

AUCD

The Role of Cultural Diversity in Mentoring

Friday, June 26, 2020

4:00 P.M. ET

Captioning

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## HOME TEAM CAPTIONS

>> MAUREEN JOHNSON: Welcome, everyone. The webinar will start in a couple of minutes. Hello and welcome to "the Role of Cultural Diversity in Mentoring". My name is Maureen Johnson. And I am the Program Specialist here at AUCD. We would like to thank you all for joining us today. This webinar is brought to you by the National Training Directors Council. It is the second in a series focused on recruitment -- recruitment of diverse participants in UCEDD, LENDs, and IDDRC. Before we begin I would like to address a few logistical details. First we will provide a brief introduction of our speakers. Following the speakers' presentations then there will be time for questions. Because of the number of participants, your AUCD will be muted throughout the presentation.

The chat box -- however, you can submit questions at any point during the presentation via the chat box on your webinar console. You may send a chat to the whole audience or to the presenters only. This webinar is being recorded. And will be available on the AUCD website following this webinar. There will also be a short evaluation survey at the close of the webinar. We invite you to provide feedback on the webinar and also to provide suggestions for future tasks.

Please join me in welcoming our presenters today. Dr. Debra Vigil from the University of Nevada Reno and Dr. Janice Enriquez. Dr. Vigil is the Associate Professor at the University of Nevada Reno in the Department of Speech pathology and audiology and director of the university center for autism and neurodevelopment. Co-director of the Nevada LEND program and chair of the Nevada LTSAE state team. She is currently the CDC's learn the signs ambassador to Nevada. Dr. Enriquez is an associate clinical professor of pediatrics in the division of developmental and behavioral pediatrics at the UC Davis MIND Institute. Dr. Enriquez is currently the training director for the NorCal LEND program and the UCEDD Multicultural Council representative at

the MIND Institute and the Multicultural Council secretary at AUCD. She is the co-director of the maternal-child health careers and research initiatives for student enhancement undergraduate summer programs. Also known as MCHD at UC Davis I will now turn the microphone over to our first presentation. Janice Enriquez.

>> DR. DEBRA VIGIL: Okay. Before we start actually Janice and I would just like to have a moment of silence and to say a few words about what is happening current in our country.

Something that's really I think -- it hurts our souls and our minds. And in remembrance of all of those that have had such difficult encounters with the police and all the things that are happening. And I just want to have a list of words here -- I mean a list of names to help us just put this in real context. Rodney King. George Floyd, Trayvon Martin, Tamir Rice 12 years old Michael Brown, Eric Garner who was selling cigarettes, Breonna Taylor, Jamar Clark. Ahmaud Arbery, Steven Clark. Who had a gun -- who had a cell phone that was mistaken for a gun.

(Moment of silence).

>> DR. DEBRA VIGIL: Okay. Janice, did you want to say a few words?

>> DR. JANICE ENRIQUEZ: We wanted to thank you all for joining us today on a Friday afternoon. And welcome you in this webinar. With everything that's happened thus far with us all being in a state of pandemic and the racism that's occurred more recently and the impacts that that has on each of you and your colleagues and your community, our thoughts are with you. And we invite you to share your thoughts and discussions at the end of this particular webinar. As it pertains specifically in hopes of improving cultural diversity in mentoring.

>> DR. DEBRA VIGIL: Okay. Next slide. And these are our learning objectives. So we want to identify the theoretical concepts of mentoring underrepresented individuals that can be applied to LEND trainees. And how that theory might help in terms of mentoring. And we want you to be able to discuss the benefits and challenges in developing across different mentoring relationships, the mentor-mentee relationship and apply ideas that can guide faculty in mentoring LEND trainees from underrepresented backgrounds. Next slide, please.

So one of the things that I don't think -- well, I don't think we can have a discussion about mentoring cultural diverse individuals without raising issues of identity. Because the truth is is that different trainees may be at different stages of their own identity development. And when I'm talking about identity, you'll see on the table there that there are different identity models based on race.

Thank you. And more recently Forber-Pratt from Vanderbilt built a model for identity. It's an important for us as mentors to understand the history behind the trainees that brought them to the training program so I'm going to go quickly through this.

