

*Moving from Competence to
Responsiveness: Broaching
Conversations around Race,
Power, & Privilege*

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Learning Objectives

1. Apply APA guidelines in psychotherapy with regards to multicultural responsiveness in clinical work with White students and students of Color.
2. Identify the impact of intersecting identities on the therapeutic process, specifically around race, ethnicity, and culture.
3. Develop conceptualization and broaching skills that are responsive to a nuanced understanding of multiculturalism and “diversity.”

(Arao & Clemens, 2013)

SAFE

BRAVE

Agree to Disagree

Controversy with Civility

Don't Take things
Personally

Own your intentions AND your Impact

Challenge by Choice

Consider the Impact of your Participation

Be Respectful

Consider how respect looks culturally and with regards
to bravery

Do not Attack others

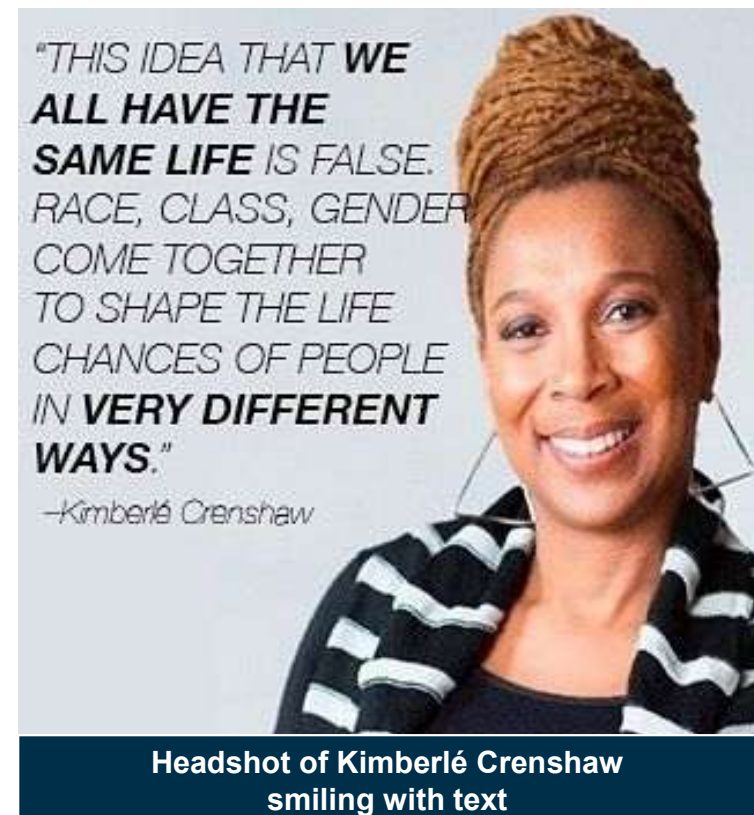
Consider what "No Attacks" looks culturally and with
regards to bravery

Racial & Ethnocultural Responsiveness

- 84% of the active psychology workforce is White
 - (2007-16: Demographics of Psychology Workforce, APA)
- Psychological research is largely based on WEIRD samples (Western/White, Educated, Industrialized, Rich, Democratic)
- “Competence implies a static goal to be achieved, or an immutable personal characteristic. Responsiveness, on the other hand, implies deliberate continuous action.”
 - Dr. Karen Suyemoto co-chair of committee on APA Race & Ethnicity Guidelines

Intersectionality Exercise (Kimberlé Crenshaw)

- Race
- Ethnicity
- Gender
- Sexual Orientation
- Class
- Ability Status
- Body Size
- Age
- Education
- Indigenous heritage
- Religion
- Language
- Immigration Status



Invisible/Visible Identities

- The Identity Wheel
 - Identities you think about most/least often
 - Identities that have the strongest effect on how you see yourself as a person/therapist
- What are the times that you explicitly talk about your identities with clients in therapy?

Scenarios to Consider

In the 4th counseling session, your client reports feeling anxious and concerned about her family. Client is a 2nd year undergraduate student in the Finance program. She identifies as a cisgender bisexual woman and is a first generation college student whose parents immigrated from Malaysia. In passing, she reported feeling anxious about the safety of her parents living in NYC, noting recent acts of violence towards her community.

Reflection Questions

- What are some factors that may impact your conceptualization of this client from a culturally responsive perspective?
- What are some ways you can provide support to this client while acknowledging the impact of cultural/systemic factors?
- Describe some ways you could broach cultural factors, as they relate to the client's presenting concerns.

Broaching (Day-Vines et al., 2007)

- The counselor's invitation to discuss racial and cultural factors that may influence the clinical work.
 - What are the important aspects of your culture/identities that you'd like to discuss? This can include.....
 - In what ways, if any, do the identities you just talked about impact the problem you are bringing in today?
 - I'm _____ you're _____.

Core Tenets of Broaching (King, 2021)

Broaching...

