going to break this definition down into 3 different parts.

124

00:25:56.020 --> 00:26:05.409

Vanessa | she, her(s), Dr. | APA EDI: and the first (1) is that psychological safety requires an acknowledgment of who has been harmed, and in this case I invite you to interpret harm. Very

125

00:26:05.980 --> 00:26:14.689

Vanessa | she, her(s), Dr. | APA EDI: when I say loosely, I mean that there doesn't have to be a rigid definition. And so for me, what this means is understanding that

126

00:26:15.060 --> 00:26:30.999

Vanessa | she, her(s), Dr. | APA EDI: everybody does not have the same experiences as you. And so, just because your life has been sunshine and rainbows, or maybe because your life has been anything but, it doesn't mean that everybody's life has been like that, and We also, I think, have to recognize that everybody has their own

127

00:26:31.090 --> 00:26:50.700

Vanessa | she, her(s), Dr. | APA EDI: experiences in their own world view that is unique to them. And so, even if we share root-level characteristics like I'm a cisgender woman so I share certain characteristics and experiences with other people who identify in that way that doesn't mean that we're all the same, though. And this actually

128

00:26:51.130 --> 00:27:17.319

Vanessa | she, her(s), Dr. | APA EDI: this resource for those of you who can see this on the screen. This is actually something that a psychologist, Dr. Pamela Hayes, developed. And in my life before APA, when I used to work with kids, this is part of the way we would start to have conversations about diversity is really getting them to understand all of the various aspects of their identity. So like you saw what I did like on this. All these different things like I've done a lot of work to really

129

00:27:17.520 --> 00:27:26.369

Vanessa | she, her(s), Dr. | APA EDI: figure out what it is that makes me, me. I think sometimes we need a place to start, and I think Dr. Hayes is says this is called the ADDRESSING

130

00:27:26.380 --> 00:27:39.310

Vanessa | she, her(s), Dr. | APA EDI: framework, because everybody loves an acronym. But she talks a little bit about how you should be. These can all be different aspects of our identity, things that influence the way that we identify culturally.

131

00:27:39.330 --> 00:27:48.159

Vanessa | she, her(s), Dr. | APA EDI: And so what I invite people to do is taking this one step further is to think about in these different ways that you identify If we looked across these various

132

00:27:48.170 --> 00:28:02.159

Vanessa | she, her(s), Dr. | APA EDI: cultural influences, Where do you see yourself having privilege? And where do you see yourself being oppressed? Because those are the things I think that we have to remember like we talked about at the outset. When we think about diversity, we're not just thinking about these these things in a vacuum

133

00:28:02.260 --> 00:28:21.950

Vanessa | she, her(s), Dr. | APA EDI: we want to think about it sort of relationally. And so when we're thinking about this first part of psychological safety, acknowledging, acknowledging who has been harmed. And again, that's not. I don't mean that literally like, you know, going up to an oppressed or marginalized person, and saying, I know you have been harmed. That's not what we're talking about. I mean sort of having that as

134

00:28:21.990 --> 00:28:33.079

Vanessa | she, her(s), Dr. | APA EDI: having that understanding as a person again, that there are people in this world that simply because of who they are, have been oppressed historically, currently.

135

00:28:33.260 --> 00:28:35.059

Vanessa | she, her(s), Dr. | APA EDI: etc. And so

136

00:28:36.050 --> 00:28:47.510

Vanessa | she, her(s), Dr. | APA EDI: The reason that I think that is important, particularly for those of us who work with clients or who work in any sort of relational context, is that those larger cultural dynamics

137

00:28:47.750 --> 00:28:49.469

Vanessa | she, her(s), Dr. | APA EDI: are always at play.

138

00:28:49.520 --> 00:28:53.379

Vanessa | she, her(s), Dr. | APA EDI: they are always at play. And so, if we want to

139

00:28:53.470 --> 00:29:03.470

Vanessa | she, her(s), Dr. | APA EDI: be inclusive and foster psychological safety, we have to work actively to counteract and mitigate those things. They're not going to go away because i'm a nice person

140

00:29:03.540 --> 00:29:21.749

Vanessa | she, her(s), Dr. | APA EDI: like it doesn't work like that. And so again, I think part of this again. This first part of psychological safety is acknowledging that these power dynamics exist because people have been harmed in the past and historically people continue to be harmed in the present, etc. And again, those

141

00:29:21.930 --> 00:29:25.299

Vanessa | she, her(s), Dr. | APA EDI: history that larger sort of cultural overlay

142

00:29:25.610 --> 00:29:30.320

Vanessa | she, her(s), Dr. | APA EDI: seeks into the interactions that we have, you know personally, on a day to day basis.

143

00:29:31.520 --> 00:29:32.990

Vanessa | she, her(s), Dr. | APA EDI: Okay. So

144

00:29:33.200 --> 00:29:39.520

Vanessa | she, her(s), Dr. | APA EDI: that was per one of the definitions, acknowledgment that people have been harmed historically, presently, etc.

145

00:29:39.550 --> 00:29:59.289

Vanessa | she, her(s), Dr. | APA EDI: The second(2) part of the definition is really acknowledging what the impact of that harm has been. So understanding that there has historically and presently been large-scale, cultural oppression for people of color, for members of the Lgbtq plus community, for people with disabilities, what have you. The list goes on. What has been the impact

146

00:29:59.300 --> 00:30:00.510

Vanessa | she, her(s), Dr. | APA EDI: of that harm?

147

00:30:00.830 --> 00:30:14.249

Vanessa | she, her(s), Dr. | APA EDI: And so to me. That's a whole dissertation in itself. Okay, because I'm really trying to stick to this 20 min, and i'm already like, oh, my gosh, I'm talking too much the easiest way for me to really think about. And when I say easy,

148

00:30:14.260 --> 00:30:22.330

Vanessa | she, her(s), Dr. | APA EDI: I don't want to sort of diminish it by saying, you know. But to to me a very practical way to think about how

149

00:30:22.410 --> 00:30:27.310

Vanessa | she, her(s), Dr. | APA EDI: this type of harm impacts folks is by thinking about microaggressions

150

00:30:27.320 --> 00:30:46.660

Vanessa | she, her(s), Dr. | APA EDI: And microaggressions. Let me just say first, that formal is micro, and this says, does not mean small. It does not mean little; it does not mean it's insignificant. Micro in this sense refers to the micro level of interaction or person of person interpersonal interaction. So micro it doesn't mean small insignificant, or oh, I didn't mean it. So it's okay, none of that.

151

00:30:47.070 --> 00:30:51.470

Vanessa | she, her(s), Dr. | APA EDI: And so, more often than not, the impact of

152

00:30:51.720 --> 00:30:57.889

Vanessa | she, her(s), Dr. | APA EDI: oppression can be seen in in everyday microaggressions and microaggressions are

153

00:30:58.050 --> 00:31:01.940

Vanessa | she, her(s), Dr. | APA EDI: behavioral or verbal slights that communicate

154

00:31:02.180 --> 00:31:09.539

Vanessa | she, her(s), Dr. | APA EDI: derogatory sort of stereotypical ideas about people who have a specific identity characteristic. Case in point.

