

Outreach Programs for Men of Color

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Agenda

- * Introduction and Overview
- * Self Assessment
- * The Experiences of Male Students of Color (MOC)
- * Attitudes Towards Mental Health Services
- * Recommendations to Address the Issue
- * Case Examples . . .
- * Questions, Comments, and Wrap-up

Personal Stories

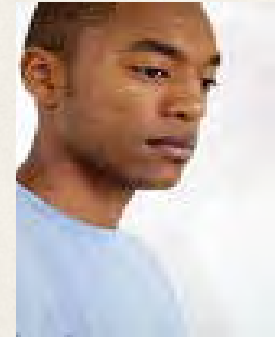
Jose



Kevin



Jamal



Personal Stories – Jose

- * **Jose** is a 20 y.o. Latino male student who comes in complaining of stress. He says that adjustment to campus has been difficult because he feels too Latino for some students and not enough for others. He goes on to say that some students assume that he was not born in the US and does not speak English, whereas some Latino students say he is not ethnic enough because he grew up in a predominately White community and does not speak Spanish. He also feels stressed because some members of his community do not accept him because he identifies as a gay male. All of the above factors are impacting his motivation and academic performance.

Personal Stories - Kevin

- * **Kevin** is a 20 y.o. Asian male student who presented with academic concerns (test anxiety and career indecision). He graduated from HS with a 3.7 gpa and has been struggling since he started college. You note that his information also suggests personal concerns but he downplays them. When asked, he talks about being worried about his family (they are struggling financially and he is feeling pressure to leave school to go back home to get a job help them).

Personal Stories - Jamal

- ★ **Jamal** is a 19 y.o. African American male who you met at an outreach to the Black student alliance. At the BSA meeting he complained about not liking school, with specific complaints about not feeling like the campus events and environment fit with his interest. He also complained about being the only African American several of his classes. When you suggest therapy as a way to address his issues, he declines stating that he does not have issues and does not need therapy because he not crazy. He also has reservations about therapy as he worries he will be seen as being a weak as a man.

Personal and Center Assessment for working with Men of Color

1. What issues, and or factors need to be considered when working with these men and other Men of Color?
2. What strengths or resources do you have for working with these men and other Men of Color?
3. What barriers or challenges do you face when working with these men and other Men of Color?

The Experience of Men of Color on Predominately White College Campuses

- * Some Men of Color are excelling in college. It is important to keep in mind that the Men of Color on our college campuses are a diverse group. The experiences of these few do not reflect the experience of the majority of Men of Color (Harper & Nichols, 2008; Harper, 2006; Lopez, 2005; Cook & Cordova, 2007; Wild & Wilson, 1998)

The Experience of Men of Color on Predominately White College Campuses

- * The number of Men of Color compared to women of color has been declining for years. In fact, many of the enrollment and educational achievement gains for people of color reflect positive changes for women of color not men
 - * Minorities in Higher Education 2010: 24th Status Report, 22nd Status Report, 16th Status Report - Problem going back 10+ years).
- * Men of Color experience a significant number of difficulties and they do not succeed as well as others do on predominately white college campuses. Yet, Men of Color tend not to seek mental health services on white college campuses (Obasi & Leong, 2009; Neighbors, et al., 2007, Casas, et. al., 2005; Sue, 2005)

The Experience of Men of Color on Predominately White College Campuses

* Common concerns and experiences:

- Perceive the campus more negatively (Pieterse, et. al, 2010; Rankin & Reason, 2005; Lopez, 2005).
- Face discrimination & harassment (Rankin & Reason, 2005; Lopez, 2005; Jackson et. al, 2003)
- Seen as alien in their own land (Sue et. al. 2007)
- Stereotyping: less intelligent (Lopez, 2005) more intelligent (Sue et. al. 2007)
- Perceive classroom as less welcoming (Rankin & Reason, 2005; Sue et. al. 2007,)
- Cultural values are pathologized (Sue et. al. 2007; Jackson et. al, 2003)
- Feel marginalized/invisible or alienated (Sue et. al. 2007; Lopez, 2005)
- Pressure from own ethnic group (Lopez, 2005)

Men of Color on PWC: Concerns and Attitudes Toward Counseling

- * 2005 Study on African American men at two mid-western college campuses. As part of the study they were asked about their concerns and attitudes about counseling
 - Of the top 7 concerns noted by African American male students, 5 were academic/financial in focus and 2 were personal/relational in focus.
 - Most willing to seek help for academic and financial concerns and least willing to seek help for personal/relational concerns.

