



# Protection from Discrimination/ Respect for Human Rights

The Science of Resilience

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## Definition

Discrimination, which can be understood as unfair treatment on the basis of one's perceived or actual belonging to a social group, is a significant stressor in the lives of persons belonging to minority groups. Discrimination can cause both distal stressors, in the form of negative societal attitudes and discriminatory treatment, as well as proximal stressors such as the internalization of negative evaluations of one's social group (Breslow et al., 2015). Discriminatory beliefs, attitudes, and practices are one part of a wider systems of oppression, which can deny "individuals dignity, human rights, social resources and power" (Dominelli, 2008 as cited in Corneau & Stergiopoulos, 2012, p. 267). Most frequently in the literature reviewed for this brief, discrimination occurs on the basis of racial and/or ethnic identity. However, discrimination can also be on the basis of gender, sexual orientation, ability, and more. The Minority Stress Model is one frequently used to explore the connections between minority status (racial, ethnic, sexual orientation, gender diversity, ability, and more) and poor physical and psychological outcomes. The model proposes that discrimination because of one's minority status is a direct stressor that has implications on physical and mental health (Bockting et al., 2013; McConnell et al., 2018; Mousely & Chaudoir, 2018; Prendergast & MacPhee, 2018; Vigna et al., 2018).

While discrimination can have many negative consequences on individuals, including poor psychological wellbeing, people employ many different strategies to mediate the impacts of discrimination. These strategies occur both interpersonally and on a broader social scale. For example, racial socialization is a term used to describe the implicit and explicit messages that are taught to racialized children and youth that provide them with healthy coping mechanisms in the face of racial discrimination. These messages include encouragement of cultural pride, promotion of cultural knowledge, exposure to one's history, information about the current state of racial oppression, and messages that prepare youth to encounter and cope with discrimination (Brown & Tylka, 2011). A person's racial identity may also be protective in the face of racial discrimination. Racial identity is complex, being made up of racial centrality, private regard, and public regard. Racial centrality is a term that describes the extent to which someone defines themselves in terms of their race. Private regard is the positive/negative evaluation that an individual has about their own racial group and their membership to that group. Public regard is about how positively/negatively the person thinks others perceive their racial group. All three are argued to be important components of racial/ethnic identity (Caldwell et al., 2004). [See our write-up on A Powerful Identity for more information on the relationship between ethnic/ cultural identities and resilience].

On a larger scale, there are ways that social systems can help to protect individuals and groups from discriminatory attitudes and practices. Scholars, policy makers, and service providers can help to protect people from discrimination by designing policies and practices that are 'anti-oppressive,' which means they directly address conflicts of power and unequal access to resources resulting from oppressive systems (Corneau & Stergiopoulos, 2012). One theoretical framework that helps to inform anti-oppressive practices is intersectionality. Intersectionality is a theoretical concept rooted in Black feminist scholarship, which argues for

the need to examine interlocking systems of oppression (racism, sexism, ableism, homophobia, etc.) and their combined impacts on individuals while working for systemic change. Intersectional scholars argue that to focus on one form of oppression alone (ex: racism OR sexism) is to miss the complex experiences of those who encounter an amalgamation of both (Rosenthal, 2016). Finally, practitioners and individuals alike can engage in collective action, which refers to activities used to promote the status of one's group in society. Collective action promotes personal agency, as people work actively to improve the conditions of their lives (Breslow et al., 2015).

## Relationship to Resilience

Many studies have found correlations between racial socialization and self esteem, academic achievement, and psychological functioning (Brown & Tylka, 2011). In a study by Brown and Tylka (2011), they found that for young adults who reported fewer racial socialization messages, more discrimination was correlated with lower resilience. Conversely, for participants who received greater racial socialization messages, higher levels of discrimination were no longer correlated with lower resilience. Two specific racial socialization messages did not moderate the relationship between discrimination and resilience (cultural pride and coping with hostility using religion/spirituality). Cultural pride messages have been shown to be helpful for children but may not be enough for university aged adults. Messages about African American history and the struggle of black people to obtain equality were found more helpful in promoting cultural pride and thus protecting against discrimination (Brown & Tylka, 2011).

While studies like the one above connect racial socialization to resilience in the face of discrimination, additional studies demonstrate the impacts of protective strategies on self-esteem and positive identity, relationships with others, and psychological distress and wellbeing.

### Self-Esteem and Positive Identity

Racial discrimination has been strongly connected to poor self-esteem and psychological distress. Brown and Tylka (2011) note that experiences of racial discrimination may cause people to have an external locus of control, such that they feel powerless in the face of things that happen to them, which can contribute to psychological distress.

In a study on Puerto Rican youth, Szalacha and colleagues (2003) also found that those who had experienced regular discrimination had lower self-esteem. One of the ways that perceived discrimination is thought to impact individual's psychological wellbeing is through internalizing negative social attitudes about one's race (Szalacha et al., 2003). However, opportunities to build a positive sense of identity may be protective. For example, Bockting et al. (2013) found that identity pride was associated with better mental health for transgender adults in the US. Being involved in one's community may be a way to bolster a positive sense of

identity as a marginalized person. For white sexual minority men, proximity to the LGBT community helped to buffer the negative effects of experiencing LGBT discrimination in one's community. However, because of racial discrimination in the LGBT community, the same correlation was not upheld for racialized sexual minority men (McConnell et al., 2018).