There's the -- of course there's Erikson's stages of psychosocial development. But also when we look at racial identity, there is -- racial identity was from Helm, Janet Helm and there's a contact status. Where these individuals don't see themselves as racial beings. And then they become -- eventually they become aware of that through their own cross cultural interactions. And then there's an integration status that acknowledges that this individual, he or she, is white. Because there is this internal struggle that racism really exists. And they may overidentify with blacks or become paternalistic or retreat to a white culture. There's a pseudo independence status where there is this intellectual acceptance and curiosity about blacks and whites and cross racial interactions that become possible. And then there is an autonomous status where there is this knowledge about racial difference and similarities. And can really accept them. And the people of color identity model from Cross, there are attitudes to blackness and whiteness. And there is a preencounter status where the individual wants to fit into the majority by acting and thinking and behaving in ways that lessen the value of being black. And there's this encounter status where there's a question there. And their identity becomes -- they question their identity because they realize they don't fit into either minority or majority group. And then there's an immersion/emersion status where they embrace and adopt a sense of black pride, and they may reject anything else. And then there's this internalization commitment where there is the security finally in who they are now. And they are open to relationships with others. And there is -- they can gain a sense of action and activism.

And with the biracial identity model, by Posten, there's a sense of being unrelated to either ethnic group. And this really occurs in childhood. And then they begin to feel pressure to choose one racial group or ethnic group identity over another. And then there's this categorization where they have choices influenced by the status of their group.

And there's this -- could be this enagement or denial. And there's this guilt and confusion about choosing an identity. And then finally there is this appreciation of multiple identities. And then there's integration where there's this sense of wholeness integrating multiple identities.

And then what you have from Forber-Pratt where there's an acceptance. They were born with that disability. They have friends and family that accept their disability. And then finally with their relationship status, they can meet others that are similar to them. And they can engage in conversations about who they are and their disability. And then they learn ways of being in the group. And then they adopt who they are. And adopt the shared values of that group. And then there is this engagement status. They can then become a role model. They help others to develop that status. And they begin to give back to the community.

Next slide, please. So then the other issue is that -- that needs to be considered for mentoring purposes is cultural competence. And there's something interesting about the history of the concept of cultural competence in that it was first introduced by TL Cross and colleagues in 1989. Who wrote a monograph about improving services to children of color who are -- who were severely emotionally disturbed. And at that time that's what they called it.

And subsequent to the monograph, there were different educational, public and private agencies, that started to use this framework to address cultural and linguistic diversity in the healthcare field. So this whole concept of cultural competence really came out of the world of disability. And so now it's come full circle. So Cross' definition of cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency or those professionals to work effectively in cross-cultural situations. And so there was a list of you know what is important for cultural competence. That is being able to value diversity and being able to assess your own cultural value. And then there are of course communication fundamentals. And we're going to be talking about some of those throughout this webinar today. And then there needs to be institutionalized cultural knowledge so that the area where you're working in, the agency that you're working in, can begin to discuss what's important, not only for those clients that you might be providing services for. But for the -- for whoever you're working with. For mentees and for mentors the same. And then there is being able to adapt to diversity. Next slide, please.

>> DR. JANICE ENRIQUEZ: So in this discussion we were hoping to share with you the focus on cultural concepts related specifically to mentoring but first we have to address what mentoring is and create a shared meaning for it. Mentoring is this individual dyadic and reciprocal relationship between an individual who is more senior and more experienced and more knowledgeable about a particular area. Usually a faculty member. And a less experienced individual. And in our case we're referring to a trainee.

Their relationship builds over the course of time. And there's consistent interaction over a period of time. And definitely beyond the mentoring relationship of young graduates. So in focusing on underrepresented trainees we also wanted to identify who were identifying in the literature and in the communities we see and practice in as underrepresented. So if we look at the National Institute of Health and National Science Foundation of definition of underrepresented trainees, this includes individuals from underrepresented backgrounds who have disabilities, who are disadvantaged for a variety of reasons both educationally and economically and in addition. When we look at the initially racial and ethnic breakdown of individuals this would include African American or black individuals, Hispanic Latinos, American Indians, Alaska Natives, Hawaiians and other Pacific Islanders and individuals with disabilities again. Within the

context of Graduate School studies after the course of a ten-year span, you can see that those individuals who I just mentioned are largely reflected in this particular chart.

So for example, in terms of racial and ethnic breakdown, the predominant proposition across the ten-year span includes the majority of individuals includes white Caucasian individuals with individuals who are from Asia black, native, Pacific Islander, multiracial or Alaskan native individuals who are comprised of the minority of students in this sample.