Gender Role and Masculinity: Factors in MOC Help-seeking Motivations

- * Gender roles are defined as social expectations of how male and females should act and behave (Santrock, 1988 and Myers, 1989). The four classifications of gender roles (Masculine, Feminine, Androgynous and Undifferentiated). Masculine is associated with independence, restricted emotions, aggressiveness, and a power orientation. (Santrock, 1988)
- * Research on gender roles clearly supports its importance in the types of problems that male college students experience and the degree to which they are willing to seek counseling. Two major, overlapping topics have been noted in theory and research on masculine role socialization (masculine ideologies and masculine gender role conflict) - Traditional attitudes about the male role are related to negative attitudes toward help-seeking (O'Neil, 2008)

Applied implications of the Research and Literature

- * There may be a distinction between the problems Men of Color experience and the problems for which they are willing to seek psychological help
- * Men of Color may be suffering and will not seek out psychological help (especially for personal/relational concerns like loneliness/isolation or difficulties making friends)
- * Positive note: Men of Color may be willing to seek help for academic and financial concerns

Why Should this Issue be Important to Colleges/Universities and Counseling Centers . . .

- ★ Men of Color (in general) are not succeeding as well as others on predominately White college campuses. Despite the lack of success, this population is not known for seeking services from counseling centers as a way of increasing their chances for success
- ★ Past research has found that students who utilize counseling center services have better academic performance and better rates of retention (Choi, Buskey, & Johnson, 2010; Lee, et. al, 2009; Berry & Turner, 2000)

Recommendations for Reaching Men of Color

- ★ University counseling centers should look at the ways their services are marketed and consider the following:
 - Bringing Men of Color in by using services they find less threatening (e.g., career counseling and educational counseling)
 - Use material that reminds men they are not weak for seeking help

Additional Recommendations

- Utilization of the seeking-mode of service delivery or an aggressive outreach approach
- Having a diverse staff
- Applying knowledge of multicultural counseling
- Constructing positive vibes in the office environment
- Developing relationships with the community and especially offices that serve MOC
- Working to destigmatize the counseling process

Applying research and theory to Practice:

- * Brother's Keeper
- * My Brothers
- * Videos to decrease the stigma regarding counseling

The ideas for the seminar came out of research, feedback from students, and observations of what has worked and not worked over the years.

Applying research and theory to Practice: Brother's Keeper

- * What is Brother's Keeper?
 - Monthly seminar/luncheon organized for African American Men at The Univ. Michigan-Ann Arbor (Winter semester 2007).
 - Seminar involved African American men on campus getting together over lunch to discuss topics pertinent to the success and retention of African American male college students.
 - The men at the seminar came from all levels of the university (students, faculty, and staff).
 - General topics of discussion included: The African American male experience on campus and African American Male identity.

Brother's Keeper ~ Development

- * Establishing connections with the stakeholders
 - General students, student leaders and student groups
 - University departments that typically support African American male students
 - African American male faculty and staff

- * A needs assessment was completed with the stakeholders:
 - Is there an interest in the seminar?
 - What concerns and topics should be addressed?
 - When and where should meetings take place?
 - How should the meetings be structured?

Brother's Keeper ~ Development

- ★ After connecting with stakeholders and assessing needs:
 - Proposal developed with budget
 - Funding secured (from several departments)
 - Seminar topics were selected, and speakers chosen (with input from all stakeholders)
 - Location for the meetings secured and dates chosen

Brother's Keeper ~ Publicity

- * Advertisement for the Seminar
 - * Student leaders and seminar facilitators developed material
 - * One tool used to get students to attend . . . Free Lunch

- * Information was disseminated via:
 - * African American student groups (e.g., NAACP, BSA)
 - * Student leaders
 - * University departments and programs
 - * CAPS
 - * Email
 - * Social networking websites (Facebook)

Brother's Keeper ~ Publicity

Brother's Keeper

(A Lunch Series for African American Men)

This lunch series will address topics relevant for African American male students. These luncheons will provide a blend of food, fellowship, dialog, education, and mentoring. Invited speakers will facilitate rousing, animated discussions on topics that impact African American men. These gatherings will be a safe space for individuals to have their voice heard. Topics of discussion will include: The African American male experience on the U of M Campus, Black Male Identity and African American role models.

