Overview

• Welcome Remarks
  • Say something “cheesy”
  • Thank you for sharing!

• Culture Competence

• Multicultural Counseling Theories

• Racial-Cultural-Ethnic Identity

• Culturally-Responsive Practices

• Culturally-Response Practices is Ethical Practice
How would you complete this sentence? I never thought I could perpetuate racism and other isms because I am ________________________________ , And I believe ________________________________.
Cultural Competence

- Awareness
- Knowledge
- Skills
Cultural Competence

Awareness

Racial-Cultural-Ethnic Identity

Culture

Ingroup/Outgroup Experiences

Childhood Socialization
Cultural Competence

- Behaviors
- Attitudes
- What you feel: Feeling and Dispositions
- What you think?: Thoughts and Perceptions
- What you see?: Categorization
- Awareness
Cultural Competence

Behavior
- Stereotypes
- Microaggression
- Prejudice
- Discrimination (isms)

Communication
- Shame-based
- Guilt-based

Connection
- Ingroup/Outgroup
- Empathy
Awareness

Mind Full, or Mindful?
“You mean a woman can open it...?”
Awareness

• What came up for you?

• What reactions did you have to the photos?
Awareness: Unlearning Racism and other Isms

Cultural Lens – World Views

Thoughts
Feelings
Behaviors
Awareness: Perceptions
Imagine who this person is....
Exploring Perceptions

Gay man

Middle Eastern ancestry

Just celebrated 82\textsuperscript{nd} Birthday

Requires help in math

An alcohol and drug counselor

A CEO of a behavioral health organization
Exploring Perceptions

Father of three

A peer support specialist

5th year medical student

Asian American female

Addicted to prescription drugs
Exploring Perceptions

White male

An individual diagnosed with an addictive disorder

World class athlete

Requires wheelchair for mobility

Transgender student

A mother addicted to alcohol and pills
Exploring Perceptions

1. Who was easy to imagine?

2. Who was difficult to imagine?
Attributions and Stereotypes

- Awareness
- Perceptions
- Attributions & Stereotypes
- Intercultural Interactions
Attribution Theory

1. Attribution theory suggests there are two primary dimensions for individuals to make judgments about others:
   a. Internal-External – internal or external causes for behavior
   b. Stable-Unstable – permanent or temporary trait

2. Fundamental Attribution Error- tendency to overestimate (internal, stable) dispositional causes of behavior.

3. Ultimate Attribution Error is the tendency to ascribe the causes of behavior to dispositional characteristics of a group rather than to an individual member.
Intergroup Contact Theory
Intergroup Contact Theory

Ingroup

Outgroup
1. Ingroup

2. Outgroup

3. Minimal Groups

4. Ingroup Preferences
Stereotypes
WHAT DO YOU THINK?
Stereotypes

- What came up for you?

- How do stereotypes affect you?

- What stereotypes do you leave at the door?

- How does leaving the stereotypes (at the door) others have about you affect you?

- What stereotypes do your clients have that they have to leave at the door when they enter treatment?
Stereotype Theories

• Categorization
  • Us vs. Them

• Perceptions
  • Preconceived Views, Stereotypes

• Intercultural Communication
  • Prejudicial Attitudes and Dispositions

• Intercultural Interactions
  • Discrimination, Microaggressions
Last Chance for Eden
Last Chance for Eden

• Pair and Share

• What came up for you?

• What is one thing you became aware of or learned from the video-clip? Or something you saw that made you think or feel differently?

• Thank you for sharing!
Mindful Inquiry – Lee Mun Wah

1. What I heard you say...
2. Tell me more about...
3. What angers you about...
4. What hurts you about...
5. How does it impact or affect you now...
6. What do you need or want...
It’s Time For A Break
Who am I?

1. I am____________________ (20 times)
2. I am____________________
3. I am____________________
4. I am____________________
5. I am____________________
6. I am____________________
7. I am____________________
8. I am____________________
Who am I?

3 Top Responses

3 Bottom Responses
Who am I?

- Common Traits
  - National
  - Ethnic
  - Regional
  - Gender
  - Socioeconomic status
  - Educational level
  - Religion
  - Age
  - Physical ability
  - Sexual orientation
  - Organizational
  - Departmental
1. How early on your list did ethnic/racial/culture identity appear?

