



# Cultural Competence & Diversity Training

Instructor: Paige Wiggs



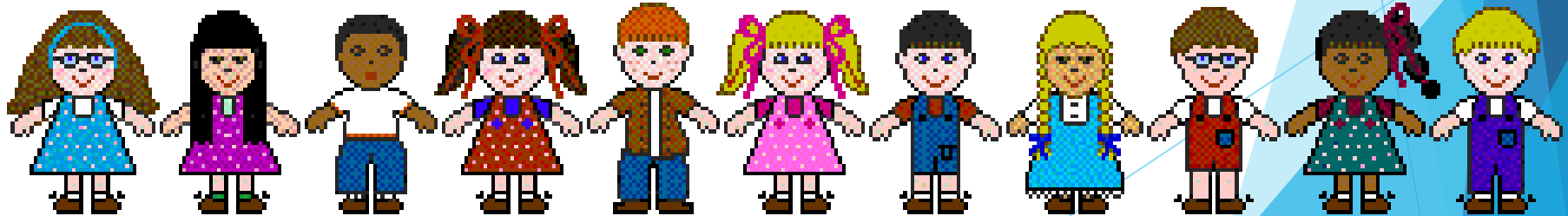
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*An Alliance of Agencies Helping Children, Adults and Families*  
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# Flower Ice-Breaker

<http://www.youtube.com/watch?v=-cA3t1HW1Ow>

# What Exactly is Diversity?

- ▶ Diversity refers to all the ways that individuals are unique and differ from one another.

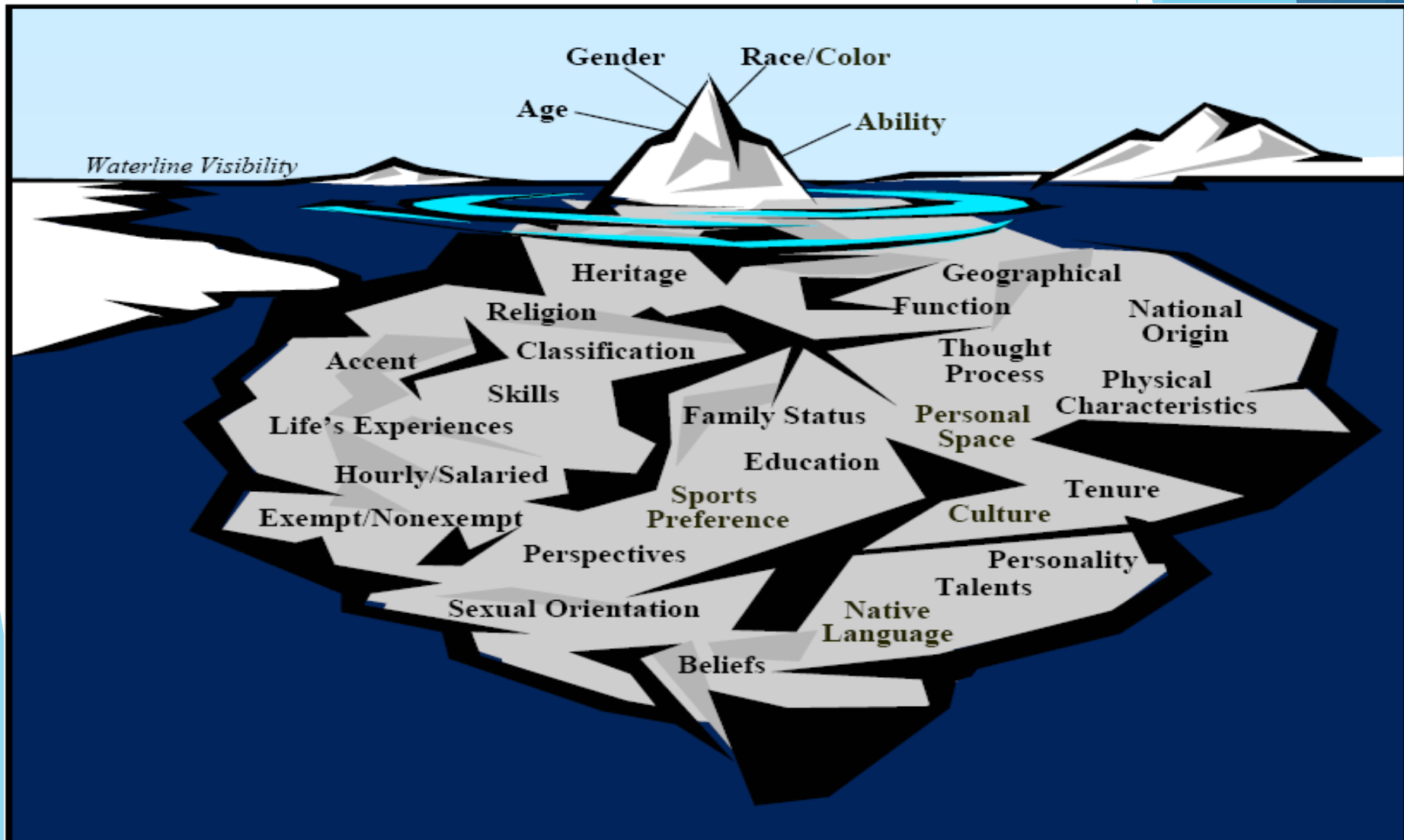


# Diversity Involves:

- Recognizing our unique differences
- Attracting people of all backgrounds
- Recognizing how attitudes affect us all
- Creating an environment where all can succeed
- Acting to promote diversity



Just as 90% of an iceberg is out of sight, very little can be determined about a person based on their appearance. Stereotypes are opinions based on their appearance.