In addition to individual level buffers against stress, such as self esteem and a positive sense of identity, collective action may serve as a buffer against minority stress because participation in community helps to promote self-acceptance and serves as a source of social support (Breslow et al., 2015). However, a study by Breslow and colleagues (2015) on the transgender community found that those with high levels of involvement in collective action actually experienced higher levels of internalized transphobia – the authors hypothesize that this may point to the emotional toll experienced by activists who expose themselves to transphobic contexts as part of their work. Additionally, in a study of adults with physical disabilities, Silván-Ferrero et al. (2020) found that group identification and collective action did not protect against the effects of internalized stigma. Further research might explore for which individuals these factors are protective within particular marginalized communities.

### Experiences with Others

People encounter discriminatory attitudes and practices in relations with others. Consequently, relations with others can reinforce discriminatory experiences or serve as a protective mechanism. Most of the literature explores the impacts of discriminatory social encounters and their impacts on individuals. Racialized people experience minority group stressors including discrimination in education and employment, reduced access to quality health care, and social segregation – all of which contribute to poor mental health and wellbeing (Corneau & Stergiopoulos, 2012). Thus, it is important to note how experiences with others are impacted by discrimination.

In a study of African American young adults, Caldwell et al. (2004) found that for males with less race centrality (the extent to which a person sees their race as an important component of who they are), experiences of discrimination were associated with more types of violent behaviour. Conversely, males with higher race centrality who experience discrimination do not enact more violent behaviours. While the same association was not true for females, Caldwell and colleagues (2004) hypothesize that, for males, a strong sense of collective or group identity may help buffer some of the harmful effects of racial discrimination, in part because it connects people to other members of their group and helps to cultivate a strong sense of identity.

In the same study, Caldwell et al. (2004) found that African Americans who had more positive public regard (thought others viewed Black people favorably) had higher scores for violence when faced with racial discrimination. It is possible that disappointed optimistic expectations of race relations lead to cognitive dissonance, which increases the likelihood that people will respond to discrimination violently. Thus, being prepared for negative race relations may actually help people to cope with experiences of discrimination (Caldwell et al., 2004).

However, discriminatory experiences may heighten the anxiety that such things will happen again in the future, with unknown consequences (Szalacha et al., 2003).

Strong interpersonal connections with friends, family, and members of one's ingroup may all help buffer the negative effects of experiencing discrimination. In a study of transgender adults in the US, Bockting and colleagues (2013) found that both family and peer support were protective of mental health. Additionally, because attitudes toward marginalized people will vary somewhat between communities, being part of a more accepting community is also protective for people experiencing marginalization. For example, inclusive curricula at school (which address positively same-sex headed (LG) families and sexual orientation/gender diversity) was correlated with fewer problematic behaviours from children of LG families (Prendergast & MacPhee, 2018).

### Psychological Distress and Wellbeing

In many studies, experiences of racial discrimination are associated with higher levels of psychological distress, including anxiety, frustration, depression, obsessive-compulsive symptoms, and somatic symptoms (Szalacha et al., 2003).

A strong sense of ethnic identity may serve as a buffer between violence and depression (Lewin et al., 2011). This is true for people who identify as a single race and those who identify as multiracial. Multiracial identity integration is the extent to which an individual feels like their different racial identities are compatible and integrated. Race distance is the perception that one's races are very separate from one another. Racial conflict occurs when one feels their separate race identities conflict with one another (this may fluctuate, depending on the setting in which one finds oneself) (Jackson et al., 2012). Jackson et al. (2012) found that individuals experiencing higher rates of perceived racial discrimination experienced greater psychological distress (negative affect). Individuals with higher multiracial identity integration (low racial conflict) experienced lower levels of psychological distress and negative affect. Those with low racial distance also reported lower rates of negative affect. Finally, those with low racial conflict experienced a buffering effect between perceived racial discrimination and psychological distress. Conversely, those experiencing high racial conflict experienced even greater distress in the presence of racial discrimination. The mechanism behind this buffering effect is unclear. One hypothesis is that having a multiracial identity allows individuals to 'frame shift' or identify as one over another race depending on the circumstances. Another possibility is that belonging to multiple racial groups provides individuals with coping mechanisms from both, which better prepares them for positive coping in the face of adversity. Overall, racial distance had significantly less effect on outcomes than racial conflict measures (Jackson et al., 2012).

Working with others to address discrimination may also confer positive psychological benefits. In a study on bisexual women, Watson and colleagues (2018) found that collective action was correlated with lower levels of psychological distress and greater wellbeing in the face of sexism and biphobia. In another study by Lewin et al. (2011), which explored the

experiences of young African American mothers, the authors found that community cohesion significantly mediated the connection between ethnic discrimination and depressive symptoms.

## Improving

Tackling systems of oppression that contribute to discriminatory attitudes and practices is a big job – one well beyond the scope of any one individual or organization. However, there are ways that people (especially social service practitioners) can work to bolster the resilience of individuals experiencing discrimination. Particularly for practitioners working in mental health or other fields that tend to focus on individual challenges, authors like Corneau and Stergiopoulos (2012) argue that the dominant, medical model of mental health care tends to individualize experiences of poor mental health, rather than locating those experiences within systems and cultures that influence mental health (Corneau & Stergiopoulos, 2012). In fact, it is essential that practitioners recognize the impacts of social and systemic factors on the individuals they work with.

