

# Johnson Center Diversity Discussion 2

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Thursday, October 30, 2014

# Cultural Competence

- Topic of increased focus in health-related fields over last ~25 years
- This presentation is based largely on models and practices from these fields
- Process, not a destination
  - Hence some prefer the term “cultural humility” (e.g., Tervalon & Murray-Garcia, 1998)

# Sue & Sue (2003)

- Cultural competence of therapists
- Built on 3 interdependent competencies
  - Awareness
  - Knowledge
  - Skills

# Awareness

- Begins with examining own cultural identity
  - Knowing your values
  - Understanding your biases
    - <https://implicit.harvard.edu/implicit/takeatest.html>
- Uncoupling “difference” from “deviance”

# Knowledge

- Possessing specific knowledge about groups with which you interact
- Understanding broader societal/institutional systems which affect individuals
- Identification of barriers
- Equal may not be fair, fair may not be equal

# How to Grow Awareness & Knowledge

- Commit to on-going cultural self-exploration
- Practice changing automatic group perceptions
- Identity and challenge internalized areas of power, privilege, and oppression
- Increase contact with culturally diverse individuals of similar social status
- Challenge “us and them” and change to “we”
- Expand your cultural horizons: Read, watch foreign and ethnic films, learn a foreign language, travel

# Skills

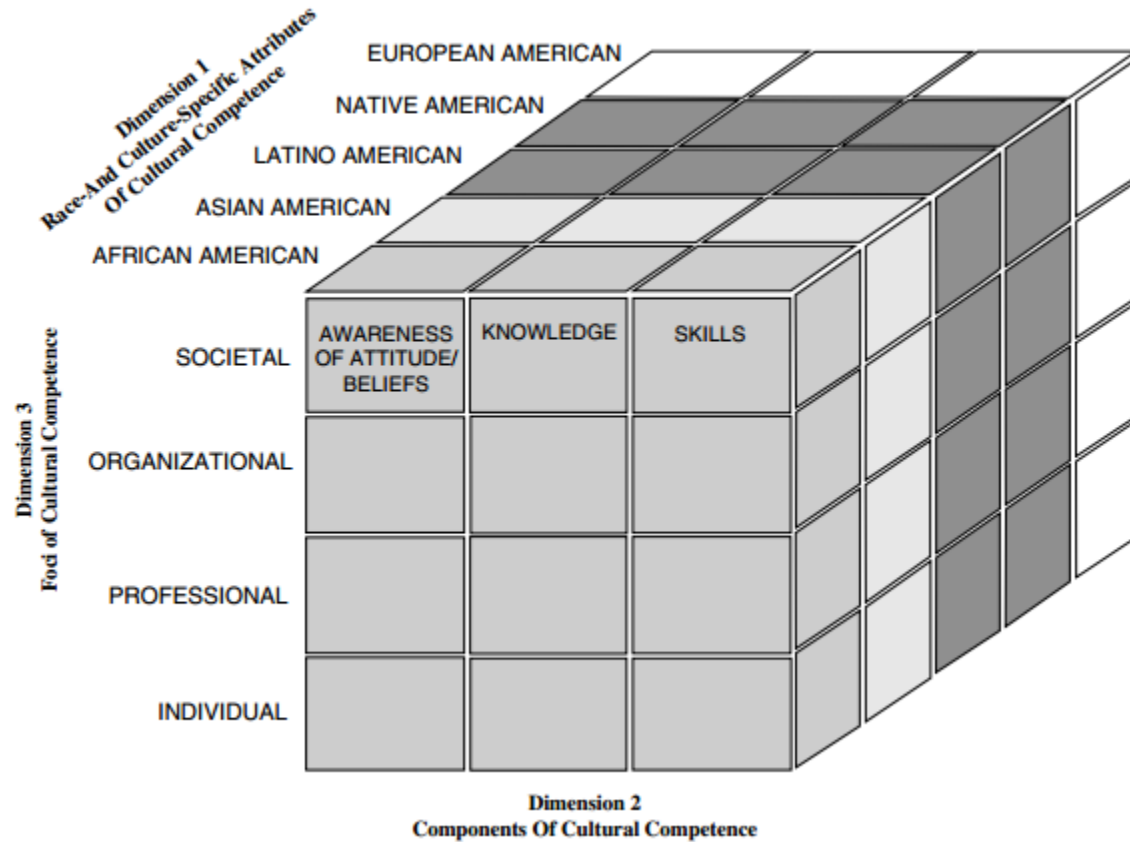
- Sending & receiving verbal/non-verbal messages accurately
- Setting aside initial biased reactions
- Having multiple methods of explanation
- Focusing on prevention rather than remediation
- Seeing students as encountering problems rather than having problems