155

00:31:09.860 --> 00:31:15.280

Vanessa | she, her(s), Dr. | APA EDI: More often than not, Probably once a week, maybe more. Somebody makes a comment

156

00:31:15.400 --> 00:31:18.230

Vanessa | she, her(s), Dr. | APA EDI: to me about how articulate I am.

157

00:31:18.940 --> 00:31:21.500

Vanessa | she, her(s), Dr. | APA EDI: You're so smart, you sound so smart.

158

00:31:22.340 --> 00:31:33.589

Vanessa | she, her(s), Dr. | APA EDI: I have a doctorate, so I hope that I sound smart, but people are often surprised whether it be because of how I identify racially, because I look 12, like I don't know what it is but people. I think

159

00:31:33.600 --> 00:31:42.739

Vanessa | she, her(s), Dr. | APA EDI: They feel like that's a compliment when actually just makes me feel bad. And so again, things like that that happen again on a day to day basis

160

00:31:43.380 --> 00:31:46.810

Vanessa | she, her(s), Dr. | APA EDI: those types of things that impact compounds over time.

161

00:31:47.090 --> 00:31:55.509

Vanessa | she, her(s), Dr. | APA EDI: And also I should send this up to. I will absolutely make sure everybody has access to this presentation, because there's like a lot of stuff in here

162

00:31:55.520 --> 00:32:09.019

Vanessa | she, her(s), Dr. | APA EDI: that i'm not gonna sort of go through like the way that microaggressions can be classified because it's not necessarily germane into what we're gonna what we're talking about today. But I will absolutely make sure you have this, so that you can have all of these resources as well.

163

00:32:09.030 --> 00:32:18.300

Vanessa | she, her(s), Dr. | APA EDI: But one thing I want to show very quickly. This video is very brief, is what it looks like for microaggressions to compound over time.

164

00:32:18.380 --> 00:32:19.740

Vanessa | she, her(s), Dr. | APA EDI: And so

165

00:32:19.820 --> 00:32:22.470

Vanessa | she, her(s), Dr. | APA EDI: give me one moment. It's gonna be so great.

166

00:32:22.900 --> 00:32:27.029

Vanessa | she, her(s), Dr. | APA EDI: I'm gonna click, this, this, this, this this.

167

00:32:27.110 --> 00:32:30.669

Vanessa | she, her(s), Dr. | APA EDI: and hopefully everybody can see this. And here we go.

168

00:32:31.710 --> 00:32:42.209

Vanessa | she, her(s), Dr. | APA EDI: Video I think that microaggressions are a problem. "Oh, you're so well spoken." Oh, just imagine! Instead of being a stupid comment, a microaggression is a mosquito bite. "It's a compliment."

169

00:32:44.990 --> 00:32:45.930

Oh.

170

00:32:45.940 --> 00:33:05.119

Mosquito bites, and our itch are one of nature's most annoying features. But if you're only bitten every once in a while, "No, where are you really from?" "Cleveland?" Sure it's annoying, but it's not that big a deal. The problem is that some people get bitten by mosquitoes a lot more than other people. I mean a lot more.

171

00:33:05.130 --> 00:33:35.109

Whether it's on a date. "Oh, your English is so good!" "Excuse me?" In grocery shopping, you know. "(to person in wheelchair) Everything happens for a reason"

172

00:33:35.120 --> 00:33:56.540

Makes you want to go ballistic, which seems like a huge overreaction to people who only get it every once in a while. "It's just a mosquito bite, Who cares?" "Just another angry black woman" of course, beyond just being annoying some mosquitoes carry truly threatening diseases that can mess up your life for years. "Astrophysics?"

173

00:33:56.550 --> 00:33:59.390

Hmm. Maybe you should try less challenging major"

174

00:34:00.150 --> 00:34:19.749

"Ow, my dreams." Another mosquito carries trains that can even kill you." It looked like he was up to trouble. Okay, I felt threatened." So next time you think someone is overreacting, just remember some people experience mosquito bites all the time "you're all so exotic", and by mosquito bites, we mean microaggressions.

175

00:34:20.600 --> 00:34:21.520

Oh.

176

00:34:26.000 --> 00:34:26.850

Vanessa | she, her(s), Dr. | APA EDI: okay.

177

00:34:26.870 --> 00:34:28.689

Vanessa | she, her(s), Dr. | APA EDI: So

178

00:34:29.030 --> 00:34:30.120

Vanessa | she, her(s), Dr. | APA EDI: recapping:

179

00:34:30.190 --> 00:34:40.399

Vanessa | she, her(s), Dr. | APA EDI: our definition of psychological safety, one acknowledging who has been harmed. So that would be using this analogy, acknowledging who is getting bit by mosquitoes.

180

00:34:40.409 --> 00:34:50.940

Vanessa | she, her(s), Dr. | APA EDI: Second would be acknowledging the impact of that which, using this analogy, would be who's getting bit by mosquitoes more often than other people. And so, then, if we.

181

00:34:51.040 --> 00:34:59.979

Vanessa | she, her(s), Dr. | APA EDI: before we move into part, 3 of the definition of psychological safety, the one thing I just want to underscore is that even if you do not intend

182

00:35:00.040 --> 00:35:16.040

Vanessa | she, her(s), Dr. | APA EDI: to harm somebody based on something you say, like a microaggression that you commit, it doesn't mean that it's not harmful. And so saying, I didn't mean it. Doesn't mean it didn't hurt, and so I want to just underscore that no one on this planet.

183

00:35:16.050 --> 00:35:33.499

Vanessa | she, her(s), Dr. | APA EDI: not even the most majestic being on this planet Michelle Obama or Beyonce. None of them are immune from unintentionally harming folks. And so again, I think we all had to remain vigilant, because, no matter how educated or 'woke', we are, that doesn't mean that we

184

00:35:33.860 --> 00:35:40.689

Vanessa | she, her(s), Dr. | APA EDI: will not unintentionally or potentially harm someone. And so that's something I just want to underscore. And so this last piece

185

00:35:40.900 --> 00:35:43.330

Vanessa | she, her(s), Dr. | APA EDI: of this definition of psychological safety.

186

00:35:43.350 --> 00:35:57.020

Vanessa | she, her(s), Dr. | APA EDI: Okay, so we acknowledged, who was harmed, acknowledged the impact of that harm; and the third (3) is really committing to doing something different and being different in a way that is honest, authentic, and transparent.

