Race Anti-Bias Work Group

Recommendations to ACPE

May 2022



2022-23 WORK GROUP MEMBERS

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Our Mission

To assess the impact of racism upon the identity and functioning of ACPE and to offer recommendations for becoming an anti-racist organization

The American Psychological Association defines racism this way:

Racism is a system of structuring opportunity and assigning value based on physical properties such as skin color and hair texture. This "system" unfairly disadvantages some individuals and groups and damages their health and mental health.

Its effects range from daily interpersonal interactions shaped by race to race-based opportunities for good education, housing, employment, etc. It is reflected in disparities in, but not limited to health, wealth, income, justice, and voting. It also unfairly advantages individuals belonging to socially and politically dominant racial groups.

Racism is structural, institutional, interpersonal, and internalized.

Source: APA website: https://www.apa.org/topics/racism-bias-discrimination retrieved 05032022

Opportunities for Growth

Ways to integrate anti-racism practices into the structures of ACPE

Accreditation	Integrate anti-racism practices into Accrediation process
Certification	Integrate anti-racism practices into Certification process
Ethics	integrate anti-racism procedures into the processes of: ethical complaints, peer reviews, and continuing education
Level I/Level II Outcomes	integrate anti-racism competencies into LI/LII Outcomes
New Ideas	• Org. Development • Research

Accreditation

- require race anti-bias education and competency assessments requirement for commissioners and reviewers
- require that accreditation portfolio reviews include assessment of race anti-bias issues in the CPE Center Program and that race anti-bias is included in each unit of CPE
- Relevance: ensure a percentage of current research, data, and educational material that is not older than five (5) years
- support for new CPE Program Accreditation for non-traditional programs for students



Level I/II Outcomes

- create and implement an ACPE Anti- Racism Resource Center
- add race anti-bias to L1-1-9 and L2-1-9 outcomes to specifically address race

Certification

- determine an ACPE working definition of Anti-Racism, Anti-Racist, Anti-Racist Educator/Psychotherapist

- ensure certification Phase I and Phase II competencies for educators, and certification competencies for psychotherapists contain the following Race Anti-Bias components:
  - Consciousness-raising component
  - An affective/experiential component
  - A knowledge component
  - A skills component (Sue, 79-80)
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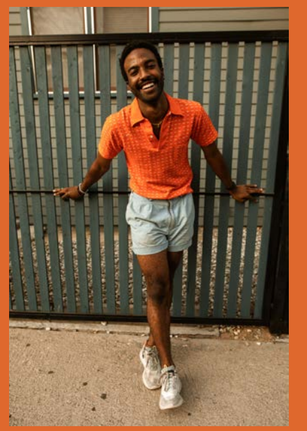
- increase priority of Anti-Racism competencies to the same level as cultural awareness/ humility/sensitivity in order to remove barriers to exploring and understanding self as a racial being, and to understanding the worldview of those who differ from you in race.



Ethics

- develop a process for collecting and reporting annually to the membership data on the demographic description of those ACPE Certified Educators who file complaints (complainants) and those who have complaints filed against them (respondents).

- we would suggest it include a category that combines gender and BIPOC categories (for example, male persons of color, female persons of color,indigenous etc.). We recommend it include a comparison to the demographic breakdown of the ACPE membership. There should be a separate reporting for CEs and BCCs. The same process should be provided for Psychotherapists.

- all ethics commission members and investigators participate in Anti-Racism training and have ongoing follow-up refresher sessions on anti-racism/unconscious bias issues that can impact the professional ethics process.

- the ethics commission also include in the annual report on the professional ethics standards most often cited as problems and recommendations on ways to address those areas of competence for the membership.

- the peer review process include a specific question on how the CE has addressed anti-bias training in their professional development over the past three years.



Ethics

- develop a resource list for Anti-Racism/Racial Bias training for PEC members, investigators, and all Certified Educators doing peer review (to address why there is the requirement to sign the ethics investigation question).

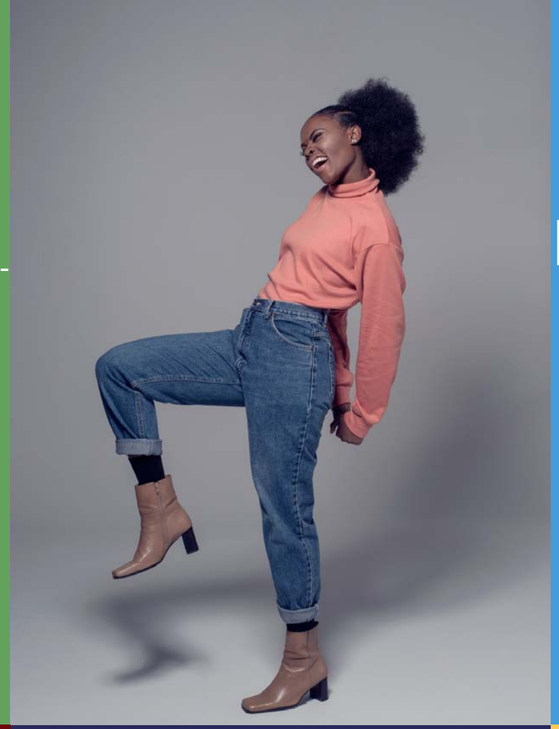
- collect racial identity information from the membership (voluntary but encouraged)



Additional Opps for Growth

Organizatinal Development Plan

- Create an official (funded) anti-bias office within the organizational structure
- Create an online resource list of evidence-based practices addressing racism within our organization; curriculum planning resources; and professional devvelopment



Research

- Fund Research projects to explore the impact of racism on our profession and develop new knowledge /praxis for our profession



Public Relations and Community Development

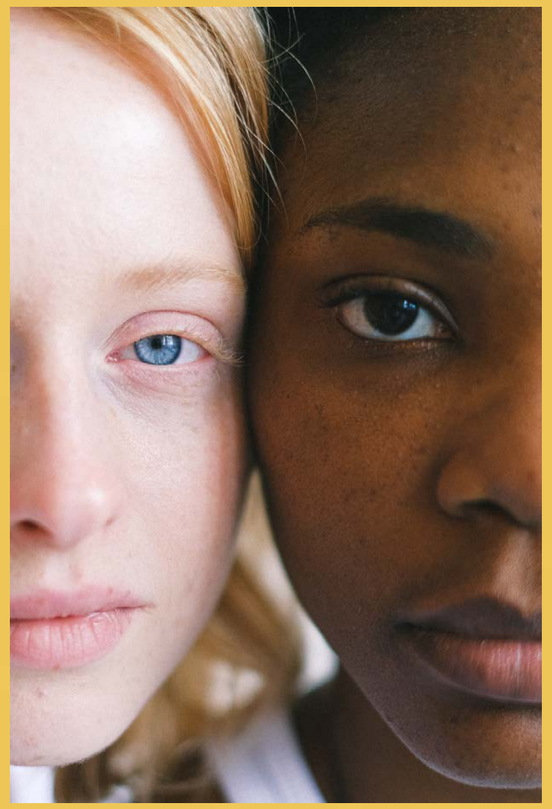
- Invest in recruiting students a from racialized minority groups through public relations campaigns;
- Advocate for increased service provision within Healthcare industry and Higher Education



- *Address the history of anti-racism work in ACPE- through the work of REM*
- *Make accessible the Archives of ACPE the REM History and Documents previously provided*
- *Fund scholarships for people of color to attend conferences and educational events*

OUR TIME HAS COME

Our time is now...





...TO BECOME THE BEST VERSIONS OF WHO WE ARE

...to become anti-racist in identity and praxis