>> DR. DEBRA VIGIL: One of the things that I think we all need to be considering is that our trainees are going to be going out into -- predominantly into the healthcare field. And so what we have is when we look at different professions in primary care, you can see that I mean of course all these -- I mean, all of them are going to be predominantly white. And I think that one of the things that as we go through this webinar today is considering with our trainees helping them to understand that they are going to be going into a field where it's predominantly white. And that they really do need to understand what's happening to them. And what they are feeling. And you know, particularly that if they do come from an underrepresented background, that we are able to provide them some skills not only as trainees but to move on into the future. And so -- and these are fairly new.

Some of these are like from 2018, 2019.

So in terms of where we're at, there's a lot of work to do for us to try to get more of underrepresented individuals into the workforce.

>> DR. JANICE ENRIQUEZ: So when we look at the groups who we are hoping to focus on, we identified from the AUCD and NIRS data within the past year from 2019 to 2020 the composition of LEND trainees and U set trainees I apologize for the IDDRC groups that we're more focused on UCEDD and LEND trainees but we will include suggestions for all trainees you can see here the composition within the past year across LENDs across the nation. Reflects the composition of trainees from racial and ethnic backgrounds. It's consistent with underrepresented groups, both reflected in the definition of NIH and NSF also within graduate programs over a ten-year span similarly within our UCEDDs, the -- it's very similar to what we had seen before in the previous slides. The majority of individuals is -- of trainees are white. And then minority of individuals are individuals from underrepresented communities.

And then because we don't have cross-sectional data or intersectional data on people from across different cultures, we also have information about trainees with disabilities. And you can see here that across LEND and UCEDD there's a significant minority of individuals who have a disability. We consider as self-advocates.

>> DR. DEBRA VIGIL: So some of the challenges that our mentees have coming from underrepresented backgrounds is the first one is social isolation. As they are trying to navigate in this unfamiliar environment.

And this really has an additional effect. In that the knowledge that's necessary for the mentor to mentor the trainees really can't be developed. Because here is this individual feeling really isolated. And not being able to understand exactly how they get around the system. And work within the system.

And then they can be asked a lot. And this is -- of course this has happened to me. When I first came to the University of Nevada Reno. It was like a heyday that I could then be on all of these different committees and I could be doing all of this other stuff and really taking away from my time as someone who needed to publish and do some of the other things. So doing extra things and it can then lead to feeling more isolation.

And then there is that difficulty in negotiating microaggressions and stressors that are related to race. And we're going to be getting into that a little bit more. But these are some of the things that we really need to be thinking about with our trainees.

>> DR. JANICE ENRIQUEZ: So how else do trainees see themselves? You'll see across these characteristics this is very common for all trainees but in particular for underrepresented trainees they experience this at a magnified level they see themselves as outsiders or different they need to constantly prove and reprove themselves at a very high bar they need to maintain multiple cultural and social identities. That are different oftentimes from that of their mentors they question the legitimacy of being in a program this creates a high level of cognitive load and anxiety for our underrepresented trainees. Trainees want to see a mentor who is viewed like them. They unfortunately experience communication differences from their mentors. Oftentimes from their own cultural values that are clashing with that -- the academic and context that we typically have. And they may also experience double jeopardy, in which case they come from one minority -- not just one minority group but multiple minority groups which creates risk for them to not succeed as much as other trainees. They also may experience imposter syndrome, stereotype threats, isolation, mental health concerns and decreased productivity. Why is it so important for us to be addressing and to continue to improve in the future? The reason why is creating a diverse and inclusive and supportive community enhances our research productivity our teaching effectiveness faculty retention and recruitment satisfaction decrease attrition in the long term and has a more positive organizational climate. So I wanted to call your attention to a special series of articles that were edited by Drs. Wyatt and Belcher and their focus was on supporting underrepresented trainees and while our hope was to focus this literature on LEND trainees the reality is it doesn't solely focus on LEND trainees it goes across research and clinical work and all of the work we do with our trainees. With that said they did note that underrepresented trainees may hold significant insight into the complex etiologies and solutions to help with our health disparities that persist. That valuing cultural and linguistic diversity as well as considering multiple cultural identities and intersectionality within the mentoring relationship provides that foundation

that fosters self-efficacy in the long term and successful research career for scholars and faculty and achieving diversity in science really hinges on cultivating this new generation of talent. And promoting full inclusion of excellence across the entire population. Yet time and time again, and decade after decade we continue to experience disparities in mentoring. Because I'm a clinical psychologist I look through the clinical psychology literature you'll see that 60 to 70% of psychology graduates typically have a research mentor do not identify as having a mentor this is very consistent across medical schools. And medical students. The NIH biomedical research workforce pipeline notes mentorship was among the top three most frequently noted pipeline issues for underrepresented students. In the long-term in terms of supporting our faculty in these positions from underrepresented communities, they experience social isolation, exclusion from networks, unintended biases from their own colleagues. They have to traverse through really difficult societal norms. Have multiple cultural taxation. Ride the fence between multiple cultures between academic cultures and their own familial cultures. And they are perceived as not being as valuable in scholarship that's relevant for underrepresented groups and they may also have a lengthier promotion of trajectory and attrition.