187

00:35:57.250 --> 00:36:20.940

Vanessa | she, her(s), Dr. | APA EDI: So what does that mean? And what does that look like? And so i'm going to just shout out emotional intelligence

here, because I think it is something that is really slept on, I don't know why. But I think emotional intelligence is our key to really being honest and transparent in relationships, because emotional intelligence refers not only to how we manage and sort of whatever I don't like the word manage, but how we

188

00:36:21.290 --> 00:36:31.159

Vanessa | she, her(s), Dr. | APA EDI: deal with our own emotions, but also having an understanding of how our emotions affect other people. And I'm gonna skip this because I want to get to this part.

189

00:36:31.600 --> 00:36:39.090

Vanessa | she, her(s), Dr. | APA EDI: which is what does that have to do with anything that you were just talking about right, and I think part of it is understanding again

190

00:36:39.190 --> 00:36:45.210

Vanessa | she, her(s), Dr. | APA EDI: that if I assume that I know something about somebody else based on what they look like, or how they identify

191

00:36:45.620 --> 00:37:00.149

Vanessa | she, her(s), Dr. | APA EDI: that I am limiting my ability to be authentic with that person, because I'm already coming in with all this stuff. I'm already coming in with all this stuff in my mind. So how am I being present. And how am I being authentic,

192

00:37:00.190 --> 00:37:08.639

Vanessa | she, her(s), Dr. | APA EDI: when I'm coming in here with all of this stuff? And so I am limiting my potential to engage authentically with this person.

193

00:37:09.060 --> 00:37:23.440

Vanessa | she, her(s), Dr. | APA EDI: I think the other thing that is really related to emotional intelligence, and particularly the sort of domain of self awareness in emotional intelligence is like. We talked about the outset, understanding that your reality is your own, and it doesn't mean that everybody else has that same experience.

194

00:37:23.450 --> 00:37:39.749

Vanessa | she, her(s), Dr. | APA EDI: Dr. Daryl Sue does a lot of work around multicultural counseling and therapy. He calls this the invisible bail, and so more often more often than not, people who have privilege assume that

everybody experiences the world the same way they do, because their experiences are deemed to be normal.

195

00:37:40.340 --> 00:37:56.369

Vanessa | she, her(s), Dr. | APA EDI: that ain't my experience, though you know what i'm saying. And so again. I think that goes when we think about that in relation to emotional intelligence, really being mindful of our own level of self-awareness and how that level influences our interactions with other people.

196

00:37:56.560 --> 00:38:15.760

Vanessa | she, her(s), Dr. | APA EDI: And I promise this is the last thing i'm gonna say, and then we're gonna get 2 questions, comments, concerns, and reflections. So really, again, all of this, that I just said, what does this mean to us Practically? and a few things that i'll say one is, I think, if we really want to promote psychological safety and foster inclusion.

197

00:38:15.770 --> 00:38:18.669

Vanessa | she, her(s), Dr. | APA EDI: we have to move from sentiment into action.

198

00:38:18.800 --> 00:38:38.460

Vanessa | she, her(s), Dr. | APA EDI: I can't just will, like 'I'm so nice, And so everything's gonna be great.' We have to move from sentiment into action, and I think that that happens through allyship, whether it's racial allyship, or whatever. So if you are a person who has a dynamic of your identity that is privileged.

199

00:38:38.470 --> 00:38:44.020

Vanessa | she, her(s), Dr. | APA EDI: How are you utilizing that privilege to dismantle these inevitable structures? And I think again, that's not

200

00:38:44.460 --> 00:39:00.640

Vanessa | she, her(s), Dr. | APA EDI: It goes beyond i'm not racist, i'm not sexist. I'm not ableist. Whatever a list it goes beyond that into action. So what is it that we are doing practically and in action that is helping again to dismantle these inequitable systems.

201

00:39:01.800 --> 00:39:21.730

Vanessa | she, her(s), Dr. | APA EDI: The other sort of thing i'll throw out in addition to allyship, is really, I say, this all this time engaging in equity Work is, yes, about what you know, but it's more so about how you are

and How do you engage. Because a lot of people say a lot of stuff, and then the way that they engage is very

202

00:39:21.870 --> 00:39:35.819

Vanessa | she, her(s), Dr. | APA EDI: not aligned with those things that they said, which is what we call performative. And so I think cultural humility really allows us to put a lot of these ideas into practice and a few things that i'll say about cultural humility that I promise i'm done, and I'm going to stop

203

00:39:35.850 --> 00:39:37.410

Vanessa | she, her(s), Dr. | APA EDI: is One:

204

00:39:37.540 --> 00:39:41.250

Vanessa | she, her(s), Dr. | APA EDI: It You have to develop mechanisms for coping

205

00:39:41.560 --> 00:39:54.660

Vanessa | she, her(s), Dr. | APA EDI: when you mess up. Because again, as I mentioned before. No one is immune from intentionally or unintentionally harming another person. And so we are going to have experiences where we do something that is harmful.

206

00:39:54.750 --> 00:40:13.180

Vanessa | she, her(s), Dr. | APA EDI: and someone calls us up on it. You know what I'm saying, and we have to develop strategies for dealing with that discomfort and strategies that are not. "But that's not what I meant."; Strategies that allow us to sit in that discomfort, and to really work towards reconciliation and repair with this individual.

207

00:40:13.640 --> 00:40:24.499

Vanessa | she, her(s), Dr. | APA EDI: We also have to be able to tolerate mistakes that we make. I think so often. When I was doing consulting before I came to Apa, people and companies would say, "Well, we tried this, and it did work, and then we just stopped".

208

00:40:25.660 --> 00:40:33.420

Vanessa | she, her(s), Dr. | APA EDI: Well, that's not helpful, because then the people who are suffering continue to suffer, and we continue to maintain these systems that are inequitable.

209

00:40:33.670 --> 00:40:47.689

Vanessa | she, her(s), Dr. | APA EDI: And so with that that's a lot, and I feel like i'm talking really fast. I will leave you all with this, and then open it up for questions, comments, concerns, reflections, Really anything that you'd like to share. The world is wild.

210

00:40:47.700 --> 00:41:05.790

Vanessa | she, her(s), Dr. | APA EDI: It's especially wild, I think, right now, given what has been going on in the news. And so I just want to leave you all with these strategies that I have adopted to really care for myself in times like these, where there's just like a lot of injustice that is just

211

00:41:06.070 --> 00:41:22.329

Vanessa | she, her(s), Dr. | APA EDI: in the news all the time everyday. I live in Milwaukee, which I don't like watching the news in Milwaukee. I don't like watching the news period, but these are some things that I feel like have helped me, because again, all those things that I said about psychological safety and inclusion are a lot.

