

Day 2 Welcome!

Thank you for joining us
The conference will begin at
4:00 pm U.S. Eastern time

While waiting, please change your screen name to include your work setting and, if applicable, leadership in any gerontology organizations



Albus Dumbledore, Hogwarts



T'Challa, King @ Wakanda



Day 2

Building Bridges

Generating Resources for Geropsychology Education

A VIRTUAL CONFERENCE

MARCH 2 & 4, 2021
4:00-6:00PM U.S. EASTERN TIME

Please change your screen name to

First and Last Name, Work Setting (e.g., Albus Dumbledore, Hogwarts)
If applicable, please list your professional organization leadership role
(e.g., T'Challa, King @ Wakanda)

Welcome

Please change your screen name to

First and Last Name, Work Setting (e.g., Albus Dumbledore, Hogwarts)

If applicable, please list your professional organization leadership role (e.g., T'Challa, King @ Wakanda)

Thank you to our Conference Supporters





Summary Day 1

Statement of the Problem



Conference Focus: Clinical and Counseling PhD or PsyD in Geropsychology



Agenda, Day 2



Goal Day 2!

Refine solutions

**Feel inspired to join
a Working Group!**

Time (U.S. ET)	Topic
4:00	Welcome
4:10	Diversity Discussion
4:45	Intro to Cross Cutting Groups
4:45	Break
4:50	Cross Cutting Groups
5:30	Discussion
5:50	Next Steps



Zoom Tech Tips

Please keep up your chatting! Great!

We suggest speaker view during presentations

Use private chat to Julia Boyle for tech issues



We will be video recording to capture your ideas



Please have your smart phone handy – we will ask you to use it at the end of the conference

Diversity Discussion



Martha R. Crowther, PhD, MPH

Associate Dean for Research & Health Policy

Professor

Community Medicine & Population Health

Family, Internal, & Rural Medicine

Investigator, Institute for Rural Health Research

The University of Alabama

What would they say?

We are going to ask you some poll questions that were part of a case study. We would like you to take a moment and think about your trainees. For the following questions please indicate how you think **your trainees would respond to the following questions about your training program.**

1. The department has done a good job providing training programs that promote understanding and mitigation of unconscious bias.
2. I believe the department will take appropriate action in response to incidents of discrimination.
3. I can voice a contrary opinion in the department without fear of negative consequences.



60%

disagree that a contrary opinion can be voiced without fear of negative consequences



Key Findings

68%

believe that the department will NOT take appropriate action in response to discrimination

90%

felt that the program does not provide sufficient training to promote understanding and mitigation of unconscious bias

50%

witnessed microaggressions
or certain jokes tolerated



Additional Findings

66%

disagree that everyone
has access to equal
opportunities

56%

disagree that people of all
cultures and backgrounds are
respected and valued

84%

agreed to feeling included and respected within the department



On a Positive Note

74%

agreed feeling comfortable talking about my background and cultural experiences with supervisors/mentors

80%

agreed feeling like I belong in this program

DIFFICULT DIALOGUES: Diversity Conversation & Move Forward with Action Steps

Martha R. Crowther, PhD, MPH

- “To be hopeful in bad times is not just foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. What we choose to emphasize in this complex history will determine our lives. If we see only the worst, it destroys our capacity to do something. If we remember those times and places—and there are so many—where people have behaved magnificently, this gives us the energy to act, and at least the possibility of sending this spinning top of a world in a different direction. And if we do act, in however small a way, we don’t have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.” — Howard Zinn

RECENT EVENTS

- Black Lives Matter Movement / Protests
- Political Divide
- Capital Riots (Insurrection)
- Who is an ally? What to say?
- COVID-19
 - Wearing Face Masks
 - Health Disparities
 - Vaccination Hesitancy



Psychological Trauma

AAAs

- **Acknowledge:** Acknowledge what is happening
- **Affirm:** Accept your feelings
- **Act:** Act Positively (Self-Care)

SELF-CARE

Self-Care: an Act of Protest

“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”

-Audre Lorde

- New York's Poet Laureate in 1991, Audre Lorde once described herself as a "black lesbian feminist warrior mother" who used her words to address sexism, classism, homophobia, and racism in America.
- Throughout her career as a writer, librarian, and civil rights activist, Lorde authored more than 10 books, including *Sister Outsider* and was the subject of three biographical films.

