

Awareness of Self as a Cultural Being

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Enhancing Cultural Competence In Clinical Care Settings (4C) Training
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Central California Children's Institute, Fresno State



Desired Outcomes

Participants will

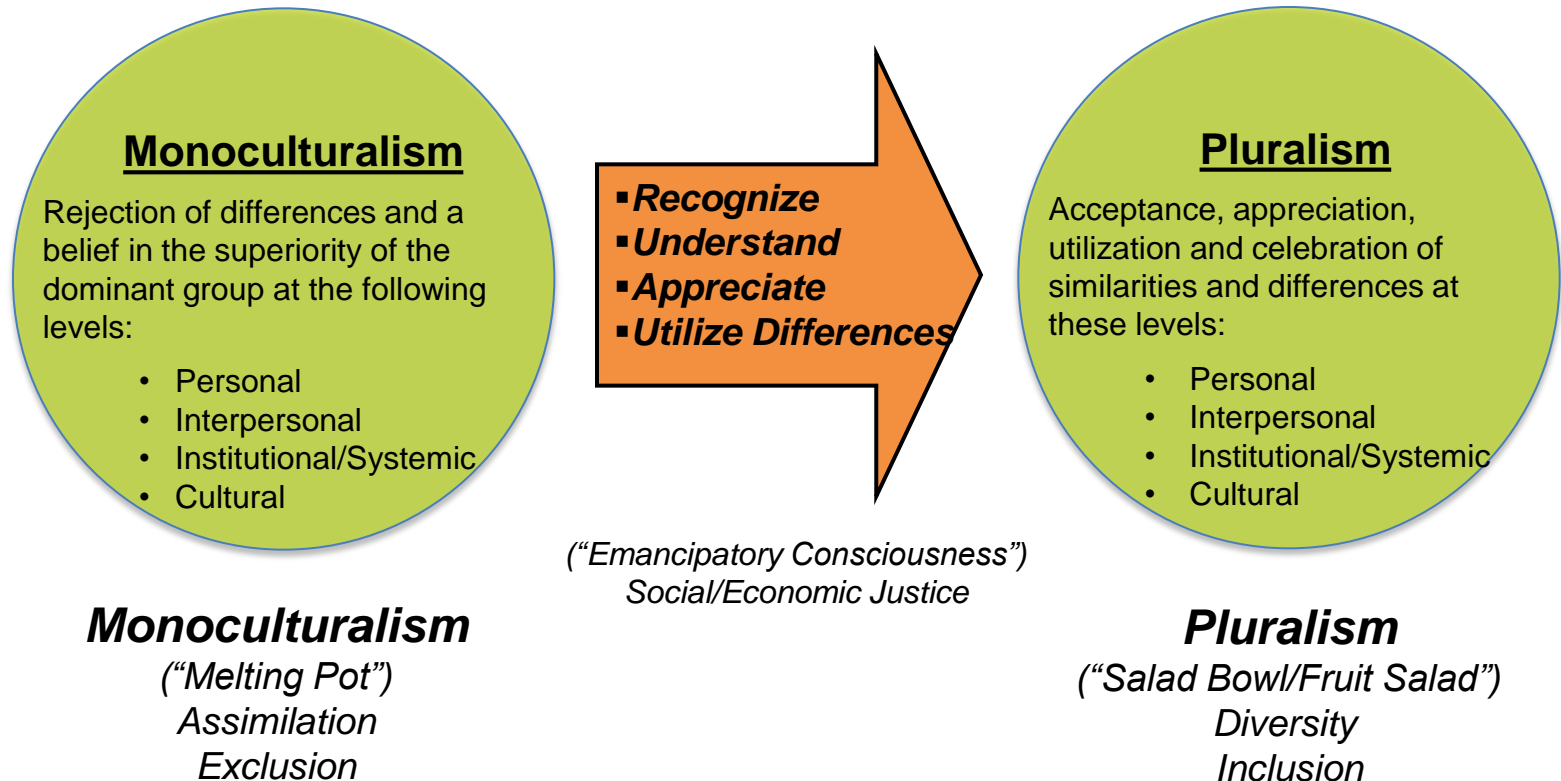
- Be able to identify themselves as cultural beings on up to 12 variables
- Be able to identify up to 10 ways that racism may impact their practice unintentionally
- Practice identifying dysfunctional cross cultural behaviors within themselves and/or among others that they work with
- Learn up to 10 alternative behaviors for enhancing their mental health practice
- Be able to link modernism/internalized oppression theory to "Getting to the Green Zone"