# Overt Communication Style Differences

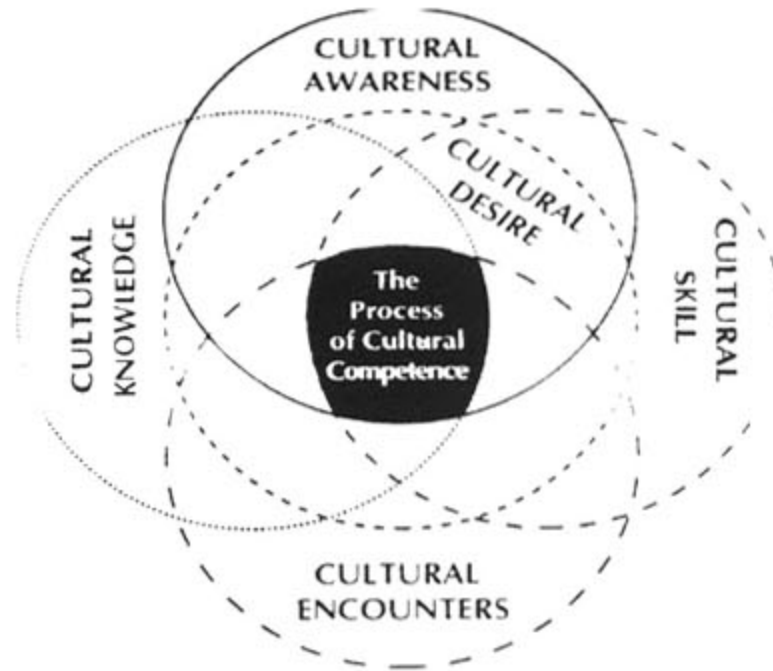
| Native Americans                                    | Asian Americans & Hispanics                         | European American                   | African Americans                   |
|---|---|-------------------------------------|-------------------------------------|
| Speak softly/slowly                                 | Speak softly  | Speak loud/fast                     | Speak with affect                   |
| Indirect gaze when listening/speaking               | Avoid eye-contact with higher status people         | Greater eye contact when listening  | Greater eye contact when speaking   |
| Seldom interject or offer encouraging communication | Seldom interject or offer encouraging communication | Head nods, other non-verbal markers | Interject more frequently           |
| Delayed response                                    | Mild delay  | Quick response                      | Quicker response                    |
| Expression low-key, indirect                        | Expression low-key, indirect                        | Expression objective, task oriented | Expression affective, interpersonal |