“With so many factors to consider, how does one move forward with developing cultural competence without being overwhelmed with the complexity and the dangers of stereotyping, or reifying the culture of others? Practicing “cultural humility” is the key.”

California Health Advocates, 2009

Cultural Humility

Ground Rules

1. Agree to treat each other with respect
2. Everyone gets roughly equal time to speak
3. Criticize ideas not people
4. Speak to be understood and listen to understand

Cultural Humility Defined

□ **A lifelong process of self-reflection and self-critique.**

- “The starting point for such an approach is not an examination of the client’s belief system, but rather having health care/service providers give careful consideration to their assumptions and beliefs that are embedded in their own understandings and goals of their encounter with the client.
- In practicing cultural humility, rather than learning to identify and respond to sets of culturally specific traits, the culturally competent provider develops and practices a process of self-awareness and reflection.”

Dr. Melanie Tervalon and Jann Murray-Garcia , California Health Advocates, 2009

Cultural Humility: Values

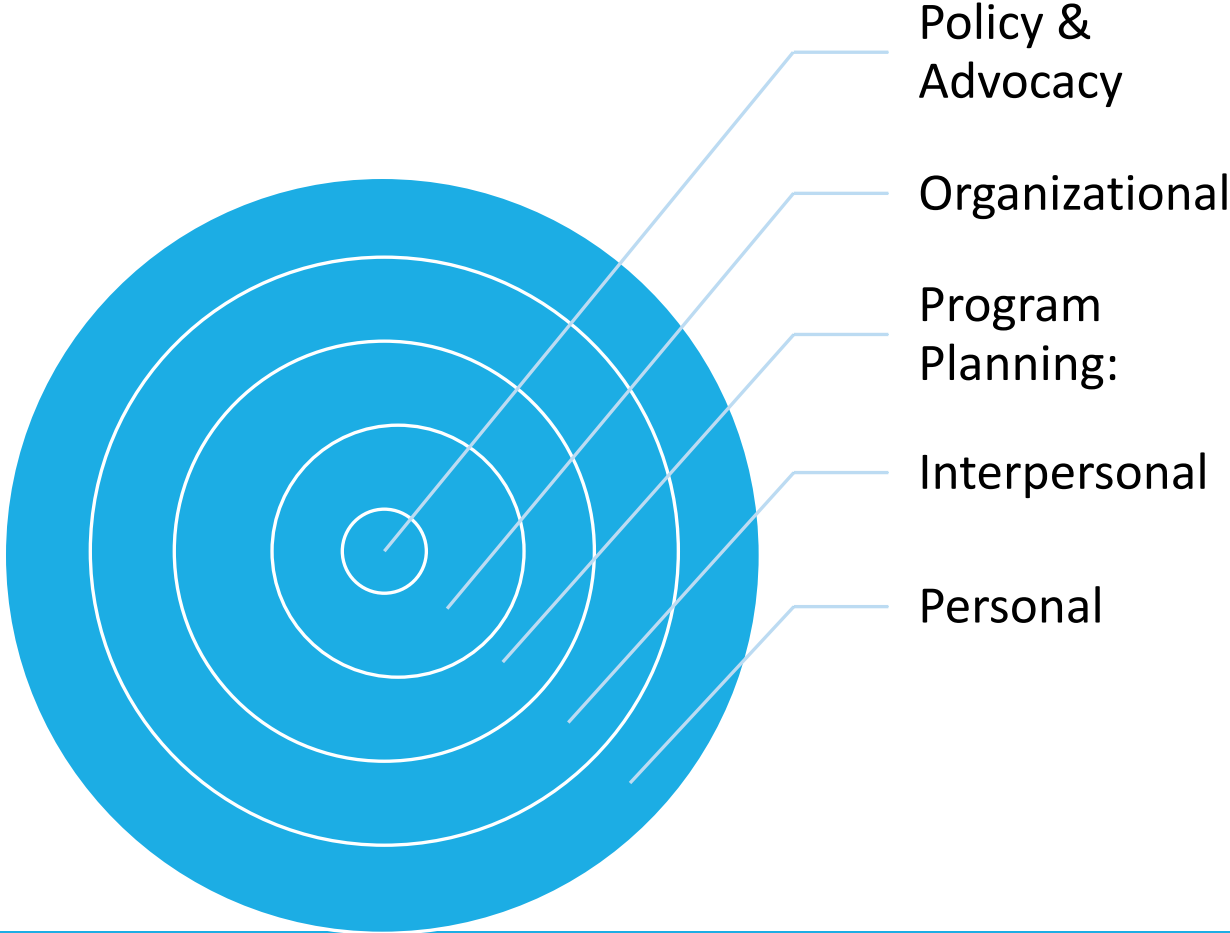
Openness

Appreciation

Acceptance

Flexibility

Cultural Skills Across Domains



Strategies to Engage in Difficult Dialogues

<https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Set the tone

Use intentional strategies to help students deal with and learn from difficult dialogues.

- When a “hot moment” erupts in the classroom, have everyone take a break and write out what they’re feeling or thinking about the conversation. This can allow emotions to cool enough for the discussion to be respectful and constructive.
- Ask that students try to understand each other’s perspectives before reacting to them. For instance, ask a student to listen carefully to another point of view, ask questions about it, and restate it before offering his or her own opinion. Or, ask students to write a paper or engage in a debate in which they argue *for* the position with which they most disagree.