Dates: Feb. 14th, Mar. 14th, and Apr. 11th

Time: 12 – 1:30 pm

Location: MSA Chambers, 3rd floor Michigan Union

Sponsored by CSP, OAMI and Counseling & Psychological Services (CAPS)

For more information please contact:

* Dwaine Campbell at dscampbl@umich.edu 734-764-8312

or

* Dwight Fontenot at delfon@umich.edu 734-764-9128

***** Free Lunch *** Free Lunch *** Free Lunch *****

Brother's Keeper ~ Publicity



WEDNESDAY FEBRUARY 14, 2007

Brother's Keeper (A Lunch Series for African American Men)
MSA Chambers, 3rd Floor Michigan Union
12:00 pm - 1:30 pm

Sponsored by HEADS, CSP, OAMI and Counseling & Psychological Services (CAPS)

Speakers

Ted Spencer (Associate Vice Provost and Executive Director, Undergraduate Admissions),
Greg Harden (University of Michigan Athletics Associate Director) & Dr. John Matlock
(Director, Office of Academic Multicultural Initiatives)

This lunch series will address topics relevant for African American male students. These luncheons will provide a blend of food, fellowship, dialog, education, and mentoring. Invited speakers will facilitate rousing, animated discussions on topics that impact African American men; the goal being to support and strengthen the African American male community at the University of Michigan. These gatherings will be a safe space for individuals to have their voice heard. Please join us as we speak on the African-American Male Experience on the University of Michigan Campus.


FREE FOOD !!! FREE FOOD !!! FREE FOOD !!!

Brother's Keeper ~ Publicity

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Date: Wed ~ Feb. 14th Time: 12 – 1:30 pm

Location: MSA Chambers, 3rd floor Michigan Union

Topic: *THE AFRICAN AMERICAN MALE EXPERIENCE ON THE U of M CAMPUS*

Speakers: Ted Spencer (Associate Vice Provost and Executive Director, Undergraduate Admissions), Gregory Harden (U of M Athletics Associate Director) & Dr. John Matlock (Director, Office of Academic Multicultural Initiatives)

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***** Free Lunch *** Free Lunch *** Free Lunch *****

Brother's Keeper ~ Successes and Challenges of the Seminar

* Successes of the Seminar

- Good student attendance and participation
- Students were able to normalize their struggles, and hear ideas for coping and improving their chance for success
- Students able to connect with various resources on campus that they may have been hesitant to reach out to or may not have known about already

Brother's Keeper ~ Successes and Challenges of the Seminar

* Sub Topics Discussed:

- Being a role model for younger men and having older men as role models
- The importance of community
- Racism and ways to cope with it
- Adversity and perseverance (Coping and asking for help)
- What it means to be Black
- What it means to be a strong Black man
- Maturity and Accountability
- Support/Resources on Campus

Brother's Keeper ~ Successes and Challenges of the Seminar

* Comments from Participants:

- Enjoyed being able to build community with other Black men
- Liked meeting Black men from all levels of the university (“Generational Mix”)
- Great Conversation
- Liked the “realness” of the discussion
- Like the “thought provoking discussion”
- Liked the relaxed atmosphere and interaction
- Liked the faculty and staff involvement
- Enjoyed hearing the different perspectives and personal stories
- Liked the suggestions being discussed

Brother's Keeper ~ Successes and Challenges of the Seminar

- * What participants took the from sessions:
 - Plan to open up to other people of color, trust more
 - Learned that they can count on others (support)
 - Need to be more of an asset to other black men (support)
 - Learned more about CAPS and Career Resources
 - Plan to work with other organizations, rather than against them
 - Importance of being open to using all their resources
 - Importance of interdependence and community
 - Importance of being involved with students
 - The need to be consistent
 - How to deal with negative people

Brother's Keeper ~ Successes and Challenges of the Seminar

* Challenges

- Getting the program started
- Advertisement
- The Seminar was attended mostly by Juniors, Seniors and Graduate students, very few 1st and 2nd year students

Brother's Keeper ~ Successes and Challenges of the Seminar

- * Challenges (comments from participants)
 - Group size too large at times
 - Participants desired more time to talk and interact with others
 - Keeping the program going

Applying research and theory to Practice: My Brothers

- * What is My Brothers?
 - Monthly seminar/luncheon organized for Men of Color at The Univ. Michigan - Ann Arbor (Winter semester 2009 to Present)
 - Seminar involved Men of Color on campus getting together over lunch to discuss topics pertinent to success and their campus experience
 - The men at the seminar came from all levels of the university (students, faculty, and staff)

My Brothers ~ Development

- * Establishing connections with the stakeholders
 - General students, student leaders and student groups
 - University departments that typically serve MOC
 - Men of Color faculty & staff (Diverse groups represented)