Anti-oppressive, anti-racism, and intersectional frameworks can work their way into tangible practices through relationships with service users that promote:

- Empowerment – involving service users in all decisions that impact them, mobilizing their existing strengths and resources, and addressing the imbalance of power that exists between service users and providers.
- Education – illuminating and exploring the impacts of racism and other oppressive systems upon people’s lives through consciousness raising.
- Building alliances – building networks across oppressed groups enhances political visibility and strengthens the fight against oppressive systems.
- Language – stopping the use of stigmatizing language and replacing it with language that is egalitarian – ex: not using titles and ranks as a service provider, being careful with labels (like diagnostic labels).
- Alternative healing strategies – not privileging the medical model over alternate ways of understanding current distress.
- Advocacy and social justice activism – helping people to understand their choices and then supporting them in their decisions, challenging oppressive policies.
- Fostering reflexivity – learning to deeply understand one’s own role in oppressive systems is essential to being able to challenge them (Corneau & Stergiopoulos, 2012; Rosenthal, 2016).

## Interventions

While targeted interventions that address experiences of discrimination are limited, there are ways to incorporate social justice elements into pre-existing programs and interventions. For example, Parra-Cardona and colleagues (2019) modified a pre-existing parenting intervention for Mexican-origin parents of adolescents. Their intervention was unique in that it is one of the only culturally-modified evidence-based interventions to directly address experiences of ethnic discrimination and immigration-related challenges. The

immigration and culture-specific components helped parents to have an easier time talking to their children about the challenges they faced in immigration, which enhanced understanding between parents and adolescents. Additionally, the sections on biculturalism allowed parents to better understand the acculturation differences between themselves and their children, which also eased tense relationships and promoted more appropriate expectations of youth. While the authors identify the importance of discussing discrimination in interventions, the connections between this work and resilience were not fully unpacked. However, they noted that talking about these topics provided parents with an opportunity to process their experiences. Though they do not discuss it in detail, the authors noted the activist work they also engaged in alongside parents as they went through the program (such as starting petitions re: immigrant experiences, etc.) (Parra-Cardona et al., 2019).

### Cultural Context Model (CCM)

This intervention is a social justice-oriented intervention which focuses on contextualizing people's lived experiences within oppressive systems through collective consciousness raising. By helping people to connect their individual experiences to larger systems, people can make sense of the challenges they face in a way that destigmatizes their experiences and incorporates justice into their personal goal setting. During the program, people work within gender-specific groups for about nine weeks before moving into co-ed groups that include a "sponsor" (someone from that community who can help promote equity education). Activities involve showing scenes from movies in which gender, race, addiction, etc., intersect in ways that relate to the unique circumstances of group members, as well as drawing genograms that allows people to locate their family history within histories of oppression. Through exploring their lives, they also find moments and sites of resilience and how they stay strong in the face of adversity. Working in groups involves building supportive networks which allows people to feel supported in making life changes (Brown et al., 2010).

## Activities

### For Service Users

- Tell your racial/ethnic identity story. How did you know you were (race/ethnicity)? Was this a positive or negative experience for you? What kinds of things do people say about your racial/ethnic group? Where do you think these ideas come from? What things have you done in the past to help you cope with experiences of discrimination? What advice would you give to a younger person about how to live well as someone of your race/ethnicity?
- Who are your role models? Doing research on successful people (including activists) from your own racial/ethnic or other marginalized identity group can help provide positive counter-images to the negative messages you may receive about members of your group.



- Attend a social justice march, rally, or event that feels meaningful for you. Don't hesitate to get in touch with the organizers to see how you can participate meaningfully and take your cues for participation from event leaders.

### For Service Providers

- Reflect on your own social location. How does your age/race/ethnicity/gender/sexual orientation/ability affect your relationship with those you work with?
- Take the implicit biases test to better understand you own subconscious biases – being aware of them makes it easier to identify discriminatory attitudes you bring to your work.
  - <https://implicit.harvard.edu/implicit/takeatest.html>
- Read books/articles by racialized or 'minority' authors within your field – it's important to recognize diverse contributions to knowledge production.
- Examine organizational policies and practices to see if/how these policies favor employees or service users from a particular background over others.
- Provide service users the opportunity to connect their individual struggles or challenges to oppressive social systems.

## Assessment

### Social Justice Scales

#### ***Basic Social Justice Orientations (BSJO) scale (Liebig et al., 2016; Appendix A)***

- An 8-item measure with four subscales (two items per subscale).
- Developed to measure individuals' distributive justice attitudes regarding the four basic distributive principles of equality, need, equity, and entitlement.
  - The scale makes the most sense if individual scores are calculated for each subscale rather than one total score.
- Originally developed in German but has since been translated into English scale (Hülle et al., 2018).
- Items came from the LINOS-1 survey (Sauer et al., 2014).
- When validated in German samples, Cronbach's alpha ranged from 0.236 to 0.609 for the four subscales, which the authors argue is not a cause for concern given the small number of items that make up each scale and the fact that alphas tend to be higher when there are more items (Hülle et al., 2018).
- In four samples, the BSJO was found to have a four-dimensional factor structure (Hülle et al., 2018).

#### ***Social Justice Scale (SJS; Torres-Harding et al., 2012)***

- A 24-item measure.