- When necessary, talk with students outside of class about what happened. This may be especially important for the students who were most embroiled in the hot moment.

Monitor yourself.

Do some thinking ahead of time about what issues may hit a nerve with you personally, and how you might deal with that.

If a difficult dialogue is already taking place, try to stay in touch with your own emotions. Do not personalize remarks, and do not respond angrily or punitively to students whose positions you find offensive.

Do not avoid difficult topics simply because you feel uncomfortable dealing with them; at the same time, do not introduce controversy into the classroom for its own sake.

Strategies to Engage in Difficult Dialogues:

The Five Minute Rule

<https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

The five minute rule is a way of taking an invisible or marginalized perspective and entertaining it respectfully for a short period of time.

Rule: Anyone who feels that a particular point of view is not being taken seriously has a right to point this out and call for this exercise to be used.

Discussion: The group then agrees to take five minutes to consider the merits of this perspective, refrain from criticizing it, and make every effort to believe it. Only those who can speak in support of it are allowed to speak, using the questions below as prompts. All critics must remain silent.

Questions and prompts:

- What's interesting or helpful about this view?
- What are some intriguing features that others might not have noticed?
- What would be different if you believed this view, if you accepted it as true?
- In what sense and under what conditions might this idea be true?

Strategies to Engage in Difficult Dialogues

Additional Considerations for Clinical Settings:

- Identify Cultural Differences
- Understanding & Addressing Issues
 - Willingness to learn about the diverse person/topic
 - Showing respect for their world view, belief systems & means of problem solving

Gerodiversity Pipeline

GERO PIPELINE ATTRACTIVE

Connect diversity & aging with current events

Connect diversity & aging with different careers

Gather testimonials from students and professionals with diversity & aging as a major component of their work