# Developing Cultural Competence



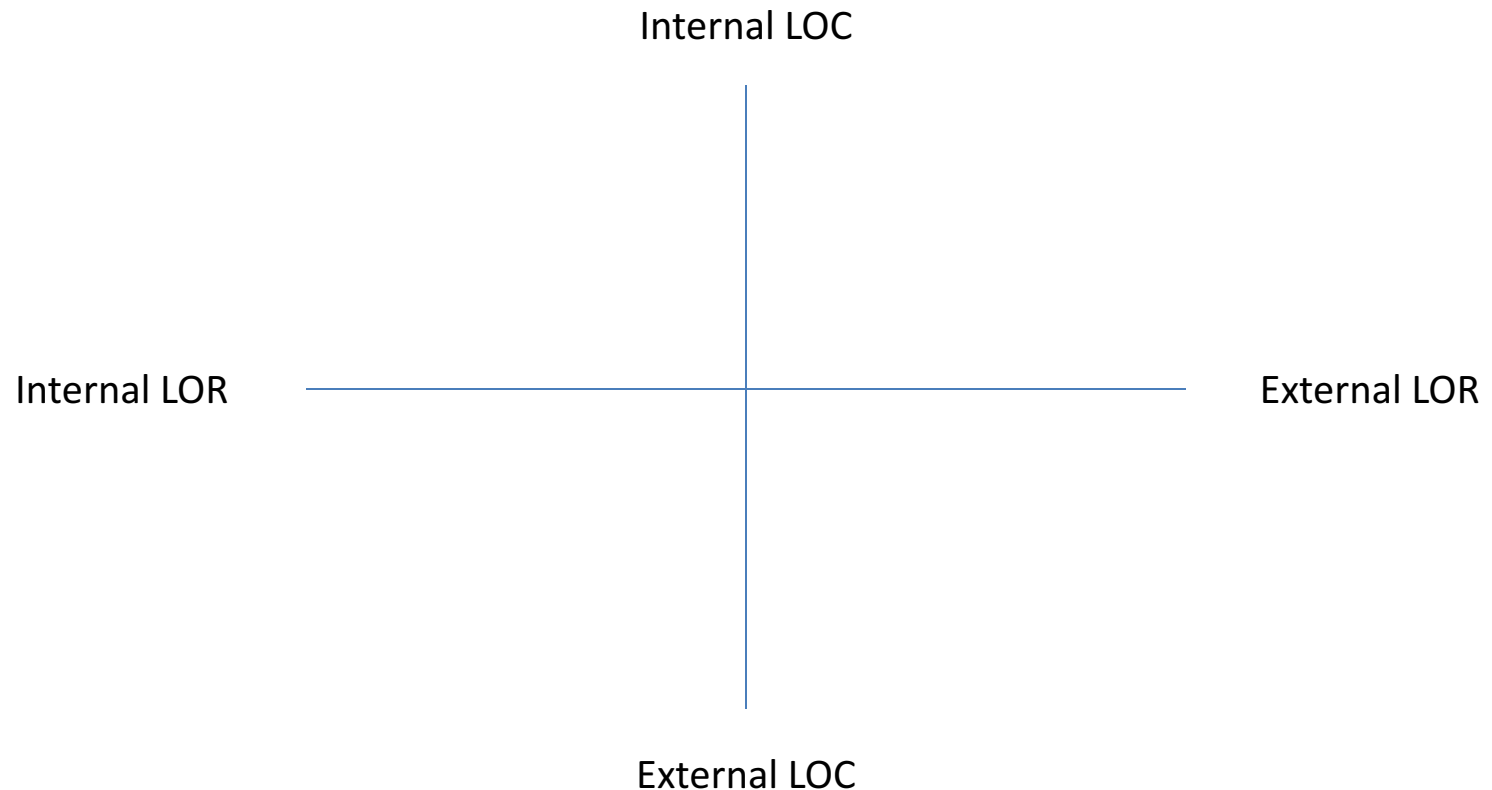
# Another Model



**Figure 1** Process of cultural competence in delivery of healthcare services. Copyrighted by Campinha-Bacote (2002). Printed with permission from Transcultural C.A.R.E. Associates.

# Worldviews

- Locus of control vs. locus of responsibility



# Working Toward Cultural Competence

- Cultural differences should be considered assets and discussed as such at least as often as they are discussed as barriers (La Roche & Maxie, 2003).
- May require a more active stance in terms of advocacy, outreach, and interactions (Ridley, 2005; Sue & Sue, 2003; Vera & Speight, 2003)
- Can be increased in faculty (e.g., Wilson, Sanner, & McAllister, 2010)

# Things to Avoid: Tokenism

- Representation without inclusion (Bond & Mulvey, 2000)
  - Not valuing input of other groups even when you ask for it
- Making a student the spokesperson for an entire cultural group
  - E.g., “What do the Chinese think about that concept?”

# Things to Avoid: Microaggressions

<https://www.youtube.com/watch?v=DWynJkN5HbQ>

# Things to Avoid: Microaggressions

- “Brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group.”

(Sue et al., 2007, p. 273)

# Forms of Microaggressions

- Microassaults
  - Using “old terms” (though not necessarily slurs) for groups (e.g., Oriental, colored)
- Microinsult
  - Subtle snubs
- Microinvalidation
  - I don’t see color
  - Don’t be so sensitive
  - You speak such good English



# Things to Do: Monitor Language

- Familiarize yourself with microaggressions and watch for them in yourself and others
- Think about how inclusive your language is
- Compare:
  - “Do you have a boyfriend?”
  - “Are you dating anyone?” or “Are you in a relationship?”

# Things to Do: Ask Questions

- Seek input before making assumptions
- Ask for clarification on cultural values, norms, etc.
  - Try to avoid cultural tourism though
- Take the one-down approach
  - Flip power dynamics, let student be expert

If only...

<https://www.youtube.com/watch?v=xeukZ6RcUd8>

# Things to Do: Apologize

- We all make mistakes
- Impossible to always say the right thing
- Catching yourself as soon as possible and making an apology (private or public) can make a world of difference
- It can be difficult and embarrassing, but it models cultural competence to our students and colleagues

# Things to Do: Speak Up!

- Challenge (gently) things said in class, meetings, etc.
  - This does not always need to be public or in the moment, but people notice if things are tacitly accepted

# Institutional Cultural Competence

- **Developmental Stages** (Cross, Bazron, Dennis, & Issacs, 1989)
  - Destructiveness
  - Incapacity
  - Blindness
  - Pre-Competence
  - Competence

# Suggestions for Institutional CC

- Bring up cross-cultural issues beginning in orientation to set tone for institutional culture
- Integrate cultural issues into existing aspects of curriculum
- Build consensus around interventions and goals
- Evaluate multiple domains at multiple levels

# Additional Resources

- [Annotated Bibliography of Research on Microaggressions in Higher Education](#)
- [The Microaggressions Project](#)
- [\*The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide\*](#)