212

00:41:22.340 --> 00:41:28.369

Vanessa | she, her(s), Dr. | APA EDI: and it it becomes very overwhelming when you think about the sheer

213

00:41:28.830 --> 00:41:35.569

Vanessa | she, her(s), Dr. | APA EDI: gravity of the inequities that we are trying to dismantle. And so these are some things that I think can help us to care for ourselves'

214

00:41:35.580 --> 00:41:51.579

Vanessa | she, her(s), Dr. | APA EDI: Stepping away from social media or the news as needed, getting involved and being the change that we want to see, being gentle with ourselves. Like I said. We didn't get here overnight. We're not going to change it overnight, and it's not my responsibility solely to change things. So, allowing ourselves

215

00:41:51.590 --> 00:42:09.840

Vanessa | she, her(s), Dr. | APA EDI: grace, how can we simultaneously hold ourselves accountable, and allow ourselves grace, and be able to commend ourselves for for the work that we do, pay attention to how we're sleeping, and what we're eating and drinking, and then staying connected to communities and people who want to see us win, again stay connected to people who are really

216

00:42:09.850 --> 00:42:26.500

Vanessa | she, her(s), Dr. | APA EDI: about that life and about you as you present in your sort of authentic form. And so with that, I'm done now. So thank you all for listening to that again. I know that was a whole lot, and I will absolutely make sure that you all have access. And so with that i'll stop.

217

00:42:26.630 --> 00:42:33.359

Vanessa | she, her(s), Dr. | APA EDI: and questions, comments, concerns, reflections. I don't know how this works in a Webinar, because usually I have a Zoom Meeting. But

218

00:42:33.390 --> 00:42:36.469

Vanessa | she, her(s), Dr. | APA EDI: questions that you all have thoughts.

219

00:42:36.680 --> 00:42:40.810

Vanessa | she, her(s), Dr. | APA EDI: anything at al

220

00:42:40.960 --> 00:42:44.660

Lauren Caldwell Sommers (she/her): 1. Thank you so much for that vanessa so let's talk about the information you know.

221

00:42:44.700 --> 00:42:48.110

Lauren Caldwell Sommers (she/her): I want to open it up to others for questions.

222

00:42:48.190 --> 00:42:50.390

Lauren Caldwell Sommers (she/her): If you have a question for you.

223

00:42:50.610 --> 00:42:53.689

Lauren Caldwell Sommers (she/her): excuse me, I may have to unmute you so.

224

00:42:54.110 --> 00:42:56.669

Lauren Caldwell Sommers (she/her): but if you

226

00:43:00.100 --> 00:43:03.090

Lauren Caldwell Sommers (she/her): raise your hands, and I should be able to unmute you.

227

00:43:03.420 --> 00:43:08.490

Lauren Caldwell Sommers (she/her): and you can talk directly to the or if you want to put a question in the Q. A. Or the chat.

228

00:43:08.740 --> 00:43:09.890

Lauren Caldwell Sommers (she/her): That's fine, too.

229

00:43:10.390 --> 00:43:16.409

Lauren Caldwell Sommers (she/her): Go ahead and do that outbreak. I see Milton has a hand up. What is your question?

230

00:43:18.270 --> 00:43:22.929

Milton Fuentes: great. Thank you, Lauren and Vanessa. Thank you so much for such a thoughtful and provocative

231

00:43:23.090 --> 00:43:26.289

presentation. Really appreciate everything you have to offer.

232

00:43:26.510 --> 00:43:31.160

Milton Fuentes: since this is related to the ACT raising safe kids program, and a lot of us spend time

233

00:43:31.410 --> 00:43:33.790

Milton Fuentes: in spaces with parents,

234

00:43:34.900 --> 00:43:37.470

Milton Fuentes: just wondering what your thoughts are about.

235

00:43:37.950 --> 00:43:39.650

Milton Fuentes: Parents who have

236

00:43:39.950 --> 00:43:43.510

Milton Fuentes: internalized ideas about how to discipline

237

00:43:43.630 --> 00:43:44.880

Milton Fuentes: their children.

238

00:43:45.040 --> 00:43:48.150

and those ideas are are somewhat oppressive, and

239

00:43:48.210 --> 00:43:50.159

Milton Fuentes: at times abusive. And so

240

00:43:50.630 --> 00:43:54.299

Milton Fuentes: thinking through that with parents and helping them
deconstruct that

241

00:43:54.400 --> 00:43:57.760

Milton Fuentes: in a way that's respectful.

242

00:43:57.940 --> 00:43:59.520

Milton Fuentes: and at the same time.

243

00:44:00.850 --> 00:44:02.540

Milton Fuentes: I guess, enlightening for them.

244

00:44:02.580 --> 00:44:04.519

Milton Fuentes: I welcome your thoughts. Thanks.

245

00:44:05.780 --> 00:44:15.550

Vanessa | she, her(s), Dr. | APA EDI: thanks for raising that, and it was
actually something that I when I was practicing it was difficult for me,
because I know how I was raised, and I know that

246

00:44:15.560 --> 00:44:29.620

Vanessa | she, her(s), Dr. | APA EDI: that is terrible, and I never want that
to happen to any child ever, ever again. I think also, you know, I worked
with a lot of kids who had extensive trauma. So the thought of anybody
raising a hand to a child is... I can't, and so

247

00:44:29.720 --> 00:44:55.159

Vanessa | she, her(s), Dr. | APA EDI: Thank you for raising that. I think the first thing that I would say is, I think, a lot of what we talked about with regard to report building, we talk about building relationships with people and meeting them authentically where they are. I think all of that has to be done before we start to broach that conversation right like. I want this parent to know in their soul that I have their best intentions at heart before we try to have this conversation right?

248

00:44:55.170 --> 00:44:56.089

Vanessa | she, her(s), Dr. | APA EDI: And

249

00:44:56.430 --> 00:45:08.799

Vanessa | she, her(s), Dr. | APA EDI: I also want this parent to know that I operate in a system that requires that if I feel like this child is in danger that there are certain things that I have to do, and so that was something that for me again in practice was

250

00:45:09.240 --> 00:45:09.959

Vanessa | she, her(s), Dr. | APA EDI:

251

00:45:09.980 --> 00:45:14.739

Vanessa | she, her(s), Dr. | APA EDI: Difficult and interesting sort of rope to walk in terms of.

252

00:45:14.950 --> 00:45:21.519

Vanessa | she, her(s), Dr. | APA EDI: I hear you. I see you, I I see when I feel you, and I want to understand your perspective, and

253

00:45:21.630 --> 00:45:32.239

Vanessa | she, her(s), Dr. | APA EDI: I'm bound by these sorts of obligations ethically, and all these different things because of my profession. So that was something I felt like I had to do at the outset, like let people know. And then

254

00:45:32.450 --> 00:45:35.939

Vanessa | she, her(s), Dr. | APA EDI: I feel like once we sort of get into this space, where

255

00:45:36.950 --> 00:45:47.649

Vanessa | she, her(s), Dr. | APA EDI: what was difficult for me was to not let my biases show when I was having these conversations with parents, because again i'm not a parent that was, that was a thing that sort of was always

256

00:45:47.990 --> 00:45:50.029

Vanessa | she, her(s), Dr. | APA EDI: a thing that I had to deal with.