Sorry. So this is a call for those of you who are mentors, those of you who are training directors and who work with your directors closely and faculty we know effective mentoring relationships have been shown to improve motivation and retention in students. Increase self-efficacy. Increase research productivity and prepare our trainees for future opportunities. Within the context of more socially supported network. But we know that without a really consciously honed set of communication skills, these mentor relationships will fail to achieve their potentials for our underrepresented trainees.

>> DR. DEBRA VIGIL: So in 2015, Robert -- the Robert Wood Johnson Foundation convened a panel of mentoring experts in what was called New Connections in 2015. And they did a webinar. With some objectives that included identifying factors that optimized or challenged mentoring of both underrepresented minorities and non-underrepresented scholars. And then another objective was to identify how mentors handled issues of race and ethnicity and dynamics and work-life balance and discrimination. And they also wanted to discuss killers of mentoring. Including job demands, time mini grant challenges. And absent mentees. And then the researchers for -- there was a group of researchers that then ended up looking at this webinar. And they did a qualitative analysis. Of the webinar itself. Which is really interesting. And when they did this, what they found was these challenges with the mentor-mentee relationship and one was having conversations about race and identity and ethnicity and I think that that's something that probably that happens a lot. And I think that that's something that as a LEND right now that we need to be looking at that a little bit closer

and how do we have those conversations. And I mean, it's interesting because how do you even start a conversation like that if you're -- say if you're white and you have a black mentee or you have someone who is a self-advocate. You know, I think that that's something that it's a wider discussion I think for all of us to have. And then another challenge is addressing those challenges that are in and outside the mentor-mentee relationship. What is it that is going on? So if we take social identity into consideration, it's like that's outside of the mentor-mentee relationship so how do you address that? How does the mentor, if they don't feel like they are competent in really discussing some race with the mentee. So I think there's a lot of things there that all of us I think that we can begin to address. And I think it would be a really healthy thing as a LEND to be able to come up with a way that all of this can be discussed. And then another challenge is how can the mentor discuss how to address others' biases? Because the truth is is that what's going to happen is those little microaggressions are there. I mean it's just really interesting because here I was in a staff meeting. And just sort of out of the blue someone called me mamacita. It's like here I am I've been doing this for quite some time it really surprised me and I still haven't talked to that person.

So I need to develop those skills, as well. And I think that that is something that can be talked through with a mentee, those kinds of things can happen. Those kinds of things can happen now. They can happen when they leave their LEND program. So I think there's a lot of work for all of us to do.

A mentor really needs to be providing some career and employment advice. And where can they go, what can they do? What's going to happen to them? And then a challenge I think for this relationship is that you know maybe the mentor has an idea of what is an ideal mentee. And you know that is something, again, you know this is -- you know, what came out of this is there are these challenges right here. And I think these are some things that we need to be thinking about in our own heads how we're going to overcome some of these challenges. So Janice, were you going to be discussing this one.

>> DR. JANICE ENRIQUEZ: I think you were.

>> DR. DEBRA VIGIL: I don't have that on mine. Sorry. Okay. We'll just move on. Okay.

So there are some basic mentoring values. For the mentor and the mentee. And these behaviors can be discussed with the mentee. And to discuss awareness and experience related to each of these. So the mentor needs to be talking about what their own experiences have been, as well. So there needs to be mutual respect. And that is respect of each others' culture and language and life differences and those opinions. And they may or may not agree. But that there has to be this understanding that there's insight into reasons behind each others' beliefs. And then there needs to be honesty. And establishing that safe place. And that is if the mentee is struggling, it may help to

discuss or role play what has occurred. So that might be something that will be helpful to be able to go through that in a very intentional way. And then discuss conflict mini grant. And what are those rules of engagement to manage that conflict. And I think part of the LEND curriculum and UCEDD, we all discuss what that conflict is and being able to overcome that conflict. And so there could be that conflict between the mentor and mentee so that's a wonderful opportunity to be doing some modeling of managing the conflict. And then there needs to be transparency. And that's being clear about behaviors or acts that can harm the LEND experience. So really you know discussing with the trainee when there has been something that's gone on. So all of this gets out in the open. And you discuss all of this. And of course that is that confidentiality, of course, doesn't really have to be explained much. I mean, we all know that.