- 1) is the counselor's responsibility
- 2) is a process that occurs on an ongoing basis
- 3) addresses dynamic and intersecting identities
- 4) occurs on multiple levels
- 5) requires flexibility

Broaching (King & Borders, 2019)

Recommendations for Practice are debated:

- Timing of skill
- Language Used
- Goals of Broaching
- Emphasis on similarities/differences

Rhetorical Incoherence (Bonilla-Silva, 2010)

- Grammatical mistakes, lengthy pauses, or repetition
- Natural parts of speech that increase dramatically during the discussion of sensitive topics

Semantic Moves

- Patterns of speech used to avoid difficult conversations

Fear of Making a Mistake

- Discomfort with making mistakes can lead to avoidance

Barriers to Broaching for White Clinicians

Colorblindness	“I don’t see color, we’re all the same at the end of the day. I don’t care if you’re White, Black, Purple, or Polka Dot.”
White Silence	When individuals with white privilege stay silent when it comes to events, situations, discussions related to race, racism, and white supremacy. (Saad, 2020)
White Fragility	A reaction in which even a minimal amount of racial stress is emotionally intolerable, setting off a number of defensive behaviors (DiAngelo, 2018)

Barriers to Broaching for Clinicians of Color

Uncertainty around therapeutic benefits (Bayne & Branco, 2018)	Research has found that White clients may feel ambivalent about broaching. (Zhang & Burkard, 2008)
Fear of facing microaggressions (Bayne & Branco, 2018)	Clinicians of color receive little guidance on navigating racism and discrimination at the hands of their clients. (Branco & Bayne, 2020)
Uncertainty around client's stage of racial identity development (Bayne & Branco, 2018)	Early stages of identity development could impact receptiveness to broaching these conversations. (Day-Vines et al., 2007)

Broaching & Identity Development (Day-Vines et al., 2007)

- **Avoidant**
 - No attempt to address cultural factors
- **Isolating**
 - Superficial recognition of MC factors
- **Continuing/Incongruent**
 - Recognizes culture but in a oversimplified manner
- **Integrated/Congruent**
 - Consistent and nuanced recognition of MC factors
- **Infusing**
 - Nuanced recognition of MC that transcends ones professional identity

Scenarios to Consider

You are meeting with a client after 2 sessions who reports symptoms of depression and anxiety that seem to be exacerbated by the academic setting. Client identifies as a cisgender heterosexual Black man. He is a 2nd year medical student and is one of few Black students in his cohort. Client reports feeling on-edge and unsure of himself in clinical/academic settings. As a result, he reports feeling overwhelmed with low motivation and fatigue.

Reflection Questions

- What are some factors that may impact your conceptualization of this client from a culturally responsive perspective?
- What are some ways you can provide support to this client while acknowledging the impact of cultural/systemic factors?
- Describe some ways you could broach cultural factors, as they relate to the client's presenting concerns.

In-Roads for Conversations on Race

- Sense of Belonging on campus
- Imposter's Syndrome
- Perfectionism
- 1st generation students
- Stereotype Threat
- Microaggressions (i.e. intersecting identities)
- Transferable skills (tolerating discomfort)
- Allyship (Conveyor Belt Analogy)

Scenarios to Consider

In session six of the work, your client acknowledges a desire to address gender identity concerns more directly. Client is White and identifies as Agnostic and heterosexual. They report feeling as though a non-binary identity resonates as a good fit, but note some uncertainty about how this would be perceived by family, friends, peers, and colleagues. In session, they have disclosed this to you and requested they/them pronouns. However, this is not something they have addressed with others.

Reflection Questions

- What are some factors that may impact your conceptualization of this client from a culturally responsive perspective?
- What are some ways you can provide support to this client while acknowledging the impact of cultural/systemic factors?
- Describe some ways you could broach cultural factors, as they relate to the client's presenting concerns.

Thank you! Questions/Comments?

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References

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Supplemental Slides

Semantic Moves & Defensive Mechanisms	Example/Definition
“Whataboutism”	<p>“What about all lives or Blue lives? Don’t those matter?” “What about Black on Black crime?”</p>
Diminishing the Impact (Microinvalidation)	<p>“I just think the focus on microaggressions is making a mountain out of a molehill. We have bigger issues to address.” “What you are dealing with is nothing compared to the discrimination I faced when I was a student.”</p>
White Fragility	<p>A reaction in which even a minimal amount of racial stress is emotionally intolerable, setting off a number of defensive behaviors (DiAngelo, 2018)</p>
“Epistemology of Ignorance” (Cabrera and Corces-Zimmerman, 2017)	<p>“I know I’ll never understand what it’s like to be a person of Color. I just feel that sometimes they can be a bit hypersensitive.”</p>