257

00:45:50.160 --> 00:46:05.710

Vanessa | she, her(s), Dr. | APA EDI: And again, for me there's no reason to ever raise a hand to a child. I just Don't. I don't think that that needs to be done right. And so, in addition to me, navigating this conversation with this parent.

258

00:46:05.720 --> 00:46:15.640

Vanessa | she, her(s), Dr. | APA EDI: I had to navigate that bias within myself like. You need to get that under control which doesn't mean that my way of thinking is wrong, or their way of thinking is wrong.

259

00:46:15.650 --> 00:46:27.970

Vanessa | she, her(s), Dr. | APA EDI: It was more so that that was internal work that I had to do so. I had a few parents that I worked with. 1 one client that I worked with She took off her belt when we were on like a virtual session to go like

260

00:46:27.980 --> 00:46:38.990

Vanessa | she, her(s), Dr. | APA EDI: whoop her kids and I was like, Oh, my goodness, it was like a whole mess, right? But okay, so I'm. I'm straying from the question. So one thing I would say just very practically is from the very beginning.

261

00:46:39.340 --> 00:46:57.429

Vanessa | she, her(s), Dr. | APA EDI: We have to be engaging with these parents in a way that is again humble. And the way that we do that is, by really being mindful of the biases that we have. So again, I think there's a whole plethora of research that shows that that's not the way that we need to be disciplined or disciplining our kids.

262

00:46:57.440 --> 00:47:00.279

Vanessa | she, her(s), Dr. | APA EDI: There is also a whole host of cultural

263

00:47:00.350 --> 00:47:10.389

Vanessa | she, her(s), Dr. | APA EDI: sort of history that tells people that they absolutely should be doing that. And so what I don't think we need to do, or we want to do, and having these conversations with parents

264

00:47:10.400 --> 00:47:22.620

Vanessa | she, her(s), Dr. | APA EDI: is diminishing their cultural experiences and elevating science, like, Well, science is this so Everything else that you know is wrong, because again, that's not us coming from a place of humility. And so I think that

265

00:47:22.650 --> 00:47:34.420

Vanessa | she, her(s), Dr. | APA EDI: So one thing is how to be able to be mindful of your own biases in this situation, and do what you can to sort of manage them.

266

00:47:34.710 --> 00:47:49.789

Vanessa | she, her(s), Dr. | APA EDI: And then 2 again, I think it would be to approach these conversations in a way again, that we are not diminishing people's world views and experiences because they are so divergent from our own, because that again, is not us

267

00:47:50.000 --> 00:48:01.399

Vanessa | she, her(s), Dr. | APA EDI: creating a sense of safety. That is us further oppressing people who have already been oppressed. So I think, figuring out, how can I address this with you, that is within the bounds, again, of my profession?

268

00:48:01.440 --> 00:48:03.289

Vanessa | she, her(s), Dr. | APA EDI: That is also a way

269

00:48:03.460 --> 00:48:09.069

Vanessa | she, her(s), Dr. | APA EDI: that is also in a way that I can honor your experiences and not devalue them because I disagree.

270

00:48:10.220 --> 00:48:16.160

Vanessa | she, her(s), Dr. | APA EDI: I hope that was helpful. I just went on a whole tank. I hope that it was helpful, and thank you for that question.

271

00:48:18.070 --> 00:48:27.860

Lauren Caldwell Sommers (she/her): Thanks. If anyone else has another question, and you know, feel free to run your hand, and i'll unmute you. But while i'm waiting to see I have one that I

272

00:48:28.270 --> 00:48:32.129

Lauren Caldwell Sommers (she/her): they want to ask you. These are in the earlier.

273

00:48:32.230 --> 00:48:33.330

your earlier presentation

274

00:48:35.750 --> 00:48:37.839

Lauren Caldwell Sommers (she/her): Excuse me, you talk about.

275

00:48:42.960 --> 00:48:43.770

Lauren Caldwell Sommers (she/her): Cultivating coping mechanisms

276

00:48:45.080 --> 00:48:46.770

Lauren Caldwell Sommers (she/her): i'm sorry

277

00:48:47.280 --> 00:48:48.069

Lauren Caldwell Sommers (she/her): Right was on.

278

00:48:48.290 --> 00:48:53.819

Lauren Caldwell Sommers (she/her): For the challenging process of messing up. And

279

00:48:53.840 --> 00:48:55.350

Lauren Caldwell Sommers (she/her): you know we are

280

00:48:55.420 --> 00:48:59.759

Lauren Caldwell Sommers (she/her): a community of facilitators who, as Milton said, work with parents.

281

00:48:59.910 --> 00:49:08.649

Lauren Caldwell Sommers (she/her): And really we call our folks facilitators because they're working with parents to help parents arrive at better parenting practices.

282

00:49:08.830 --> 00:49:12.869

Lauren Caldwell Sommers (she/her): and you know they're not seen as

283

00:49:12.920 --> 00:49:17.990

Lauren Caldwell Sommers (she/her): teacher, or the only authority in the room, or any of that, but

284

00:49:19.280 --> 00:49:22.509

Lauren Caldwell Sommers (she/her): it still makes for a complicated space.

285

00:49:23.300 --> 00:49:25.300

Lauren Caldwell Sommers (she/her): for when you do mess up.

286

00:49:25.350 --> 00:49:27.130

Lauren Caldwell Sommers (she/her): you know, in the process

287

00:49:27.570 --> 00:49:34.100

Lauren Caldwell Sommers (she/her): of how you then engage with the parents. I wondered if you could talk more about those coping mechanisms

288

00:49:34.350 --> 00:49:42.559

Lauren Caldwell Sommers (she/her): in that environment where you might be seen as an authority, and you're trying to not have that

289

00:49:42.730 --> 00:49:45.110

Lauren Caldwell Sommers (she/her): have that additional impact on the parent.

290

00:49:48.920 --> 00:49:50.569

Vanessa | she, her(s), Dr. | APA EDI: Yes, so

291

00:49:52.370 --> 00:49:54.790

Vanessa | she, her(s), Dr. | APA EDI: It's a great question. I would say

292

00:49:55.750 --> 00:49:58.740

Vanessa | she, her(s), Dr. | APA EDI: one thing that I would say particularly

293

00:49:58.780 --> 00:49:59.649

okay.