2. How would your clients respond to this question?

3. What is the congruence and incongruence between you and your clients?

4. What is the congruence between your clients and the organization in which you work?
Racial Identity Theory
## Racial Identity Theory

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-contact</td>
<td></td>
<td>The person has a salient or color-blind view of race.</td>
</tr>
<tr>
<td>Encounter</td>
<td>Contact</td>
<td>The person is oblivious to racial issues and is unable to recognize the effects of racism on others.</td>
</tr>
<tr>
<td></td>
<td>Disintegration</td>
<td>The person develops an ambivalent awareness about race or class privilege.</td>
</tr>
<tr>
<td></td>
<td>Reintegration</td>
<td>The person understands, but is resistant to acknowledge how race or class privilege contributes to racism.</td>
</tr>
<tr>
<td></td>
<td>Pseudo-Independence</td>
<td>The person understands the unfair advantages of growing up White and the unfair disadvantages of growing up Black in the US.</td>
</tr>
<tr>
<td>Immersion-Emersion</td>
<td>Immersion-Emersion</td>
<td>The person assumes personal responsibility to combat racism.</td>
</tr>
<tr>
<td>Internalization</td>
<td>Autonomy</td>
<td>The person values cultural similarities and differences, develops a positive self-concept, and forms less-racist attitudes.</td>
</tr>
</tbody>
</table>
5 Stages of Cultural/Racial Development – Persons of Color (Dr. Beverly Daniel Tatum, PhD)

- **Pre-encounter**: Seeks to assimilate into the dominant culture.

- **Encounter**: Individual is forced to acknowledge his/her differences through an event or series of events.

- **Immersion/Emersion**: Strong desire to surround oneself with visible symbols of one’s racial/cultural identity.

- **Internalization**: Individual is secure in their racial/cultural identity and seeks to establish meaningful relationships of one’s racial/cultural identity.

- **Internalization-Commitment**: The individual discovers ways to communicate their commitment to the concerns/needs of their own racial/cultural group.
Racial Identity Interaction Theory

The Type of Inter-racial Exposure

Statuses - Cycling
## Gender Identity Theories

<table>
<thead>
<tr>
<th>Kohlberg</th>
<th>Piaget Bem</th>
<th>Erikson</th>
<th>Bandura Mischel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages</td>
<td>Description</td>
<td>Assimilation and accommodation = gender schema</td>
<td>Identity vs. Role Confusion (adolescence)</td>
</tr>
<tr>
<td>Gender Identity</td>
<td>Label self as boy or girl</td>
<td>Gender Schema Gender Script</td>
<td>Cognitive Social Learning or Social Cognition</td>
</tr>
<tr>
<td>(2-3 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Stability</td>
<td>Children understand they are a boy or girl</td>
<td></td>
<td>Gender Typed Behavior</td>
</tr>
<tr>
<td>(4-5 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Schema</td>
<td>Children learn their gender cannot be changed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6-7 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gender identity

- Felt gender
- Expressed gender
- Biological sex
Gender Identity Theory

- Cisgender
-他/him/his for a male
- she/her/hers for a female

- Transgender
- they/them/their
<table>
<thead>
<tr>
<th>Gender</th>
<th>Subject</th>
<th>Object</th>
<th>Pronoun</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binary</td>
<td>she</td>
<td>her</td>
<td>hers</td>
<td>as it looks</td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>him</td>
<td>his</td>
<td>as it looks</td>
</tr>
<tr>
<td>Neutral</td>
<td>they*</td>
<td>them*</td>
<td>theirs*</td>
<td>as it looks</td>
</tr>
<tr>
<td></td>
<td>ze</td>
<td>hir</td>
<td>hirs</td>
<td>zhee, here, heres</td>
</tr>
<tr>
<td></td>
<td>ze</td>
<td>zir</td>
<td>zirs</td>
<td>zhee, zhere, zheres</td>
</tr>
<tr>
<td></td>
<td>xe</td>
<td>xem</td>
<td>xyrs</td>
<td>zhee, zhem, zheres</td>
</tr>
</tbody>
</table>

*used as singular
Pronoun Dos and Don'ts:

When someone asks you to use a different pronoun:

**DON'T**

What?
'Zie' isn't a real pronoun. Don't you have something more normal that you use?

**DON'T**

But it's not grammatically correct to use 'they' as a singular pronoun.

**WHY?**

You are not the being asked to evaluate this person's gender identity or preferred terminology.

