LONGING FOR WAKANDA:
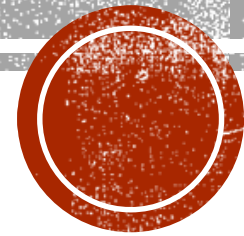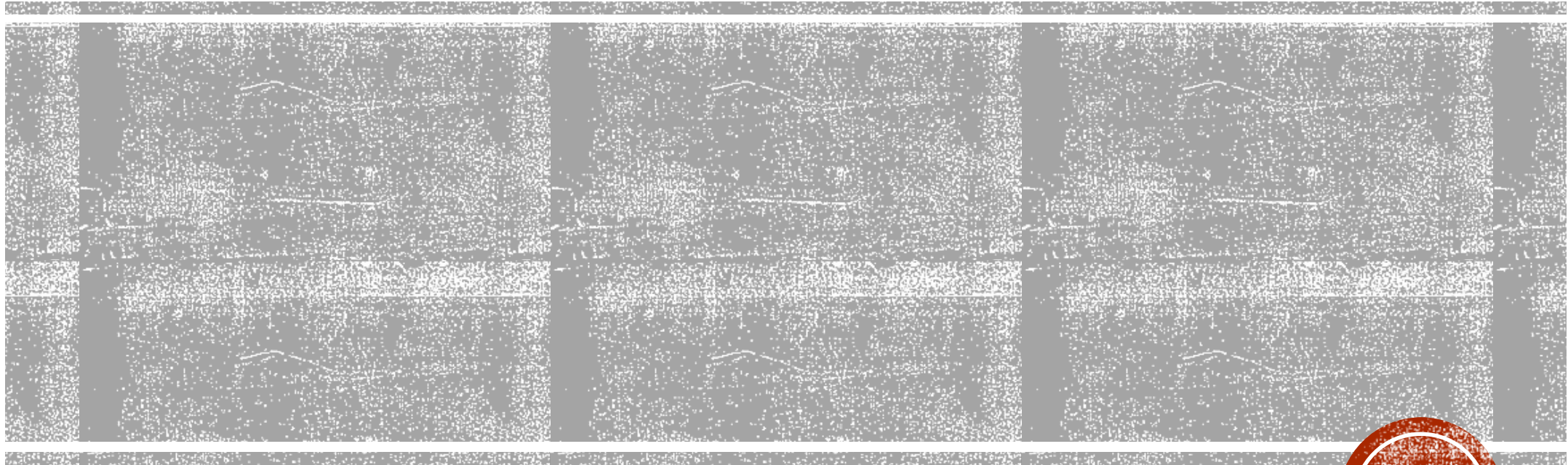## INTERSECTIONALITY AMONG INTERNATIONAL AND DOMESTIC TRAINEES OF COLOR

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SMALL, BUT QUICKLY GROWING...

Figure 6. Racial/Ethnic Composition of Active Psychologists, 2013

4.3% 5.3%
1.7%   5.0%

83.6%

- Asian
- Black/African American
- Hispanic
- White
- Other
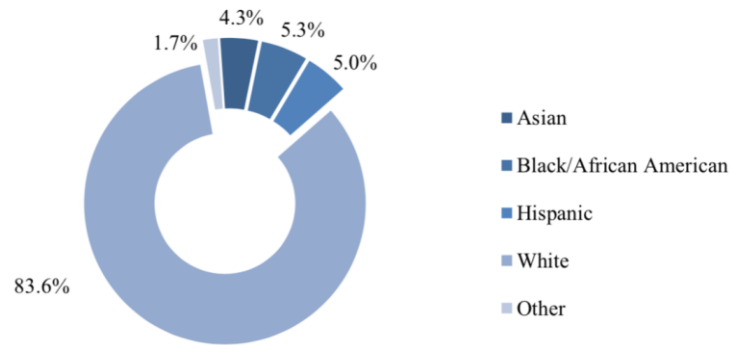
Figure 8. Growth in the Percentage of Racial/Ethnic Minority Groups in the Active Psychology Workforce, 2005-2013