294

00:50:00.630 --> 00:50:01.899

Vanessa | she, her(s), Dr. | APA EDI: So I think we

295

00:50:02.500 --> 00:50:06.860

Vanessa | she, her(s), Dr. | APA EDI: I'm trying to figure it out. I'm trying to organize my thoughts. So I do think that

296

00:50:09.110 --> 00:50:14.100

Vanessa | she, her(s), Dr. | APA EDI: part of it, I think part of coping, and something that I have come to understand

297

00:50:14.120 --> 00:50:31.870

Vanessa | she, her(s), Dr. | APA EDI: is to try very, very hard, which is difficult for me to externalize things that are going on, and by externalize, I mean, if this parent sees me as an authority figure, and maybe approaches me, or or engages with me in that way with a sense of distrust, or whatever

298

00:50:31.930 --> 00:50:46.059

Vanessa | she, her(s), Dr. | APA EDI: That is, not because of me as a person, that's because of the system that we're operating in, and so yes, there are things that I can do as a person to try to. There are things that I, as a person, have to do to try to mitigate that. And

299

00:50:46.460 --> 00:51:01.939

Vanessa | she, her(s), Dr. | APA EDI: I think that part of the way, particularly for me, with things like that that happen is again to externalize it from yourself. And to really think about okay like this; The reason that this parent might be again, whatever

300

00:51:02.340 --> 00:51:04.209

Vanessa | she, her(s), Dr. | APA EDI: engaging with me this way

301

00:51:04.280 --> 00:51:21.589

Vanessa | she, her(s), Dr. | APA EDI: has a lot more to do with the system that we're operating in. And this history of all of these things that we talked about versus me as an individual. And so again that doesn't I don't want. I don't want to say that. Well, then, you don't have to do anything absolutely not. I want to say that because again, I think sometimes

302

00:51:21.920 --> 00:51:30.940

Vanessa | she, her(s), Dr. | APA EDI: alleviating some of that pressure can be helpful, and can help us to cope. And so I think that part of the way Again, part of coping is

303

00:51:31.830 --> 00:51:34.210

Vanessa | she, her(s), Dr. | APA EDI: understanding that we are all

304

00:51:34.250 --> 00:51:56.010

Vanessa | she, her(s), Dr. | APA EDI: operating within these systems. We have microsystems, We have all these different systems, right? And so things that are happening are the result of these systemic factors in these systemic dynamics. And so there are some things that I can do nothing about. I'm going to focus on what I can do and understand that sometimes what I can do, is still not going to be enough

305

00:51:56.030 --> 00:52:02.640

Vanessa | she, her(s), Dr. | APA EDI: because of these larger systemic factors. And so again with parents, with whatever in terms of how you cope with

306

00:52:02.830 --> 00:52:09.459

Vanessa | she, her(s), Dr. | APA EDI: again the way that you know things that might happen, or you know, like you, or whatever I think is

307

00:52:09.770 --> 00:52:11.109

Vanessa | she, her(s), Dr. | APA EDI: by

308

00:52:11.400 --> 00:52:12.959

Vanessa | she, her(s), Dr. | APA EDI: continuing.

309

00:52:13.000 --> 00:52:28.859

Vanessa | she, her(s), Dr. | APA EDI: and I know it's very difficult, continuing to try to facilitate these spaces of safety, because I think once we do, we will be able to have those sort of authentic conversations with the people that we work with, around all of these different dynamics. But I think that we can't do that

310

00:52:29.160 --> 00:52:33.960

Vanessa | she, her(s), Dr. | APA EDI: until we cultivate these spaces, and I will say, it's the last thing I'll say to this is.

311

00:52:34.150 --> 00:52:35.970

Vanessa | she, her(s), Dr. | APA EDI: I understand that

312

00:52:36.510 --> 00:52:39.810

Vanessa | she, her(s), Dr. | APA EDI: I want us all to understand that people with privilege;

313

00:52:40.330 --> 00:52:42.669

Vanessa | she, her(s), Dr. | APA EDI: There is a different type of

314

00:52:42.760 --> 00:52:59.360

Vanessa | she, her(s), Dr. | APA EDI: responsibility there because of these larger cultural dynamics. And again, that is not to say you need to do everything, and nobody else has to do anything. There is a different responsibility, though, because of the privilege that you carry, and I don't think that we can negate those things. And so again, I think that

315

00:52:59.430 --> 00:53:15.880

Vanessa | she, her(s), Dr. | APA EDI: even understanding that in these positions as a professional working with these families. There is power there, and so there's a responsibility. With great power comes great great responsibility. That's Spiderman. You know what i'm saying, There's a responsibility there, and I think that

316

00:53:15.890 --> 00:53:26.700

Vanessa | she, her(s), Dr. | APA EDI: part of the way we cope. Is by really figuring out what that means to us. So what does it mean to me to be a person in this dynamic in this space, whether I feel like it or not,

317

00:53:26.940 --> 00:53:39.040

Vanessa | she, her(s), Dr. | APA EDI: have institutional power. Maybe I have larger cultural power because of the way that I identify. I need to get it right within myself with all of that, in order to cope with any of these other things that may happen. And so I think.

318

00:53:39.050 --> 00:53:49.919

Vanessa | she, her(s), Dr. | APA EDI: more often than not, coping mechanisms are cultivated outside of the space that you share with the people that you work with. They're cultivated in here (the brain) , and also sort of when you're doing your own individual reflection.

319

00:53:51.030 --> 00:53:57.150

Lauren Caldwell Sommers (she/her): I think that's really helpful, the idea of how you think about it before you're in that space.

320

00:53:57.490 --> 00:54:00.459

Lauren Caldwell Sommers (she/her): So you're prepared

321

00:54:00.550 --> 00:54:05.540

Lauren Caldwell Sommers (she/her): when you're in the State in a moment, and you need that. So it is preparation for it

322

00:54:05.620 --> 00:54:07.000

Lauren Caldwell Sommers (she/her): so thanks for touching on that

323

00:54:07.130 --> 00:54:18.889

Lauren Caldwell Sommers (she/her): absolutely very helpful. We do have another question in the Q&A. That is, Can you provide some ideas for how to incorporate an EDI lense into an therapy program(?)

324

00:54:21.770 --> 00:54:38.010

Vanessa | she, her(s), Dr. | APA EDI: Yes. One thing I would say, the Edi framework is readily available for all people, and so I think that it is. And when I say all people I mean like it's on the Internet. And so I think that if you do that will be a place that I would start in terms of.

325

00:54:38.780 --> 00:54:47.489

Vanessa | she, her(s), Dr. | APA EDI: because I think when you think about it, incorporating and infusing EDI eti exists at very various levels. So we have, like the hearts and minds

326

00:54:47.500 --> 00:55:02.110

Vanessa | she, her(s), Dr. | APA EDI: interpersonal level. And then we have the policies and procedures and systems level. And so, when you're thinking about it, using that into a program that's already established there's going to be sort of like a human component. And then there's going to be sort of like this logistical component. And so I think that

327

00:55:02.120 --> 00:55:08.429

Vanessa | she, her(s), Dr. | APA EDI: when you're thinking about how to do that, depending on how the program is structured.