(Also, I have not yet witnessed a version of this conversation in which the person arguing is actually correct.)
There Are Fewer Women CEOs Than You Think

Executives hugely overestimated the number of women running large companies.

- The average respondent's estimate of how many large companies around the world have female CEOs: 23%
- The actual percentage of companies in the S&P 500 and the Fortune 500 that are run by women: 4.6%

Source: Online survey of more than 1,700 executives -- managers through the C-suite, but excluding CEOs -- conducted by Weber Shandwick, in partnership with KRC Research. Respondents worked in companies with revenues of $500 million or more and represented 19 countries across North America, Europe, Asia Pacific (APAC) and Latin America (LatAm).
Intersectionality

Who am I?

- Race
- Gender
- Social Class
- Sexual Orientation
- Able-bodies
- Education or Occupation
Intersectionality Theory

- Intersectionality refers to intersecting social identities and related systems of oppression, domination, or discrimination.

- Intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities.

- These identities that can intersect include gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental disability, physical disability, mental illness, and physical illness as well as other forms of identity.
Intersectionality Theory

• Isms is used rather than oppression

• One-up vs. one-down terminology rather than dominate vs. subordinate groups

• Underrepresented groups

• More or less privilege
<table>
<thead>
<tr>
<th>Types of “isms”</th>
<th>Variable</th>
<th>One-up</th>
<th>One-down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism</td>
<td>Race/ethnicity/color</td>
<td>White</td>
<td>People of Color</td>
</tr>
<tr>
<td>Sexism</td>
<td>Gender</td>
<td>Men</td>
<td>Women, Transgendered</td>
</tr>
<tr>
<td>Homophobia/heterosexism</td>
<td>Sexual orientation</td>
<td>Heterosexuals</td>
<td>LBGTQ</td>
</tr>
<tr>
<td>Classism</td>
<td>Socioeconomic class</td>
<td>Owning, upper and middle-class</td>
<td>Poor, working class, wage workers</td>
</tr>
<tr>
<td>Elitism</td>
<td>Education level</td>
<td>College-educated; top 20 to 40 schools</td>
<td>Not-college educated; less prestigious schools</td>
</tr>
<tr>
<td>Xenophobia</td>
<td>Immigrant status</td>
<td>US Born</td>
<td>Immigrants</td>
</tr>
<tr>
<td>Linguistic oppression</td>
<td>Language</td>
<td>English speakers</td>
<td>Non-English speakers</td>
</tr>
<tr>
<td>Ableism</td>
<td>Physical, mental, intellectual</td>
<td>Able-bodied (body/mind)</td>
<td>People with disabilities</td>
</tr>
<tr>
<td>Ageism (adultism)</td>
<td>Age</td>
<td>Adults</td>
<td>Elders; children/youth</td>
</tr>
<tr>
<td>Militarism</td>
<td>Military Status</td>
<td>WWI, WWII, Korean Veterans</td>
<td>Vietnam, Gulf War (I &amp; II) veterans</td>
</tr>
<tr>
<td>Religious oppression/anti-Semitism/Islamophobia</td>
<td>Religion</td>
<td>Protestants</td>
<td>Catholics, Jews, Muslims, Sikhs</td>
</tr>
</tbody>
</table>
Think of a time you grossly misinterpreted a person or situation.

What information was missing that allowed you to draw incorrect conclusions?

What do you think contributed to your misinterpretation?

How many times do you think your clients have been misinterpreted?
Intersectionality Theory

Counselor + Client → Intercultural Interactions

- Intercultural Communication
- Empathy
- Client Identity
- Counselor Identity
Intersectionality Theory

Empathy

Shame ↔ Guilt
Empathy
Intersectionality Theory

- **Shame**
  - A prominent negative emotion in collective cultures that involves an individual’s sense of regret for having engaged in negative behavior.
  - Internal responsibility
  - I am flawed

- **Guilt**
  - A prominent negative emotion in that involves an individual’s sense of personal regret for having engaged in that behavior.
  - External responsibility
  - That was a flawed decision
Shame-Talk Examples

1. I need more assistance. I need you to support me. I am transferring you to another supervisor.

2. I would like a raise. I am making less than my male counterparts and my program is bringing in money. I think you should be grateful for your job and salary.

3. If you want a raise find another job.

4. I’m concerned about this activity...It’s just a book.
Guilt-Talk Examples

1. You are dismissing me from the program because I can’t get here on time. How am I supposed to take care of my kids and make it on time to the program.