- * A needs assessment was completed with the stakeholders:
 - Interest, topics, location and time

- * After connecting with stakeholders and assessing needs:
 - Proposal developed with budget & funding secured (from several departments)
 - Seminar topics were selected, and speakers chosen (with input from all stakeholders, but mostly from organizers)

My Brothers ~ Publicity

- * Advertisement for the Seminar
 - * Seminar facilitators developed material
 - * Emphasis on Free lunch

- * Information was disseminated via:
 - * Student of Color groups and students leaders
 - * University departments and programs
 - * CAPS & MiTalk Websites, Group Advertisement
 - * Email
 - * Social networking websites - Facebook, Twitter,

My Brothers ~ Publicity

MYBROTHERS:

A LUNCH SERIES FOR
SELF-IDENTIFIED MEN OF
COLOR

wednesday, January 13

11:30a-1:15p

Union: MSA Chambers

3909 Michigan Union

free lunch will be served

questions mybrothers@umich.edu

WHAT'S IT MEAN
TO BE A MAN OF COLOR
AT MICHIGAN ?



My Brothers ~ Publicity



My Brothers
A LUNCH SERIES FOR SELF-IDENTIFIED MEN OF COLOR

What Does it
Mean
to be a
Man of Color
at
Michigan?

Join us for lunch and a great conversation
in a open, comfortable environment.

-Fall 2010-

Sept. 21
Oct. 12
Nov. 9
Nov. 30

11:30am-1:00pm
MSA Chambers
(3rd floor Michigan Union)

Questions? Contact mybrothers@umich.edu



My Brothers ~ Successes and Challenges of the Seminar

* Successes of the Seminar

- Good attendance and participation
 - Diverse groups represented
- Students were able to normalize their struggles (within subgroups and across subgroups), and hear ideas for coping and improving their chance for success
- Students were able to connect with resources on campus that they may have been hesitant to reach out to or may not have known about already

My Brothers ~ Successes and Challenges of the Seminar

* Sub Topics Discussed:

- Discrimination based on race, religion, sexual orientation, and ways to cope with it
- Adversity and perseverance (coping and asking for help)
- What it means to be a Man of Color
 - Including definitions of masculinity
- Community issues, and cross cultural connections
- Romantic relationships
- Career issues
- International and world affairs (our role as MOC)
- Support/resources on campus

My Brothers ~ Successes and Challenges of the Seminar

- * Comments from Participants (What they liked most):
 - Like having a safe space for sharing personal experiences, identity and asking challenging questions
 - Enjoyed being able to build community with other MOC
 - Students were able to share their personal experiences with faculty and staff to find a common ground and build relationships (Generational Mix)
 - Enjoyed hearing the different perspectives and concerns of other students
 - The opportunity to share and know that they are not alone
 - Quote: “It was cool to see that we could all relate”
 - Ratings of seminar (100% rated it good, v-good, or excellent)

My Brothers ~ Successes and Challenges of the Seminar

- * What participants took the from sessions:
 - Able to feel empowered around their gender and cultural identities
 - Learned about the importance of interdependence and community
 - Quote: “Learned the value of social support”
 - Gained a better understanding of similarities and differences based on cultural identities
 - Learned that although all Men of Color deal with discrimination – it may take on different forms for each group.
 - Learned more about university resources (CAPS, Career Resources, etc.) - Able to put a face to many resources

My Brothers ~ Successes and Challenges of the Seminar

* Challenges

- Student Investment / Ownership
- The getting equal representation from all racial/ethnic groups, and other areas (Is this realistic)?
- The seminar often had a heterosexist bias
- The Seminar was attended mostly by juniors, seniors and graduate students, very few 1st and 2nd year students

Suggested ideas for future research and programming include:

- * More research on Men of Color cultural values and how they impact help-seeking attitude (exploring what factors keep these men from considering counseling)
- * More research on male gender role conflict (GRC) and how it interacts with the cultural values for MOC to impact help-seeking attitudes
- * Qualitative research, on the experiences of MOC in college (exploring their successes and struggles and how these men cope)
- * Continue using the seminar model to reach MOC who don't come in for traditional counseling

Questions, Discussion, Comments and Feedback . . .

What other ideas do you have for addressing the current situation for MOC?

What is currently being done on your campus? How would you apply information from this presentation to your outreach work?

What specifically can counseling centers do to make services more attractive for MOC? (important to attend to their multiple identities)?

What ideas do you have for improving Brother's Keeper, My Brothers, or similar programs?