Ethics:
Working with Individuals in Poverty

Tatia Williams, Psy.D., LPCC-S, Psychologist
O4A Conference 10/20/22 - Session 1
Disclaimer

- This training focuses on patterns within economic environments; all patterns have exceptions.
- Economic class is relative; it is a continuous line, not a clear-cut distinction.
- We all bring with us hidden rules of class in which we were raised. None are better than the other; they are just different.
- Today will require some vulnerability. You might notice some discomfort arise throughout our time together.
Goal

Increase personal awareness of socioeconomic bias in order to develop alternative perspectives, empathy, and culturally sensitive skills that will enable providers to deliver proficient services to individuals and families living in poverty.

Objectives

- Identify personal biases and expand self-awareness related to socioeconomic status
- Explain how economic realities and mental models of poverty, middle, and wealth class affect patterns of living
- Examine why and how poverty shapes brain development, leading to specific neurocognitive outcomes
- Identify considerations for providing ethical and effective services to individuals who experience low income or economic marginalization
Agenda

1:30-3

- Factors that contribute to poverty
- Contextual differences related to poverty
- Mental model of poverty vs middle class
  - Social & Environmental Correlates: Hidden rules of class

3:30-5

- Hidden Rules (Continued)
- Neurobiological Correlates
- Poverty & impact on health & mental health
- Logistical barriers to services
- ICARE Model & application to professional role
Let’s start with a self-reflection exercise
Self-Reflection

- What did my caregivers teach me about people in poverty?
- Was I excluded or rejected by social groups because of my social status?
- Was I denied or granted important life experiences or opportunities?
Poverty: Contextual Differences to Consider

- Absolute vs Relative
- Urban vs Rural
- Generational vs Situational
- Identity Factors that Increase Risk
Contextual Differences Related to Poverty

Absolute

▪ Scarcity of necessities such as shelter, running water, food
▪ Focus on day-to-day survival
▪ Rare in US

Relative

▪ Economic status of a family whose income is insufficient to meet its society's average standard of living

(Jensen, 2009)
## Contextual Differences Related to Poverty

<table>
<thead>
<tr>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Slightly lower poverty rates (~13% compared to ~16.7% in rural)</td>
<td>▪ Higher infant mortality</td>
</tr>
<tr>
<td>▪ Crowded housing</td>
<td>▪ Lower quality housing and health care</td>
</tr>
<tr>
<td>▪ High crime rates</td>
<td>▪ Fewer formal support services</td>
</tr>
<tr>
<td>▪ Excessive noise levels</td>
<td>▪ Unemployment and underemployment are higher</td>
</tr>
<tr>
<td>▪ Inadequate services</td>
<td>▪ Less job offerings providing upward mobility</td>
</tr>
<tr>
<td>▪ Psychological disorders, divorce, &amp; other social pathologies are higher</td>
<td>▪ Disabilities more common (~15.6% compared to 11.8% in urban)</td>
</tr>
<tr>
<td></td>
<td>▪ Isolation</td>
</tr>
<tr>
<td></td>
<td>▪ Receive, give, and expect significantly less help from others in their “town”</td>
</tr>
</tbody>
</table>

(Tine, 2017; Thiede et. Al, 2017)
Contextual Differences Related to Poverty

Generational

- More complex
- Sense of hopelessness
- Subjected to cultures & traditions of previous generations, which often can include a lack of value in the benefits of education
- Self-reinforcing

Situational

- “Culture” of poverty usually not passed down
- Utilize social connections/support to get ahead

(Payne, 2019)
Identity Factors That Increase Risk for Poverty

- Being female (21%)
- Being born a person of color, particularly Black (23%), Hispanic (20%), or American Indian/Alaska Native (25%)
- Having LGBTQIA+ identity (22%)
- Being at either end of the age spectrum (child-14% or older adult-9%)
- Having a disability (20%)
- Intersection of these identities significantly compounds one's likelihood of living in poverty

(US BLS, 2017; APA, 2019; Creamer, Shrider, Burns, & Chen, 2022)
The Debate: What causes poverty?
(DeVol, 2021)

- Economic/political systems and structures
- Resources and conditions of the community
- Exploitation
- Individual behaviors and circumstances
The Culture of Generational Poverty

Mental Model of Middle Class vs Poverty Class
Social Class Worldview Model (Mental Model)