2. You relapsed! You need to go to another program.

3. I think we need a recovery pledge....a diversity pledge...on campus. Have you talk to folks from underrepresented groups to how this will land for them?

3. I want to be a counselor. I think you should go to work after rehab. You can try school but I’m not sure that will work out and I don’t want to see you disappointed.
Reflection

• What came up for you?

• How do any of these isms affect you?

• How do you overcome any of these isms?

• What do you leave at the door – to be accepted?

• How does this affect you?
Racial Microaggression Theory

- Racial microaggressions are the subtle expressions of racism.

- Racial microaggressions are the brief and everyday slights, insults, indignities and denigrating messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated.

- These messages may be sent verbally ("You speak good English.") nonverbally (clutching one's purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots). Such communications are usually outside the level of conscious awareness of perpetrators.
## Racial Microaggressions (Sue et al., 2007)

<table>
<thead>
<tr>
<th>Microassault</th>
<th>Microinsult</th>
<th>Microinvalidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscious and purposeful</td>
<td>Subtle snubs</td>
<td>Negates reality of a person of color</td>
</tr>
<tr>
<td>Usually said in private</td>
<td>Often unintentional</td>
<td>Nullifies feelings, experiences</td>
</tr>
<tr>
<td>Racial epithets</td>
<td>Conveys a hidden insulting message</td>
<td>Color blindness</td>
</tr>
<tr>
<td>Discriminatory actions</td>
<td>Demeans racial heritage</td>
<td></td>
</tr>
<tr>
<td>Displayed publicly when a person loses control</td>
<td>Can occur nonverbally</td>
<td></td>
</tr>
<tr>
<td>Discourages interracial interactions</td>
<td>Context is important</td>
<td></td>
</tr>
</tbody>
</table>
9 Healthy Ways to Communicate

1. Reflect back what is being said (use their words)

2. Begin where they are not where you want them to be

3. Be curious and open

4. Notice what they are saying and what they are not

5. Emotionally relate to what they are feeling

6. Take responsibility for your part in the misunderstanding
9 Healthy Ways to Communicate

7. Notice how you are feeling. Be honest and authentic.

8. Try to understand how their past affects who they are and their relationship with you.

9. Stay with the process and relationship, not just the solution.
When Someone is Offended By Your Comments (Lee Mun Wah)

1. What I heard you say...
2. Tell me more
3. What angered you about...
4. What hurts you about...
5. What’s familiar...
6. What do you need or want...
Intersectionality & Systems of Privilege

Power

Privilege

Intersectionality
Systems of Privilege
Systems of Privilege

• Stand in a straight line and hold the hand of the person on either side for as long as possible and refrain from speaking during the exercise.

• Then move one step forward or backward depending on the question.

• Take a look around – what do you see?

• How does this impact you?

• What is the take away?
White Privilege & Systems of Privilege

• White Privilege
• Male Privilege
• Cisgender Privilege
• Heterosexual Privilege
• Socioeconomic Privilege
• Elitism – Education Privilege
• Christian Privilege
• Able-bodied Privilege
White Privilege
White Privilege
White Privilege

• What came up for you as you were watching the clip(s)?

• How does white privilege affect you?

• How does white privilege cost you?

• What do you leave at the doo?

• How does this affect you?
Think about the congruence and incongruence between you and your clients, or you and your agency. In what ways, is/are privilege(s) addressed in your role or organization?
1. In what ways can you address privilege in your position or workplace?

2. In what ways, can you use your privilege professionally and personally?
“Commit to do at least one thing different: I’m not asking you to be 100% better on 50 things, but rather 5% better on one.”

-Thomas Parham
Reflection

• How would you complete this sentence? I never thought I could perpetuate racism because I am_______
_____________________.
And I believe________________________________________.
Ethics

- Beneficence (doing good, preventing harm)
- Nonmaleficence (not inflicting harm)
- Autonomy (respecting freedom of choice and self-determinism)
- Justice (fairness)
- Fidelity (faithfulness)
- Veracity (truthfulness)
Ethics

• Competence

• ACA Study on Cultural Competence

• Get appropriate supervision and education, if you don’t have the skills
Ethics

• Professional Responsibility

• Responsibility to Client
Ethics

• Examining Differences: Racial, Gender, Socioeconomic Status, Education, Religious, Street Culture, and Drug Culture

• Values

• Therapeutic Rapport
Conclusion