

Index

- Abuse, categories of, 155–156
- Academia, racism in
 - changing research topic, 98–99
 - competence, 97–98
 - conceptualisation of ‘ivory tower’ of academia, 90–91
 - dysconscious racism, 94
 - endings, 100–104
 - lens, 95–96
 - mental health within ivory tower, 93
 - misunderstandings, 99–100
 - new beginning, 104
 - outsiders in ivory tower, 92–93
 - under representation of black people on journey to ivory tower, 91–92
 - shift in supervisory relationships, 96–97
 - stories, 94–95
- Academic achievement, 194
- Academic disidentification, 194–195
- Academic racism (*see also*
 - Institutional racism;
 - Systemic racism), 58
 - advocacy in case of discrimination, 64–65
 - critical knowledge in multi-layered society, 70–71
 - leadership, 60–64
 - orchestrating multi-dimensional identities, 65–70
- Access to ‘Divine Capital’, 286
- Access to mental health services, 4
 - for African Americans, 12
 - barriers to, 12, 113
- Access to mental health services for African Americans, barriers to, 113
- Accreditation process, 553
- Activists, 463
- Adoption and Children Act (2002), 396
- Advocacy, 442
 - in discrimination case, 64–65
- Aetiology and Ethnicity in Schizophrenia and Other Psychoses (AESOP), 446
- African Americans
 - and employment, 266–268
 - and mental health, 265–266
 - VR services for African American with mental health diagnoses, 269–272
- African Caribbean Community Initiative (ACCI), 137
- African Jubilee Year Declaration, 137
- African-Caribbean Black and Minority Ethnic (ACBME), 433–434
- African-Caribbean Mental Health in UK, 446–448
 - assets-based, community-centred approach, 448–449
 - CaFI, 454–455
 - CaFI for schizophrenia, 450–453
 - compliance with ethical standards, 455
 - FI ‘talking treatment’, 449–450
 - implications, 454
 - testing CaFI, 453
- African-Caribbeans, 177–178, 335, 445
- Afriphobia, 143
- Afro Caribbean Community, SPD and, 486–487
- Afrocentric psychology, 123
- Airport experience, 524–525
- Al Qaeda, 468
- Alert Programme strategies, 485–486
- Alzheimer’s disease, 413, 415

- American Psychiatric Association (APA), 3, 186
- Americans with Disabilities Act, 268
- Analytical cross-cultural therapy, 370
- Anger, 168, 288, 407, 462
- Anti-Black racial misandry, 84
- Anti-oppressive supervision, 559
- Anti-racism, 555
- 'Anti-racist' education, 352
- Anxiety, 168, 242, 370, 432
- Arranged marriage, 19, 498, 511
- Asian culture, 237, 497
- Asperger's Syndrome, 462
- Assets-based approach, 448–449
- Assimilation, 397
- Asylums to community care, 146–147
- Attachment theory, 535–536
to Reid and Bledsoe, 472–474
- Attention Deficit Disorder (ADD), 483
- Attention Deficit Hyperactivity Disorder (ADHD), 483
- Autism, 462
race problem, 238
- Autism diagnostic observation schedule (ADOS), 236
- Autism spectrum disorders (ASD), 233–234, 483
achieving cultural competency in ASD assessment, 239–241
impact of changes to diagnostic criteria, 235–237
diagnostic failings in ASD assessment in BME population, 237–238
multicultural treatment-led model, 233
tackling inequalities, 241
therapeutic interventions for, 242–244
- 'Backdoor' exclusions, 352
- BAME clients' and families' value system, 9
- Barriers to mental health in Black/African American Community, 113
- Battered race syndrome, 6 (*see also* racial battle fatigue)
- Behaviour, 357, 441
- Behavioural therapies, 2–3
- Behaviours indicating SPD, 487–488
- Belief systems within South Asian families, 500–501
- Bennett Inquiry, 44–45
- Bethlem Royal Hospital, 146
- Big, bad, mad and dangerous stereotype, 2, 4, 11, 37–52, 135, 137, 143, 447
- Black, Asian and Minority Ethnic groups (BAME groups), 7, 40–41, 145, 321, 324
- Black and Minority Ethnic communities (BME communities), 1, 38–39, 58, 91–92, 134, 159–160
- Black boys
challenges affecting black boys in schools in UK, 283–286
comments and recommendations, 202
cultural competence model for teachers and Black boys, 193
EL, 195–202
Excell3's Black Boys Can Intervention Programmes, 286–292
impact of targeted intervention for disadvantaged pupils, 292–294
underachievement, 283
- Black Boys Can Project, 15, 284, 286–292
- Black Boys Empowerment Programme, 287
- Black Britain, 133, 445
- Black churches, 286, 470, 527
- Black community, 8, 177, 563
stigmas within, 256
- Black empathic approach, 550
- Black excellence movement, 66
- Black experience credibility, 470

