

# Undocu-Resilience:

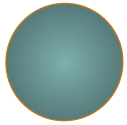
Individual and Systemic Mental Health  
Considerations to Support Undocumented  
Students

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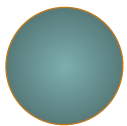
## Overview

- **Intros**
- **Immigration in Context & Case Study**
- **Mental Health**
- **Building Your Counselor Toolbox**
- **Training Activity: Case Studies**



## Immigration in Context

- 1790: Citizenship reserved for “free White persons... of good moral character”
- 1882: Chinese Exclusion Act
- 1917: Immigration Act (barring India, Southeast Asia, and the Middle East)
- 1940s: Japanese internment camps
- 1954: Operation Wetback (removing Mexicans)



## Understanding the DACA Rescission

- New DACA applications are no longer accepted
- DACA and work permits are valid until Expiration Date
- **Those eligible for DACA were only a small percentage of undocumented youth**

800,000 Received DACA → Only 1/4 Eligible to Renew → 980 people Lose DACA Everyday → 280 people in CA Lose DACA Everyday

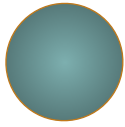
Infograph source: E4fc.org, 2017 (now ImmigrantsRising.org)



# Case Study



## Undocumented Student Mental Health

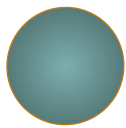
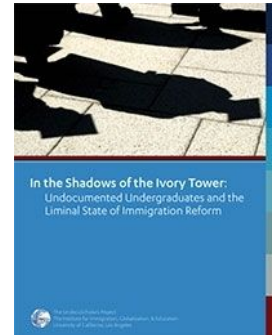


## In the Shadows of the Ivory Tower

(Suarez-Orozco, M., Suarez-Orozco, C. & Teranishi, R. 2015)

### Fear of deportation

- **84.6%** worry about deportation/detainment of family
- **76.1%** worry about being detained/deported themselves
- **55.9%** personally know someone who had been deported

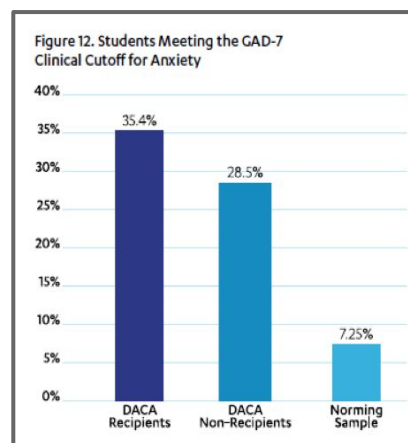


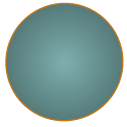
## In the Shadows of the Ivory Tower

(Suarez-Orozco, et al. 2015)

### Anxiety

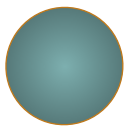
- **35%** of DACA recipients met clinical criteria for General Anxiety Disorder
- **28%** of non-DACA undocumented students met criteria
- **7.2%** of norm sample (students with legal status) met criteria





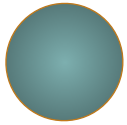
## Common Mental Health Concerns

- Trauma & **PTSD**:  
Migration/Separation
- **Career/Vocational**  
Anxiety
- Grief/Loss
- **Stereotype Threat** and  
Academic Performance
- Discrimination &  
Microaggressions
- **Deportation Fear**
- Legal Stressors
- Isolation related to hidden  
identity(ies)



## Trauma-Informed Approach (SAMSHA, 2014)

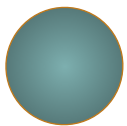
- Realizes the widespread impact of trauma
- Recognizes the signs and symptoms of trauma
- Responds by integrating knowledge about trauma into policies, procedures, and practices; and
- Resists **Re-traumatization**



## Chronic “Survival Coping”

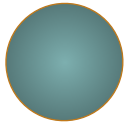
### Ex. of Adaptive Strategies and their Impact:

- Strategy: Hypervigilance
  - Impact: being distrustful
- Strategy: Always prepared for danger
  - Impact: difficult to accomplish goals even for most high achieving person because larger objective is staying safe.
- Strategy: Keep expectations low
  - Impact: Hopelessness, depression, numbing, mask of indifference.



