Asian Identity Development and Race Based Traumatic Stress

Session: The speaker is a second-generation Asian American who has had to navigate different racial identities and communities during the ongoing Anti-Asian Hate Crimes that have been on the rise since 2020. But how Sam was prepared to respond to and interpret these events started to take shape in his childhood and continued into his present-day adulthood. Through stage and constructionist theory models, we will explore how exposure to racial trauma furthered Sam’s ongoing process of identity development and created a resurgence of racial identity that provided a boon for his resiliency.

When: Monday, February 21, 10:30AM-11:30AM

Where: Please find the zoom link at https://nku.zoom.us/j/99725703406

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eLearning to Advance Racial and Ethnic Diversity Friendly University Initiative. For more information, please find here.
Speaker

Samuel Lenzi (he/him) is a Licensed Professional Counselor who is Asian, Gay, and bicultural. Samuel’s clinical interests include Queer Issues, BIPOC Issues, Eating Disorders, Trauma, and other mood disorders. Samuel believes that each person has a valuable sense of intuition, and that therapy can help one push aside the influences that prevent us from listening to our truest self. When he is not practicing therapy, Samuel sings with the Young Professional Choral Collective, enjoys putting together a charcuterie board, and still makes regular time to play Pokémon.
You are welcome to bring your thoughts

1) If you could impart a narrative to your students of color about who they are, and who they are becoming, what would that be?

2) Where would it be important for students and educators to see new and different narratives about people? (The classroom, career field, student orgs, campus leadership, etc.)

3) What do our white colleagues and counterparts have to gain from seeing these new narratives about diverse people?

4) What can we do to support students at each stage of their respective identity development?

5) How is awareness of diversity, equity, inclusion, and anti-racism, visible to those who participate in our respective spaces?

6) Where do we succeed and struggle with supporting our students who are not a part of the majority culture?
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