- Black families, 369–370
- Black Health and Wellbeing Commission, 140
- Black History Month, 137, 142
- Black identity, 329
- Black male
 - self-actualising, 289
 - self-concept, 288
- Black males of color (BMOC), 3, 255
- Black Mental Health, 133–135, 140
- “Black on black” violence, 139
- Black patients, 40, 43–44, 134, 178, 335
- Black people, 3, 37–38, 445
- Black psychology/Afro-centric psychology, 4
- Black racial identity status, 372, 390–391
- Black therapists, 370
 - authors’ therapeutic experience, 374–375
 - black racial identity status, 372, 390–391
 - Caribbean migration and acculturation, 369
 - cultural perception study design choice, 371
 - impact of curiosity, 382
 - demographic characteristics, 375–377
 - design, 378
 - ethical issues, 378
 - eye contact, 382
 - findings, 379–381
 - limitations and future directions, 384–385
 - materials, 375
 - method, 375
 - participants, 375
 - procedure, 378
 - questionnaire, 393–394
 - reflexivity working within insider/outsider position, 382–383
 - research questions, 380–381
 - second generation socialisation, 369–371
 - status of clients and therapists’ own racial identity, 383–384
 - white racial identity status, 372–374, 391–392
 - working with ‘not knowing’ position, 384
- Black Thrive, 140
- Black Western Archetype, 550
- Black women
 - and cultural disposition, 550
 - discrimination, 86
 - hyper-policing of, 84
 - identities, 92
 - as leaders, 16
 - leadership experiences of, 319–331
 - self-definition and self-valuation, 326
 - in UK, 7
- Black youth, 256
- Black/African American Community, 113
 - barriers to mental health in, 113
 - community engagement with, 121–124
 - cultural competence and humility in, 124
 - cultural responses to implicit provider bias, 120
 - implicit provider bias and, 110–112
 - mental health, 109
 - psychosocial issues affecting, 118–120
 - review of literature, 114–118
 - social determinants of health and, 112–113
 - strategies to reducing implicit bias, 124–125
- Black/African Americanness, 119
- Black/African-American psychology, 5
- Black/Afro-centric psychology, 8
- Boys 2 Men, 169
- Bradford riots, 324
- British Association for Counselling and Psychotherapy (BACP), 186, 190

- British Nationality Act, 50
- British Psychological Society (BPS), 186, 346
- British West Indies Regiment (BWIR), 49–50
- Burden of acting white, 194–195
- Business incubators, 275–276, 278
- Care Act (2014), 154–155
- Care Program Approach (CPA), 152
- Care Quality Commission (CQC), 39, 134
- Caretaking whites, 406–407
- Caribbean, 497–498, 520
 migration and acculturation, 369
- Carlos Bledsoe case study, 467–468
 potential explanations for terrorist inclinations of, 468–474
- Celebrating diversity, 406
- Centers for Disease Control and Prevention (CDC), 238, 248
- Chester M. Pierce, 79, 82, 86
- Chicago Add Us In Initiative (AUI Initiative), 276
- Child and Adolescent Mental Health Services (CAMHS), 159, 162, 499, 504
- Child sexual abuse, 319
- Child sexual exploitation (CSE), 319–321
- Children, 159, 162
 commissioning services, 164
 lack of data, 161–162
 policy and strategic landscape, 162–164
 impact of race and ethnicity terminology, 160–161
 voluntary and community sector, 164–165
- Children Act (1989), 396
- Children and Family Court Advisory and Support Service (CAFCASS), 504
- Children and Young People, 159–172
 psychological effects upon, 511–512
- Choose Life International, 3
- Civil Rights Movement, 463
- Class, 61, 498
 of community activists, 137
 faces discrimination on, 345
 mental health professional, 181
 structure, 520
 working class feminist, 324
 young people at, 168
- Clients' racial identity status, 383–384
- Client–therapist racial/ethnic matching, 187
- Clinical Psychology, 323, 325, 329, 346
- Cognitive behavioral therapy (CBT), 242–243, 455, 484
- Cognitive dissonance, 557
- Cognitive divide in education, 198
- Cognitive frames, 405
- Cognitive opening, 469
- Cognitive therapies, 2–3
- Colonisation, 49–50, 498
- Color-blind approach, 139, 300
- Colour-blind racial attitudes, 186
- Commissioning services, 164
- Committee on the Elimination of Racial Discrimination (CERD), 139
- Commonwealth and Immigration Act (1962), 50
- Communication, 408, 451
- Community
 church environment, 310
 community-based parenting, 536
 community-based research approach, 123
 community-based therapeutic service, 326
 community-centred approach, 448–449
 engagement with Black/African American Community, 121–124
 family therapy, 519, 529
 mental health, 448, 564
 tasks, 536–537
 violence, 194