328

00:55:08.680 --> 00:55:15.190

Vanessa | she, her(s), Dr. | APA EDI: how you know, how do we make changes to the program, etc.? I think we have to sort of think about

329

00:55:15.640 --> 00:55:20.530

Vanessa | she, her(s), Dr. | APA EDI: the infusion on those different levels. You know what i'm saying. There's going to be like a

330

00:55:21.110 --> 00:55:50.639

Vanessa | she, her(s), Dr. | APA EDI: internal level. So all the people who facilitate this program. There's something that we need to do. There's some things that we need to do to infuse EDIi. When we think about the ways that we engage with the people we work with, not only as colleagues. But you know the clients and families that we work with, There's things that need to be done there when we think about ourselves as an agency, as a program, or whatever, There are things we need to refuse there and then there's again, always this larger cultural overlay. And so that is a whole lot. And so I think, in terms of

331

00:55:51.000 --> 00:55:52.929

Vanessa | she, her(s), Dr. | APA EDI: suggestions, I think

332

00:55:53.940 --> 00:55:58.369

Vanessa | she, her(s), Dr. | APA EDI: thinking about. Where is it that we can make change

333

00:55:58.450 --> 00:56:00.119

Vanessa | she, her(s), Dr. | APA EDI: sort of now

334

00:56:00.300 --> 00:56:01.599

Vanessa | she, her(s), Dr. | APA EDI: And then,

335

00:56:01.620 --> 00:56:05.389

Vanessa | she, her(s), Dr. | APA EDI: What is it that we need to do into the future to make sure that these changes

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00:56:05.860 --> 00:56:13.280

Vanessa | she, her(s), Dr. | APA EDI: stay, or are sustainable or sustaining? And so that that will be. My suggestion is, I think, that

337

00:56:13.310 --> 00:56:42.909

Vanessa | she, her(s), Dr. | APA EDI: a lot of times we do. A lot of EDI work happens sort of in reaction to something, or it is again led by sentiment, which is where I live. That is my happy place. That is my ministry, as I like to say, I'm all about the hearts of minds. Part of EDI work. I think the systems and structures and tactics, and all of that. It's not my favorite thing, and I understand that it's necessary. And so again, I think that if you want to infuse EDI into a program, into an organization, into an association.

338

00:56:42.940 --> 00:56:46.840

Vanessa | she, her(s), Dr. | APA EDI: I think you have to really be mindful about

339

00:56:47.300 --> 00:57:00.220

Vanessa | she, her(s), Dr. | APA EDI: those different levels and those different considerations. And again, we're going beyond. Everybody should just be nice to each other. We're going to be on 'Maybe we should do a black history month program', like we're going beyond those things. We really want to infuse it

340

00:57:00.230 --> 00:57:18.129

Vanessa | she, her(s), Dr. | APA EDI: and create a change that sustains over time. We need to be very intentional about thinking about the way we conceptualize our EDI work and what that means for this specific program. And again, I think the EDI framework again provides a way to frame and really conceptualize work that can be otherwise abstract.

341

00:57:18.140 --> 00:57:22.589

Vanessa | she, her(s), Dr. | APA EDI: so that, those are my

342

00:57:23.250 --> 00:57:32.629

Lauren Caldwell Sommers (she/her): thanks for sharing that, and Amani did post the EDI framework link in the chat. So people are interested in the same EDI framework. It's there.

343

00:57:32.950 --> 00:57:37.140

Lauren Caldwell Sommers (she/her): And so, if anyone else has a question

344

00:57:37.400 --> 00:57:40.670

Lauren Caldwell Sommers (she/her): raise your hand, or put them in the Q. A Or the chat. But

345

00:57:40.810 --> 00:57:44.920

Lauren Caldwell Sommers (she/her): what you were saying that made me think about how to be purposeful

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00:57:45.420 --> 00:57:50.690

Lauren Caldwell Sommers (she/her): And you know we have that first orientation

347

00:57:50.780 --> 00:57:53.899

Lauren Caldwell Sommers (she/her): with the parents every time you start any program.

348

00:57:54.020 --> 00:57:58.689

Lauren Caldwell Sommers (she/her): And can you give some ideas or tips on

349

00:57:58.960 --> 00:58:01.819

Lauren Caldwell Sommers (she/her): really being very purposeful in how we

350

00:58:02.070 --> 00:58:04.170

Lauren Caldwell Sommers (she/her): incorporate the EDI

351

00:58:04.480 --> 00:58:11.010

Lauren Caldwell Sommers (she/her): principles as guidelines for our meetings. You know, from that very beginning, from the orientation

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00:58:11.100 --> 00:58:12.100

Lauren Caldwell Sommers (she/her): on

353

00:58:12.350 --> 00:58:13.729

Lauren Caldwell Sommers (she/her): throughout the whole process.

354

00:58:15.600 --> 00:58:24.850

Vanessa | she, her(s), Dr. | APA EDI: Yes, and so one thing that just comes to mind is oftentimes in these types of situations.

355

00:58:25.330 --> 00:58:35.039

Vanessa | she, her(s), Dr. | APA EDI: orientations or meetings like people, are being taught that, and I think one just, and I don't want to say easy like, oh, just do this, and everything will be great but one sort of

356

00:58:35.500 --> 00:58:36.580

Vanessa | she, her(s), Dr. | APA EDI: simple

357

00:58:36.600 --> 00:58:38.299

Vanessa | she, her(s), Dr. | APA EDI: simple. But not easy

358

00:58:38.310 --> 00:59:07.679

Vanessa | she, her(s), Dr. | APA EDI: thing to think about is, how can we make our orientations or our meetings more collaborative and more Co-constructed as opposed to people coming in and being talked at. And again, that is very difficult to do, because people are used to that. And when you sort of want to bring them into the fold in a way that is more equitable and more collaborative people are like, I'm not trying to do that, and we sort of have to push through that, I think, and again at at any point in every turn, to be very

359

00:59:07.690 --> 00:59:26.179

Vanessa | she, her(s), Dr. | APA EDI: transparent about why we're doing those things. And so again, if we want to make a meeting or have an orientation, that is collaborative. And co-constructed we're going to talk about what that means for us in this space. We're also going to talk about Why it's important for us to do that. Because again, we want to. And again say this in a way that is

360

00:59:26.220 --> 00:59:45.219

Vanessa | she, her(s), Dr. | APA EDI: not as worthy. But we want to mitigate these power differentials again. If you always see me as somebody who is up here and you're lower, We want to try as much as we can to mitigate that. And part of that is again, by being collaborative. And what it is that we're doing. And so we're having an orientation. How can we make it collaborative

361

00:59:45.410 --> 01:00:00.769

Vanessa | she, her(s), Dr. | APA EDI: with the understanding that there's still certain things that, like, you know, we have to do, or whatever like. We have to talk about this thing where we have to, you know, go over whatever. But what are opportunities for us to make these engagements more co-constructed, more

362

01:00:00.940 --> 01:00:04.759

Vanessa | she, her(s), Dr. | APA EDI: collaborative, more of a partnership as opposed to a

363

01:00:05.020 --> 01:00:16.219

Vanessa | she, her(s), Dr. | APA EDI: transactional relationship, because more often than not people who have been historically oppressed, see relationships as transactional like, what can you do for me as opposed to

364

01:00:16.230 --> 01:00:27.749

Vanessa | she, her(s), Dr. | APA EDI: not in that way. You know what I'm saying? So I think if we want to mitigate that, we have to be intentional about the ways that we engage with one another, and part of that is again by being more collaborative.