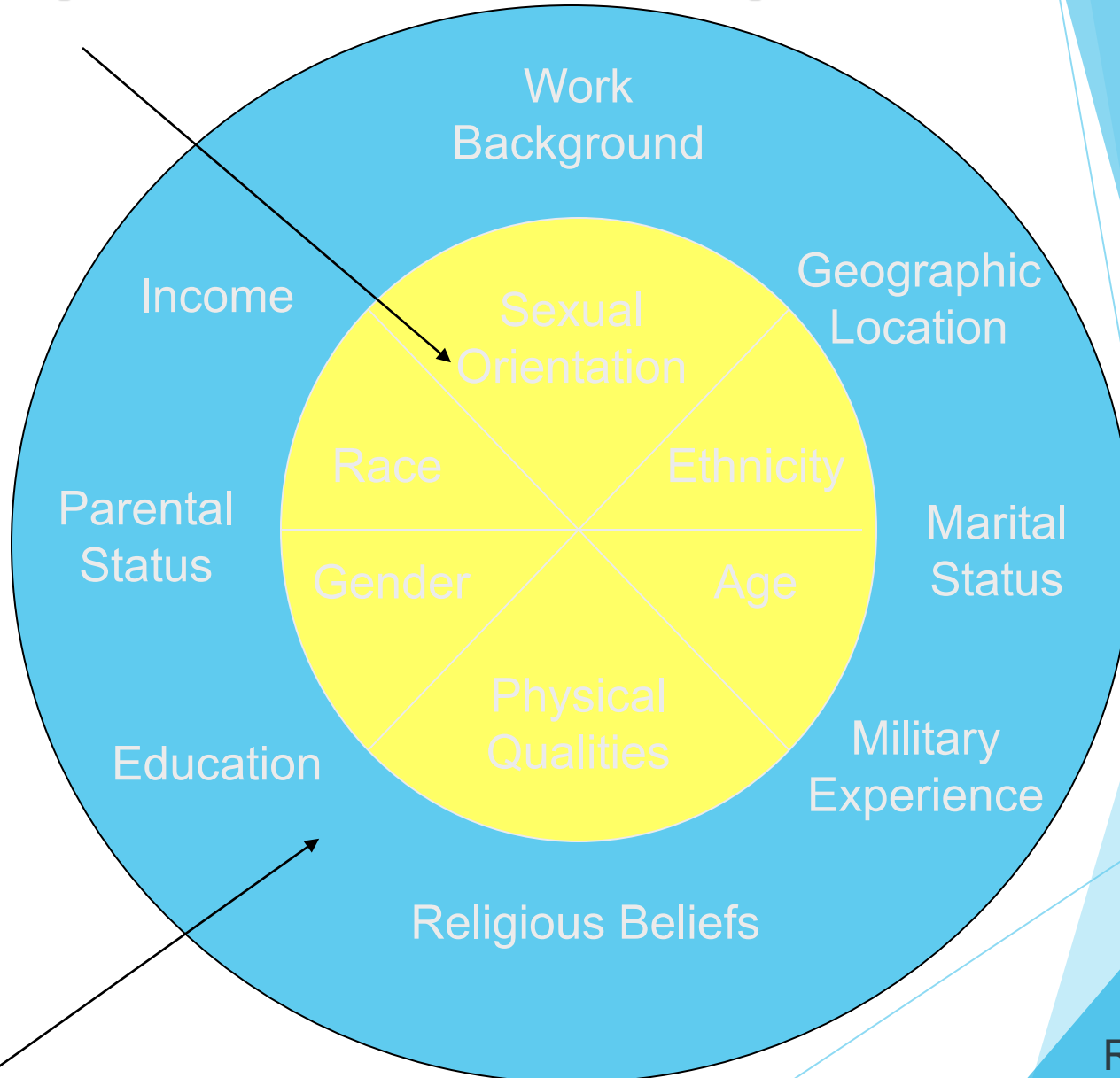




# Primary & Secondary Dimensions of Diversity

- ▶ Primary dimensions are aspects of ourselves that we cannot change. They are things people know about us before we even open our mouths, because they are physically visible (except sexual orientation). When people feel they are being stereotyped based on primary dimension, they can be very sensitive about it.
- ▶ Secondary dimensions are elements we have some power to change. We also have the choice of whether to disclose this information or not; we can conceal these characteristics.

# Primary Dimensions of Diversity



## Secondary Dimensions of Diversity

Loden and  
Rosener 1991



**PREJUDICE**

**Generalized *attitude* towards members of a group.**

**STEREOTYPE**

**Generalized *belief* about members of a group.**

**DISCRIMINATION**

***Behaviors* directed towards people on the basis of their group membership.**





# Prejudice, Stereotype, & Discrimination

- ▶ Negative prejudices stem from:
  - ▶ Social learning
  - ▶ Threats
- ▶ Is being prejudiced against one group the same as being prejudiced against another group?
  - ▶ E.g., Do people who have prejudices against women and homosexuals have those prejudices for the same reason?

# Prejudice, Stereotype, & Discrimination

- ▶ Prejudice is learned.
- ▶ If we become prejudiced against groups because they threaten us, perhaps groups that trigger *certain* threats will also trigger *certain* prejudices and *certain* reactions.

