



Black Mental Health Matters

Tiffany Russell, MSW, LMSW, LCSW

Caprice Mottley, MSW, LMSW, LCSW, EMDR Trained



Introductions



Caprice Mottley
(She/Her/Hers)

Senior Staff Social Worker
University Notre Dame UCC

South African & Black American
Straight, Cisgender, Black Woman of
Color

Clinical Interests:
EMDR trained, CBT, Athletes, sports and
exercise performance/enhancement,
post-injury adjustment, multicultural
based challenges, microaggressions,
colorism/texturism, People of Color in the
workplace, invisible illness, anxiety,
depression



Tiffany Russell
(She/Her/Hers)

Senior Staff Social Worker
University of Notre Dame UCC

Cisgender, Straight, Black
Woman

UCC Diversity Equity and
Inclusion (DEI) Committee
Chair

Clinical Interests:
Anxiety, First Generation Students,
Black/Students of Color,
Multicultural concerns,
microaggressions/discrimination,
Social Work Training

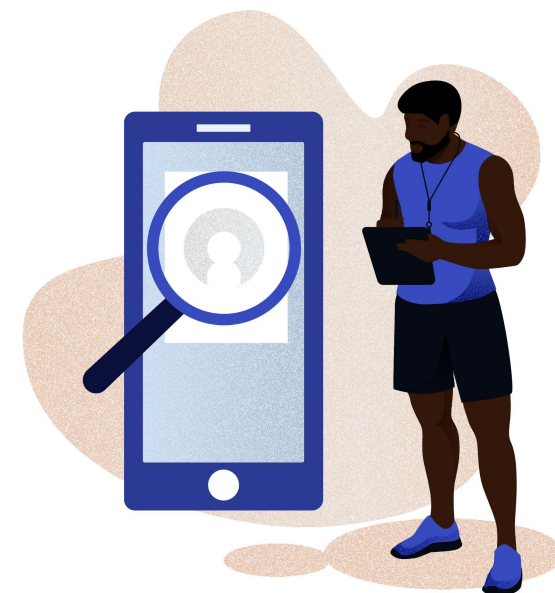


Disclaimers

- We all represent multiple perspectives, come from different backgrounds and hold various values in the room
- We hold diverse backgrounds and worldviews as an audience along with multiple dimensions of identity
- Recognize your own biases and assumptions that may arise during the presentation

Objectives

- Understand symptomatology of Mental Health in the Black Community
- Reflect on what we as facilitators did to meet a need that was indicated by data specifically for our Black Students at Notre Dame
- Learn to create non traditional spaces to facilitate open discussions about Mental Health that are unique to Black Students as well as other diverse students within your Counseling Center



Mental Health in the Black Student Community

- Black college students are more likely to enter University holding generational baggage of racism, discrimination, trauma, and poverty in their lineage
- The severity and persistence of common mental health disorders experienced by Black students may be explained by the cumulative effects of historical and current racism
- Fear of experiencing double discrimination; being Black and having a mental health concern, may result in disparities in mental health service utilization
- Black students are most at-risk of a mental health crisis during their first semester of college
- Black students are less inclined to seek assistance for their mental health concerns for fear of being labeled and judged as well as stigma



Mental Health in the Black Student Community



- Repeated exposure to racism, discrimination, bias, traumatizing practices, racialized political ideologies, and lethal policing has been deemed detrimental to Black mental health
 - Black college students contend with not only the common concerns of college students (e.g., general stress) but also concerns specific to their racial identity, such as discrimination and racial microaggressions within their educational context
 - Black students face more racial discrimination than peers from other racial groups
 - Black student's experiences with race related stressors such as lack of representation and racial discrimination may negatively influence their self esteem, mental health, physical health and sense of belonging
-

CCAPS & Data Overview

- The CCAPS-Screen is a mental health screening instrument for the general student body that assesses the most common psychological problems experienced by college students. The CCAPS-Screen is a 36-item instrument with eight subscales as well as a critical item related to the report of Suicidal Ideation (SI) within the last two weeks
- Exploring the Role of Discrimination in Black College Student Mental Health within the CCAPS (and in your counseling center)
- Importance of adapting your clinical practice
- Racial discrimination needs to be viewed through a trauma lens for intersectional trauma-informed care (Carter, 2007; Pieterse et al, 2012)



- Use the discrimination items on the SDS
- Importance of raising the sensitive/difficult subject of discrimination with your Black clients even if it's not stated on the SDS= better therapy outcomes
- Overlooking these experiences negatively impact the care of Black students
- Goal of culturally informed care



Diversity Question Developed by Caprice

UCC - SDS

Have you experienced discrimination based on physical appearance, background, or aspects of your identity (for example and not limited to: race, gender, sexual orientation, disability, etc.)?

- Never
- 1 time
- 2-3 times
- 4-5 times
- More than 5 times

When was the last time that you experienced this?

- Never
- Within the last 2 weeks
- Within the last month
- Within the last year
- Within the last 1-5 years
- More than 5 years ago





CCMH - SDS

In the past 6 months, have you experienced discrimination or unfair treatment due to any of the following parts of your identity?