- Community Treatment Orders (CTOs), 134, 138–139
- Community-partnered Participatory Research (CPPR), 446, 451
- Compassion, 208
- Competence, 97–98, 183
- Compulsion, 152, 244
- Conformity, 372
 - stage of racial identity statuses, 390
- Connection to God, 311
- Conscious perpetrators, 94
- Constructive conversations, 201
- Continuous traumatic stress (CTS), 6
- Conventional practice, 185
- ‘Cool Pose’ theory, 5
- Cooperatives, 276–277
- Counselling theories, 179
- Count Me In Census, 163
- County Asylum Act, 146
- Criminal justice system (CJS), 37, 40
- Crisis time/non-crisis time
 - interactions, 217–219
- Critical knowledge in multi-layered society, 70–71
- Critical race theory, 185, 300
- Cultural/culturally/culture, 8–9, 133, 187, 239–240
 - adapted therapy, 451
 - appropriate services, 9, 123, 346
 - in ASD assessment, 239–241
 - awareness, 240
 - baggage, 200
 - competence, 8–10, 197, 442
 - and competency, 164
 - competent healthcare system, 442–443
 - cultural-specificity of family assessment, 450
 - culture-based treatment, 123–124
 - ‘culture-specific’ behaviours, 352
 - in delivering counselling and psychotherapy services, 177
 - determinism, 181
 - evidence for MCC efficacy, 182–183
 - focused groups, 122
 - gaze, 555
 - and humility in Black/African American Mental Health, 124
 - identity, 462
 - individual and professional practice issues effecting MCC, 187–190
 - insider, 171, 382–383, 512, 514
 - mental health services, 121
 - misconceptions, 194
 - mistrust, 4–5
 - need for targeted therapy services and training, 183–187
 - notions of culture, 178–182
 - outsider, 171, 382–383, 509
 - paranoia, 4–5
 - perception study design choice, 371
 - pride, 519
 - responses to implicit provider bias, 120
 - talking treatment, 445, 454
 - theory, 384, 543
 - training of GPs, 185
 - trauma, 6–8
- Culturally adapted FI (CaFI), 450
 - for schizophrenia, 450–453
 - testing, 453
- Cure the NHS, 150–151, 157
- Curiosity, 512–514, 533
- DAISH, 468
- Data, lack of, 161–162
- De-colonising approaches, 168
- Death, 43, 48, 304, 527
 - of Cumberbatch, 37
 - in forensic setting, 11
 - likelihood of, 41
 - in psychiatric system, 334
- Deficit psychology, 8
- Delivering Race Equality (DRE), 138, 448
 - in Mental Health Care, 163
 - strategy, 139

- Dementia, 17–18, 413–415
 - impact in economically underdeveloped world, 415–416
 - in minority ethnic and migrant communities, 416–423
 - mobilizing international approach to dementia in, 423–425
- Denial of racism, 555
- Department for Children, Schools and Families, 284
- Department for Education (DFe), 283
- Department of Health, 184–185
- Department of Health and Social Care (DHSC), 152
- Depression, 117, 414, 432
- Deprivation, 135
- Detachment, 472
- Developmental coordination disorders, 483
- Diaspora effect on belief systems, 509–511
- Disabled Business Persons Association (DBA), 274
- Disadvantaged pupils, impact of targeted intervention for, 292–294
- Discourse, 303–304
- Discrimination, 81, 85, 156, 450
 - advocacy in, 64–65
 - of black communities, 564
 - institutional, 85
 - interpersonal, 440
 - through unwitting prejudice, 47
- Disparities, 85, 110, 112, 262, 270, 272, 447
- Dissonance, 372, 390
- Distorted lens, 96
- Diverse leadership deficit, 321–322
- Diversity, 155, 186
- Dominican Republic, 521
 - working with families in, 539–541
- Drapetomania, 4, 440
- DSM-5*, 235–236
- Dysconscious racism, 94
- Early Start Denver Model (ESDM), 243
- Earthquake, 541
 - survival, 527–531
- Economics, 252–253
- Educational achievement, 284–287, 292
- Educational institutions, 194, 252
- Effective evidence-based strategies, 125
- Emancipation Act, 438
- Embodiment, 311–312
- Emersion, 372
 - stage of racial identity statuses, 390
 - status, 373
- Emotional literacy (EL), 195–202
- Emotional Literacy Reflective Interactive Tool (ELRIT), 205, 220–229
- Emotional/emotions, 351, 353
 - analysis, 220, 222–223
 - intelligence, 195
 - in learning, 199
 - literacy, 205–212
 - recognition, 220–221
 - regulation, 220, 223–229
 - resilience, 195
 - understanding, 220, 222
 - wellness, 196–197
- Empathy, 188–189, 199
- Employment
 - African Americans and, 266–268
 - outcomes, 267, 271–273
- Employment assistance providers (EAPs), 73
- Employment Intervention Demonstration Program, 267
- Enlightened perpetrators/activists, 94
- Entrepreneurship (*see also* Self-employment), 274–276, 278
- Environmental racial microaggression, 83
- Epidemiologic Catchment Area Study, 118
- Equality, 186