Awareness Of Self as a Cultural Being Day 2

Agenda/ "Map"

- I. Check in/Overview of the day –includes link to case study work
- II. Review of key tools – part 1 “Hot shot minutes” (Guidelines, MPOC, 3 Dimensions, Role of Feelings, 4 levels)
- III. Continuing to explore the impact of cultural identity – revisiting the “name game”
- IV. Enhancing emotional literacy exercise – link to use of ego states and feelings in “getting to green”
- V. The role of social location in infant mental health practice: Review Case Study 1
- VI. Understanding how power affects identity: Linking modernism and internalized oppression theory to “getting to green”: Case Study 2
- VII. Identifying and practicing alternative behaviors
- VIII. Closure: Appreciation, Regrets, Learnings and Re-learnings

Multicultural Process of Change (at all levels)



*Designed by: Valerie A. Batts, Ph.D.; John Capitman, Ph.D.; and Joycelyn Landrum-Brown, Ph.D. .

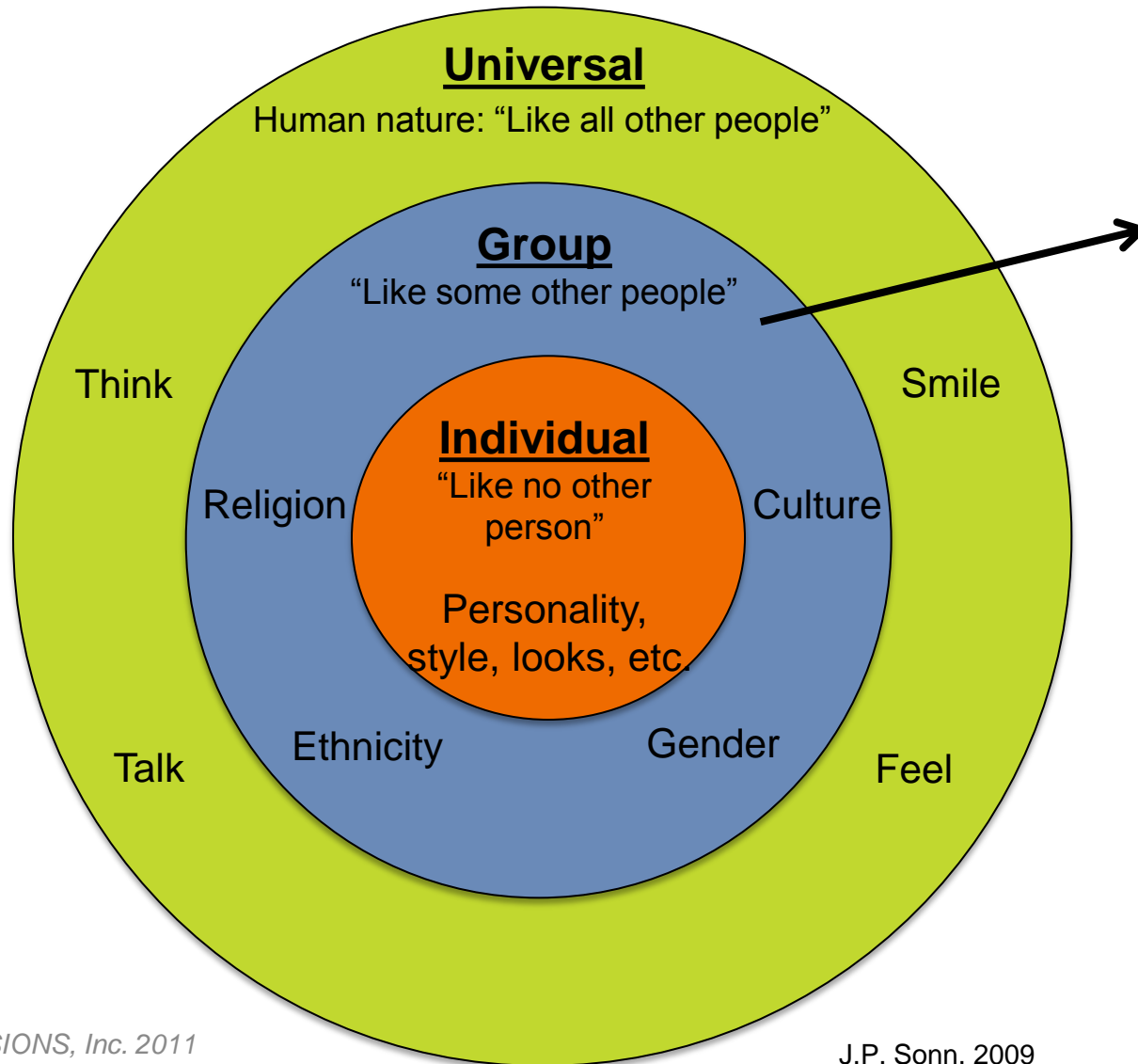