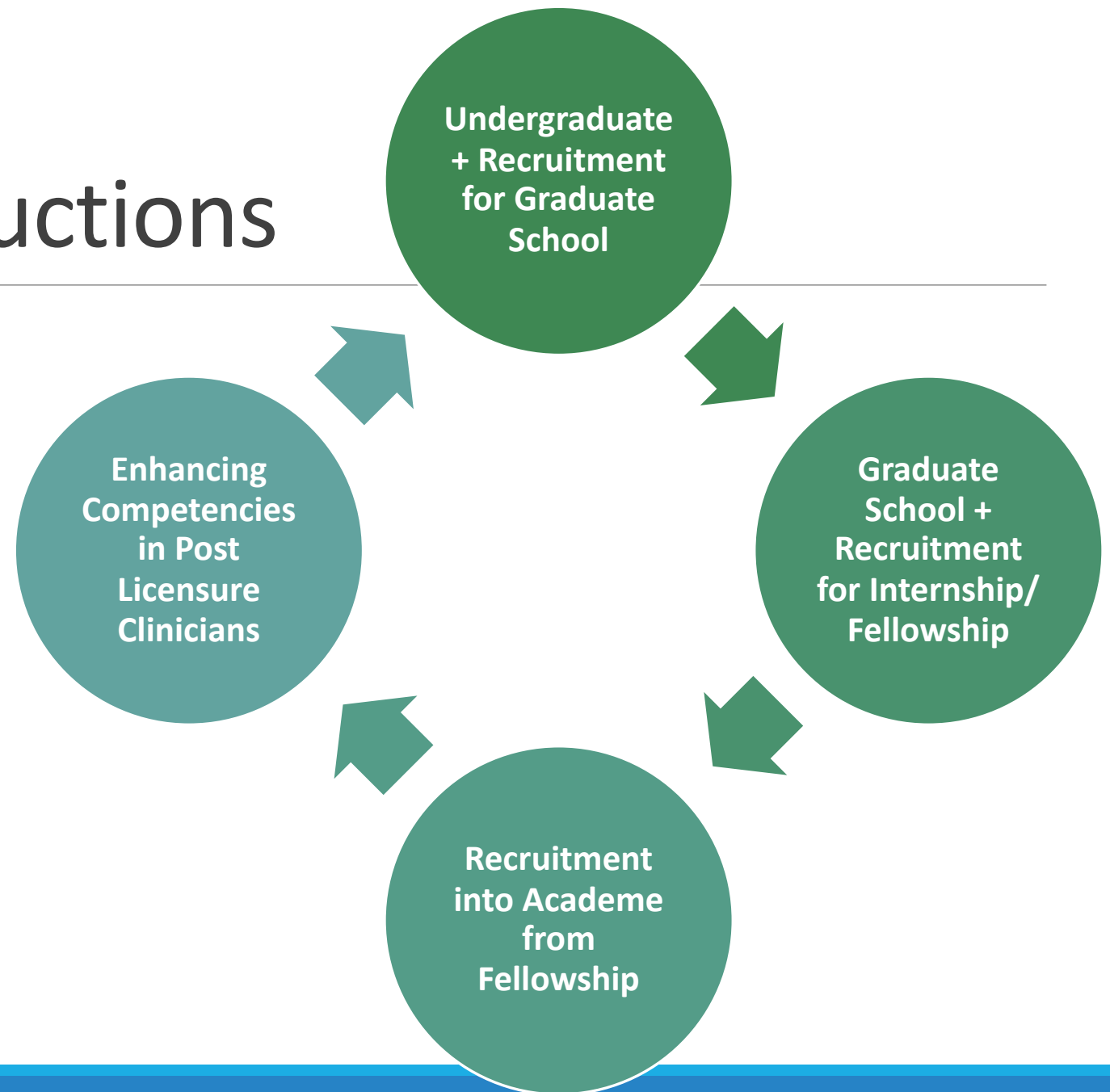
Apply for training grants that focus on gero diversity training
(APA Minority Aging Fellowship)