Disability Yes No

Gender Yes No

Nationality / Country of Origin Yes No

Race / Ethnicity / Culture Yes No

Religion Yes No

Sexual Orientation Yes No

Data Resource



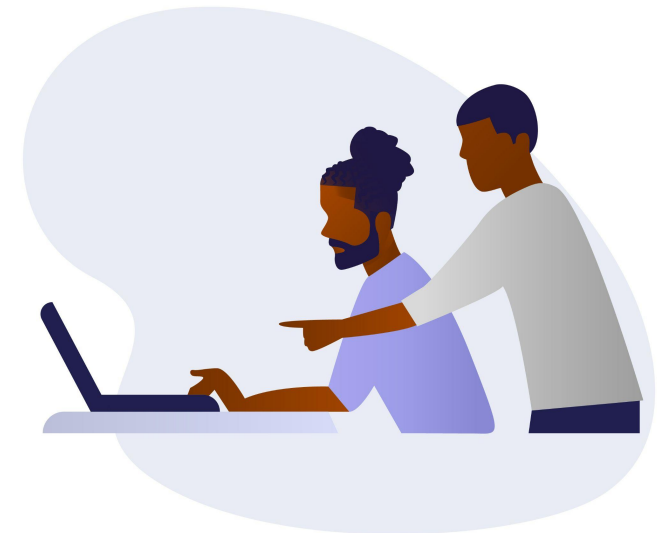


Black Mental Health Matters

A Workshop for Black Student Clients

Why a Black Mental Health Matters Workshop?

- Racism, Microaggressions, Discrimination does not always show up in data
- Black students may not feel comfortable discussing their experiences in traditional spaces on campus
- Representation matters with clinicians
- Provide updated clinical practices
- Build connection with students




Part 1 - Exploring Black Mental Health through the Black Experience

FACILITATED BY TIFFANY & CAPRICE

Black Joy

BLACK

MENTAL
HEALTH



MATTERS

FRIDAY, FEBRUARY 24
11:00-12:00PM
UNIVERSITY COUNSELING CENTER
SAINT LIAM CONFERENCE ROOM

574-631-7336
ucc.nd.edu

Ice Breaker Questions

Is mental health a topic that's part of your daily discussion with family/friends/professors?

If yes, give examples. If no, why?

What differences do you notice in how Black families and Black people typically express/display low moods, sadness, crying, depression, etc.

What are you doing NOW in your life to manage your mental health?



Part 1 - Exploring Black Mental Health through the Black Experience

- Discussion with students
- Common themes across the room included:
 - Stigma within the community
 - How family's discuss mental health
 - Balancing mental health challenges with college experience
 - Seeing how black people are portrayed in media
 - Impact of events like George Floyd & COVID
 - Difficulty knowing what to do, how to manage
 - Feeling connected within this space



Part II - Black Joy

- Society and media too often portray Black people in a stereotypical way (negative)
- Not enough images and content of Black people experiencing joy
- Joyful expression is a form of a clinical mental health coping mechanism for Black student clients
- Non Traditional Approach to managing Mental Health (in a way that is unique to the Black experience)



Part II - Black Joy (The Workshop)

- Introductions
- [Video on Black Joy](#)
- Activity
 - Reflection: What brings you joy? Write a poem, reflection, draw art. (Opportunity to present to group)
 - Discussion - What does joy look like in our community?
 - Get Togethers
 - Music/Dancing
 - Family
 - Art
 - How can we use these expressions of joy as a tool to manage our mental health?
- Dancing (Cupid Shuffle!)

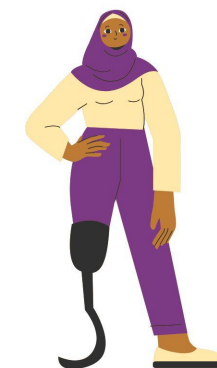




Being Intentional about Engaging Black Students

Engaging with Black Students


- Use inclusive imaging
- Be intentional about building relationships
 - Attend events
 - Student Organizations
- Think outside the box
 - This nontraditional “out outside the box” thinking can be utilized when considering other student groups/identities.
- Invite Black students to be apart of conversations
- Don’t make assumptions about their needs
- Ask, listen and believe them!




Example of Inclusive Imaging

University Counseling Center

BLACK GRADUATE STUDENT GROUP




BLACK GRADUATE STUDENT GROUP



BLACK MENTAL HEALTH MATTERS

WEDNESDAYS
4:00PM-5:00PM
WHERE: UCC
UCC.ND.EDU

574-631-7336



UNIVERSITY
COUNSELING CENTER

LET'S TALK

WEDNESDAYS
3 - 4 PM



15-20 MINUTE CONSULTATION TO OFFER SUPPORT,
PROBLEM SOLVING, AND RESOURCES ON A VARIETY OF
CONCERNS

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LET'S TALK


FEB 2022

JOIN US



15-20 MINUTE CONSULTATION
TO OFFER SUPPORT,
SOLUTIONS, AND RESOURCES
FOR STUDENTS MENTAL
HEALTH CONCERNS

 **DUNCAN STUDENT CENTER** | **11AM-12PM**

UCC.ND.EDU |  **@UCCND**



Workshops & Support Spaces



Groups





Discussion, Questions and DANCE

Research Citations

Constantine, M. G. (2007). *Clinical practice with people of color: A guide to becoming culturally competent*. Teachers College Press.

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Diverse Images: Black Illustrations®

https://www.blackillustrations.com/?4aca4d8f_page=3

Canva

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Thank You!

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