+100.0%
+79.5%   +47.4%

+66.5%

Percentage to the Psychology Workforce

6%
5%
4%
3%
2%
1%
0%

Asian   Black/African   Hispanic   Other
          American

Racial/Ethnic Minority Groups

- 2005
- 2013

Source: 2005 and 2013 ACS files from U.S. Census Bureau; APA Center for Workforce Studies.
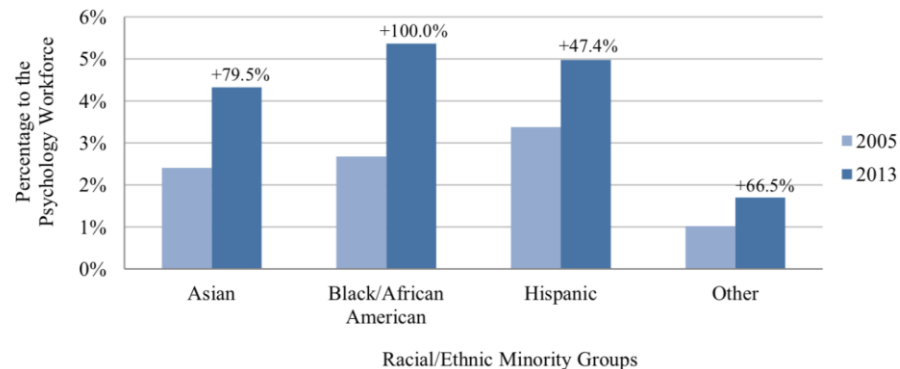
- While non-white ethnicities occupy a small minority within the field, they are joining the field at rapid rates

- Generational differences in the field likely impact acculturation to the field

- Importance for increased focus on professional development and study of diversity from an intersectional perspective

Figure 1. Layered Ecological Model of the Multicultural Guidelines
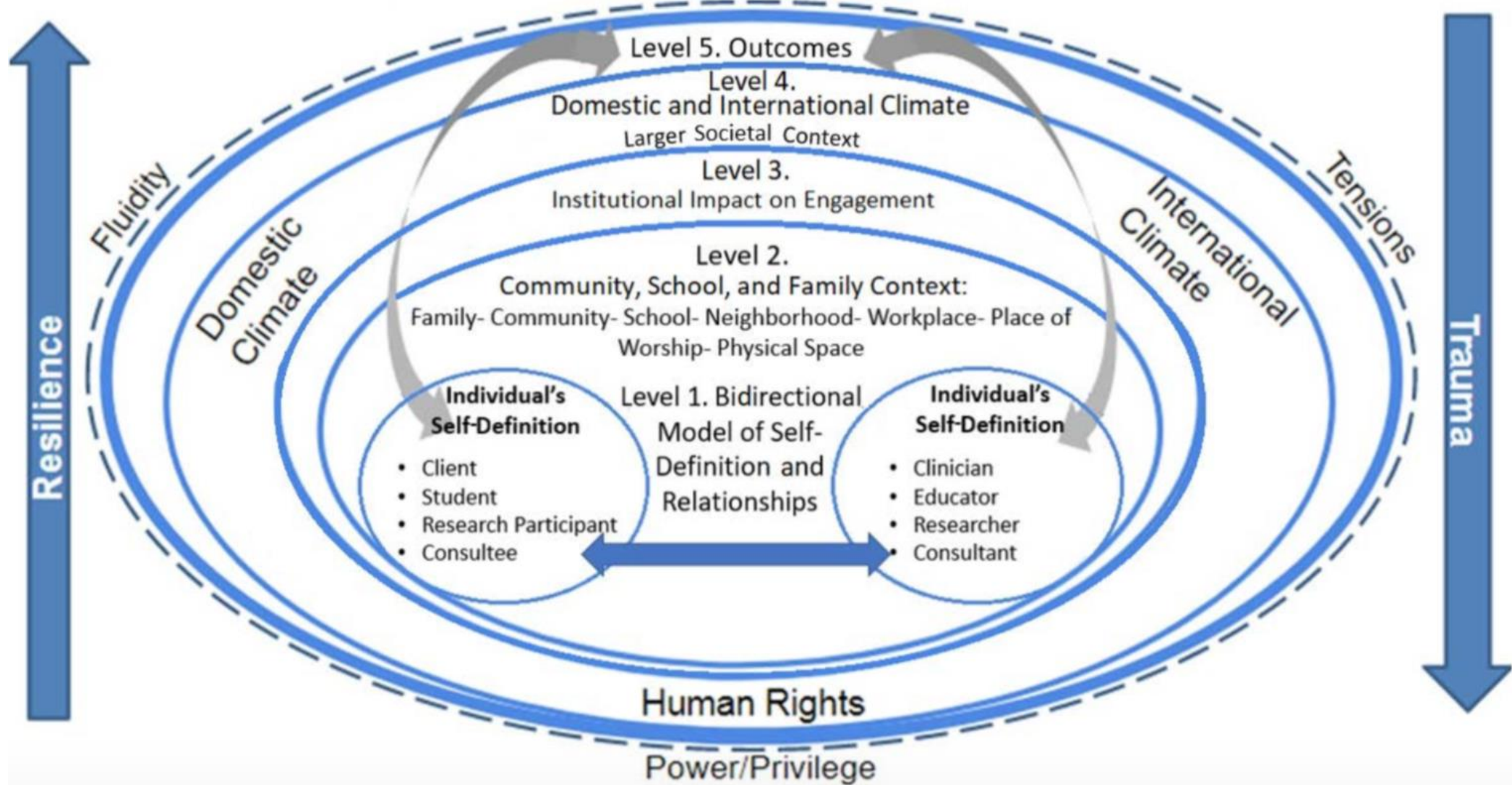
GOAL:

Support professional development of international and domestic trainees of color

OBJECTIVES

- Define microinvalidation and understand its impact on self-esteem and relational dynamics in training settings

- Identify unique challenges faced by immigrant and domestic trainees of color and its impact on how they conceptualize clinical work in the US and abroad.

- Describe factors impacting training group member engagement and avoidance in addressing differences

- List creative ways to facilitate dialogue and promote self-reflection and repair in a range of training settings

MICROINVALIDATION

Communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.

Alien in Own Land

Color Blindness

Myth of Meritocracy

Denial of Individual Racism
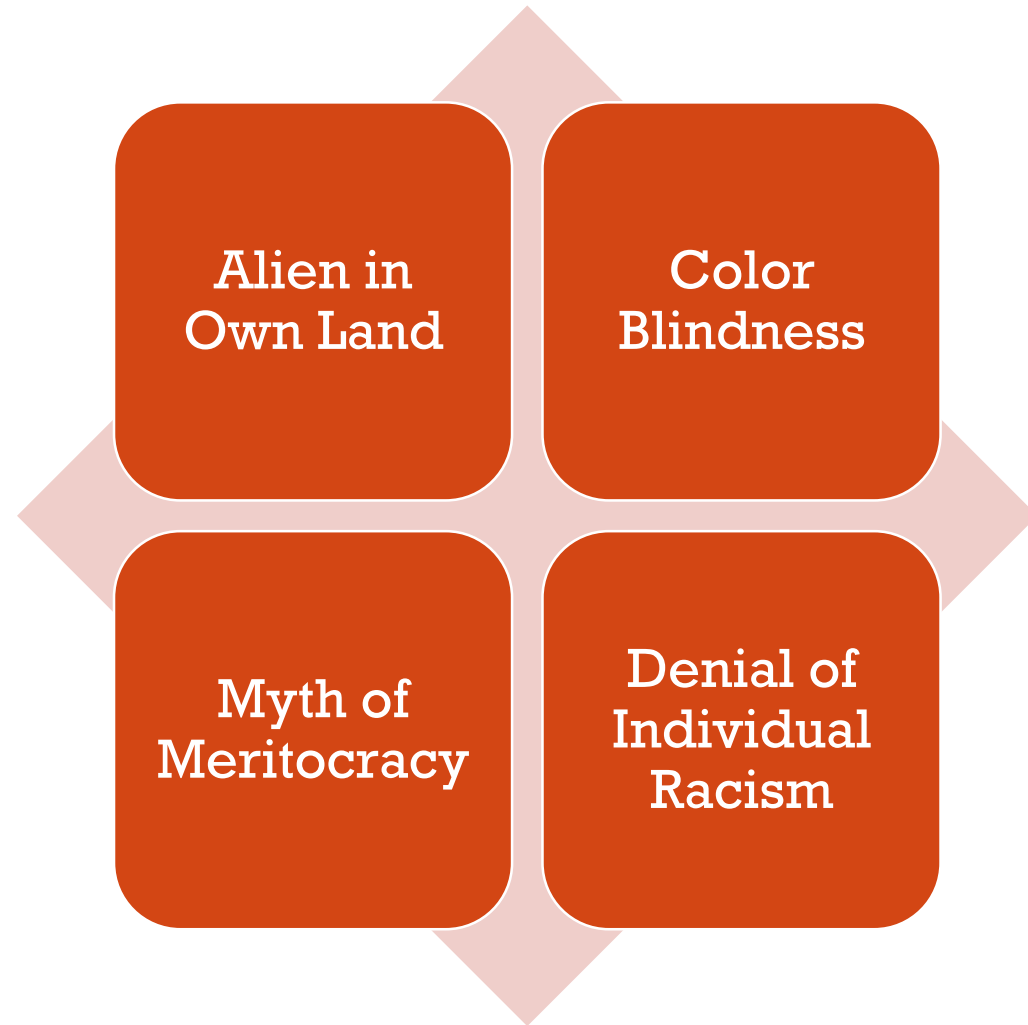
MICROINVALIDATION IN TRAINING