- Ethnic(ity), 40, 69, 187, 238
 identity, 396
 minorities, 446
 REF, 551–560
 socialisation, 402
 studies, 71
 of terminology impact, 160–161
- Eurocentric mental health services, 4
- European Commission against Racism and Intolerance Report (ECRI Report), 40, 42
- Everyday racism, 1–3, 6
- Excell3's Black Boys Can Intervention Programmes, 286–292
- Exclusion, 42, 70, 72, 134, 162
- Eye contact and safe touch, 382, 534–535
- Faith, 299, 307
- Family
 assessment, 450
 family-based therapy, 450
 instability, 194
 therapy in context of community, 527–531
- Family Intervention (FI), 449
 talking treatment, 449–450
- Family/community, 254–255
- Fight and flight mode, 482, 484
- Financial abuse, 156
- First Black Republic establishment, 521
- Fixed-term exclusions, 352
- Forced marriage, 498
 clinical practice, 501
 honor, 499–501
 effect of migration and diaspora on belief systems, 509–511
 parental alienation, 514
 positioning and curiosity, 512–514
 positioning theory, 508–509
 psychological effects upon children and young people, 511
 South Asian families, 501–502
 structure, 498–499
 Vignette 1, 502–504
 Vignette 2, 504–507
- Francis Report, 150–151
- Fundamentalist religious principles, 471
- Ganja psychosis, 136–137
- Gatekeeper, 531, 544
- Gender, 16, 38, 58, 60–61, 63, 65, 67, 70, 79, 81
 microaggressions, 64, 80
- General counselling competence, 188
- Girl Talk, 168
- Global radicalisation process, 471
- God Positioning System (GPS), 304
 metaphor of, 304–305
 staying connected and repositioning practice with, 307–308
- Government, 253–254
- 'Ground up' approach, 538
- Grounded spiritual visions, 311–312
- Gun crime, 139
- Hagar (African-Caribbean mental health project), 18, 431
- Haiti, 19, 521
- Haiti earthquake (2010), 519
- Haitian belief system, 519
- Haitian family life, 525–526
- Haitian indigenous community, 519
- Handshake, 534–535
- 'Hard-to-reach' communities, 446–447, 453
- Health
 disparities, 112
 inequity, 112
 racial disparities in, 85–86
 racism and, 85
- Health Complaint Commission (HCC), 150
- Healthcare, 112
 providers, 442
 and public health, 253
 rights, 422–423
- Helms racial identity interaction model, 371
- Help-seeking, 451, 453

- Higher Education Statistics Agency (HESA), 58, 93
- Honor, 499
 - belief systems within South Asian families, 500–501
 - Izzat and Sharam, 499–500
 - maintaining concept of, 510
- Honor cultures, 510
 - in USA, 498–499
- Honour* (film), 499
- Hospital, 2–3, 37, 39, 146, 153, 531
- Humiliation, 555
- Hyper-toxic environments, 81
- Identity, 133, 462
 - disruption, 462
- Illinois Vocational Rehabilitation Agency, 276
- Illness model, 436
- Immersion stage, 372
 - of racial identity statuses, 390
- Implicit Association Test, 115
- Implicit bias, 47, 81
 - strategies to reducing, 124–125
- Implicit provider bias, 110–112, 114
 - cultural responses to, 120
- Inculturation, 179
- Indebtedness, 500–501
- Independent Review of the Mental Health Act, 147
- Individual terrorist radicalisation processes, 468
- Indoctrination, 469
- Inequality, 2, 352
 - of black communities, 564
- Inertia following inquiries, 43–46
- Infant Start, 243
- Informal exclusions, 352
- INQUEST, 151
- Institute of Race Relations, The, 44–45
- Institutional discrimination, 85
- Institutional racism (*see also* Academic racism; Systemic racism), 2, 46–48, 50, 119, 557
- Institutional trauma, 253
- Integral pastoral approach, 527
- Integrative Awareness, 372
- Integrative awareness, 390–391
- Intellectual authority, 471
- Interactional model, 374
- Interethnic Adoptions Provisions (1996), 397
- Internalisation, 372, 390
- Internalised culture, 180
- Internalised racism, 85, 91, 557
- International Labour Organization (ILO), 276
- Interpersonal discrimination, 440
- Intersectionality, 160–161
- Islamic State (*see* DAISH)
- Islamophobia, 554
- “Ivory tower” of academia, 89
 - conceptualisation, 90–91
 - mental health within, 93
 - outsiders in, 92–93
 - under representation of black people on journey to, 91–92
- Izzat, 19
- Jahadization, 470
- Jamaica, 49–50, 51, 335, 340, 396, 438–439, 447
- Jaunes, 523
- Job creation for people with disabilities, 277
- Joint Commission, 114, 121
- Judaism, 467
- Knowledge and attitudes about mental health programs and services, 256
- Labeling, 147, 461
- Lakou system, 521, 536
- Lambeth Black Health and Wellbeing Commission, 45–46
- Lambeth Local Authority, 283
- Leadership, 60, 321–322
 - understanding and solidarity, 62–64
- Learning coach, 359

- Legacy, 500–501
 Lens, 95–96
 Local authority, 149, 154, 320–321, 398
 London borough of Lambeth, 140
 ‘Lone wolf’ type attacks, 461, 462
 Loss experiences, 339–340
 Low and Middle-Income Countries (LAMICs), 454
 Low-income black communities, 261