Levels of Oppression and Change

- ◆ **Personal**
 - values, beliefs, feelings
- ◆ **Interpersonal**
 - behavior
- ◆ **Institutional**
 - rules, policies
- ◆ **Cultural**
 - beauty, truth, right

Guidelines For Effective Cross-Cultural Dialogue

- ◆ “Try on”
- ◆ It’s okay to disagree
- ◆ It is not okay to blame, shame, or attack, self or others
- ◆ Practice “self-focus”
- ◆ Practice “both/and” thinking
- ◆ Notice both process and content
- ◆ Be aware of intent and impact
- ◆ Confidentiality

Multiple Identities



The primary basis for inclusion and exclusion.

Inherited and learned (caught and taught).

- Privilege
- "Unearned" privileges
- Oppression, as flip side
- All "isms"
- Power: systems and structures that keep above in place
- Liberatory approach – making justice, freedom, equality, fairness realities

Cultural Sharing Activity

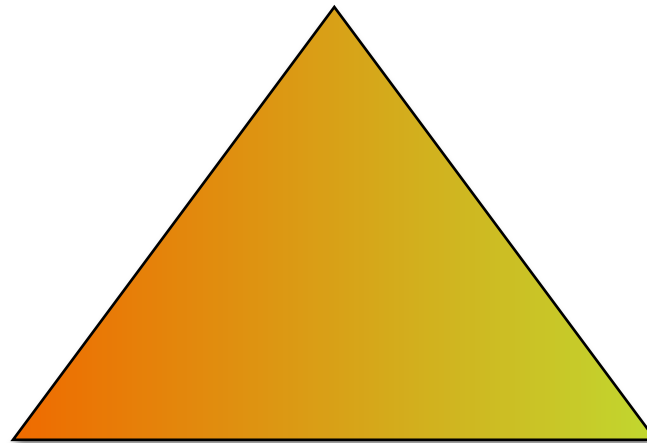
- ◆ How might/does my cultural identity me in my clinical practice currently and how does/might it hinder me?