365

01:00:29.680 --> 01:00:42.159

Vanessa | she, her(s), Dr. | APA EDI: that's just something that came to my mind initially, and I think even being collaborative with the children, allowing them to have a space, and a voice in in what happens in these spaces, I think, is

366

01:00:42.440 --> 01:00:45.180

Vanessa | she, her(s), Dr. | APA EDI: doubly a bonus, because kids are awesome.

367

01:00:47.360 --> 01:00:58.630

Lauren Caldwell Sommers (she/her): Well, that's definitely part of what we need to do. We need to think about how we update some of our approaches and materials around engaging the children

368

01:00:58.700 --> 01:01:12.799

Lauren Caldwell Sommers (she/her): who are part of the programs, but who are not necessarily in the meetings themselves. So we have another. I think we have time for this. One more question. Yeah. We have another question from the The Q& A. Which is, what are the barriers to more equitable outcomes?

369

01:01:13.030 --> 01:01:17.100

Lauren Caldwell Sommers (she/her): There's an easy one for you, Vanessa, I know.

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01:01:17.270 --> 01:01:35.960

Vanessa | she, her(s), Dr. | APA EDI: and I, laugh Laughing is my coping scale. Like humor is my coping mechanism, but I think in a word, the barrier is power. I think that people who are in positions of power. And again, that's culturally people who have that room, privilege or institutionally, people who have power and privilege.

371

01:01:35.970 --> 01:01:41.799

Vanessa | she, her(s), Dr. | APA EDI: There is a hoarding of power that happens because people

372

01:01:42.130 --> 01:01:47.589

Vanessa | she, her(s), Dr. | APA EDI: get concerned about what will happen if they're no longer in these positions. And I think to me that is

373

01:01:47.910 --> 01:02:05.619

Vanessa | she, her(s), Dr. | APA EDI: more often than not any barrier that presents itself. We don't have money for that. We don't have time for that. What is that? The basis of that is, people that are in power don't want that power to shift, because if I don't have this, and somebody else has it, what does that mean for me? I'm sure you all have seen there's a

374

01:02:05.630 --> 01:02:20.039

Vanessa | she, her(s), Dr. | APA EDI: click from, and i'm going to age myself like i'm not that old, but I feel like this Clip was all it was from one in talk shows like either the late eighties or the early nineties, and I don't remember which one it was. It might have been Phil Donahue. But the host said,

375

01:02:20.140 --> 01:02:33.589

Vanessa | she, her(s), Dr. | APA EDI: Does anybody in here want to be treated like a black person in America? And nobody raised their hand. You know what I'm saying. And again, those things, I think, happen on an unconscious level. When people have power in the thought of that shifting

376

01:02:33.750 --> 01:02:47.420

Vanessa | she, her(s), Dr. | APA EDI: he's like I don't know about that. Look at how people talk about social services programs, like it's just any barrier that erects itself. I think, at the at the core of it is power, and I think that that's something that

377

01:02:47.620 --> 01:03:11.919

Vanessa | she, her(s), Dr. | APA EDI: in EDI circles, we don't, talk about enough explicitly, I think, because again it's difficult like it's even difficult for me, as a person of color, to admit that I privilege in certain aspects of my life, and I have power in certain aspects of my life. Because again I think people feel like then that negates any struggle you have, and it doesn't. It's just, you know everybody has their own sort of...

378

01:03:12.000 --> 01:03:21.910

Vanessa | she, her(s), Dr. | APA EDI: There are different dynamics. But, in a word, I think the biggest barrier that again manifests as all these other kinds of things. Resources. Time.

379

01:03:22.000 --> 01:03:24.250

Vanessa | she, her(s), Dr. | APA EDI: That's not how we did it in the past.

380

01:03:24.420 --> 01:03:28.460

Vanessa | she, her(s), Dr. | APA EDI: The core of that is power. People don't want to give up

381

01:03:28.520 --> 01:03:36.150

Vanessa | she, her(s), Dr. | APA EDI: power because they are comfortable, and they feel safe, and they don't know what life or experiences will be like without it.

382

01:03:40.280 --> 01:03:53.989

Lauren Caldwell Sommers (she/her): Thanks very much. I think that's very insightful, and I feel something we can think about in the ACT program about how we show up as facilitators, and how we share power with the parents in creating their outcomes.

383

01:03:54.150 --> 01:04:02.919

Lauren Caldwell Sommers (she/her): Something that we, you know, try to focus on. So all right. We have like 4 min any last questions that anyone has for Vanessa while we have her here.

384

01:04:06.480 --> 01:04:08.440

Lauren Caldwell Sommers (she/her): give people a second to type.

385

01:04:10.570 --> 01:04:16.549

Lauren Caldwell Sommers (she/her): I don't see they coming in, Vanessa, but I want to thank you so very much for your time today and your

386

01:04:16.630 --> 01:04:23.599

Lauren Caldwell Sommers (she/her): sharing all of this information with us. I think it's been very thought provoking, and Also, you've given us some really good

387

01:04:23.670 --> 01:04:39.670

Lauren Caldwell Sommers (she/her): pathways to consider as we think about how we engage with parents in act, and also how we engage with each other in act, and and how we do our trainings moving forward to prepare folks to be facilitators, and then to to be in the community with parents. So

388

01:04:39.830 --> 01:04:50.629

Lauren Caldwell Sommers (she/her): thank you very much. We did put the link in the chat for the EDI framework, and we will also post this webinar

389

01:04:50.640 --> 01:05:01.959

Lauren Caldwell Sommers (she/her): along with Vanessa's slides on the website, so that you'll be able to view the program and and look through the slides. And of course you can always reach out with any questions

390

01:05:02.220 --> 01:05:30.580

Vanessa | she, her(s), Dr. | APA EDI: and thank you. I just want to say Thank you, Lauren. Thank you, Amani, for the invitation, and thank you all for sharing this space with me, though I can't see nobody. Thank you all so much. I appreciate the opportunity to engage with you all. So thank you. T391

01:05:30.590 --> 01:05:43.150

Lauren Caldwell Sommers (she/her): thank you very much, and before everyone leaves Amoni also posted the post Webinar evaluation link in the chat, and I

hope that you will please take a moment to fill it out. It really helps us to think about future programming and also our format and what we do. So thank you so much for taking just a moment. It's only a couple of short questions to do. Complete that evaluation, and there are lots of Thank you's coming in the chat for you, Vanessa, as well, so thanks very much. Everyone have a great day.