And then there is that recognition. That the individual is the expert of their own experience. And it's possible that the individual may have some attitudes or beliefs. And they might be defensive. Or they might be pessimistic.

So in that sense, it is waiting to see whether the mentee is ready to discuss it. And sort of put your toes in there every once in a while with the mentee. Next slide, please. So when we think about strategies for the mentor-mentee relationship, there is a framework. And that is at the beginning is being -- is setting up a collaborative development of expectations for persons --

(Background talking.)

>> DR. DEBRA VIGIL: Setting up a collaborative development of expectations for personal and professional goals. Really sitting down and -- with the trainee and allowing that discussion to occur. And then of course I've said before that it's mentors sharing their own personal experiences. Their experiences of exclusion and inclusion. And revealing strategies that are related to disempowerment. And being burned out. And defining boundaries about personal issues. And you know, being able to talk about race and bias. And again, this is a hard one. Because the trainee may think it's inappropriate. I think it's really difficult to bring these personal issues and discuss these personal issues. And they may feel like that it may hurt their advancement in some way.

So it's being able to discuss and acknowledge unconscious bias. And this might function -- this unconscious bias that might function in a white system. And it can help them -- the mentee to discuss negative experiences and then build their own strategies, as well.

So having a mentor who discusses and models these coping strategies really helps the mentees to avoid adverse impacts on their own psychological health. And not only participating in LEND program but also in their own future professional goals. And finally, with skill building and support, the mentor needs to introduce the mentee to other faculty and other individuals and promote the meant e-'s goal.

And then the trainees can recognize -- they begin to recognize their own strengths

and weaknesses. So they begin to feel more comfortable without being embarrassed. And in this way the trainee can ask for support. And there's -- when there's difficulty say with finances, you know, can there be a consideration for additional supports in some way? So it's being creative in ways that could really be helpful for the mentee and mentors can reach out to other faculty that might help the trainee with a particular issue or particular skill. And this discussion can be in the context of -- also in the context of when they finish their LEND trainees so this all sets up the trainee for their future and where they are going. Next slide, please.

So when we talk about systems level change. Because one of the things we have to think about is you know it's great to be able to discuss individuals and -- but we really are looking at systems level change. So this is where you know we have to have that drive towards getting that.

So -- and this is something, again, I think that for us to think about as a LEND and UCEDDs that what we can do. And one is organizing gatherings to challenge and change implicit biases. So that mentors can work with a network of colleagues to discuss how to have those conversations. And get advice. And maybe you would want to refer the mentee to someone out there in the LEND world that might be able to help. And so developing mentoring programs and so Janice is going to be going into some more -- some theory that might be really helpful and is going to review some resources. And then we need to consider of course microaggressions that can undermine how the individual fits.

There's forming a village. You know, have we asked our trainees if they want to meet others from the same background just to get support? And mentors can share different strategies with others.

So again, this whole concept of LEND and UCEDD really coming together. Particularly now in the situation that we're in. And then there's individual recommendations. So that mentors need to make a decision about providing holistic mentoring. So it's not just training or -- not mentoring for training specifically for academic purposes or for, you know, our training in a LEND program. But also for personal adjustment. Where the trainee may end up in some environment that is going to be difficult for the trainee to navigate. And the mentor should recognize their own limitations. And reach out to others when that occurs, that they don't understand what's going on. So there's also mentoring -- mentors should share their own experiences if it's relevant their own feelings of isolation and attitudes and beliefs. And this is a good model for the trainees. And provides a greater sense of belonging and strengthens the bond between the mentor and the mentee. And as a mentor gets to know the mentee, it's paying attention to what the trainee is saying. In those statements. Because it could reflect some difficulties. It could reflect that imposter syndrome. And it could reflect internalized racism.

So really paying attention. And then discussing with them what their feelings are.

And it helps the trainee when they are seeing that the mentor has struggled, as well, they can see that there can be a resolution if the mentor has gone through some difficulties and have had microaggressions for example. So the trainee can see that there are resolutions to this. Having a buddy mentee. Being able to hook them up with others. And at times it might be necessary to suggest some psychotherapy. And then again, possibly the mentee should seek out other mentors, as well. So that when they are going into their -- the next phase of their life is being able to seek out a new mentor.