 Madhouse Act, 146
 Manic depression, 432
 Marginalisation, 467
 Marijuana, 452
 Maroons, 438
 Marriage, 501, 511
 Mass media, 254
 Meaningful employment, 266
 Medical illness model, 436
 Medical professionals, 116, 178
 Medicalisation, 2, 441
 MEE Eight Variables Model, 250–255
 Mega church, 306
 Meltdown, 19, 482, 487
 Memory loss, 415
 Mental Capacity Act (2005), 153
 Mental disorder, 431, 462
 Mental health, 109, 303–304
 administrators and providers, 114
 African Americans and, 265–266
 analysis, 435–443
 black mental health matters, 133–135
 children in UK, 401–409
 depression, 432
 disorders, 284–285, 440
 Hagar mental health project, 431
 within ivory tower, 93
 knowledge and attitudes about
 mental health programs
 and services, 256
 medical definition of personality
 disorder, 432
 Mental Health Project for
 ACBME, 433–435
 MHA and CTOs, 138–139
 mistrust of mental health
 treatment services, 256–257
 project for ACBME, 433–434
 providers, 124
 schizophrenia, 431–432
 services, 523–524
 stigmas within black community,
 256
 stressors, 118
 from striving to thriving, 139–143
 treatment system, 255
 uprising and riots in 1980s to
 millennials, 136–138
 and wellbeing, 133, 159
 Mental Health Act (MHA), 2, 38,
 134, 138–139, 145, 152–
 153, 343–344, 447, 451,
 551–560, 563
 Mental health professional (AMHP),
 152
 Mental Health Task Force (2015), 45
 Mental Health Use of Force Act, 141,
 563
 Mentally ordered offenders, 136
 Micro-assaults, 83, 185
 Micro-insults, 83, 185
 Micro-invalidations, 185
 Microaggressions, 81, 84, 185–186
 in mental health, 5–6
 Microinvalidation, 83
 Migrant communities
 dementia in, 416–418
 in Europe and parts of
 economically developed
 world, 421–422
 and healthcare rights, 422–423
 in UK, 420–421
 in United States, 418–419
 Migration, 340
 effect on belief systems, 509–511
 hypotheses, 446
 Mild cognitive impairment (MCI),
 414
 Mindfulness, 188–189
 Mini-communications, 217–219

- Ministerial Advisory Group on
Mental Health Strategy,
The, 45
- Minority ethnic, 446
dementia in, 416–418
in Europe and parts of
economically developed
world, 421–422
and healthcare rights, 422–423
mobilizing international approach
to dementia in, 423–425
in UK, 420–421
in United States, 418–419
- Misconception of self, 94
- Mission
model, 531
trip, 524
- Mistrust
of mental health treatment
services, 256–257
roots of, 4–6
- Mixed non-profit sector, 523
- ‘Mixed’ heritage, 445
- Monotheism, 468
- Monsoon Wedding (film), 513
- Mothering, 525, 538
- Mulatre, 520, 523
- Mulberry Bush Outreach
organisation, 285
- Multi-cultural competencies
(MCC) (*see also* Cultural
competencies), 14, 177, 179
evidence for MCC efficacy,
182–183
individual and professional
practice issues effecting,
187–190
- Multi-dimensional identities,
orchestrating, 65–70
- Multi-stakeholder cooperatives, 277
- Multi-systemic concepts, 525, 528
- Multicultural counselling competence,
188
- Multicultural education, 352
- Multiethnic Placement Act (1994),
397
- Narcissism, 462
- National Approved Mental Health
Professional Conference,
152
- National Education Association
(NEA), 293
- National Health Service (NHS), 1, 44,
147, 445
England’s Independent Mental
Health Taskforce, 139–140
hospital, 147
principles, 445
staffing, 147–148
- National Institute for Health and
Care Excellence (NICE),
448, 453
- National Institute for Health
Research (NIHR),
449–450
- National Institute of Health (NIH), 239
- National Research Ethics Service
(NRES), 455
- National Service Framework, 162–163
- Neglect, 156
- Neo-liberalist responses, 550
- ‘Network based’ terrorists, 462
- Neuroses, 437
- New Horizons, 138
- No Health Without Mental Health,
138
- Non-cognitive divide in education,
198
- Non-crisis time interaction exercise,
219
- Non-governmental organisations
(NGOs), 523
- Non-pharmacological approaches,
414–415
- Normative implicit provider bias, 111
- Notion in terrorism, 462–463
- Obsessive-compulsive disorder (OCD)
(*see also* Autism spectrum
disorders (ASD)), 243
- Occupational therapists, 483
- Off the Record (OTR), 167, 170–172