- Absence of acknowledgement of multiplicity of identities, intersectionality, and the role of power in clinical relationships

- International trainees:
  - Must navigate immigration, employment visas independently
  - Multilingual trainees need for competent supervision in own language
  - Culture specific definitions and images of "professional"

- Domestic Trainees of Color:
  - Invalidating racial/cultural issues
  - Blaming clients/trainees for challenges stemming from racism
  - Presumption of research and clinical interests

IMPACT

Searching for Community/ Sense of Belonging

Imposter Syndrome

SEARCHING FOR COMMUNITY

Black Panther and membership in the African-American Community:

- https://youtu.be/hzMzFGgmQOc?t=3m16s

CODE SWITCHING

"Dear Non-American Black, when you make the choice to come to America, you become black. Stop arguing. Stop saying I'm Jamaican or I'm Ghanian. America doesn't care. So what if you weren't "black" in your country? You're in America now. We all have our moments of initiation into the Society of Former Negroes. Mine was in a class in undergrad when I was asked to give the black perspective, only I had no idea what that was. So I made something up."

- "Americanah" Chimamanda Ngozi Adichi, 2013

IMPOSTER SYNDROME

- Collection of feelings of inadequacy that persist even in the face of information that indicates the opposite is true

- Chronic self-doubt and feelings of intellectual fraudulence

- Belief that one is not really a successful, competent and smart trainee – just imposing as such

ADDRESSING SIMILARITIES AND DIFFERENCES AMONG UNDER-REPRESENTED DOMESTIC AND INTERNATIONAL TRAINEES

- Explore inter & intra-ethnic dynamics between trainees and supervisors

- Honor narratives, language, and affect to support professional identity development

Intraethnic dynamics

Trainee - Trainee/ Trainee - Supervisor	Supervisor - Trainee
Omniscient-Omnipotent peer/supervisor	Us vs. Them
The Traitor	Survivor's Guilt
Autoracist	Hope & Despair
Ambivalence	

-Comas-Diaz, Frederick Jacobsen, 1991

Interethnic dynamics

Trainee - Trainee/ Trainee - Supervisor	Supervisor - Trainee
Overcompliance and Friendliness	Clinical anthropologist
Mistrust, suspicion, and hostility	Guilt and Pity
Ambivalence	Ambivalence

-Comas-Diaz, Frederick Jacobsen, 1991

SUPPORTING PROFESSIONAL DEVELOPMENT FOR UNDERREPRESENTED TRAINEES

Provide	Provide resources and information to demonstrate inclusion and combat imposter syndrome • http://www.apa.org/apags/resources/ethnic-minority-guide.pdf
Integrate	Integrate ecological and intersectional understandings of identity, cultural humility, power/privilege, in supervision and training discussions • http://www.apa.org/about/policy/multicultural-guidelines.PDF http://www.apa.org/apags/governance/subcommittees/cultural-competency.aspx
Bolster	Bolster staff and supervisor capacity to build trust via increased awareness of own interracial anxieties and impact on how they engage with trainees Encourage development of peer alliance and mentorship within and beyond training program to support development of sense of community

DIALOGUE AND REFLECTION

- Establish context for articulating differences and how to address interpersonal challenges

- Assess trainees comfort in providing and receiving feedback

- Provide awareness-driven exercises/trainings on intersecting identities

- Explore power differences among various identity positions

- Introduce didactic content proactively and responsively

In Summary...

- History of microinvalidations have a significant impact on trainees' professional identity development

- Build trainee trust and engagement by:
  - Investing in inclusive practices in infrastructure of training program

  - Creating opportunities to explore and address differences

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