- Designed to assess social justice-related values, attitudes, perceived behavioural control, subjective norms, and intentions based on a four-factor conception of Ajzen's theory of planned behaviour. This theory posits that behavioural performance is best directly predicted by one's stated intention to act; one's intentions are in turn predicted by one's attitudes towards the actions, subjective norms about the action, and perceived behavioural control of the action.
- Contains 4 subscales:
  - Attitudes Towards Social Justice  $\alpha = .95$
  - Perceived Behavioural Control  $\alpha = .84$
  - Subjective Norms  $\alpha = .82$
  - Behavioural Intentions  $\alpha = .88$

***Diversity and Oppression Scale (DOS; Windsor et al., 2015; Appendix B)***

- A 25-item self-report measure of student learning about diversity and oppression based on the requirements of the Council on Social Work and Education.
- Validated with social work students from 2 major North American universities; the items are U.S. specific.
- Has a four-factor structure:
  - Cultural diversity self-confidence (11 items)  $\alpha = .90$
  - Diversity and oppression (8 items)  $\alpha = .69$
  - Social worker/ client congruence (3 items)  $\alpha = .84$
  - Social worker responsibilities (3 items)  $\alpha = .61$

**LGBTQA+ Scales**

***Heterosexist Harassment, Rejection, and Discrimination Scale (HHRD; Szymanski, 2006; Appendix C)***

- A 14-item measure rated on a 6-point Likert scale from 1 (the event has never happened to you) to 6 (the event happened almost all the time; more than 70% of the time).
- Assesses the frequency with which lesbians report having experienced heterosexist harassment, rejection, and discrimination within the past year.
- Higher scores indicate greater experiences of heterosexist discrimination, rejection, and discrimination.
- Many items are modified versions from the Schedule of Sexist Events-Recent (Klonoff & Landrine, 1995) and the Schedule of Racist Events-Recent (Landrine & Klonoff, 1996).
- Contains three subscales:
  - Harassment and rejection (seven items)  $\alpha = .89$
  - Workplace and school discrimination (four items)  $\alpha = .84$
  - Other discrimination (three items)  $\alpha = .78$

***Involvement in Feminist Activities Scale (IFAS; Szymanski, 2004; Appendix E)***

- 17-item measure, 7-point response scale from 1 (very untrue of me) to 7 (very true of me).
- Cronbach's alpha for the full scale was .94 and .94 for Factor 1 and .61 for Factor 2
  - The author argues that, due to the low alpha obtained for Factor 2, the latent variables should not be treated as subscales and only the full scale should be used in analyses.

***Anti-Bisexual Experiences Scale (ABES; Brewster & Moradi, 2010)***

- 17-item measure.
- Contains three factors of reported experiences of prejudicial treatment reflecting:
  - Sexual Orientation instability
  - Sexual Irresponsibility
  - Interpersonal Hostility
- The measure was validated twice, first participants were asked to complete the measure thinking of experiences with heterosexual individuals (ABES-H) and a second time thinking of experiences with lesbian and gay individuals (ABES-LG).
- Both versions supported the three-factor structure and have Cronbach's alphas of .86 to .96 across subscales, as well as a two-week test-retest reliability coefficient of .77 to .89

***Schedule of Sexist Events (SSE; Klonoff & Landrine, 1995; Appendix F)***

- 20-item measure.
- Two formats:
  - SSE-Lifetime measures women's experience of discrimination throughout their lifetime,  $\alpha = .92$
  - SSE-Recent measures women's experience of discrimination in the past year,  $\alpha = .90$
- Four-factor structure:
  - Sexist Degradation
  - Sexism in Distant Relationships
  - Sexism in Close Relationships
  - Sexist Discrimination in the Workplace

**Racial Experiences and Discrimination Scales**

***Schedule of Racist Events (SRE; Klonoff & Landrine, 1999)***

- 18-item self-report measure that assesses the frequency of racist discrimination.
- Initially created and validated in an African American population.
- Two formats:
  - SRE-Lifetime measures experience of discrimination throughout their lifetime,  $\alpha = .953$

- SRE-Recent measures experience of discrimination in the past year,  $\alpha = .949$
- Also includes an appraisal of the stressfulness of the racist event (17 items),  $\alpha = .936$

***Teenager Experience of Racial Socialization Scale (TERS; Stevenson et al., 2002; Appendix F)***

- 40-item measure which asks adolescents how often they receive socialization about managing racism, cultural pride, and spirituality.
- 3-point response format (never, a few times, lots of times).
- Initially developed and validated with a sample of 260 African American youth.
- Five-factor structure:
  - Cultural Coping with Antagonism,  $\alpha = .85$
  - Cultural Pride Reinforcement,  $\alpha = .83$
  - Cultural Legacy Appreciation,  $\alpha = .74$
  - Cultural Alertness to Discrimination,  $\alpha = .76$
  - Cultural Endorsement of the Mainstream,  $\alpha = .71$
- The development study also supported one composite factor which combines the first four factors into one called Cultural Socialization Experience,  $\alpha = .91$