- Office of Disability Employment Policy (ODEP), 275
- Oppression, 524–525, 551
- Over responsive sensory processing, 482
- Over-/misdiagnosis of schizophrenia, 3
- Over-representation
 - in mental ill health and custody, 39–41
 - reasons for, 41–42
- Paranoid ideation, 136
- Paranoid schizophrenia, 431
- Parental alienation, 507, 514
- Parenting programmes, 531
- Parents, explaining SPD to, 488–490
- Parkinson's disease, 413
- Pastors as counsellors and translators, 541–544
- Paths cross, 323–324
- Patriarchy, 514
- People of colour, 9–10
- Persecutory framework development, 340–341
- Persecutory system, 336–339
- Person-centered care, 147
- Personal authority, 471
- Personal construct psychology (PCP), 351–358
 - derived approach, 17
- Personal construct theory (*see* Personal construct psychology (PCP))
- Personal identity, 463
- Personal perceptions, 351, 353
- Personality, 462
 - disorder, 432
- Perspective-taking strategy, 125
- Pictorial Autism Assessment Schedule (PAAS), 241
- Place and train (*see* Supported employment)
- Plantocracy societies, 498
- Policy, 162–164
- Political unrest, 521–523
- Population health, 260–261
- Population needs assessments, 164
- “Population-based” study, 274
- Positioned/positioning, 93, 96, 346, 512–514
 - theory, 508–509
- Post colonization, 498
- Post-colonial theory, 50
- Post-traumatic slave syndrome (PTSS), 6–7
- Post-traumatic stress (PTS), 432
- Post-traumatic stress disorder (PTSD), 6
- Poverty, 194
- Power, 209, 303–304
 - dynamics, 147
- Pre-school Autism Communication Trial (PACT), 242
- Prevention-oriented approach, 256
- Principles, 123, 148, 358
- Private for-profit sector, 523
- Private non-profit sector, 523
- Protective factor interventions, 15
- Protective factors for mental health, 247
 - experts, 248
 - failure, 250–255
 - mental health treatment system, 255–257
 - resiliency, 257–262
- Provider bias, 115
- Pseudo-independence stage, 373
- Pseudo-leadership, 330
- Psychiatric
 - care, 447
 - disorders, 112
 - labels, 445
- Psychiatrists, 43
- Psychiatry, 441–443
- Psycho-education, 450, 452, 528
 - expanding psycho-educative approach, 531–533
- Psychological
 - interventions, 198
 - strengths, 257
- Psychopathology, 118
- Psychopathy, 462

- Psychosis, 437, 451
 Psychosocial issues affecting Black/
 African American Mental
 Health, 118–120
 Psychotherapy, 2
 Puerperal psychosis, 437
 Purnell Model for Cultural
 Confidence, 240
 Purpose, Strategy, Outcome, Review
 model (PSOR model),
 359–365
 Pyramid technique, 355

 Quality teaching, 531
 Questionnaire, 371, 378, 384, 393–394

 Race, 38, 69, 187, 395
 critical theory, 61
 lessons, 405–406
 of terminology impact, 160–161
 Race Disparity Audit, 46, 139, 563
 Race Equality Patient Charter, 140
 Race Equality Survey, 91
 Race Relations Amendment Act
 (2001), 138
 Racial battle fatigue, 6, 79–83
 Racial coloration, 520
 Racial connectedness, 289–290
 Racial disparities
 in disability diagnosis, 267
 in employment, 85
 in health, 85–86
 in service delivery, 85
 in vocational rehabilitation
 services, 272
 Racial equilibrium *vs.* racial
 disequilibrium, 82
 Racial harmony, 441
 Racial identity theory, 373
 Racial inequality, 352
 Racial macroaggressions, 80, 82
 Racial microaggressions, 1–2, 5–7, 10,
 80–83
 Racial misogyny, 84
 Racial stereotyping, 4, 43
 Racial trauma, 6–8

 Racial-/cultural-specific trauma
 model, 6
 Racialized process, 549
 day-to-day racism, 550–551
 Mental Health Act and ethnicity
 REF, 551–560
 Racism, 2, 38, 79, 83, 94, 117–118,
 266, 339, 351–352, 440,
 450, 549–550, 554
 denial of, 555
 and health, 85
 in mental health system, 440–441
 in psychology, 550
 Radicalisation, 463–464, 468, 472
 Rascality, 4
 Real Talk, 168–169
 Reciprocal determinism, 181
 “Recognition trauma”, 550
 Reflections on becoming ‘leaders’
 Romana Farooq, 324–327
 Tânia Rodrigues, 327–330
 Reflexivity, 383
 in clinical and leadership practice,
 306–307
 working within insider/outsider
 position, 382–383
 Rehabilitation Act, 15, 268
 Relational attribute, 210, 213
 Religion, 299, 301, 307, 473
 Resilience, 533
 training strategy for black youth,
 261
 Resiliency, 257
 addressing other health disparities,
 262
 connectedness to positive people,
 places, and things to do,
 259
 evaluation, 260–261
 faster recovery, 261
 higher purpose, 259
 improvisation, 259
 navigating systems, 260
 plans, 259
 primary prevention, 261
 sense of self, 258