- Social class has a distinct set of rules and cultural norms (Exists below awareness)
- One’s social class worldview is a series of “lenses” through which one’s social class and expectations are understood, including their place in a larger economic hierarchy
- Made up of three interrelated components:
  1. Economic culture (larger & smaller)
  2. Worldview
  3. Classism
- Impacts how we act
- Drive to maintain equilibrium

(Payne, 2005; Liu, 2011)
Middle Class Mental Model

Resources
- Schools
- Social Services
- Police
- Religious Organizations

Achievement
- Careers
- Education
- Mortgage Payments
- Asset Development
- Working Long Hours
- Retirement
- Clubs & Civic Groups
- Political Action
- Mental Health & Substance Use
- Credit Card Debt
- Health & Prevention
- Shopping
- Hobbies & Interests
- Children
- Family & Friends
- Social Media
- Vacation
- Restaurants/bars
- Shopping/strip malls
- Book stores
- Banks
- Fitness centers
- Vet clinics
- Office complexes
- Coffee shops
- Golf courses

(DeVol, 2021)
Consider the Mental Model of Poverty
Poverty Class Mental Model

Resources
- Schools
- Social Services
- Police
- Religious Organizations

Businesses
- Pawn shop
- Liquor store
- Corner store
- Rent-to-own
- Laundromat
- Fast food
- Check cashing
- Temp services
- Used car lots
- Dollar store

(DeVol, 2021)
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL</td>
<td>Being able to purchase the goods and services and sustain it.</td>
</tr>
<tr>
<td>EMOTIONAL</td>
<td>Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. Shows itself through stamina, perseverance, &amp; choices.</td>
</tr>
<tr>
<td>MENTAL</td>
<td>Having the mental abilities/ acquired skills (reading, writing, computing) to deal with daily life.</td>
</tr>
<tr>
<td>SPIRITUAL</td>
<td>Believing in (divine) purpose and guidance.</td>
</tr>
<tr>
<td>PHYSICAL</td>
<td>Having physical health and mobility.</td>
</tr>
<tr>
<td>SUPPORT SYSTEMS</td>
<td>Having friends, family, and backup resources available to access in times of need.</td>
</tr>
<tr>
<td>RELATIONSHIPS/ROLE MODELS</td>
<td>Frequent access to people who are appropriate, nurturing, and who do not engage in self-destructive behavior.</td>
</tr>
<tr>
<td>KNOWLEDGE OF HIDDEN RULES</td>
<td>Knowing the unspoken cues and habits of different groups.</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Having vocabulary, language ability, &amp; negotiation skills necessary to succeed in school/work settings</td>
</tr>
</tbody>
</table>
Hot Buttons?

Write down 1-2 things that frustrate you when working with individuals in poverty?
Social & Environmental Correlates: Hidden Rules Among Classes
Consider that there are hidden rules in every environment:

▪ Raise your hand if you’ve ever flown on an airplane
  ▪ What do you do?
  ▪ How did you learn the rules?
  ▪ What happens when you violate these rules?
▪ Ridden on an elevator?
Hidden Rule: Primary Driving Forces

Survival demands of the environment create the hidden rules of class

• Arise from cause-and-effect situations
• Reflect the mindsets that are needed to survive in that economic reality

- Poverty
  - Survival, relationships, and entertainment
- Middle Class
  - Work, achievement, & material security
- Wealth
  - Social, financial, and political connections

(Payne, DeVol, & Smith, 2022)
Hidden Rules: *Worldview*

- **Poverty**: Sees world in terms of local setting
- **Middle Class**: National setting
- **Wealth**: International view

(Payne, DeVol, & Smith, 2022)
<table>
<thead>
<tr>
<th>Hidden Rules: <strong>Possessions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
</tr>
<tr>
<td>Middle Class</td>
</tr>
<tr>
<td>Wealth</td>
</tr>
</tbody>
</table>

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Time

Poverty
- Present most important
- Decisions made for the moment based on feelings or survival

Middle Class
- Future most important
- Decisions made against future ramifications

Wealth
- Tradition and history most important

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Food

Poverty
- Key question: Did you have enough?
- Quantity important

Middle Class
- Key question: Did you like it?
- Quality important

Wealth
- Key question: Was it presented well?
- Presentation important

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Clothing

Poverty
- Valued for individual style & expression of personality

Middle Class
- Valued for its quality and acceptance into norms of middle class; labels important