***Perceived Ethnic Discrimination Questionnaire – Community Version (PEDQ-CV; Brondolo et al., 2005)***

- 70-item measure that can be used across ethnic groups to assess perceived racism or ethnic discrimination.
  - The first 34 items comprise the Lifetime Exposure Discrimination scale
  - The remaining items make up the following scales: Discrimination in the Media; Discrimination Against Family Members; Discrimination in Different Settings; and Past Week Discrimination
- On all scales except the Past Week Discrimination scale, participants are asked to indicate how often they had ever “had these experiences in their lifetime” with a 5-point rating scale from 1 (never happened) to 5 (happened very often).
- The Past Week Discrimination scale contains 10 items about everyday experiences of stigmatization, threat, and exclusion or rejection and items are rated on a 4-point scale from 0 (never in the past week), 1 (once), 2 (twice), or 3 (3 or more times in the past week).
- “Two additional items were included to provide an estimate of the relative likelihood of inter-group versus intra-group ethnic discrimination. Inter-group racism or ethnic discrimination occurs when the ethnicity/race of the perceived perpetrator differs from that of the victim. Intra-group racism occurs when the perceived perpetrator is of the same ethnicity as the victim, but the event is still perceived to be motivated by ethnic or racial bias. The first item asked participants to indicate which of the following groups gave them the most difficulty: Asians, Blacks, Latinos, Native American, or Whites. The

second item asked whether the participant experienced more discrimination from men or from women” (Brondolo et al., 2005, p. 346).

- Derived from the Perceived Ethnic Discrimination Questionnaire (PEDQ; Contrada et al., 2001).
- A brief, 17-item, version was created from the 34-item Lifetime Exposure scale.
  - Cronbach’s alpha for this version ranged from .87 to .88 in three samples

***General Ethnic Discrimination Scale (Landrine et al., 2006; Appendix G)***

- 17-item measure based on the Schedule of Racist Event (SRE) but generalized for use with other ethnic groups. The instructions and ratings were also simplified to facilitate use of the scale with those who might have English as a second language.
- Confirmatory factor analyses indicates that the scale measures an underlying construct of perceived ethnic discrimination in a manner similar to the SRE
- Three-factor structure (like the SRE): Recent Discrimination (past year); Lifetime Discrimination; and Appraised Discrimination
- Cronbach’s alphas for the subscales by ethnic group:
  - White = .91 - .92
  - African American = .93 - .95
  - Latino/a = .93 - .94
  - Asian American = .91 - .94

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## Appendix A: Basic Social Justice Orientations (BSJO) Scale

Liebeg et al., (2016); Hulle et al., (2018)

Introduction: There are different ideas about how a society can be fair and just. What is your personal opinion about this?"

1. It is just if hard working people earn more than others
2. It is just if all people have the same living conditions
3. It is just if members of respectable families have certain advantages in their lives
4. A society is just if it takes care of those who are poor and needy
5. It is just if every person receives only that which has been acquired through their own efforts
6. It is just if people taking care of their children or their dependent relatives receive special support and benefits
7. It is just if income and wealth are equally distributed among the members of our society
8. It is fair if people on a higher level of society have better living conditions than those on the lower level

Subscales:

Equality: 2, 7

Need: 4, 6

Equity: 1, 5

Entitlement: 3, 8

## Appendix B: Diversity and Oppression Scale Factor Structure

Windsor et al. (2015, p. 64)

TABLE 3  
Final Factor Solution

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*Factor 1: Cultural Diversity Self-Confidence & Awareness ( $\alpha = .90$ ; 11 items)*

---

1. I am able to develop programs and services that reflect an understanding of diversity between and within cultures;
  2. I feel confident about my knowledge and understanding of people with disabilities needs, traditions, values, family systems, and artistic expressions;
  3. I feel confident about my knowledge and understanding of African American and African history, traditions, values, family systems, and artistic expressions;
  4. I feel confident about my knowledge and understanding of Middle Eastern history, traditions, values, family systems, and artistic expressions;
  5. I feel confident about my knowledge and understanding of women's history, traditions, values, family systems, and artistic expressions;
  6. I feel confident about my knowledge and understanding of gay/ lesbian/ bisexual/ transgender history, traditions, values, family systems, and artistic expressions;
  7. I feel confident about my knowledge and understanding of Jewish history, traditions, values, family systems, and artistic expressions;
  8. I am aware about ways in which institutional oppression and the misuse of power constrain human and legal rights of individuals and groups within American society;
  9. I feel confident about my knowledge and understanding of Native American history, traditions, values, family systems, and artistic expressions;
  10. I have knowledge to critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research;
  11. I feel confident about my knowledge and understanding of Asian and Asian American history, traditions, values, family systems, and artistic expressions.
- 

*Factor 2: Diversity and Oppression ( $\alpha = .69$ ; eight items)*

---

1. Because we live in the US everyone should speak or at least try to learn English;\*
  2. In the U.S. some people are often verbally attacked because of their minority status;
  3. Illegal immigrants should be deported to their home countries;\*
  4. All people have equal opportunities in the U.S.;\*
  5. Membership in a minority group significantly increases risk factors for exposure to discrimination, economic deprivation, and oppression;
  6. In the U.S. some people are often physically attacked because of their minority status;
  7. Being lesbian, bisexual, or gay is a choice;\*
  8. The American dream is real for anyone willing to work hard to achieve it.\*
- 

*Factor 3: Social Worker/Client Congruence ( $\alpha = .84$ ; three items)*

---

1. Counseling is more effective if the counselor and their clients have the same gender;\*
  2. Counseling is more effective if the counselor and their clients share the same sexual identity;\*
  3. Counseling is more effective if the counselor and their clients belong to the same racial group.\*
- 

*Factor 4: Social Work Responsibilities in Cultural Diversity ( $\alpha = .61$ ; three items)*

---

1. It is my responsibility as a social worker to support and advocate for recruitment and retention efforts in social work programs and agencies that ensure diversity;
  2. Social workers should participate in educational and training programs that help advance cultural competence within the profession;
  3. Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.
- 

\*Reverse scored items.