- take care of self/take care of others, 258
- trends in funding, 262
- Respect, lack of, 253
- Restraint(s), 38, 40, 42, 45, 49, 141, 310, 447
- 'Reverse' transracial placement, 397–398
- Richard Reid case study, 464–467
 - potential explanations for terrorist inclinations of, 468–474
- Risk, 12, 42–43, 145, 419, 426, 553
 - assessment, 152
 - dementia, 422
 - factors, 14–15, 119
 - of relapse, 449
- Royal College of Psychiatrists, 140
- Safeguarding, 13, 154–155, 301, 509
- Salafi-ism, 469
- Schizophrenia, 431–432, 446, 448
 - CaFI for, 450–453
 - racialising and biased roots of, 3–4
- School Exclusion Risk Reduction Programme, 287–288
- Schools, 352
- Second generation socialisation, 369–371
- Segregation, 85
- Self esteem, 5, 15, 73, 119, 133, 258, 268, 273, 288, 401–404, 549, 564
- Self-agency of individuals, 509
- Self-awareness, 9, 119, 258
- Self-confidence/teacher efficacy, 210
- Self-employment, 273–277
- Self-esteem, 119
- Self-identification, 469–470
- Self-knowledge, 330–331
- Self-organised learning (SOL), 358–359
- Self-reflection, 216–217
- Self-reflexivity, 306, 512
- Self-regulation, 485
- Seni's Law, 141, 563
- Sensory
 - activities, 19
 - diets, 485
 - integration theory, 483
 - modulation programmes, 486
 - profile, 484–485
- Sensory processing, 481
 - Alert Programme strategies, 486
 - behaviours indicating SPD, 487–488
 - disorder, 482–483
 - expected response, 481
 - explaining SPD to young people, parents and teachers, 488–490
 - occupational therapists, 483
 - over responsive, 482
 - under responsive, 482
 - self-regulation, 485
 - sensory integration theory, 483
 - sensory modulation programmes, 486
 - sensory profile, 484–485
 - SPD and Afro Caribbean Community, 486–487
 - SPD vs. social anxiety, 484
 - strategies to trying, 490–493
- Sensory processing disorder (SPD), 482–484
 - and Afro Caribbean Community, 486–487
 - behaviours indicating, 487–488
 - explaining to young people, parents and teachers, 488–490
 - indicators, 487
- Service delivery, 109, 133, 179, 181, 184–186, 189–190, 270
- Service User Assessment, 450
- Shadism, 529
- Shame, 120, 555
- Sharam, 19, 498–502, 509, 511–514
- Shared learning, 450, 452
- Shared testimony process, 541
- Shelf test, 528
- "Sit With Us" app, 244

- Skin colour, 395
- Slavery, 498, 437, 520
 - alienation, 442, 468–469
- Social
 - anxiety, 484
 - black children in social services
 - care, 400–401
 - construction, 306
 - constructionism, 382
 - determinants of health, 112–113
 - and emotional development
 - programs, 198–199
 - exclusion, 135
 - identity, 463
 - justice, 211
 - policy, 151
- Social gender, race, religion, ability,
 - culture, class, ethnicity, spirituality, and sexuality (Social GRRACCESS), 301
- Socio-cultural
 - concept, 554
 - dichotomy, 549
 - sociocultural/psychosocial model
 - in education, 5
- South Asian families, belief systems
 - within, 500–501
- Space or ability to control
 - environment, 79–80
- Special Hospital Service Authority (SHSA), 43
- Spirit, 89, 302–304, 311
- Spirit of Bermuda high seas program, 197
- Spiritual reflexivity, 302–303
 - representation, 304–305
- Spiritual/supernatural forces, 450
- Spirituality, 303, 307
 - embodied spirituality within
 - mental health journey, 311–312
 - significance for black mental health professionals and service users, 299–302
 - in systemic family therapy in communities, 526–527
- Stafford Hospital, 149–150
- Staff–student relations, 100
- “Start-UP USA” projects, 275
- Stereotyping, 181
- Stigma, 8, 14, 110, 120, 135, 563–564
- Strategic
 - landscape, 162–164
 - therapists, 528
- Street 2 Boardroom program, 169
- Streets, 250, 252
- Strengths-based approaches, 147
- Stressors, 248–250
- Subjectification, 79, 180
- Supervision process, 549, 557
- Supervisory relationships
 - breakdown, 89
 - shift in, 96–97
- Supervisory tool, 554
- Support A Nation (SAN), 524
- Supported employment, 272–273
- Systematic failure, 447
- Systemic family therapy, 519
 - airport experience, 524–525
 - attachment, 535–536
 - class structure, 520–521
 - community tasks, 536–537
 - curiosity, 533
 - Dominican Republic, 521
 - expanding psycho-educative approach, 531–533
 - eye contact and safe touch, 534–535
 - family therapy in context of
 - community, 527–531
 - Haiti, 521
 - Haitian family life, 525–526
 - history of Caribbean, 520
 - incorporating spirituality in
 - systemic family therapy in communities, 526–527
 - intervention, 533
 - managing challenging teenagers, 537–538
- Mental Health Services, 523–524
 - mission as vehicle for delivering family therapy within community, 524