Wealth
- Valued for artistic sense & expression; designer important

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Personality

Poverty
  ▪ Is for entertainment
  ▪ Sense of humor is highly valued

Middle Class
  ▪ Is for acquisition and stability
  ▪ Achievement is highly valued

Wealth
  ▪ Is for connections
  ▪ Financial, political, and social connections are highly valued

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Social Emphasis

Poverty

• Social inclusion of the people they like

Middle Class

• Emphasis on self-governance & self-sufficiency

Wealth

• Emphasis is on social exclusion

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Education

Poverty
- Valued and revered as abstract but not as reality

Middle Class
- Crucial for climbing success ladder and making money

Wealth
- Necessary tradition for making and maintaining connections

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Humor

Poverty
  About people and sex

Middle Class
  About situations

Wealth
  About social faux pas

(Payne, DeVol, & Smith, 2022)
**Hidden Rules: Love**

<table>
<thead>
<tr>
<th>Class</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>Conditional, based on whether one is “liked”</td>
</tr>
<tr>
<td>Middle Class</td>
<td>Conditional, based largely on achievement</td>
</tr>
<tr>
<td>Wealth</td>
<td>Conditional, related to social standings and connections</td>
</tr>
</tbody>
</table>

(Payne, DeVol, & Smith, 2022)
Hidden Rules: Family Structure & Housing

Poverty
  ▪ Tends to be matriarchal

Middle Class
  ▪ Tends to be patriarchal

Wealth
  ▪ Depends on who has the money

(US Census Bureau, 2017; Lichter, 2019; Payne, DeVol, & Smith, 2022)
**Key Facts**

- **436,611 OR 27%**: Renter households that are extremely low income.
- **$25,750**: Maximum income for 4-person extremely low income household (state level).
- **-252,027**: Shortage of rental homes affordable and available for extremely low income renters.
- **$34,608**: Annual household income needed to afford a two-bedroom rental home at HUD's Fair Market Rent.
- **66%**: Percent of extremely low income renter households with severe cost burden.

**Extremely Low Income Renter Households**

- 26%
- 10%
- 3%
- 3%
- 4%
- 24%
- 33%

- In Labor Force
- Disabled
- Senior
- School
- Single Caregiver
- Other

**Affordable and Available Homes Per 100 Renter Households**

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Cost Burdened</th>
<th>Severely Cost Burdened</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>42</td>
<td>80</td>
</tr>
<tr>
<td>At 30% of AMI</td>
<td>102</td>
<td>103</td>
</tr>
<tr>
<td>At 50% of AMI</td>
<td>66%</td>
<td>68%</td>
</tr>
<tr>
<td>At 100% of AMI</td>
<td>16%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Housing Cost Burden by Income Group**

- Extremely Low Income: 83%
- Very Low Income: 66%
- Low Income: 68%
- Middle Income: 3%

**Note**: Renter households spending more than 30% of their income on housing costs and utilities are cost burdened; those spending more than half of their income are severely cost burdened.

Source: NLHIC tabulations of 2019 ACS PUMS.

Source: 2019 ACS PUMS.
In **Ohio**, the Fair Market Rent (FMR) for a two-bedroom apartment is **$865**. In order to afford this level of rent and utilities — without paying more than 30% of income on housing — a household must earn **$2,884** monthly or **$34,608** annually. Assuming a 40-hour work week, 52 weeks per year, this level of income translates into an hourly Housing Wage of **$16.64**.

### FACTS ABOUT OHIO:

<table>
<thead>
<tr>
<th>STATE FACTS</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Wage</td>
<td>$8.80</td>
</tr>
<tr>
<td>Average Renter Wage</td>
<td>$14.84</td>
</tr>
<tr>
<td>2-Bedroom Housing Wage</td>
<td>$16.64</td>
</tr>
<tr>
<td>Number of Renter Households</td>
<td>1,587,312</td>
</tr>
<tr>
<td>Percent Renters</td>
<td>34%</td>
</tr>
</tbody>
</table>

### MOST EXPENSIVE AREAS

<table>
<thead>
<tr>
<th>Area</th>
<th>Housing Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union County</td>
<td>$20.79</td>
</tr>
<tr>
<td>Columbus HMFA</td>
<td>$19.83</td>
</tr>
<tr>
<td>Cincinnati HMFA</td>
<td>$17.62</td>
</tr>
<tr>
<td>Cleveland-Elyria MSA</td>
<td>$16.63</td>
</tr>
<tr>
<td>Akron MSA</td>
<td>$16.33</td>
</tr>
</tbody>
</table>