## Appendix C: Heterosexist Harassment, Rejection, and Discrimination Scale

Szymanski (2006, p. 230)

**Table I.** Items, Alpha, Factor Loadings, and Corrected Item-Total Correlations for Each HHRD Subscale

Item no.	Subscale and items	Factors			
		1	2	3	Item-total <i>r</i>
<b>Factor 1 Harassment and rejection (seven items; <math>\alpha = .89</math>)</b>					
12	How many times have you been rejected by friends because you are a LESBIAN?	.89	.04	-.21	.67
14	How many times have you been verbally insulted because you are a LESBIAN?	.85	.17	-.14	.75
10	How many times have you been made fun of, picked on, pushed, shoved, hit, or threatened with harm because you are a LESBIAN?	.82	.09	-.01	.71
13	How many times have you heard ANTI-LESBIAN/ ANTI-GAY remarks from family members?	.75	-.03	.02	.69
11	How many times have you been rejected by family members because you are a LESBIAN?	.75	.10	.01	.77
9	How many times have you been called a HETEROSEXIST name like dyke, lezzie, or other names?	.69	-.17	.22	.64
8	How many times have you been treated unfairly by your family because you are a LESBIAN?	.62	-.09	.28	.66
<b>Factor 2 Workplace and school discrimination (four items; <math>\alpha = .84</math>)</b>					
2	How many times have you been treated unfairly by your employer, boss, or supervisors because you are a LESBIAN?	.00	.85	-.02	.72
7	How many times were you denied a raise, a promotion, tenure, a good assignment, a job, or other such thing at work that you deserved because you are a LESBIAN?	.08	.81	-.02	.73
1	How many times have you been treated unfairly by teachers or professors because you are a LESBIAN?	-.08	.76	.00	.56
3	How many times have you been treated unfairly by your co-workers, fellow students, or colleagues because you are a LESBIAN?	.11	.74	.17	.72
<b>Factor 3 Other discrimination (three items; <math>\alpha = .78</math>)</b>					
4	How many times have you been treated unfairly by people in service jobs (by store clerks, waiters, bartenders, waitresses, bank tellers, mechanics, and others) because you are a LESBIAN?	-.11	.10	.88	.62
5	How many times have you been treated unfairly by strangers because you are a LESBIAN?	.17	.08	.76	.68
6	How many times have you been treated unfairly by people in helping jobs (by doctors, nurses, psychiatrists, caseworkers, dentists, school counselors, therapists, pediatricians, school principals, gynecologists, and others) because you are a LESBIAN?	.28	.29	.46	.57

*Note.* Administer the HHRDS with these instructions: Please think carefully about your life as you answer the questions below. Read each question and then circle the number that best describes events in the PAST YEAR, using these rules. Circle 1—If the event has NEVER happened to you; Circle 2—If the event happened ONCE IN A WHILE (less than 10% of the time); Circle 3—If the event happened SOMETIMES (10–25% of the time); Circle 4—If the event happened A LOT (26–49% of the time); Circle 5—If the event happened MOST OF THE TIME (50–70% of the time); Circle 6—If the event happened ALMOST ALL OF THE TIME (more than 70% of the time).

## Appendix E: Involvement in Feminist Activities Scale

Szymanski (2004, p. 154)

**Table III.** Factor Loading and Corrected Item-Total Correlations for Each IFAS Item

Item no.	Items	Factor Loading		
		F1	F2	Item-total <i>r</i>
8	I am involved in research, writing, and/or speaking about feminist/women's issues.	.92	-.25	.70
13	I am involved in feminist teaching and/or mentoring activities.	.88	-.21	.69
17	I actively participate in feminist organizational, political, social, community, and/or academic activities and events.	.81	.00	.77
6	I am involved in antiracist work.	.80	-.15	.65
10	I am involved in planning/organizing feminist events and activities.	.74	.00	.73
4	I attend conferences/lectures/classes/training on feminist/women's issues.	.73	.14	.76
5	I attend feminist organizational, political, social, community, and/or academic activities and events.	.70	.20	.77
14	I am a member of one or more feminist/women's organizations and/or groups.	.67	.00	.67
16	I am a member of one or more feminist listserves.	.66	.00	.66
7	I am active as a feminist in political activities.	.64	.26	.76
2	I educate others about feminist/women's issues.	.63	.25	.73
9	I am involved in organizations that address the needs of other minority groups (e.g., lesbians, gay men, and bisexual people, people of color, people with disabilities).	.62	-.00	.55
15	I read feminist literature.	.61	.29	.73
3	I participate in feminist demonstrations, boycotts, marches, and/or rallies.	.60	.30	.74
11	I vote for political candidates that support feminist/women's issues.	-.00	.78	.39
12	I donate money to feminist/women's groups or causes.	.11	.65	.46
1	I write to politicians and elected officials concerning feminist/women's issues.	.25	.59	.56

*Note.* F1 = Factor 1; F2 = Factor 2. The Involvement in Feminist Activities Scale should be administered with these instructions: "For each of the following statements, indicate to what degree it describes your involvement in the stated activity, using the scale below." Each statement is rated on a 7-point Likert scale from 1 (*very untrue of me*) to 7 (*very true of me*). The full scale mean score is used with higher scores indicating more involvement in feminist activities.