## Legal and Mental Health Intersection

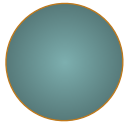
- Legal Status Petitions based on Violence/ Trauma
  - U/T -Visa
  - Asylum
  - Special Immigrant Juvenile Status (SIJS)
- Public Charge fears



## **TIC Treatment Approaches with Undocumented Students**

- Narrative therapy (Neuner et. al, 2004).
- Trauma-Focused CBT\* (Black et. al, 2012)
- Mindfulness and Grounding Interventions (SAMSHA TIC, 2014)
- Skills Training/DBT (Cloitre et. al, 2002; Linehan, 1993)

**Building Your Toolbox**



## Tools for Resilience

- Political climate coping tools
- Stereotype threat interventions
- “Family Preparedness Plan”
- Undocu-career resources
- Know-Your-Rights Cards

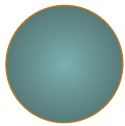
I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door. I do not give you permission to search any of my belongings based on my 4th Amendment rights.

© GCC/IBT 1324-M

I choose to exercise my constitutional rights.

*These cards are available to citizens and noncitizens alike.*



## Adapted from #Racialtraumaisreal (Jernigan et al., 2015)

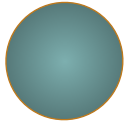
### Xenophobia/Racism Recovery Plan



(adapted from Jernigan et al., #Racialtraumaisreal; Institute for the Study and Promotion of Race & Culture, 2015)

<b>1</b>	<b>Xenophobia/Racism Stress Triggers</b>  Experiences or interactions that result in hyper-activated stress response (e.g. sadness, concentration issues, etc.).	<ul style="list-style-type: none"> <li>• (Ex: classroom <u>micro-aggression</u>; Media updates on <u>DreamAct</u>; ICE scare, etc.)</li> <li>•  </li> <li>•</li> </ul>
	<b>Stress Response Plan</b>  “Coping Tools”	<ol style="list-style-type: none"> <li>1. (Ex: exercise; turn off FB; breathing deeply; activism)</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>





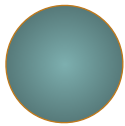
## Creating a Safer Environment ("Do's and "Don'ts")



juliosalgadoart.com

### Do...

- **Proactively communicate** about documentation
- Address self-care with attention to **family, community,** and **fiscal** responsibilities
- Validate pressure to uphold **good vs. bad immigrant** paradigm
- Help identify "**safe spaces**" on campus
- Acknowledge the diversity of immigration statuses in regular language use: "**this internship is available regardless of having a SSN**"
- Say "I don't know, but I'm happy to help you find out."

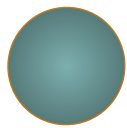


## Creating a Safer Environment ("Do's and "Don'ts")

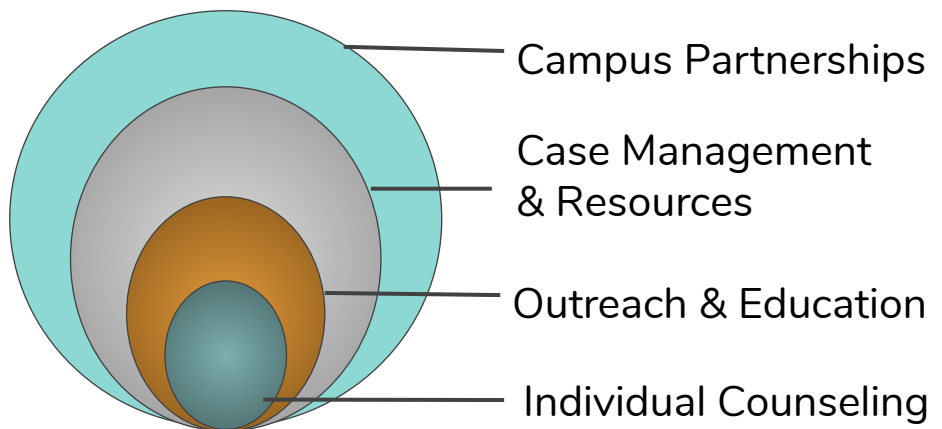
### Don't...

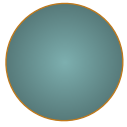
- **Assume** students feel safe about your views on immigration
- Call someone a "Dreamer", "DACA student", or other term **they haven't identified themselves with.**
- Overemphasize autonomy and independence as outcome goals, failing to take into account the **student's cultural values**
- **Out the students' legal status** to another provider without their consent.