### WORK HOURS PER WEEK

- **76** Work Hours Per Week At Minimum Wage To Afford a 2-Bedroom Rental Home (at FMR)
- **60** Work Hours Per Week At Minimum Wage To Afford a 1-Bedroom Rental Home (at FMR)

### FULL-TIME JOBS

- **1.9** Number of Full-Time Jobs At Minimum Wage To Afford a 2-Bedroom Rental Home (at FMR)
- **1.5** Number of Full-Time Jobs At Minimum Wage To Afford a 1-Bedroom Rental Home (at FMR)
When trying to buy a house, the bank be like “we have no way of knowing you’ll pay back this mortgage of $800/month”.

...but I’ve been paying my landlord $1500 a month in rent for the past two years. “Why can’t you save up $20,000 to reassure us you can afford $800/month?”

...because I've been paying my landlord $1500 a month.
Hidden Rules: Money

Poverty
▪ To be used, spent

Middle Class
▪ To be managed

Wealth
▪ To be conserved, invested

(Payne, DeVol, & Smith, 2022)
Self-Reflection Checkpoint

What are things that you spend your spare money on?

Rough estimate of costs per month on basic needs

- Think of your monthly budget
- Does your budget match what you actually spend?
- How much do you actually have to spare?
- What percentage of your income goes toward housing?

What if you found a job that paid you a few dollars/hr more, would you take that job?
At 11.25/hour, I can no longer make basic ends meet as my spending power drops to -$3.00.
As we wrap up this session, check in with yourself regarding your hot buttons

Has your perspective on them changed at all?
Questions/Comments & Break

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Ethics:
Working with Individuals in Poverty
Tatia Williams, Psy.D., LPCC-S, Psychologist
O4A Conference 10/20/22 - Session 2
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Self-Reflection

- What sorts of pressures were related to my family's income level?
- Has my social class status changed over the years?
- When have I engaged in classist behavior?
Social & Environmental Correlates: Hidden Rules of Class (continued)

Recap from 1st Session
<table>
<thead>
<tr>
<th>Hidden Rule</th>
<th>Poverty Class</th>
<th>Middle Class</th>
<th>Wealth Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving Forces</td>
<td>Survival, relationships, entertainment</td>
<td>Work, achievement</td>
<td>Financial, political, &amp; social connections</td>
</tr>
<tr>
<td>Worldview</td>
<td>Local setting</td>
<td>National setting</td>
<td>International view</td>
</tr>
<tr>
<td>Possessions</td>
<td>People</td>
<td>Things</td>
<td>One-of-a-kind objects, legacies, pedigrees</td>
</tr>
<tr>
<td>Possessions</td>
<td>People</td>
<td>Things</td>
<td>One-of-a-kind objects, legacies, pedigrees</td>
</tr>
<tr>
<td>Time</td>
<td>Present most important; decisions made for moment based on feelings or survival</td>
<td>Future most important; decisions made against future ramifications</td>
<td>Traditions &amp; history most important; decisions made partially on basis of tradition &amp; decorum</td>
</tr>
<tr>
<td>Food</td>
<td>Quantity</td>
<td>Quality</td>
<td>Presentation</td>
</tr>
<tr>
<td>Clothing</td>
<td>Valued for individual style &amp; expression of personality</td>
<td>Valued for quality &amp; acceptance into norm of middle class; label important</td>
<td>Valued for artistic sense &amp; expression; designer important</td>
</tr>
<tr>
<td>Personality</td>
<td>For entertainment; sense of humor highly valued</td>
<td>For acquisition &amp; stability; achievement highly valued</td>
<td>For connections; financial, political, social connections highly valued</td>
</tr>
<tr>
<td>Social Emphasis</td>
<td>Inclusion of people who are liked</td>
<td>Self-governance &amp; self-sufficiency</td>
<td>Emphasis on social exclusion</td>
</tr>
<tr>
<td>Education</td>
<td>Valued &amp; revered as abstract but not reality</td>
<td>Crucial for climbing success ladder &amp; making money</td>
<td>Necessary tradition for making and keeping connections</td>
</tr>
<tr>
<td>Humor</td>
<td>About people &amp; sex</td>
<td>About situations</td>
<td>About social faux pas</td>
</tr>
<tr>
<td>Love</td>
<td>Conditional based on being liked</td>
<td>Conditional based on achievement</td>
<td>Conditional based on social standing &amp; connections</td>
</tr>
<tr>
<td>Money</td>
<td>To be used, spent</td>
<td>To be managed</td>
<td>To be conserved, invested</td>
</tr>
</tbody>
</table>