Semantic Moves & Defensive Mechanisms	Example/Definition
White Silence	When individuals with white privilege stay silent when it comes to events, situations, discussions related to race, racism, and white supremacy. (Saad, 2020)
Tone Policing	Tactic used by those with privilege to control the voices of those without privilege by focusing on their tone of voice, rather than content of what they are saying. The purpose is to make White people feel comfortable. Examples: “too angry”, “too aggressive”, “too Black” (Saad, 2020)
Colorblindness	“I don’t see color, we’re all the same at the end of the day. I don’t care if you’re White, Black, Purple, or Polka Dot.”
White Exceptionalism	“.....the belief that you, as a person holding white privilege, are exempt from the effects, benefits, and conditioning of white supremacy and therefore the work of anti-racism doesn’t apply to you.” I am one of the liberal good ones. (Saad, 2020)

<p>“Re-Railing Strategies” Brown & Sered</p>	<p>Example</p>
<p>Eyes on the Prize: Refocus on the goal of the conversation. What are you hoping to see happen as a result of this talk?</p>	<p>“My goal for this conversation is not to persuade you. I just want to be able to share my experience and be heard.”</p>
<p>Call it What it is: Name and acknowledge the distraction.</p>	<p>“Your statement is actually moving us further away from the conversation on racism, and I’d like for us to stay focused here.”</p>
<p>Put it on the Agenda: Create space for a related topic without losing focus on the discussion at hand.</p>	<p>“I hear you, and I’m happy to talk about what you raised, but I’d like to finish talking about what I raised first. Can we do that?”</p>
<p>Moments of Silence: Allowing space to listen deeply and giving space for mental processing.</p>	<p>“This is a hard conversation and maybe we’d all benefit from a moment of silence to just sit with what we’ve heard and what we’re feeling before we keep going?”</p>
<p>Do you See What I see: Invite the de-railer to acknowledge the validity of an experience to refocus the goal of the conversation.</p>	<p>“I hear what you are saying and am listening to you, but I’m telling you about my experience and want to know if you can acknowledge that this is how I experience (what we’re talking about).”</p>

TABLE 1

Broaching and Racial Identity Development

Racial Identity Status	Description of Racial Identity Functioning	Attitude Toward Broaching
Contact	<ul style="list-style-type: none"> • Oblivious to own racial identity • Uncritical acceptance of racism or color-blind perspective about race 	<ul style="list-style-type: none"> • Avoiding broaching style • Refusal to broach • Broaching regarded as unnecessary • Adopts a posture of naïveté, resistance, and defensiveness when asked to broach • Refuses to consider contextual dimensions of race, ethnicity, and culture
Disintegration	<ul style="list-style-type: none"> • First acknowledgment of White identity • Conflict that results from contradictions in their belief system; current beliefs as compared with racial realities 	<ul style="list-style-type: none"> • Vacillates between avoiding and isolating broaching style • Isolating broacher broaches only once • Does not recognize relationship between cultural factors and culturally appropriate counseling interventions • Recognizes the need for broaching but may avoid broaching because of discomfort, lack of skill, concern about negative reactions from client
Reintegration	<ul style="list-style-type: none"> • Idealizes Whites; denigrates people of color • Assumes original stereotypes 	<ul style="list-style-type: none"> • Vacillates between avoiding and isolating broaching style • Isolating broacher broaches only once • Does not recognize relationship between cultural factors and culturally appropriate counseling interventions • Recognizes the need for broaching but may avoid broaching because of discomfort, lack of skill, concern about negative reactions from client
Pseudo-Independence	<ul style="list-style-type: none"> • Intellectualized acceptance of own and others' race 	<ul style="list-style-type: none"> • Continuing/incongruent broaching style • May broach the subject of race several times, albeit mechanically • Cannot translate recognition of cultural factors into effective counseling strategies and interventions
Immersion/Emersion	<ul style="list-style-type: none"> • Honest appraisal of racism and significance of Whiteness 	<ul style="list-style-type: none"> • Integrated/congruent broaching style • Conscious understanding of need for broaching • Incorporates broaching into counseling efforts as appropriate • Accepts risks involved in broaching • Identifies culturally appropriate interventions
Autonomy	<ul style="list-style-type: none"> • Internalizes a multicultural identity with non-racist Whiteness at its core 	<ul style="list-style-type: none"> • Infusing broaching style • Considers broaching integral to effective counseling efforts with clients • Recognizes and acknowledges the impact of race on client's presenting problems • Maintains an enduring commitment to social justice and equality that transcends bounds of professional identity

Clinical & Personal Experiences

- Student response to Student of Color Support Group
 - Feeling Excluded
 - White Fragility
 - Privilege of Access to Spaces
- Dissertation Participant
 - Fear of Being seen as Racist, but tolerant of racism

Personalizing Interventions

- Work to understand how the client and their community views their presenting concern
 - Cultural Perceptions of Cause, Context, and Support
- We often focus on differences but similarities can be helpful too (i.e. pop culture, memes, movies)
 - Ex. of Client Work

Reflection and Discussion

- What are your experiences working with students around issues of race?
- What is our responsibility as clinicians to initiate these conversations with our White students?
 - When it does/doesn't directly relate to their presenting concern