# Reducing Prejudice, Stereotypes, & Discrimination



*What can we do to reduce the existence or expression of prejudice, stereotyping, and discrimination?*



***"We should all make more of an effort to discuss with one another, in a truthful and mature and responsible way, the divides that still exist – the discrimination that's still out there, the prejudices that still hold us back."***

***President Obama  
July 29, 2010***

# Activity: Circles of My Multicultural Self

- Instructions: Write your name in the center of the circle. Then fill in each satellite circle with a dimension of your identity you consider to be among the most important in identifying yourself. Examples: female, athlete, Jewish, brother, educator, Asian American, middle class, etc.



<https://prezi.com/9tgwudd9q3ix/my-multicultural-self/>

# Circles of My Multicultural Self Discussion

- ▶ How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgements about you?
- ▶ Did anybody hear somebody challenge your stereotype? If so, what?
- ▶ How did it feel to be able to stand up and challenge your stereotype?
- ▶ Where do stereotypes come from?
- ▶ How can we eliminate them?

# Labelling

- ▶ Labelling or using a label is describing someone or something in a word or short phrase. For example, describing someone who has broken a law as a criminal. Labelling is a theory in sociology which ascribes labelling of people to control and identification of deviant behavior.

<https://www.youtube.com/watch?v=0WJIDvNzNN0> #rethinklabels

# Activity: First Thoughts

- ▶ Look at each of the words on the First Thoughts handout and write down the first two or three adjectives which come to mind (your thoughts or traditional ideas). Positive or negative, just write down your first.



# Personal Reflections

Think of a time in your life when you were discriminated against or treated unfairly because of who you are:

- ▶ Describe the situation
- ▶ What did you feel?
- ▶ How did you cope?
- ▶ What did you learn?

# Danger of First Impressions

- ▶ We make decisions about people every day
- ▶ Our first impressions can:
  - ▶ Influence our working relationships
  - ▶ Be affected by stereotypes of which we are not aware

# Danger of First Impressions

- How are our first impressions of others formed?



# Forming Perceptions

- ▶ Through our life, experiences teach us about our place in a group or society
- ▶ We tend to be:
  - ▶ Be raised in groups just like us
  - ▶ Gravitate to similar people
  - ▶ Be uncomfortable with differences



# Forming Perceptions



We mistakenly believe that:

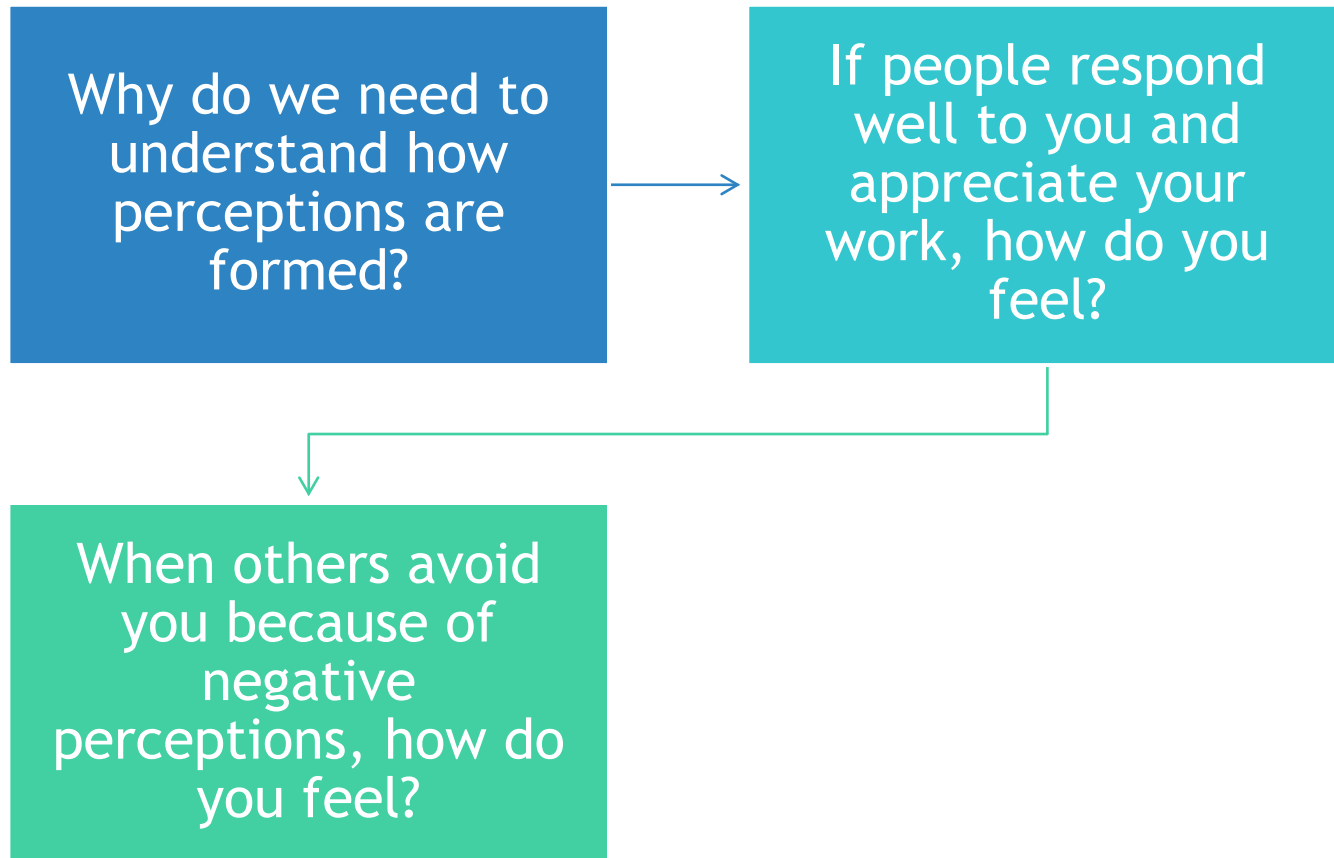
All people like us on the surface are **similar** in all other ways