Three Dimensions of Change

Individual and Organizational

What: Concept
Why: Linkage
How: Strategies

Cognitive



Affective

Process
Emotions
Environment

Behavioral

Expectations
Actions
Results

Linking Three Dimensions of Change & Getting to Green

- ◆ Feeling-----heart
- ◆ Thinking-----head
- ◆ Behavior-----hand

Feelings As Messengers

Feeling Families

◆ Sad



◆ Scared



◆ Mad



◆ Joyful

◆ Peaceful

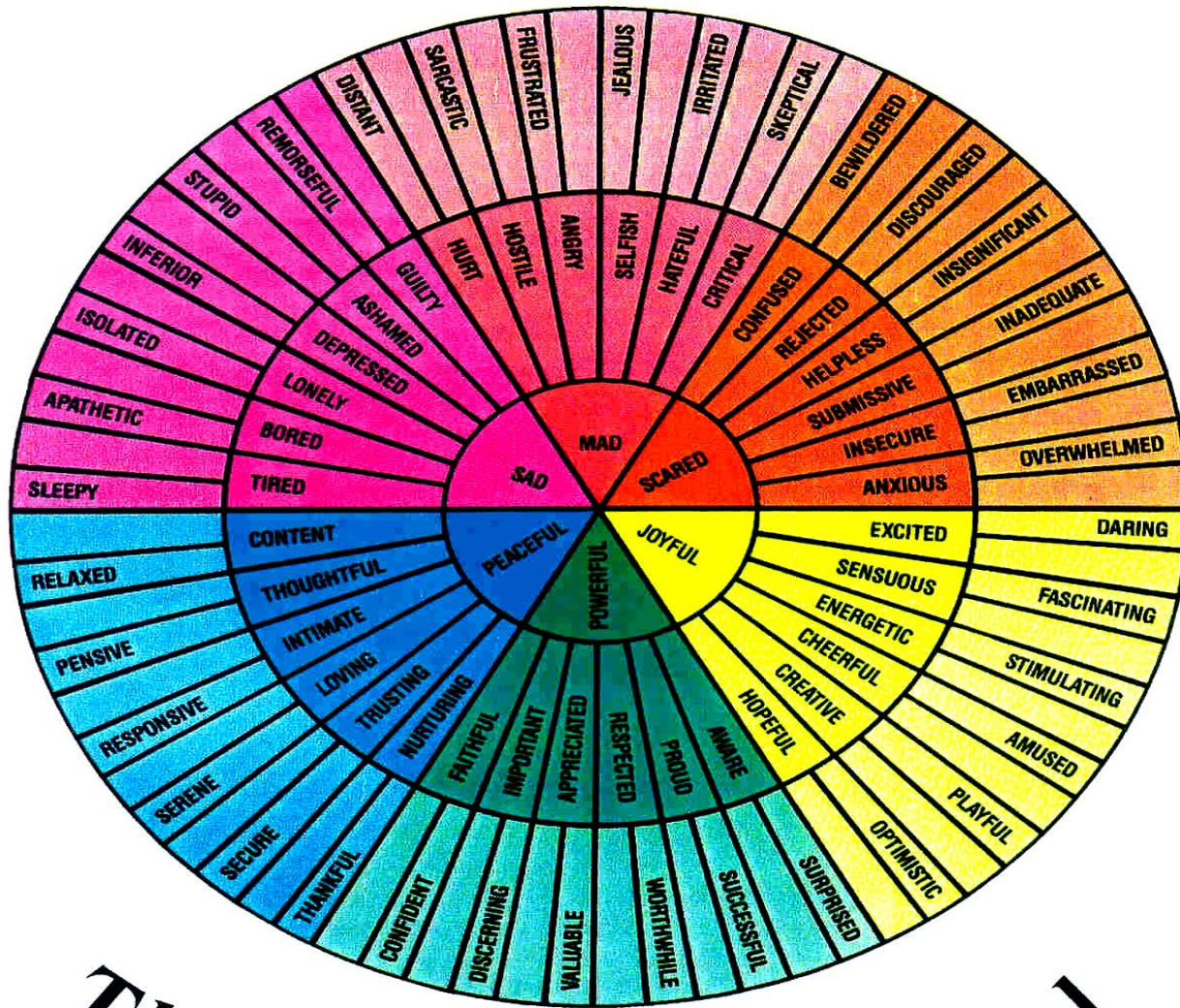


◆ Powerful

Messages

- There is a *loss*
- I need comfort, space, and/or support to grieve and let go
- There is *danger*
- I need protection, support, and/or reassurance
- There is a *violation*
- I need to set limits and/or re-establish boundaries or expectations

– Keep on!



The Feeling Wheel

Linking Feeling Wheel & Getting to Green

- ◆ Peaceful, powerful and joyful – green
- ◆ Sad = Blue
- ◆ Mad - Red
- ◆ Scared - Combo

Video Clips

Black Doll White Doll

<http://www.youtube.com/watch?v=ybDa0gSuAcg>

Children talking about Race

<http://youtu.be/ILcTEpNITak>

Assumptions and Definitions

Monoculturalism

- ◆ The belief that one group's way is the right way and superior.
- ◆ The rejection of differences at the personal, interpersonal, institutional, and cultural levels... (i.e. "my way or the highway").
- ◆ Sets up the process of targeting other groups as "less than" and consequently for less access to society's benefits, power and resources.

Assumptions and Definitions

Multiculturalism

- ◆ Refers to the *process* of coming to

- **recognize**
- **understand**
- **and appreciate**

our own culture and cultures other than our own.

- ◆ It stresses an appreciation of the impact of differences such as by gender, race, age, class, sexual orientation, religion, physical ability, etc.


Assumptions and Definitions

Cultural Pluralism

- ◆ Refers to cultural diversity within a given political or social structure.
- ◆ The creation of inclusive systems and practices that allow for the recognition and use of the contributions of each group to the whole.
- ◆ Replaces the “melting pot” conceptualization with the concept of the “salad bowl”.
- ◆ Stresses the importance of both uniqueness and a commitment to deal cooperatively with common needs, issues and concerns.

“Historically Included” Group Behaviors

Old Fashioned “ISMS” 

Modern “ISMS” 

- ◆ Use by members of historically included groups of non-“ism” related reasons for continuing to deny equal access to opportunity (e.g., use by whites of non-race related reasons... “it’s not the blacks, it’s the buses”).
- ◆ Well-intentioned, sometimes subtle behaviors that continue the historical power imbalance.

