Awareness of Self as a Cultural Being

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VISIONS, Inc.

Enhancing Cultural Competence In Clinical Care Settings (4C) Training
February 6th. March 20th, 2015
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 and other “isms” may impact their practice in subtle ways
- 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 multicultural tools learned to "Getting to the Green“ theory and practice
Awareness Of Self as a Cultural Being
Overview of Agenda/ "Map"

I) Introduction: Self awareness as a first step in providing better services for families
• What is the multicultural process of change?
• Overview of guidelines for effective cross cultural dialogue (Video clip I)

Activity 1: Applying guidelines
• Who am I as a cultural being? Exploring multiple identities, Part I

Activity 2: Cultural sharing (using cultural artifacts)

II) Three dimensions of Change – the role of emotional literacy
Activity 3: Feelings activity
Links to “Getting to Green”

III) Understanding four levels of oppression and change
Awareness Of Self as a Cultural Being
Overview of Agenda/ "Map”

IV) Understanding my multiple identities, Part II
Activity 4: Understanding how power impacts identity; power walk/TNT exercise

V) How does race/ethnicity continue to impact infant mental health practice in 2013? The role of modern oppression
• Video clips II
• Unpacking the change from old fashioned to modern oppression
Activity 5:
• Identifying 5 kinds of "modern isms“ and 5 kinds of survival behaviors"/internalized oppression

VI) Identifying alternative behaviors
Activity 6: Identifying options in cross cultural infant mental health interactions

VI) Closure: Appreciation, Regrets, Learnings and Re-learnings
Multicultural Process of Change (at all levels)

Monoculturalism
Rejection of differences and a belief in the superiority of the dominant group at the following levels:
- Personal
- Interpersonal
- Institutional/Systemic
- Cultural

Pluralism
Acceptance, appreciation, utilization and celebration of similarities and differences at these levels:
- Personal
- Interpersonal
- Institutional/Systemic
- Cultural

Monoculturalism
(“Melting Pot”)
Assimilation
Exclusion

(“Emancipatory Consciousness”)
Social/Economic Justice

Pluralism
(“Salad Bowl/Fruit Salad”)
Diversity
Inclusion

*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

To be done: link to getting to Green
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

Universal
Human nature: “Like all other people”

Group
“Like some other people”

Individual
“Like no other person”

Think
Religion
Ethnicity
Gender

Feel
Culture

Talk

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

- Share cultural artifact

- Discuss reflection question: How might/does my cultural identity help 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 and Getting to Green

- Feeling------heart
- Thinking------head
- Behavior------hand
## Feelings As Messengers

### Feeling Families

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>- There is a <em>loss</em></td>
</tr>
<tr>
<td></td>
<td>- I need comfort, space, and/or support to grieve and let go</td>
</tr>
<tr>
<td>Scared</td>
<td>- There is <em>danger</em></td>
</tr>
<tr>
<td></td>
<td>- I need protection, support, and/or reassurance</td>
</tr>
<tr>
<td>Mad</td>
<td>- There is a <em>violation</em></td>
</tr>
<tr>
<td></td>
<td>- I need to set limits and/or re-establish boundaries or expectations</td>
</tr>
<tr>
<td>Joyful</td>
<td></td>
</tr>
<tr>
<td>Peaceful</td>
<td>- Keep on keeping on!</td>
</tr>
<tr>
<td>Powerful</td>
<td></td>
</tr>
</tbody>
</table>
The Feeling Wheel
Linking Feeling Wheel and 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=ybDa0gSuAog

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

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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)
Modern “ISM” and Internalized Oppression Theory

<table>
<thead>
<tr>
<th>Modern “ISM” Behaviors</th>
<th>Internalized Oppression Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysfunctional rescuing</td>
<td>System beating</td>
</tr>
<tr>
<td>Blaming the victim</td>
<td>Blaming the system</td>
</tr>
<tr>
<td>Avoidance of contact</td>
<td>Antagonistic avoidance of contact</td>
</tr>
<tr>
<td>Denial of differences</td>
<td>Denial of cultural differences/heritage</td>
</tr>
<tr>
<td>Denial of the political significance* of differences</td>
<td>Lack of understanding of the political significance* of oppression</td>
</tr>
</tbody>
</table>

*Political significance includes the social, economic, historical, psychological and structural impacts of oppression.
Linking Modern Ism Theory to Getting to Green

Heart – Combo Zone

Dysfunctional Rescuing (NT)
System Beating (T)

Hand – Red Zone

Blaming the victim (NT)
Avoidance of contact (NT)
Blaming the system (T)
Antagonistic avoidance of contact (T)
Linking Modern Ism Theory to Getting to Green (cont.)

Head - Blue Zone

Avoidance of contact/withdrawal (NT) - ?
Denial of Difference (NT)
Denial of the Significance of Differences (NT)

Avoidance of contact/passive aggressive (T)
Denial of Cultural heritage (T) Minimizing of the significance of Differences (T)
Alternative Behaviors

**Heart**
- Functional Helping (NT)
- Assertiveness, standing up for one’s truth (T)

**Hand**
- Problem solving (with mutual accounting) (NT)
- Making mutual contact (NT)
- Taking responsibility (T)
- Acknowledging anger directly; setting boundaries (T)

**Head**
- Make mutual affirming/compassionate contact (NT)
- Acknowledge difference (NT)
- Learn, ask about and seek action to address the significance of differences (NT)
- Make mutual contact (T)
- Acknowledge cultural heritage (T)
- Understand the impact of cultural differences (T)
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