All people who are **unlike us on the surface** are **different** in all other ways



We view others through lens of group stereotype

# Forming Perceptions



# Exclusion Brings:

- ▶ Less interest in performing to full capacity
- ▶ Cultural life and traditions seem distinct
- ▶ Over sensitivity



# Being Accepted Stimulates:

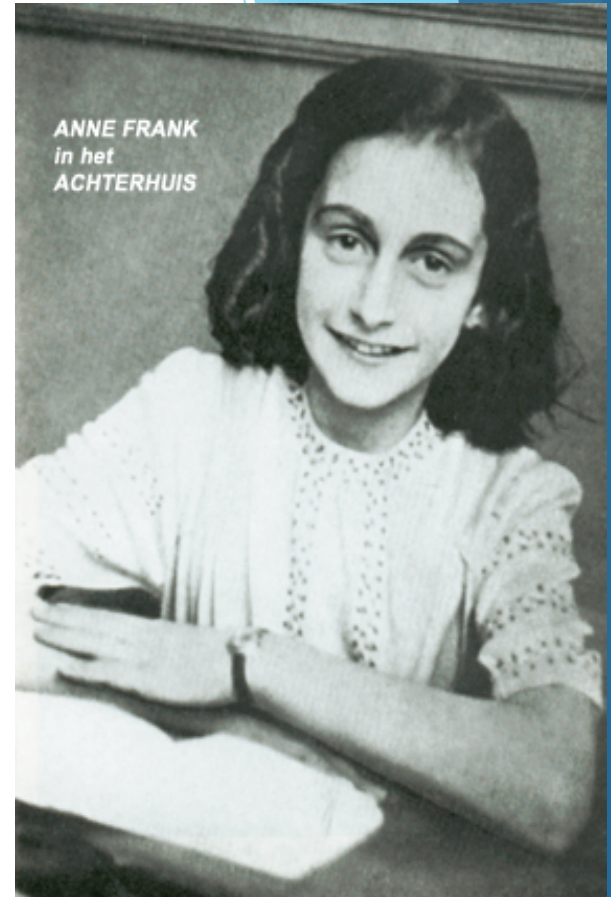
- ▶ Positive feelings
- ▶ A more productive and enjoyable life





# Anne Frank:

*“We all live with the objective of being happy; our lives are all different and yet the same.”*



# Cultural Competence



Cultural Competence is a set of Congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enable them to work effectively in cross-cultural situations.



# Supporting Cultural Identity for Children in Foster Care

*By Ariella Hope Stafanson*

## Strong cultural identity contributes to:

- mental health resilience,
- higher levels of social well-being,
- and improved coping skills, among other benefits.
- Foster youth face and deal with trauma, changing home environments, and lower levels of social well-being than the general population.
- Often, due to this disruption, former foster youth have lower cultural identity strength than those who did not experience foster care.
- Child welfare practitioners must examine how they can best support strong cultural identity in foster youth.



# Case Example Activity

To highlight the importance and impact of cultural identity on a youth let's use an example: (see handout)

What do you think the impact will be if years go by and there is no effort to help her keep her cultural identity?

Will her second language be lost?

Will she eat the dishes she grew up with?

How will it impact her happiness and self-perception if things that used to be so fundamental completely disappear?



# The Issue

According to data from the Adoption and Foster Care Analysis and Reporting System (AFCARS), of the 437,465 children in foster care in the United States on September 30, 2016 the following came from diverse cultural backgrounds:

- ▶ 44% identified as white,
- ▶ 23% identified as black,
- ▶ 21% identified as Hispanic,
- ▶ 9% identified as multiracial, and
- ▶ 2% had unknown ethnicities.

In turn, these children had diverse cultural identities.





# The Issue

**Several studies show that having a strong, positive cultural identity leads to:**

- ▶ Greater self-esteem
- ▶ Higher education levels
- ▶ Better psychological adjustment
- ▶ Improved coping abilities
- ▶ Decreased levels of loneliness and depression



# The Issue

Cultural identity is a significant part of who children are and plays a key role in youths' lives. By identifying with a culture, which is often tied with an ethnic identity, a child acquires that group's core values and adopts their sociocultural practices and rituals. This identification helps shape the way a child positions him or herself in society, interacts with others, and thinks.



# The Issue

Examples of these distinctive family practices include:

- ▶ Food
- ▶ Holidays and Age Milestones
- ▶ Music and Dancing
- ▶ Clothing - including ways of dressing for special occasions
- ▶ Language - speaking or hearing ones' language

**What happens to this identity when a child is ripped away from his immediate family and friends and placed in a new environment - a common experience for foster youth?**





# Cultural Identity and Foster Youth

Imagine a youth is a flower. Having access to one's culture would be ensuring the flower sees and spends time with other flowers, receives soil they are familiar with and other environmental factors they know. Having proximity with ones' culture would be placing the flower in a garden surrounded by all familiar aspects at once, an all-encompassing interaction with pillars of their culture.