“Historically Excluded” Group Behaviors

Survival Behaviors

Internalized Oppression (IO)

- ◆ Internalizing attitudes about inferiority or differentness by members of historically excluded groups.
- ◆ The reaction to unhealed mistreatment over time.

Modern “ISM” and Internalized Oppression Theory

Modern “ISM” Behaviors

- ◆ Dysfunctional rescuing
- ◆ Blaming the victim
- ◆ Avoidance of contact
- ◆ Denial of differences
- ◆ Denial of the political significance* of differences

Internalized Oppression Behaviors

- ◆ System beating
- ◆ Blaming the system
- ◆ Antagonistic avoidance of contact
- ◆ Denial of cultural differences/heritage
- ◆ Lack of understanding of the political significance* of oppression

**Political significance* includes the social, economic, historical, psychological and structural impacts of oppression.

Linking Three Dimensions of Change & Getting to Green Zone



Linking Three Dimensions of Change & Getting to Green



A Working Conceptualization of Historically Excluded (Target) and Historically Included (Non-Target) Groups

Types of Oppression	Variable	Historically Included Groups	Historically Excluded Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Sexism	Gender	Men	Women/Transgender
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Education Level	Formally Educated	Informally Educated
	Place in Hierarchy	Managers, Exempt, Faculty	Clerical, Non-Exempt, Students
Religious Oppression	Religion	Christians, Protestants	Muslims/Catholics, and Others
Anti-Semitism		Christians	Jew
Militarism	Military Status	WW I&II, Korean, Gulf War Veterans	Vietnam Veterans
Ageism	Age	Young Adults	Elders
Adultism		Adults	Children/Youth
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual
Ableism	Physical or Mental Ability	Temporarily Able-Bodied	Physically or Mentally Challenged
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English

Activity: Your Historically Excluded Identities (Target Group)

Of which historically excluded groups are you or have you been a member? Check all that apply.

- People of color
- Poor/working class
- Support staff/supervisees
- Informally educated
- Women
- Jews/Muslims/others
- Elders
- Children
- Lesbian, Gay, Bisexual, Transgender
- People with disabilities
- Vietnam vets
- Immigrant
- People with English as a second language, deaf people

- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.

- Now, think about a time you were treated as “less than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “less than”.

Activity: Your Historically Included Identities (Non-Target Group)

Of which historically included groups are you or have you been a member? Check all that apply.

- White/Caucasian
- Middle/owning Class
- Management/supervisors
- Formally educated
- Men
- Christians
- Middle aged persons
- Heterosexual
- Temporarily able-bodied people
- WWII, Korean, Gulf War Veterans
- US born
- People with English as a first/dominant language

- What are some strengths that come from your experiences as a member of one of the groups you circled? Write down the words that come to mind to describe these strengths.
- Now, think about a time you were treated as “better than” because of your membership in one of the groups you’ve circled. Write down the words that come to mind to describe being treated as “better than”.
- OR, a time when you found yourself treating a person in a target group as “less than” (may have been intentional or unintentional, conscious or unconscious)

Alternative Behaviors

for Modern “ISM” and Internalized Oppression Behaviors

- ◆ **Functional Helping**
(instead of *Rescuing*)
- ◆ **Problem Solving/Responsibility**
(instead of *Blaming*)
- ◆ **Make Mutual Contact**
(instead of *Avoiding*)
- ◆ **Notice Differences**
(instead of *Denying Differences*)
- ◆ **Learn, Ask about, and Notice the Impact**
(instead of *Denying the Impact*)
- ◆ **Confrontation/Standing Up**
(instead of *System Beating*)
- ◆ **Take Responsibility**
(instead of *Blaming*)
- ◆ **Share Information/Make Contact**
(instead of *Antagonistic Avoiding*)
- ◆ **Notice and Share Information about one’s own Differences/Culture**
(instead of *Denying cultural heritage*)
- ◆ **Notice, Ask, and Share Information about the impact of the “ism” on me and my target group**
(instead of *Denying the Impact*)

For all behaviors, personal and organizational problem-solving at the personal, interpersonal, institutional, and cultural levels to generate ongoing multicultural structures and processes.

Closure

- ◆ **Appreciations**
- ◆ **Regrets**
- ◆ **Learnings, Re-learnings**