## Appendix F: Schedule of Sexist Events

Klonoff & Landrine (1995, appendix)

Please think carefully about your life as you answer the questions below. For each question, read the question and then answer it twice: answer once for what your ENTIRE LIFE (from when you were a child to now) has been like, and then once for what the PAST YEAR has been like. Circle the number that best describes events in YOUR ENTIRE LIFE, and in the PAST YEAR, using these rules:

Circle 1 = If the event has NEVER happened to you

Circle 2 = If the event happened ONCE IN A WHILE (less than 10% of the time)

Circle 3 = If the event happened SOMETIMES (10-25% of the time)

Circle 4 = If the event happened A LOT (26-49 % of the time)

Circle 5 = If the event happened MOST OF THE TIME (50-70 % of the time)

Circle 6 = If the event happened ALMOST ALL OF THE TIME (more than 70% of the time)

1. How many times have you been treated unfairly by teachers or professors because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
2. How many times have you been treated unfairly by your employer, boss or supervisors because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
3. How many times have you been treated unfairly by your co-workers, fellow students or colleagues because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
4. How many times have you been treated unfairly by people in service jobs (by store clerks, waiters, bartenders, waitresses, bank tellers, mechanics and others) because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
5. How many times have you been treated unfairly by strangers because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6

6. How many times have you been treated unfairly by people in helping jobs (by doctors, nurses, psychiatrists, case workers, dentists, school counselors, therapists, pediatricians, school principals, gynecologists, and others) because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
7. How many times have you been treated unfairly by neighbors because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
8. How many times have you been treated unfairly by your boyfriend, husband, or other important man in your life because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
9. How many times were you denied a raise, a promotion, tenure, a good assignment, a job, or other such thing at work that you deserved because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
10. How many times have you been treated unfairly by your family because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
11. How many times have people made inappropriate or unwanted sexual advances to you because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
12. How many times have people failed to show you the respect that you deserve because you are a woman?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
13. How many times have you wanted to tell someone off for being sexist?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
14. How many times have you been really angry about something sexist that was done to you?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6
15. How many times were you forced to take drastic steps (such as filing a grievance, filing a lawsuit, quitting your job, moving away, and other actions) to deal with some sexist thing that was done to you?
  - a. How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - b. How many times IN THE PAST YEAR? 1 2 3 4 5 6

16. How many times have you been called a sexist name like bitch, cunt, chick, or other names?
- How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - How many times IN THE PAST YEAR? 1 2 3 4 5 6
17. How many times have you gotten into an argument or a fight about something sexist that was done or said to you or done to somebody else?
- How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - How many times IN THE PAST YEAR? 1 2 3 4 5 6
18. How many times have you been made fun of, picked on, pushed, shoved, hit, or threatened with harm because you are a woman?
- How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - How many times IN THE PAST YEAR? 1 2 3 4 5 6
19. How many times have you heard people making sexist jokes, or degrading sexual jokes?
- How many times IN YOUR ENTIRE LIFE? 1 2 3 4 5 6
  - How many times IN THE PAST YEAR? 1 2 3 4 5 6
20. How different would your life be now if you HAD NOT BEEN treated in a sexist and unfair way
- THROUGHOUT YOUR ENTIRE LIFE:
    - 1 = The Same as it is now
    - 2 = A little Different
    - 3 = Different in a few ways
    - 4 = Different in a lot of ways
    - 5 = Different in most ways
    - 6 = Totally different
 A little Different in Different in Different in Totally
  - IN THE PAST YEAR?
    - 1 = The Same as it is now
    - 2 = A little Different
    - 3 = Different in a few ways
    - 4 = Different in a lot of ways
    - 5 = Different in most ways
    - 6 = Totally different
 A little Different in Different in Different in Totally

## Appendix F: Teenager Experience of Racial Socialization Scale

Stevenson et al. (2002, appendix)

### APPENDIX Teenager Experience of Racial Socialization Scale (TERS)

Do your parents or any of your caregivers say to you any of the following statements now or when you were younger? Circle the number on the line depending on how often you remember hearing any of these messages: 1 = never, 2 = a few times, 3 = lots of times. Circle only one number per question. Thank you.