# Institutional Partnerships and Advocacy



## Campus Service Model





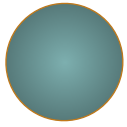
## Institutional Partnerships & Advocacy

### A few examples....

- Join Staff/Faculty Undocu-Allyship Training Committee (or help start one!)
- Identify “satellite” drop-in counseling opportunities outside CC
- Collaborate with career services on your campus(es)
- Offer consultation to academic/student affairs departments on mental health implications of student barriers
- Write a statement of support for your department’s website
- Add resource links for undocumented students to your department or division’s website and other publicity materials

**“To have my back — and the back of other undocumented people — means to take responsibility for the political situation we find ourselves in, and use your position to counter the fear and violence that has now received the imprimatur of the state.”**

Joel Sati - Undocumented PhD Student



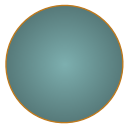
## Trauma-informed Questions to ask of your Department & Institution

- How effectively do we identify **signs of trauma and chronic stress** without knowing someone is undocumented?
- How obvious is it that our services are available regardless of immigration status? **Is this obvious on our website and other communications?**
- Are there other departments on campus that I could collaborate with to increase visibility of our services (i.e. outreach)

## Case Study Break-Out

**“The job of a good ally is not to save anybody but rather to help create the conditions under which people can assert and grow their own power.”**

**-Rinku Sen**



## **Resources**

Empirically Validated Strategies to Reduce Stereotype Threat

<https://ed.stanford.edu/sites/default/files/interventionshandout.pdf>

Trauma Informed Care for College Campuses:

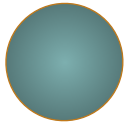
<http://cccstudentmentalhealth.org/docs/TIC-Fact-Sheet.pdf>

Immigrants Rising: Life After College Guide

[https://immigrantsrising.org/wp-content/uploads/2018/04/IR\\_Life-After-College-Guide.pdf](https://immigrantsrising.org/wp-content/uploads/2018/04/IR_Life-After-College-Guide.pdf)

Immigrants Rising: Immigrant Entrepreneur Webinars & Resources:

<http://Immigrantsrising.org>



## Resources (cont.)

Immigration Legal Resource Center (ILRC) : Know Your Rights Cards [http://www.ilrc.org/files/documents/kyr\\_no\\_phone.pdf](http://www.ilrc.org/files/documents/kyr_no_phone.pdf)

Family Preparedness Plan

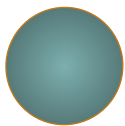
<https://www.ilrc.org/family-preparedness-plan>

My (Un)Documented Life: information & resources

<https://mydocumentedlife.org>

# Racial Trauma Is Real Infograph

[https://www.bc.edu/content/dam/files/schools/lsoc\\_sites/isprc/jpg/infographic.jpg](https://www.bc.edu/content/dam/files/schools/lsoc_sites/isprc/jpg/infographic.jpg)

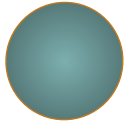


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Black, P. J., Woodworth, M., Tremblay, M., & Carpenter, T. (2012). A review of trauma-informed treatment for adolescents. *Canadian Psychology/Psychologie canadienne*, 53(3), 192-203. <http://dx.doi.org/10.1037/a0028441>

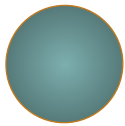
Cloitre M, Koenen KC, Cohen LR, Han H. Skills training in affective and interpersonal regulation followed by exposure: A phase-based treatment for PTSD related to childhood abuse. *Journal of Consulting and Clinical Psychology*. 2002;70:1067-1074

Center for Substance Abuse Treatment (US). Trauma-Informed Care in Behavioral Health Services. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 57.) Chapter 4, Screening and Assessment. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK207188/>



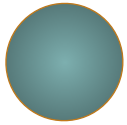
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- The Report of the APA Presidential Task Force on Immigration  
<http://www.apa.org/topics/immigration/immigration-report-professionals.pdf>
- Undocumented Student Program: Discover Our Model  
<https://discoverourmodel.berkeley.edu>



## Undocumented Artists

- Julio Salgado: <https://juliosalgado.com> (available for bookings)
- Favianna Rodriguez: <https://justseeds.org/artist/faviannarodriguez/> (available for bookings)
- Alan Pelaez: <http://alanpelaez.com/writing-2/> (available for bookings)
- Things I'll Never Say: platform for undocumented young people to share personal experiences through creative expression.  
<http://Thingsillneversay.org>
- Aspire: <http://sfbay.aspireforjustice.org/>
- Uplift Los Angeles <http://upliftlosangeles.org/>
- RAISE (Revolutionizing Asian American Immigrant Stories on the East Coast) [www.facebook.com/RAISEnyc](http://www.facebook.com/RAISEnyc)