# Rationale for Cultural Competence

- ▶ **Cultural Competence** = Quality of Care
- ▶ **Cultural Competence** = Disparity Reduction
- ▶ **Cultural Competence** = Risk Management
- ▶ **Cultural Competence** = Parity (within behavioral health system)
- ▶ **Cultural Competence** = Linguistic Competence
- ▶ **Cultural Competence** = A Fundamental Social Responsibility

# Benefits of Cultural Competence in Behavioral Healthcare

Improved Health Outcomes

Maximal Use of Limited Resources

Increased Person Retention and  
Access to Care

Increased Person Recruitment

Increased Person Satisfaction

Provide Products and Services  
Consistent with Persons Needs

Culturally Competent Management,  
Staff and Practitioners

## Considerations in responding to Family Diversity

### Family and Consumers

- Family is defined differently by different cultures
- Family as defined by each culture is usually the primary system of support and preferred intervention
- Family/consumers are the ultimate decision makers for services and supports for their children or themselves (Goode, 2002)

\* Adapted from Cross et al., 1989

## Considerations in responding to Family Diversity

- ▶ Cultural heritages, values, and beliefs may dramatically affect the family's perception of and participation in the assessment process (Haney & Knox, 1995; Hanson, Lynch, & Wayman, 1990), development of the intervention, and plans for the future. Other aspects of diversity may affect a family's cooperation.

When working with families and individuals there are important considerations in developing a sensitivity to diversity.

- Child Rearing
- Aspirations
- Assistance
- Communication
- Disability
- Legal Studies
- Authority of School
- Literacy and Language
- Medical Practices
- Meeting and Support Groups
- Parental Roles
- Transient Status

# Socio- Economic Diversity Is America Classist?

*“There is no class so pitifully wretched as that which possess money and nothing else.” - Andrew Carnegie*

*class·ism 'klas,izəm/*

*noun*

*prejudice against or in favor of people belonging to a particular social class*

# Economic Layers - 5 *Economic Classes in American Culture*

- ▶ Poor Class
- ▶ Lower Middle Class
- ▶ Middle Class
- ▶ Upper-Middle Class
- ▶ Wealthy Class



# The conclusions drawn by investigative reporters after a year of research into the topic of classism are as follows:

Adapted from Ladd, Jennifer, Yeskel, Fellice (2005 June) Class in America: Two Elite Newspapers tackle The Big Taboo. Retrieved from Common Dreams.org News Center Website

- ▶ Inequality matters and too much inequality can lead to worsened opportunity.
- ▶ Classism wounds everyone, albeit in different ways. For poor and working-class people, class divisions contribute to what sociologist Lillian Rubin described three decades ago as a “world of pain”, inflicting real physical and emotional damage to people.
- ▶ If a society advertises itself as meritocracy, but in practice allocates success based on hereditary advantage, many poor and working people are forced to internalize their shame and blame, instead of demanding that the society live up to its promise of opportunity.
- ▶ Internalized oppression plays itself out in violence, put-downs, and the ways families might hold their children back from their potential.

# “Moving Up: The Challenges to the American Dream.”

Wall Street Journal

- ▶ America: The Land of Opportunity
- ▶ Concept: Anyone can be successful through perseverance and hard work.
- ▶ Is this an accurate concept?
- ▶ Can one really go from rags to riches in America without winning the lottery?
- ▶ Wall Street Journal: “As the gap between rich and poor has widened since the 1970s, the odds that a child born to poverty will climb to wealth -or that rich children will fall into the middle class -remain stuck”.

# Activity: Understanding Privilege

Listen to each of the privilege statements.

If you identify with the statement and feel that it is true, do nothing.

If you do not identify with the statement or feel like it is not true for your experience, draw one-mark signifying that you do not identify with that particular privilege.

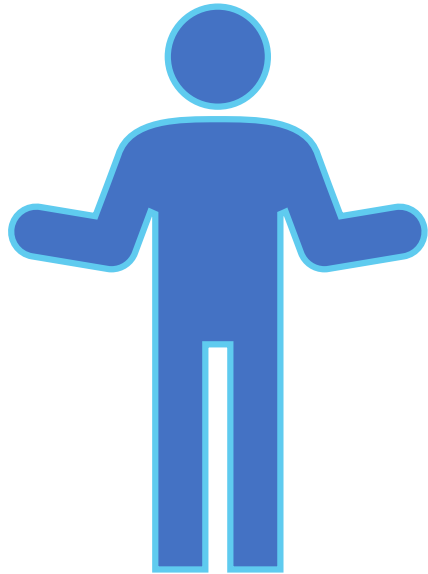
*Privilege is a key element in perpetuating oppressive systems. According to Webster's Dictionary privilege is "a right, favor, or immunity, granted to one individual or group and withheld from another." By having an oppressor exercising privilege that favors one over the other and not questioning the system or being invested in dismantling it, then oppressive systems are maintained.*

# Debrief

- ▶ How did you feel doing this activity?
- ▶ How was it to consider the number of tally marks you had on your paper?
- ▶ How was it to notice the tally marks of others around while you were or were not making marks on your page?
- ▶ How does it feel like to have or not have certain privileges?

## **ONE DEFINITION OF PRIVILEGE:**

Privilege is an invisible package of unearned assets which I can count on cashing in on each day, but about which I was “meant” to remain oblivious. In fact, privilege is an invisible weightless backpack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear and blank checks.



# Critical Conversations

Are usually the conversations that you don't want to have.

Can make people uncomfortable.

Can show us where our unconscious biases are.

Can challenge our belief system.

# Critical Conversations

- ▶ Are usually the conversations that people need.
- ▶ Can help you gain knowledge, wisdom and understanding.
- ▶ Can be used to resolve and prevent conflicts.
- ▶ The intent of this conversation is to inform and educate. It is not intended to dissuade anyone's personal opinions or religious beliefs regarding homosexuality or gender identity.