- |  |   |   |   |
|--|---|---|---|
| 1. American society is fair toward Black people.   | 1 | 2 | 3 |
| 2. Black children will feel better about themselves if they go to a school with mostly White children. | 1 | 2 | 3 |
| 3. Families who go to a church or mosque will be close and stay together.                              | 1 | 2 | 3 |
| 4. Black slavery is important never to forget.   | 1 | 2 | 3 |
| 5. Relatives can help Black parents raise their children.  | 1 | 2 | 3 |
| 6. Religion is an important part of a person's life.   | 1 | 2 | 3 |
| 7. Racism and discrimination are the hardest things a Black child has to face.                         | 1 | 2 | 3 |
| 8. Having large families can help many Black families survive life struggles.                          | 1 | 2 | 3 |
| 9. You should be proud to be Black.  | 1 | 2 | 3 |
| 10. All races are equal.   | 1 | 2 | 3 |
| 11. If you work hard then you can overcome barriers in life.   | 1 | 2 | 3 |
| 12. A belief in God can help a person deal with tough life struggles.                                  | 1 | 2 | 3 |
| 13. Black children will learn more if they go to a mostly White school.                                | 1 | 2 | 3 |
| 14. Knowing your African heritage is important for your survival.                                      | 1 | 2 | 3 |
| 15. Racism is real, and you have to understand it or it will hurt you.                                 | 1 | 2 | 3 |
| 16. You are connected to a history that goes back to African royalty.                                  | 1 | 2 | 3 |
| 17. Too much talk about racism will keep you from reaching your goals in life.                         | 1 | 2 | 3 |
| 18. Schools should be required to teach all children about Black history.                              | 1 | 2 | 3 |
| 19. Depending on religion and God will help you live a good life.                                      | 1 | 2 | 3 |
| 20. Families who talk openly about religion or God will help each other to grow.                       | 1 | 2 | 3 |
| 21. Teachers can help Black children grow by showing signs of Black culture in the classroom.          | 1 | 2 | 3 |
| 22. Only people who are blood-related to you should be called your "family."                           | 1 | 2 | 3 |
| 23. Getting a good education is still the best way for you to get ahead.                               | 1 | 2 | 3 |
| 24. "Don't forget who your people are because you may need them someday."                              | 1 | 2 | 3 |
| 25. Spiritual battles that people fight are more important than the physical battles.                  | 1 | 2 | 3 |
| 26. You should know about Black history so that you will be a better person.                           | 1 | 2 | 3 |
| 27. "Train up a child in the way he should go, and he will not turn away from it."                     | 1 | 2 | 3 |
| 28. You have to work twice as hard as Whites in order to get ahead in this world.                      | 1 | 2 | 3 |
| 29. Whites make it hard for people to get ahead in this world.   | 1 | 2 | 3 |
| 30. Be proud of who you are.   | 1 | 2 | 3 |
| 31. Going to a Black school will help Black children feel better about themselves.                     | 1 | 2 | 3 |
| 32. You need to learn how to live in a White world and a Black world.                                  | 1 | 2 | 3 |
| 33. Never be ashamed of your color.  | 1 | 2 | 3 |
| 34. Whites have more opportunities than Blacks.  | 1 | 2 | 3 |
| 35. A Black child or teenager will be harassed just because s/he is Black.                             | 1 | 2 | 3 |
| 36. More job opportunities would be open to African Americans if people were not racist.               | 1 | 2 | 3 |
| 37. Black children should be taught early that God can protect them from racial hatred.                | 1 | 2 | 3 |
| 38. Blacks don't always have the same opportunities as Whites.   | 1 | 2 | 3 |
| 39. Black children don't have to know about Africa in order to survive life in America.                | 1 | 2 | 3 |
| 40. Racism is not as bad today as it used to be before the 1960s.                                      | 1 | 2 | 3 |



## Appendix G: General Ethnic Discrimination Scale

Landrine et al. (2006, appendix)

Instructions: We are interested in your experiences with racism. As you answer each question below, please think about your ENTIRE LIFE, from when you were a child to the present. For each question, please circle the number that best captures the things that have happened to you. Each item has three related questions to answer.

1. How often have you been treated unfairly by **teachers and professors** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

2. How often have you been treated unfairly by your **employers, bosses and supervisors** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

3. How often have you been treated unfairly by **your co-workers, fellow students and colleagues** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

4. How often have you been treated unfairly by **people in service jobs** (by **store clerks, waiters, bartenders, bank tellers and others**) because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

5. How often have you been treated unfairly by **strangers** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

6. How often have you been treated unfairly by **people in helping jobs** (by **doctors, nurses, psychiatrists, case workers, dentists, school counselors, therapists, social workers and others**) because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

7. How often have you been treated unfairly by **neighbors** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

8. How often have you been treated unfairly by **institutions** (**schools, universities, law firms, the police, the courts, the Department of Social Services, the Unemployment Office and others**) because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

9. How often have you been treated unfairly by **people that you thought were your friends** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6
	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

10. How often have you been **accused or suspected of doing something wrong** (such as **stealing, cheating, not doing your share of the work, or breaking the law**) because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almos: all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

11. How often have people **misunderstood your intentions and motives** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almos: all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

12. How often did you **want to tell someone off for being racist towards you but didn't say anything?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almos: all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

13. How often have you been **really angry about something racist that was done to you?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almos: all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

14. How often have you been **forced to take drastic steps** (such as **filing a grievance, filing a lawsuit, quitting your job, moving away, and other actions**) to deal with some racist thing that was done to you?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almos: all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

15. How often have you **been called a racist name?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almos: all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

16. How often have you **gotten into an argument or a fight about something racist that was done to you or done to another member of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

17. How often have you been **made fun of, picked on, pushed, shoved, hit, or threatened with harm** because of your race/ethnic group?

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

	Not at all stressful					Extremely stressful
How stressful was this for you?	1	2	3	4	5	6

18. How **different** would your life be now if you **HAD NOT BEEN** treated in a racist and unfair way

	The Same as it is now	A little different	Different in a few ways	Different in a lot of ways	Different in most ways	Totally different
In the Past Year?	1	2	3	4	5	6
In your entire life?	1	2	3	4	5	6



For more information about R2 or to discover how you can bring the program to your organization, business or educational setting, please contact us.

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