*This table only indicates patterns that may be seen. It is not intended to stereotype.*  
(Payne, DeVol, & Smith, 2022)
Hidden Rules: Destiny

Poverty
- Believes in fate
- Cannot do much to mitigate chance

Middle Class & Wealth
- Believes in choice
- Can change future with good choices now

("The most common way people give up their power is by thinking they don’t have any.") —Alice Walker

(Payne, DeVol, & Smith, 2022)
Hidden Rules: **Power**

**Poverty**
- Linked to personal respect
- Ability to fight
- Can’t stop bad things from happening

**Middle Class**
- Power/respect separated
- Responds to position
- Power in information and institutions

**Wealth**
- Power in expertise, connections
- Power in stability
- Influences policy and direction

(Payne, DeVol, & Smith, 2022)
Hidden Rules: **Language**

**Poverty**
- Casual register
- Language is about survival

**Middle Class**
- Formal register
- Language is about negotiation

**Wealth**
- Formal register
- Language is about networking

(Payne, DeVol, & Smith, 2022)
Language in Children Ages 1 to 3 in Stable Households by Economic Group

<table>
<thead>
<tr>
<th>Number of words exposed to</th>
<th>Economic group</th>
<th>Affirmations (strokes)</th>
<th>Prohibitions (discounts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 million words</td>
<td>Welfare</td>
<td>1 for every</td>
<td>2</td>
</tr>
<tr>
<td>20 million words</td>
<td>Working class</td>
<td>2 for every</td>
<td>1</td>
</tr>
<tr>
<td>30 million words</td>
<td>Professional</td>
<td>5 for every</td>
<td>1</td>
</tr>
</tbody>
</table>

- SES differences in language processing skill & vocabulary are evident at 18 mo.  
  (Hart & Risley, 1995; Fernald, A., Marchman, V. A., & Weisleder, A., 2013)
- Counterargument against language gap research  
  (Johnson, 2015)
People living in poverty love their children as much as any other parent, but the tyranny of the moment affects how they parent.

Intentional parenting happens in middle class because it can! The resources are present to focus on carefully rearing children.
If an individual depends upon a random, episodic story structure for memory pattern, lives in an unpredictable environment, and has not developed the ability to plan, then...

- The individual cannot plan.
  - If an individual cannot plan, they cannot predict.
    - If they cannot predict, then they cannot identify cause and effect.
  - If they cannot identify cause and effect, they cannot identify consequence.
    - If they cannot identify consequence, they cannot control impulsivity.
  - If they cannot control impulsivity, they have an inclination toward criminal behavior and a greater likelihood of involvement in the criminal justice system.

(Payne, 2019; Sandstrom & Huerta, 2013)
In 2014 dollars, incarcerated people had a median annual income of $19,185 prior to their incarceration:

- 41% less than non-incarcerated people of similar ages

<table>
<thead>
<tr>
<th>Incarcerated people (prior to incarceration)</th>
<th>Non-incarcerated people</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>All</td>
<td>$19,650</td>
</tr>
<tr>
<td>Black</td>
<td>$17,625</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$19,740</td>
</tr>
<tr>
<td>White</td>
<td>$21,975</td>
</tr>
<tr>
<td></td>
<td>$41,250</td>
</tr>
<tr>
<td></td>
<td>$31,245</td>
</tr>
<tr>
<td></td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td>$47,505</td>
</tr>
</tbody>
</table>

**Figure 1.** Median annual incomes for incarcerated people prior to incarceration and non-incarcerated people ages 27-42, in 2014 dollars, by race/ethnicity and gender.

Incarcerated people are dramatically concentrated at the lowest ends of the national income distribution.
Neurobiological Correlates & Illness
Social Determinants of Health: SES & Illness

- Economic stability is **one of the most significant** social determinants of health, intersecting with all other physical and social determinants.