# Definitions

- ▶ Homosexuality is not a mental illness.
- ▶ 1973 – The American Psychiatric Association removed homosexuality from its list of mental disorders.
- ▶ 1975 – The American Psychological Association adopted a resolution stating that “Homosexuality implies no impairment in judgment, stability, reliability or general social or vocational capabilities.”

# Assessing your Organization's LGBT Friendliness

- ▶ We have the support of our Executive Director
- ▶ We have support of our Management Team
- ▶ We have created an ongoing LGBT Advisory Committee
- ▶ We currently elect LGBT board members
- ▶ We annually educate our board and keep them informed
- ▶ We annually train our staff and volunteers to be LGBT friendly
- ▶ Client forms have been reviewed and are LGBT sensitive and gender neutral
- ▶ We are marketed and advertise directly to LGBT people
- ▶ Our sites are visibly welcoming to LGBT people
- ▶ Our education and training programs include LGBT awareness
- ▶ We have built coalitions with the LGBT community
- ▶ We publically advocate for LGBT rights



# The Facts: LGBT Anti-Discrimination Quiz

- ▶ Legal protection from discrimination is still a struggle for lesbian, gay, bisexual, and transgender people in the United States. Test your knowledge on LGBT anti-discrimination laws.

*Courtesy of The Evelyn and Walter Haas, Jr. Fund works to advance equality and justice so every person has opportunities to thrive and to live life with dignity and hope.*



What percentage of LGBT people say they experience discrimination based on their sexual orientation or gender identity?

5% 15% 25% 40%



True or False: Federal law protects gay and transgender individuals from all forms of discrimination.

True

False



How many states have laws that fully protect LGBT people from discrimination?

0 23 33 55





When it comes to business support for protecting LGBT people from discrimination, which of the following statements is true?

- A. Businesses are waiting for government to do more on this issue before they take any decisive action.
- B. Businesses generally don't want to talk about or address this issue because they consider it too controversial.
- C. Businesses are in many ways leading the charge in the fight against LGBT discrimination.
- D. None of the above.



Violence against LGBT people is a thing of the past. List

True

False



- a. Some say businesses should be allowed to discriminate against LGBT people based on religious beliefs. Why is this a bad idea?
- b. Freedom of religion is important, but it doesn't give anyone the right to discriminate or impose their beliefs on others.
- c. As a nation, we decided a long time ago that businesses that are open to the public should be open to everyone on the same terms; they can't pick and choose whom they serve based on religion.
- d. LGBT people are our friends, neighbors, family and coworkers. Protecting people from discrimination is about treating others the way we want to be treated.
- e. All of the above.





What's the number-one most important thing we need to do to legally protect LGBT people from discrimination?

- a. Get more companies to adopt antidiscrimination policies.
- b. Update antidiscrimination laws to include LGBT people.
- c. Get more famous people to speak out against discrimination.
- d. Have tough conversations with our friends and family members about this issue.



Video

# TRASH THAT MYTH!

<https://www.youtube.com/watch?v=wCjZvpYA470>



# Love Has No Labels | Diversity & Inclusion | Ad Council

- ▶ <https://www.youtube.com/watch?v=PnDgZuGlhHs>

...talent comes in all shapes  
and sizes...



... and it also comes in all  
different containers!





# Generational Differences Activity

How Well Do You Know Each Generation?

**Are your parents your roommates? You could be part of a generational trend. Members of which generation were the most likely to live with their parents when they were 25-37?**

- A. Millennials
- B. Generation X
- C. Baby Boomers
- D. Silent Generation



**Who are the adults in the room? Let's find out: According to the U.S. Census Bureau, which generation had the nation's largest adult population in 2016?**

- a. Millennials
- b. Generation X
- c. Baby Boomers



**In what year are Gen Xers expected to outnumber Baby Boomers?**

- a. 2021
- b. 2028
- c. 2035





**The United States has been called a melting pot, but there's one generation in particular that is more demographically diverse than the others. What is the most racially and ethnically diverse generation, with 48 percent identifying as nonwhite?**

- a. Generation Z
- b. Millennials
- c. Generation X
- d. Baby Boomers



**As of 2016, which generation was the wealthiest overall, as measured by median household wealth?**

- a. Millennials
- b. Generation X
- c. Baby Boomers
- d. Silent Generation



## Navigating Generations in the Workplace - How to Avoid Ageism and Bias



[https://www.ted.com/talks/leah\\_georges\\_how\\_generational\\_stereotypes\\_hold\\_us\\_back\\_at\\_work/transcript?language=en](https://www.ted.com/talks/leah_georges_how_generational_stereotypes_hold_us_back_at_work/transcript?language=en)

“The stereotypes we have about a generation today will change tomorrow, based on the age and developmental stage of the people who populate the group.

#SmartTalkHR @RiseSmart

<https://bit.ly/2N6n5y4>



Right or wrong,  
everyone carries  
some stereotypes.  
Anytime there is a  
generational label,  
there are  
stereotypes,  
including:



Millennials all won  
trophies and got  
constant  
recognition



Baby boomers  
don't understand  
technology  
because they  
didn't grow up  
with it



Gen Xers are  
independent and  
don't like to be  
micro-managed

# Generational Terms Commonly Used:

- ▶ Silent generation: Age: 70s to 80s. This group experienced World War II, the Korean War, and the Great Depression. We characterize them as a group that had hard times growing up, but then times of prosperity.
- ▶ Baby boomers: Age: 55 plus. They experienced the Civil Rights, the Vietnam War, and the Cold War. This group was promised the American dream.
- ▶ Generation X: 40-year-olds. They experienced the end of the Cold War. Family dynamics changed for this generation. There were more single parents and latch-key double income families. The United States began losing status as they grew up.
- ▶ Millennials: 20 to 30-year-olds. They're one of the first generations to experience a child-focused world, 911, and terrorist attacks along with a period of economic expansion.
- ▶ Gen Z: New college grads now entering the workforce. They experienced the recession of 2008. They are tech savvy and characterize themselves as more inclusive.