>> DR. JANICE ENRIQUEZ: So with that review, we'll do culturally congruent mentoring both models and theories. For this particular section we had to pull quite a bit from academic literature in terms of research mentoring as well so that will apply to all trainees.

So generally speaking, many of us do not receive formal mentoring training. And with that said, there are also many, many models across the field of mentoring. And many paradigms. There's not one agreed-upon model across disciplines. However, within many of the models, they do focus on the mentee's achievement, emphasize the mentee's emotional and psychological support needs. Their needs for direct assistance with career and professional development and models and the need to develop personal and reciprocal relationships with their mentors and the fact that mentors just have greater experience, influence and success over the mentee's trajectory.

Additional general mentoring theories include the academic persistence and career attainment model. Social cognitive career theory. Science identity development and social negotiation models. Social capital perspective and career stage mentoring. Those are all broad mentoring theories that have been integrated in mentoring programs however in the next section we'll focus more specifically on areas and aspects that influence and positively impact mentees from underrepresented backgrounds both racially, culturally, in terms of disability and economic status.

Wyatt and Belcher had again developed a special set of articles last year highlighting the importance of supporting underrepresented mentees and to understand their experience, we should talk a little bit about where they had come from. So Gayle Wyatt is historically in the field of HIV and AIDS research and she was invited in 2005 by the NIH to be part of a research panel of experts. And from that they formulated the African American mental health resource science consortium Working Group which helped with many trainings today from that program Carolyn Belcher has worked with many trainees she participated in this and graduated and they came together to focus on a journal on underrepresented trainees there's a general mentor wheel. In this particular set of articles they focused more on promoting equity, diversity and inclusion in the mentoring relationship.

For those of you who have a developmental background, Wyatt had identified a modified model which highlights inclusive mentoring on the outside circle the most outside circle that reflects societal beliefs and the model that relates to environmental and impacts on an individual.

Societal beliefs like implicit bias and colorblindness within an environment within mentors should be addressed within the mentoring relationship and really something that the mentor reflects on and addresses within themselves. Within the middle circle there, impacts to the individual include imposter syndrome, internalized racism, stereotype threat and code switching between languages they are familiar with and home environment and languages they switch to in an academic environment. And at the core of this is really the trainee. And how all of these systems impact their self-esteem and self-confidence which impacts their trajectory in a professional capacity.

Lanzi also identified a developmental model for mentoring underrepresented scholars and this was applicable for people who are in behavioral Health Sciences but they felt we need an explicit and flexible model and guidelines to be working on. This model was adapted from the American Psychological Association Task Force and it's really reliant on the mentor and meant e-'s relationship being a dynamic really dyadic interaction it also focuses more specifically on the mentor's ability to reflect on their analysis of their own skills, life experience and to recognize both the mentor and meant e-'s strengths and weaknesses to strengthen this mentoring plan.

This is a really interesting article because it goes through four different stages of a mentee's progress over time. And the relationship they have with the mentor in the first stage which they entitled the launching stage this is the stage where mentors and mentees become acquainted with each other they identify goals together. There's an affective and cognitive component to this. They build trust. With this, too, the mentor also must address their ability to commit to this relationship of mentoring. As well as their own microaggressions or biases or stereotypes they may project on to the mentee in this relationship. In the second stage which they entitled active growth and learning. There is a meshing and concordance of the mentor and mentees cultural experiences it's important for them to be addressing this throughout their academic and personal development over the course of that time. And then within the third and fourth stages the mentee progresses to become more independent and the mentor helps the mentee to develop a network of support.

This is -- this article is helpful to look at because across these developmental stages it also identifies specific challenges and strategies for success so for example within the first stage of development, within this mentor-mentee relationship addressing challenges such as microaggressions, biases, uncertainties about each others' cultures and any potential barriers is very important and they also address strategies for success.

You'll see time and time again across article after article there's always the importance and emphasis to address cultural sensitivity, culturally safe environments. And to be able to defer to the trainee as their own cultural expert when they bring their own experiences into this relationship and this mentoring relationship. To be mindful that one culture that they may be from also -- they may be from multiple cultures so they have intersectional identities that they bring to this relationship. And to recognize the additional and constant pressure that's experienced by trainees as well as the systemic issues that need to be addressed from a mentor standpoint.

We look more specifically across different domains, related to underrepresented trainees, within, for example, the Asian American -- some Asian American trainees may experience a fundamental value difference in their own hierarchal or they defer to somebody who is higher than themselves and collectivistic values they think of themselves as within a group which may clash with my egalitarian values. That which is more typically associated with more academic settings of the need to be more independent. And more autonomous. And to support your own self-advocacy and communication your successes.

