

Cultural Competency Training for Health/Mental Health Providers  
1/12/2021, 8:30 a.m. – 4:30 p.m.  
Via Zoom

**AGENDA**

8:30 a.m.            Keynote: Applying Social Justice Principles to Support the Mental Health of Students of Color

-Elizabeth González, MSW, LMSW, CYT; *Founder, Therapist, & Clinical Supervisor at Amplify Colectivo; The Steve Fund Expert*

In this training, medical and mental health professionals and administrative staff will learn about five social justice principles and will apply the principle of ongoing self-examination. Participants will reflect on their experiences, values, and social identities in an effort to understand implicit bias and how this impacts their work with students of color. Participants will be guided from self-examination to race consciousness in order to engage in anti-racist work. Participants will engage in dialogue about the connection between self-examination and race consciousness in order to support the mental health of students of color.

Learning objectives:

1. Participants will learn about five social justice principles.
2. Participants will explore and identify their values in the context of social identity.
3. Participants will describe how one's own positionality impacts one's work with students of color.
4. Participants will formulate ideas on how to increase their race consciousness.

10:30 a.m.            BREAK

10:45 a.m.            What's White? Understanding Diversity, Justice, and the Power of Stories for Mental Health Professionals

-Art Munin, Ph.D., *Interim Vice Chancellor for Student Affairs & Dean of Students, UW-Oshkosh*

One of the many difficulties surrounding racial discourse is the power structure's ability to shift and skew the dialogue. Knowledge of where we have been and how the concepts of race and Whiteness have shifted over time is paramount for mental health professionals to adequately care and

advocate for college students. This session will explore how historical shifts and the power of stories influence the necessary knowledge base and skillset mental health professionals must possess to serve all students in higher education.

Learning objectives:

1. Participants will be able to identify the multicultural knowledge and skills a mental health professional must possess to be successful in caring and advocating for college students.
2. Participants will be able to cite tangible examples of how present-day social justice struggles in higher education impact college students' wellness.
3. Participants will be able to detail examples of how higher education both supports and seeks to subvert hierarchy and power structures.

12:15 p.m.

LUNCH

1:15 p.m.

Eliminating Blind Spots: Working Toward an Antiracist Practice and Community

-LaVar J. Charleston, Ph.D., *Associate Dean for Equity, Diversity and Inclusion; Clinical Professor, Department of Educational Leadership and Policy Analysis, UW-Madison School of Education*

As University of Wisconsin System employees, our mission demands that we focus on critical issues of racial and social justice, especially in light of the current climate in our society. To do this, we must share knowledge and facilitate conversations that equip UW System and our wider educational community to be laser-focused on equity in our education and health policies, practices, counseling, curriculum, teaching, and learning. In order to progress beyond conversation and towards real change and accountability, we must eliminate our blind spots as it relates to race and racism. It is easy to avoid talking about this subject due to unfamiliarity, fear of conflict, fear of misspeaking, sounding or appearing racist, and/or unintentionally causing harm that is often times irreparable for our communities. At the same time, many of us feel that we are "not racist." But is being "not racist" enough? This interactive capacity building event will explore what it means to be antiracist and provide practical strategies for enacting antiracist leadership and practices in our working and learning environments.

Learning Objectives:

1. To build on our understanding of racism, racial prejudice, and bias, and examine how these constructs can impact our work
2. To deepen participants' antiracism practices by analyzing the difference between being not-racist and antiracist
3. To create and utilize specific strategies aimed at reducing racial prejudices and racism through the identification and elimination of blind spots within ourselves and the practice/care team.

2:45 p.m.

BREAK

3:00 p.m.

Transforming Spaces to Reflect the Indigenous Student Experience

-Sasānēhsaeh Jennings, Ph.D., *Native American Student Success Coordinator, UW-System Office of Student Success*

The presenter will offer insight as to how institutional spaces has and continues to be used as a tool for colonization, using anecdotal insight from current Native students. She will also provide ways to transform spaces to be more reflective of the Native student experience.

Learning Objectives:

1. Participants will be able to identify how colonization has shaped institutional spaces and practices.
2. Participants will learn how to transform institutional spaces and practices to better reflect Indigenous student experience.

4:30 p.m.

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