# Overcoming generational biases Activity

Step one: To begin letting go of those biases, make a list of all of these stereotypes that you've heard about a particular generation. Write down the good and the bad of the assumptions you've heard people make about the generation.



Next, take a step back and look at that list and become aware of your biases.

# Overcoming generational biases Activity

► Step two: Assess your company culture bias. Do you have diversity amongst the generations? If a boomer interviewee came into your organization, would they feel like they belong, or would they feel unwelcome and judged. Think about ways to create a welcoming environment for all generations.



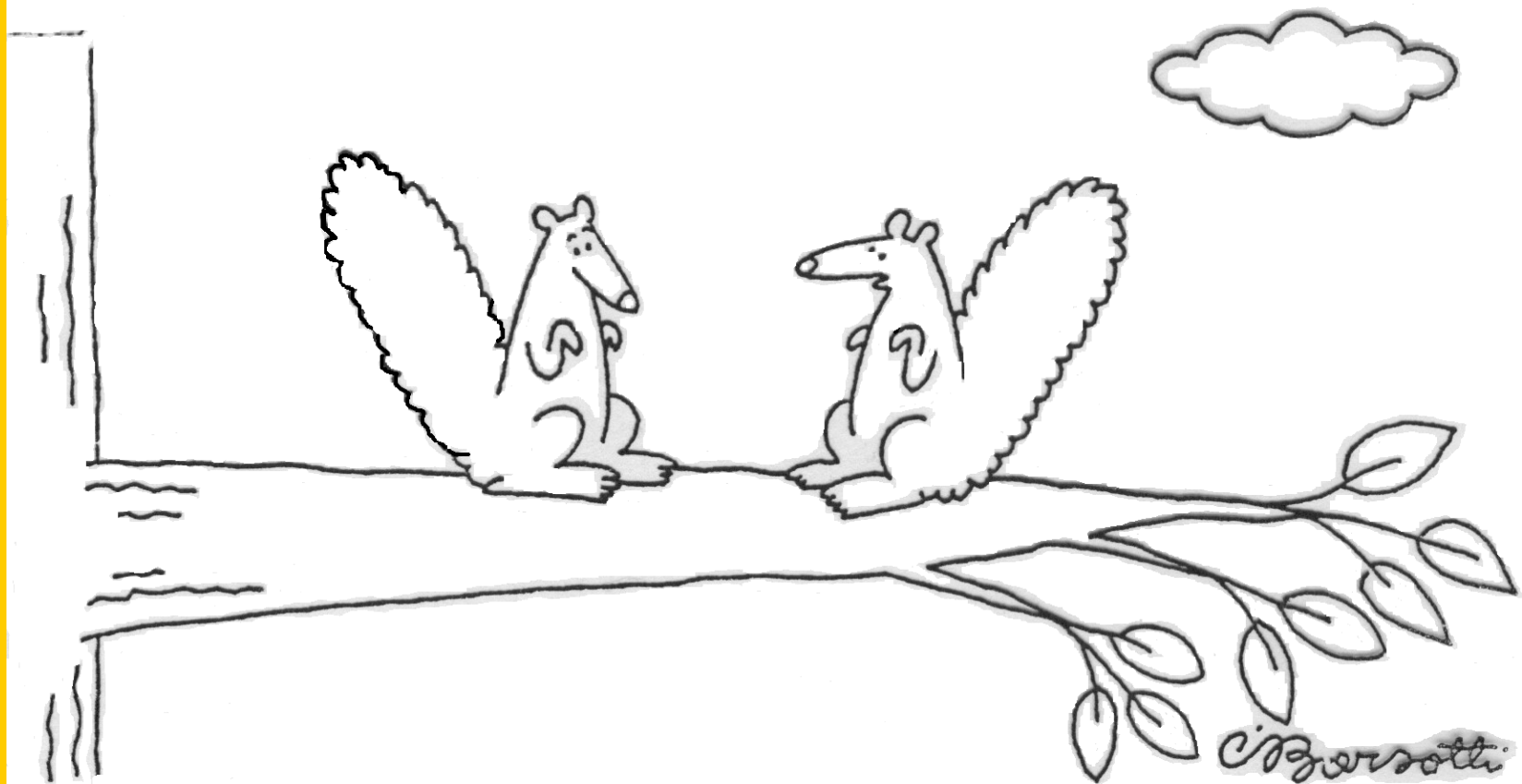
# Overcoming generational biases Activity

► Step three: Focus on work style. Start shifting your focus from the assumptions you've made in the past. Move away from assuming that the millennial job candidate doesn't work very hard, or that the boomer's not going to last very long. And, of course, there's always the technological stereotypes that are out there. Don't assume someone has a certain level of technological skill based on their age, instead you want to focus on skills that are necessary for the job and what you really need for that person to be successful.