- Residents of impoverished neighborhoods are at increased risk for:
  - exposure to toxins
  - mental illness
  - chronic disease
  - higher mortality
  - lower life expectancy

- Risk for heart disease, diabetes, and obesity is higher among those with the lowest income and education levels.

- Older adults who are poor experience higher rates of disability and mortality.

- People with disabilities are more vulnerable to the effects of poverty than other groups.

(USDHHS ODPHP, 2022; Simon, Beder, & Manseau, 2018)
Neuroscience of Poverty (Johnson, Riis, & Noble, 2016; Farah, 2017; Hackman et al, 2015)
Poverty Impedes Cognitive Functioning

(Mani, Mullainathan, Shafir, & Zhao, 2013; Mackey, et al, 2015)

- Lower glucocorticoid receptor expression in hippocampus
  - Correlation with depression
  - Lower declarative memory (fact/events)
- Less efficient regulation of the hypothalamic–pituitary–adrenal (HPA) axis
  - Neurotransmitter & hormone imbalance
  - Chronic trauma/stress responses
  - Behavioral/emotional dysregulation
- Reduced gray matter in parietal and frontal lobe
  - May impact sensory information regarding the location of parts of the body, interpreting visual information, and processing language/math
  - Executive functioning deficits
- Excessive glucocorticoid exposure can affect neuroplasticity
  - Decreased ability to modify, change, & adapt based on experience
Total Gray Matter

Volume (cm$^3$) vs. Age (in months) for HighSES, MidSES, and LowSES groups.

(Hansen et al., 2013)
Mental Health and Poverty

- Poverty impacts how we function at home, in the community, and in school/workplace
  - i.e. functional impairment=criteria for most mental health diagnoses
- Poverty may intensify the experience of mental illness
- Poverty may increase likelihood of onset of mental illness
  - Depression/Anxiety
  - PTSD
  - Substance misuse
  - Personality Disorders
- Experiencing mental illness may also increase the chances of living below the poverty line

(Knifton & Inglis, 2020)
Bidirectional Correlation Between Mental Health & Poverty

(SAMHSA, 2013)

- Odds of a household experiencing food insecurity increased by 50-80% if a mother had moderate-severe depression.
- Strong correlation between poor socioeconomic conditions and risk of psychiatric illness & hospitalization over time; Most go untreated.

*NYU McSilver Ins. for Poverty Policy & Research, MH & Poverty Research Brief*
Application of the Poverty Mental Model & Ethical Service Framework
Logistical Barriers and Challenges to Receiving Services

- Units of service used versus available with Medicaid
  - Ex. 52 hours of ind/grp counseling per year for adults 21+ (if provider is certified by ODMHAS, 25 if not)
- Issues with spend downs (for those with income exceeding Medicaid limits, but in need of Medicaid-EBD, long term care facilities, excessive medical bills)
- Lack of insurance coverage
- Non-emergency Medical Transportation-Medicaid/Medicare
  - Ex. 15 round-trip visits per year, within 30-mile radius
- Lack of broadband internet
- Childcare
- Remembering appointments—reminder calls/texts/emails
- Limited work schedule flexibility
- Lack of support person’s involvement in services due to being stretched thin with other demands
- Cell phone usage
  - Lifeline minutes replenished at onset of each month, must recertify annually
- Reading literacy of organization paperwork

(Ohio Department of Medicaid, 2022; Federal Communications Commission, 2022)
I-CARE Model

A humanistic & social justice framework

1. Internally reflect
2. Cultivate positive relationships
3. Acknowledge the realities of poverty
4. Remove barriers to healthy human development
5. Expand on their unique personal strengths

(Foss & Kress, 2011; ACA, 2017)
Individual Case Scenario
Integration of Social Class Culture into Role

1. Considering your professional role, think about someone you have had a helping relationship with.

2. Reflect on the assumptions you have made about this person based on their dress, income, material resources, how they spend their time/money. How were they different/similar to you? How may this have impacted your relationship with them?

3. Identify how the hidden rules of their social class may impact their presenting concern and factors that maintain the problem:
   ▪ Driving forces, worldview, possessions, time, food, clothing, personality, social emphasis, education, family structure, housing, money, destiny, power, language

4. How could/can you apply the I-CARE model to your work with them?
Questions/Comments

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References


References


References


Other Resources