- pastors as counsellors and translators, 541–544
- political unrest, 521–523
- thematic overview of work, 535
- Vignettes, 538–539
- working with families in
 - Dominican Republic, 539–541
 - working with fathers, 526
- Systemic psychotherapy, 500, 513
- Systemic racism, 48–49
 - big, bad and dangerous, 42–43
 - colonisation, 49–50
 - explanations, 51–52
 - inertia following inquires, 43–46
 - over-representation in mental Ill health and custody, 39–41
 - post-colonial theory, 50
 - reasons for over representation, 41–42
- Systemic thinking, 48
- Take care of self/take care of others, 258
- Talking therapy, 4
- Targeted Intervention in Education, 283–294
- Targeted therapy services and training, need for, 183–187
- Teacher Emotional Literacy Scale (TELS), 205
- Teachers/teaching, 531
 - empathy program, 14, 199–200, 205
 - explaining SPD to, 488–490
 - teacher–student relationships, 200
- TELS score, 229–231
- Terminology, 452
 - medical, 120
 - person-centred, 146
 - protective factors, 257
 - ‘Puwars’, 92
 - impact of race and ethnicity, 160–161
- Terrorism, 461, 463
- Terrorist radicalisation
 - Carlos Bledsoe case study, 467–468
 - identity, 462–463
 - potential explanations for terrorist inclinations of Reid and Bledsoe, 468–474
 - radicalisation, 463–464
 - Richard Reid case study, 464–467
 - Western notions of terrorism, 461–462
- Theories of mental illness, 462
- Therapists’ own racial identity status, 383–384
- Trans-Atlantic slave trade, 437, 520 (*see also* Slavery)
- Transcultural supervision, 550, 554
- Transformative practice, creating environment for, 308–311
- Transgenerational healing, 519
- Transgenerational trauma, 7, 527–531
- Transnational minority ethnic communities, 422
- Transracial adoption, 17, 395
 - changes in law and political backtracking, 396–400
 - looked after black children in social services care, 400–401
 - mental health of looked after children in UK, 401–409
 - skin colour difference in, 395–396
- Trauma, 5, 73, 247, 257, 323, 529, 537, 551, 557, 559
 - childhood and adulthood, 446
 - effects of, 19
 - forms, 194
 - institutional, 253
 - racial and cultural, 6–8
 - urban, 250
- Treatment-oriented approach, 256
- Trust, lack of, 253
- UK Psychiatric System
 - analysis, 345–346
 - being or becoming Ill, 336

- Black Men in, 334
- loss experiences, 339–340
- persecutory framework
 - development, 340–341
- persecutory system, 336–339
- recurrent and repeated themes, 334–335
- wilderness, 341–344
- UK social policy and modern mental health services development
 - asylums to community care, 146–147
 - categories of abuse, 155–156
 - debating poor outcomes, 148
 - one in four, 148–149
 - receiving care, 150–152
 - safeguarding, 154–155
 - staffing NHS, 147–148
 - Stafford Hospital, 149–150
 - staying involving, 153–154
 - working with mental health act–responsibilities and rights for relatives, 152–153
- Unconscious perpetrators, 94
- Underachievement, 352
- Unintentional racism, 382
- United Kingdom (UK), 445
 - mental health of looked after children in, 401–409
 - minority ethnic and migrant communities in, 420–421
 - school system, 284
- United Nations (UN), 139
- United States, minority ethnic and migrant communities and dementia in, 418–419
- Urban black youth, 254
- Urban trauma, 250
- US Department of Labor, 275
- Vascular dementia, 413
- Video-recorded Goal Decision System, 305
- Violence, 250, 474
- Vocational rehabilitation services (VR services), 268
 - program, 268–269
 - recommendations, 272
 - self-employment, 273–277
 - services for African American with mental health diagnoses, 269–272
- Voluntary and community sector, 164–165
- Vulnerable population/groups, 5, 42, 101, 119, 145, 151, 155, 160, 164, 252, 285, 319–320, 323, 326, 527, 544
- Wahhabi-ism, 469
- Wellness, 3, 5, 66, 122, 124, 261
- West Indian Psychosis, 136
- West Indies, 497
- Western notions of terrorism, 461–462
- White British–black Caribbean achievement, 352
- White Eurocentric models of health care, 8
- White racial identity status, 372–374, 391–392
- White therapists, 8
- Whiteness, 372
- Wilderness, 341–344
- Windrush Generation, 369
- Women of colour
 - in academy, 61
 - in critical studies, 65
- Work-related stress, 60
- Workforce Race Equality Scheme (WRES), 564
- Workplace racism, 557
- World Health Organization (WHO), 454
- Young people, 159, 162, 165–166, 201
 - commissioning services, 164
 - explaining SPD to, 488–490
 - lack of data, 161–162
 - policy and strategic landscape, 162–164

- impact of race and ethnicity
 - terminology, 160–161
 - voluntary and community sector, 164–165
- Youth culture, 211
- Youth Information Advice and Counselling Service (YIACS), 159–160, 165
- Zazi, 167–168