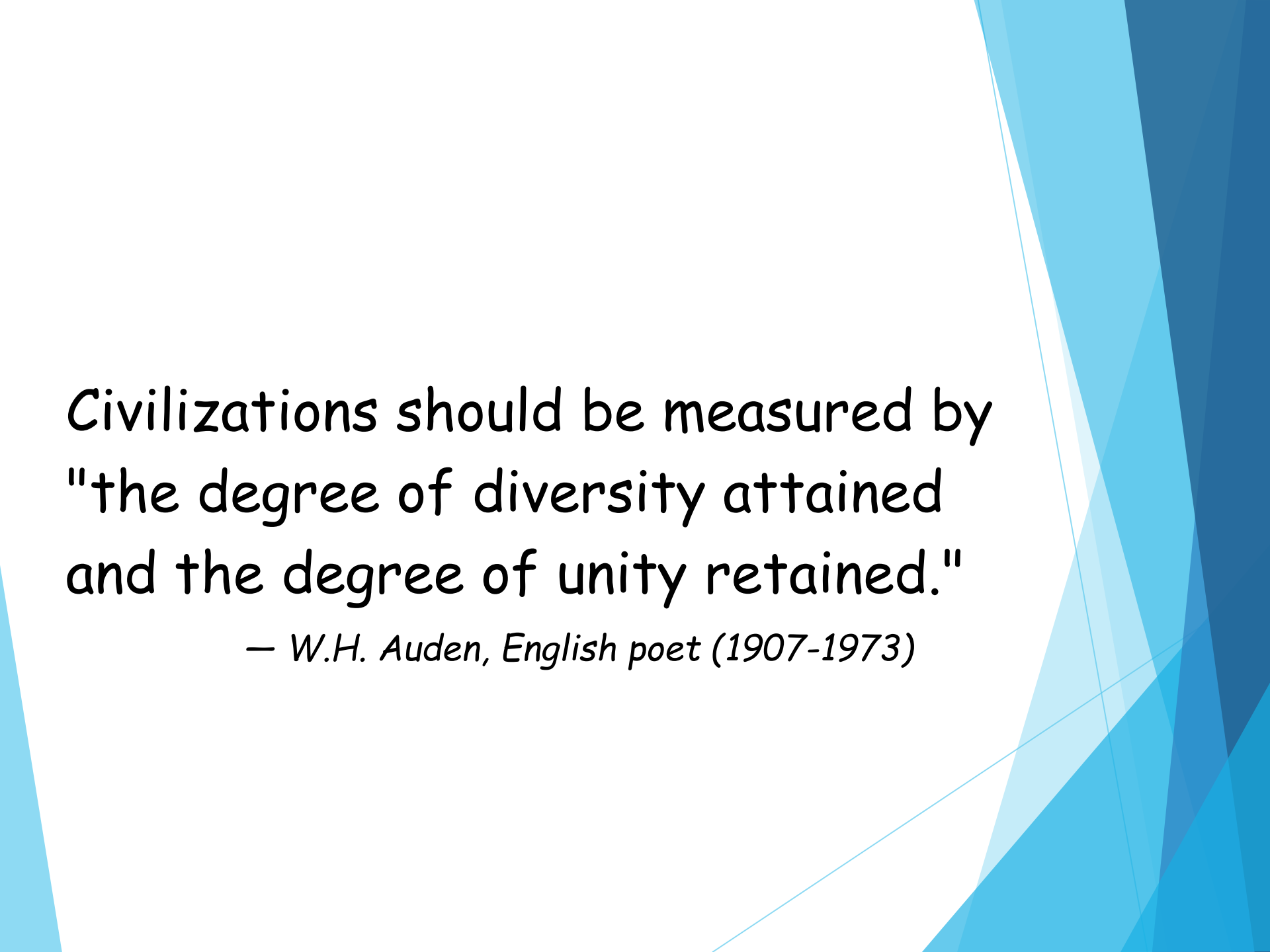
Not only can't we judge a book by its cover, we must recognize that some books have had their covers torn off, some are written in a foreign language, and some might contain ideas with which we don't agree.

Recognize, accommodate, and value ALL of your client's for what they represent and what they have to offer. Be positive and proactive in this endeavor.



*C. Zervetti*

*"How will you ever know whether you're a flying squirrel if you don't give it a shot?"*

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the slide, creating a modern, dynamic feel.

Civilizations should be measured by  
"the degree of diversity attained  
and the degree of unity retained."

— *W.H. Auden, English poet (1907-1973)*

# Links to videos

- ▶ bud <http://www.youtube.com/watch?v=9YTUA3lAOrs>
- ▶ Gen X <http://www.youtube.com/watch?v=v7fLZdfngAI>
- ▶ Cam <http://www.youtube.com/watch?v=4bJPY1B6T1w>
- ▶ Family Pride <http://www.youtube.com/watch?v=4ExsvEBz-RQ>
- ▶ Faith Family [http://www.youtube.com/watch?v=TfBeHBf\\_zMM](http://www.youtube.com/watch?v=TfBeHBf_zMM)
- ▶ Remember the Titans [http://www.youtube.com/watch?v=E\\_HFCYz4x6o](http://www.youtube.com/watch?v=E_HFCYz4x6o)
- ▶ Jane Lynch <http://www.youtube.com/watch?v=Hs5Jt4fPPfM>
- ▶ Jane Lynch 2 <http://www.youtube.com/watch?v=t3qLtN8zUMM>
- ▶ Transgender Child <http://www.youtube.com/watch?v=epDPui27QZQ>
- ▶ Label <http://www.youtube.com/watch?v=uK3nQUoNnRw>
- ▶ Alike than Different <http://www.youtube.com/watch?v=-cA3t1HW1Ow>
- ▶ <https://www.youtube.com/watch?v=PnDgZuGlhHs>