“Forbidden Talk”: Mainstreaming Conversations on ‘Race’ & Culture in Clinical Psychology

Romana Farooq: Clinical Psychologist in Training
Overview

• Introduction
• Setting the context
  – National Context
  – Workforce
  – BME service users
  – Trainees in Clinical Psychology
• Implications
• Moving forward
Introduction

- About Me
- Visible Racial difference
- Clinical Psychology
- Vulnerable Groups
- NHS funded
Setting the Context

- National Context
- Workforce
- BME Service Users
- BME Trainees
The National Context

• Multicultural Britain

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>7.5%</td>
</tr>
<tr>
<td>Black</td>
<td>4.4%</td>
</tr>
<tr>
<td>Mixed</td>
<td>2.1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

(ONS, 2011)

• Negative attitudes & hostility towards Racial minorities

• Political context: UKIP, elections, policies
Workforce

• Representative workforce (DoH, 2003)
• Leadership Programmes
• The “Snowy White Peaks” of the NHS (Kline, 2014)
• The end of Delivering Race Equality? (RAWorg, 2011)
BME Service Users

• Higher rates of suicide (Burr, 2002)
• 5x more unemployed (Trade Union Congress, 2001)
• Encounters with Police (Morgan et al, 2005)
• Poverty (Afuape, 2005)
• 6x more likely to be detained (CQC, 2010)
• Higher rates of self harm (Cooper et al, 2013)
• Diagnosed with “Schizophrenia” (Metzi, 2010)
• Not offered Psychological Therapy (DoH, 2004, Fernando, 2005)
So are we training Clinical Psychologists to engage in conversations on ‘race’ and culture?
Trainees in Clinical Psychology

• 10% BME Trainees (CHPCCP, 2013)
• “Unheard” Experience (Shah, 2010)
• Power dynamics between BME Trainees and white clients/supervisors (Patel, 1998)
• Racism (Adetimole, Afuape & Vara, 2005)
• Ethnocentricity, fear and “Cultural Experts” (Rajan & Shaw, 2008)
Has anything changed over the years in Clinical Psychology?
Christelle • “There was this one time when I went to see my tutor to talk about my ‘race’ and how I felt...and throughout the entire meeting she kept telling me to come back if I wanted to talk about it!”

Amelia • “All the teaching we had was void of BME experience and perspective, all the theories were white and all the views were white middle class...I never felt equipped to deal with BME service users”

Priya • “As BME Trainees we are often seen as ‘problem’ trainees. If we speak up we are too loud and if we speak quietly then we are submissive...plus we have no voice and no one wants to listen”
Implications

- “Whiteness” of the profession (Shah, 2010)
- Institutional & insidious Racism remains unquestioned (Adetimole, Afuape & Vara, 2005)
- “Othering” and Marginalisation
- Culture of ignorance (Mid Staffordshire Inquiry & Cumbria Police Investigations)
Moving forward

• Voice and Visibility
• Increase BME representation on decision making bodies
• BME support groups for Trainees within services/training courses
• Beyond tokenism
• Eurocentric Curriculum
• Responsibility for “Mainstreaming”
Thank You
Questions, Comments & Reflections
Romana Farooq: Clinical Psychologist in Training