Day 2 Group Instructions

Each group will have: 2 leaders

Tasks

1. Vote on favorite ideas
2. Discuss and refine favorite ideas
4. Be ready to share your padlet



Group Tech

Start at 4:50 pm ET
Return at 5:30 pm ET

TAB 1: ZOOM

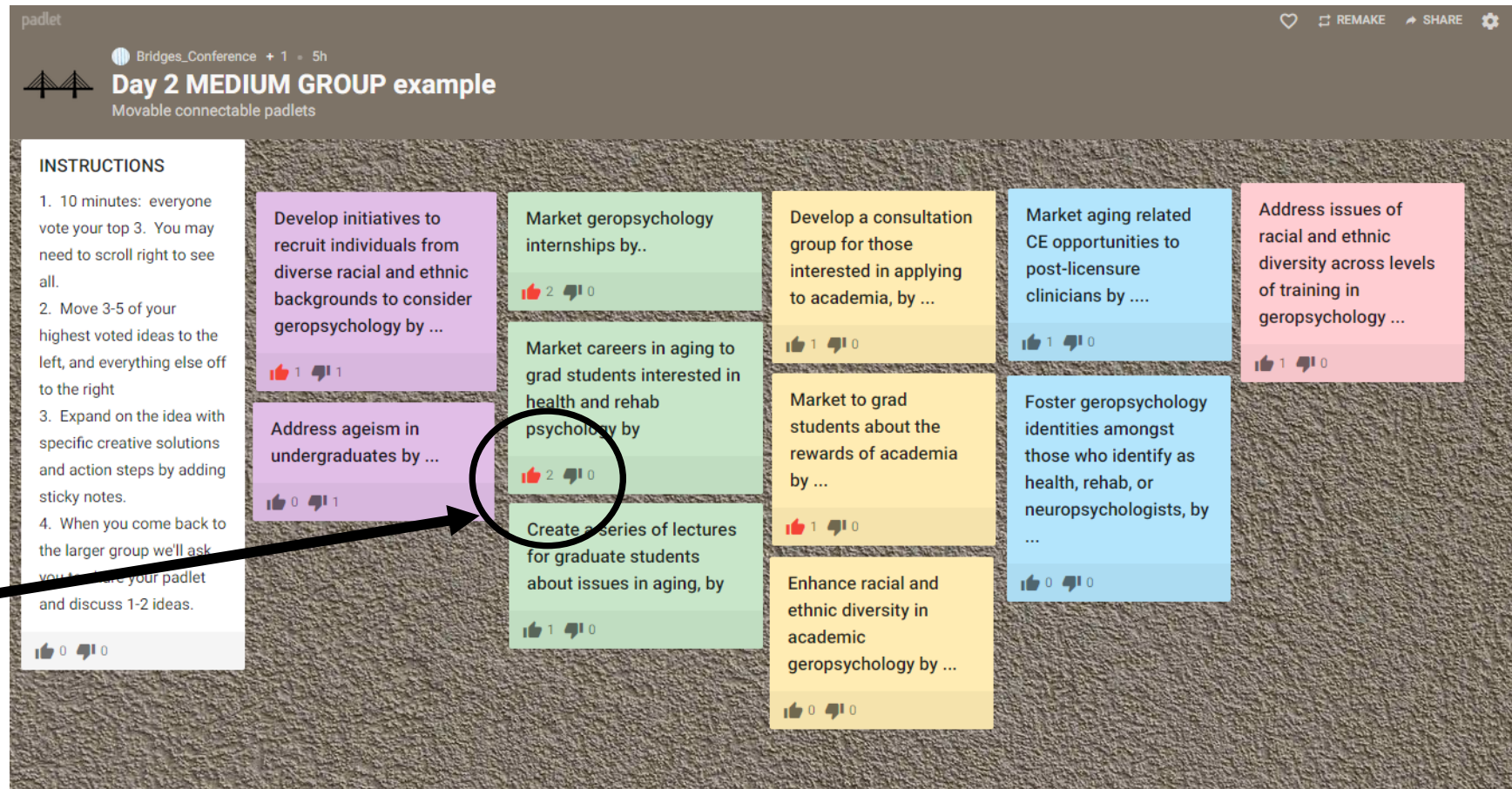
Use zoom for talking

TAB 2: PADLET

Use padlet to vote on 3

Link will be in chat

Click thumbs up to vote





Go to small group
5 minute break

Small group starts at 4:50 pm ET

Designed by

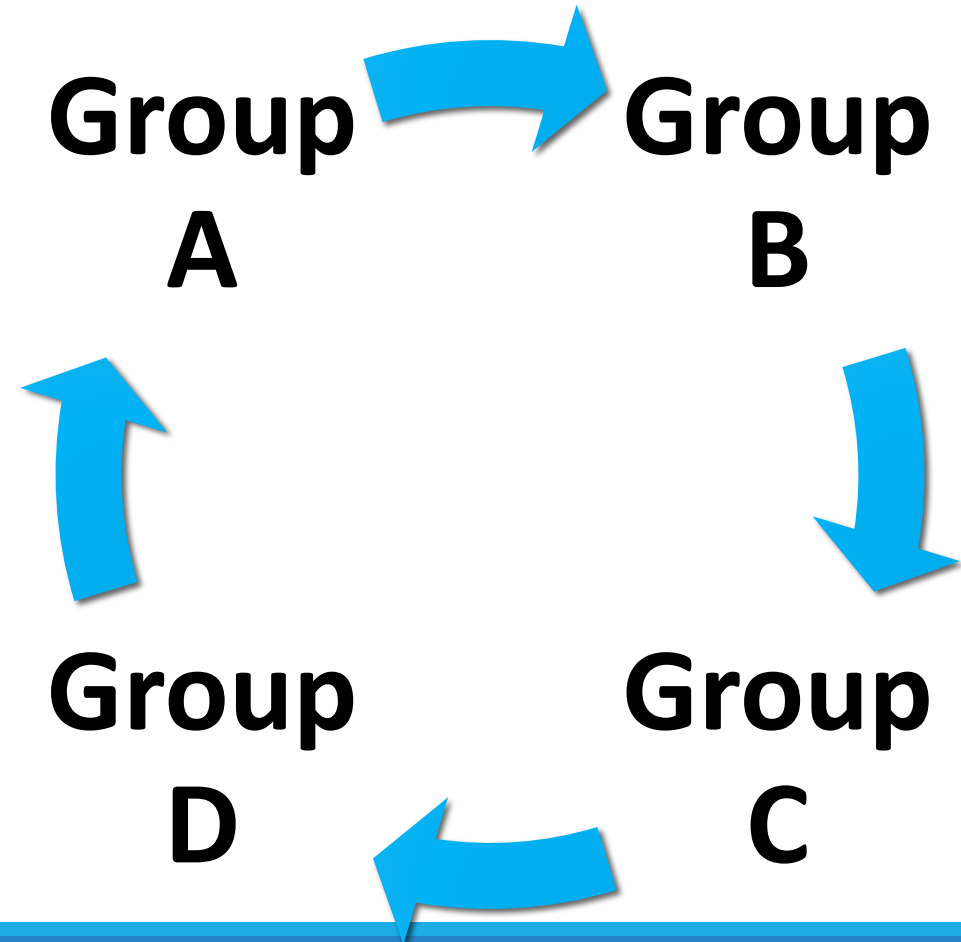
Group Reports

1 Idea each

Share your thoughts

- **Chat box**
- **Reaction buttons**

We will share each padlet



Next steps



Now: Please complete survey

Scan QR code with phone camera or open link in chat

1. Your name
First
Last

2. Is there a workforce idea or action step you ...

May be willing to help with 0 / 4000

Need help with 0 / 4000

3. If there was a conference like this again ...

1 thing to do again / keep is 0 / 4000

1 thing to change/ do differently is 0 / 4000

Use Arrow Button to Submit!



While you complete survey: Kelly Trevino, PhD

Next: We will

- Use your responses to organize working groups
- A member of the planning committee will be in touch to **co-host first meeting**
- At that point the group can decide **who wants to lead and what work you want to do**

Find more here :

<https://sites.wustl.edu/geropsychology/building-bridges-conference/>



Thank you for coming! We hope to see you in follow up meetings!

Enjoy your evening!

Planning Committee

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Special Thanks to

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Designed by