Other authors have talked about the conversations of race and ethnicity and making space for those types of conversations that's really integral to the mentoring relationship and making time for those. Others have also focused on cultural humility particularly with HIV research and how to identify how cultural beliefs influence mentoring practices. And then within the LGBTQ community there's been a study done by trainees who were from that community and they emphasized the need for mentors to educate themselves to do their own research about this community to use active skills and strategies to engage in discussions and dialogues with their trainees about how this impacts them and to really advocate for their trainees. Again you'll see a very similar model by another author, Thomas, who emphasizes both systemic changes that must occur. As well as changes within the faculty mentor and also the mentee to help with this relationship. So with that then we would like to focus this last section on mentoring tools and tools that could be helpful for you in your practice and that of your faculty. One program that's been developed and fairly well established is the culturally aware mentoring program. The reason why this is pretty well established is because it's theoretically driven from theories from multicultural backgrounds, feminism, critical race, motivation and institutional transformation. And within this particular program, they have found really good effects for mentors and mentees after two years. The mentor gains intrapersonal/inner personal cultural awareness and skills to recognize and respond to cultural diversity issues in mentoring. They -- the mentor may realize their own racial and ethnic biases and sensitivities communicate better with the Research Team and the mentee and you can see on the right side here various aspects that have been beneficial for the mentor that have been impacted -- that has impacted the mentee's

trajectory.

A second program that we wanted to highlight is through UCSF. And this is work with Gandhi and Johnson and Johnson and Gandhi and they have in addition to addressing self-efficacy within the mentoring model they are looked at unconscious biases microaggressions and a mentor consultation clinic and you can see from their data across different domains that were measured in particular focusing on addressing diversity. The middle bar being preworkshop. The third bar being post workshop. You'll see a significant and statistically significant improvement in a mentor's capability to address these concepts within their mentoring relationship.

And lastly we wanted to turn you towards some content from the book of Darrell Sue. Darrell Sue is a psychologist at Columbia and he's been cited as -- on national surveys -- two national surveys as being one of the most prominent and influential thinkers in the field of multicultural development and experiences. And he talks about the belief that dialogues on race seem to be purely intellectual exercises in our typical academic context. And it really minimizes the expressions of emotions with strongly associated to race which then in turn allows -- forces us to lose an opportunity to explore what it really means to individuals. What it means to trainees and what it means to mentors. And by extension, this does not only apply to race but obviously applies to all cultures and cultures that are underrepresented. In particular race talk on the part of people of color is about bearing witness to their lived realities. Their personal and collective experiences and the academic protocol that we surround ourselves in that we're really well entrenched in have these sources of information into the conversations which we have. So at this point we just wanted to share additional resources for you these are very easily accessible online resources which you are welcome to peruse through. The article which we didn't talk about in-depth but which was cited by Osman I think is from the Brigham and Women's Hospital. Mentoring curriculum and toolkit. And they have a really wonderful very detailed curriculum about what they have done to address diversity within their mentoring relationships. Of course the Georgetown center for cultural -- National Center for Cultural Competence has some wonderful resources.

For those of you who are in research, National Research Mentoring Network. Their online resources. The Diversity Program Consortium. There is some information from the NIH within the moving it forward link there. Information throughout the American Psychological Association on mentoring underrepresented students. As well as information on [pathwaystoscience.org](http://pathwaystoscience.org). So with that, that is the end of our content for today.

And we will welcome questions for the last seven minutes.

>> MAUREEN JOHNSON: Just as a reminder that you can I want questions for the presenters in the chat box. You can find the chat feature at the bottom of your screen.

It is in between the features that say participants. And this webinar will be available as well as it's recording and the transcript. I do see one question from Sandra. She asks can you provide an example of when you have changed a person?

>> DR. JANICE ENRIQUEZ: That's a really good question, Sandy. You know, I wish -- I was in contact with Carolyn Belcher a few days ago and I think one of the samples, when you changed a person and when you really influenced an individual is when your mentee becomes a mentor in sharing this information related to diversity with other people. And so I think that's one thing that we can think about in the future.

>> DR. DEBRA VIGIL: You know, I did have a particular experience. And this is where in our program in speech pathology and audiology at UNR, we never had one black Master's student that came through our program. And you know here was this person really, really struggling. And I ended up -- and she did -- I mean, she did -- she had a 4.0 in her undergraduate class -- classes. And then she came into the Master's program. And you know, she ended up talking about how difficult it was for her. And that all of these other people around her had all of these different supports. And we really went through this a lot. And to some degree it was me talking about what my experience had been and some difficulties that I had. So at that time I really didn't -- I didn't know about really that kind of real classical mentoring this was really coming from the heart I ended up saying to her, you are going to be the first African American that has graduated from this program. And then you are going to be a mentor yourself for all of the individuals that you're going to be seeing. So she -- she talked about how difficult -- she grew up in the projects. At some point she was living in her car during her Graduate Program. And I ended up reaching out, getting some help and showing her how she can go out and get help. She said she didn't want to seek help. You know, and then after a while she began to understand and it was tough and she kept saying this is tough, this is tough. And I kept saying, I know, I know it is. And there was some point where I said I'm not going to let you quit. I'm just not going to let you quit. Because this is important. It was important for her. It was important for our department. It was important for the clients that she served. And she finished that program. And she went out there and she's out there working and she's successful. So I mean, I think that really being able to talk about race and allowing her to talk about those differences and crying. And then I did put her in contact with getting some counseling and she did. But it was really talking about race. It really was.

>> MAUREEN JOHNSON: I have another question from Christine Lao about with COVID-19 making everything virtual and typically people of color and other marginalized identities have less access to technology, do you have resources or thoughts on virtual mentoring and providing adequate support for those who don't have the right technology?

>> DR. DEBRA VIGIL: Well, I mean, I don't know, Janice, if you can sort of address

that. I mean, you know, one of the things that's happening I think for all of us is that we are learning how to live in this world of being on Zoom right now. So I don't have any resources. But I think that as all of us go forward, if we can have some sort of discussion like this, I think having another webinar about looking at how do we do this. And how do we go forward? I think that in my of speech-language pathology we're pretty good at doing online therapy. And I know that psychology is doing a lot of that, as well.

>> MAUREEN JOHNSON: I see a question here from Rebecca. In terms of can you talk about making errors.

>> DR. JANICE ENRIQUEZ: Can you talk about making errors as a mentor? I think there's lots of opportunity to make errors throughout mentoring and as a mentee and there's no wrong or right way to go about this which is why there's not precisely one way to go about this. I think personally in terms of what I have seen in making errors, you know, not allowing that opportunity for discussion with the trainee. I've seen trainees who are pipeline program come in who have full scholarships from other universities who are exceptionally talented who experience racism and discrimination from very young ages and they just need space to be able to talk about that and how to balance that within their work as a trainee and their future graduate work. And not allowing those kinds of discussions is certainly on error. And in other cases, too, there are many opportunities for error and discussions where it's hard to foster some of these topics and conversations because it is so anxiety provoking. There's some models that are coming out one in particular I wanted to highlight here was from my colleague Putra Hooks who is developing a training for mentors with specific strategies on what to do in these situations where there's very heated discussions around race and culture and difficulty resolving some of that. And Rebecca mentioned I agree owning up to an apology is key and that's part of Dr. Hook's strategies within her programming.

>> DR. DEBRA VIGIL: And then sometimes just saying, well, you know, we're going to be doing this together. We're not sure. And I think being able to include the mentee in resolving some of that, as well. I think from a personal level I think I would -- of course owning up that you don't know everything. But asking the mentee what do you think. Let's have this discussion together. I mean, I do know a young man that came from high functioning autism university program, very, very bright young man. And I used to see him a lot. For counseling purposes. And then he ended up coming in and getting services from our clinic. But one of the things that I used to say to him was, well, you tell me what it's like to be autistic. I don't know that. You know, let's talk about that. And then we ended up having some great discussions. So allowing him to teach me as well. I think that was a real eye opening experience for me.

>> MAUREEN JOHNSON: I'm recognizing it is 2:02 and I know it is Friday afternoon and I believe you are also in the East Coast we want to thank you again for

your time in participating in this today and please, please, continue the discussion with your own directors and your faculty members. And if you are interested in learning more about multicultural topics, I invite you and our Leadership Team invites you to the Multicultural Council to join us for a meeting. We would be happy to have you. Thank you.

>> DR. DEBRA VIGIL: Thank you all.

>> MAUREEN JOHNSON: Yes, thank you all again for attending this webinar I also want to give a special thanks to our presenters as well for this very thorough and relevant topic. This webinar is -- has been recorded and will be archived at [AUCD.org](http://AUCD.org). Please take a few minutes to complete our survey. You can find it in the chat box right now. Have a wonderful weekend, everyone.