

# Awareness of Self as a Cultural Being

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**Enhancing Cultural Competence In Clinical Care Settings (4C) Training**

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Review Session



Taking Diversity and Inclusion to the Next Level

# Review of Desired Outcomes

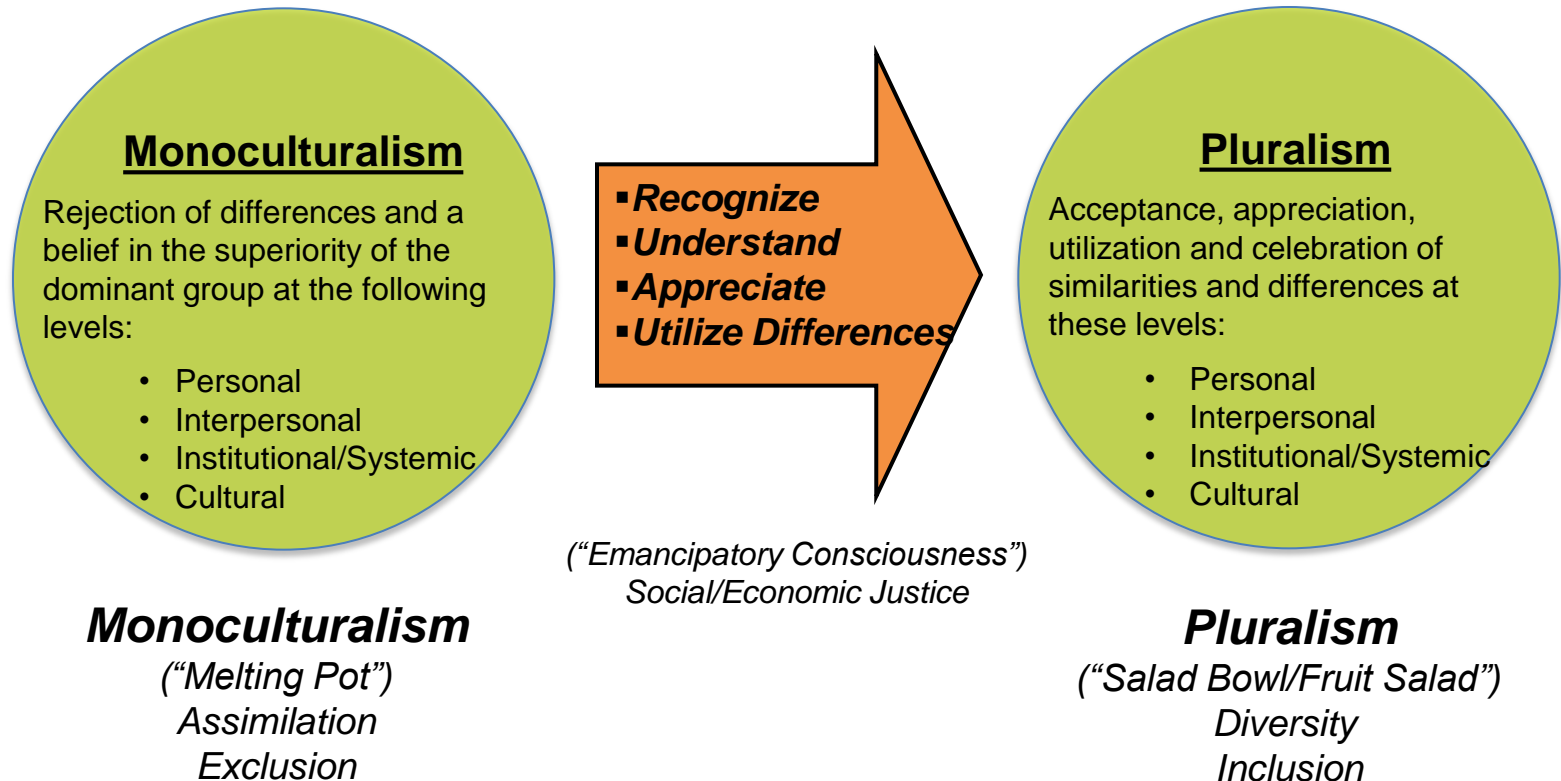
## Participants will

- 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"

# 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

# 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

# Focus of Change Strategies

## Personal:

→ Aim is to change thoughts and feelings; increase awareness & openness to learning.

## Interpersonal:

→ Aim is to enhance skills, communication patterns; impact behavior and relationships.

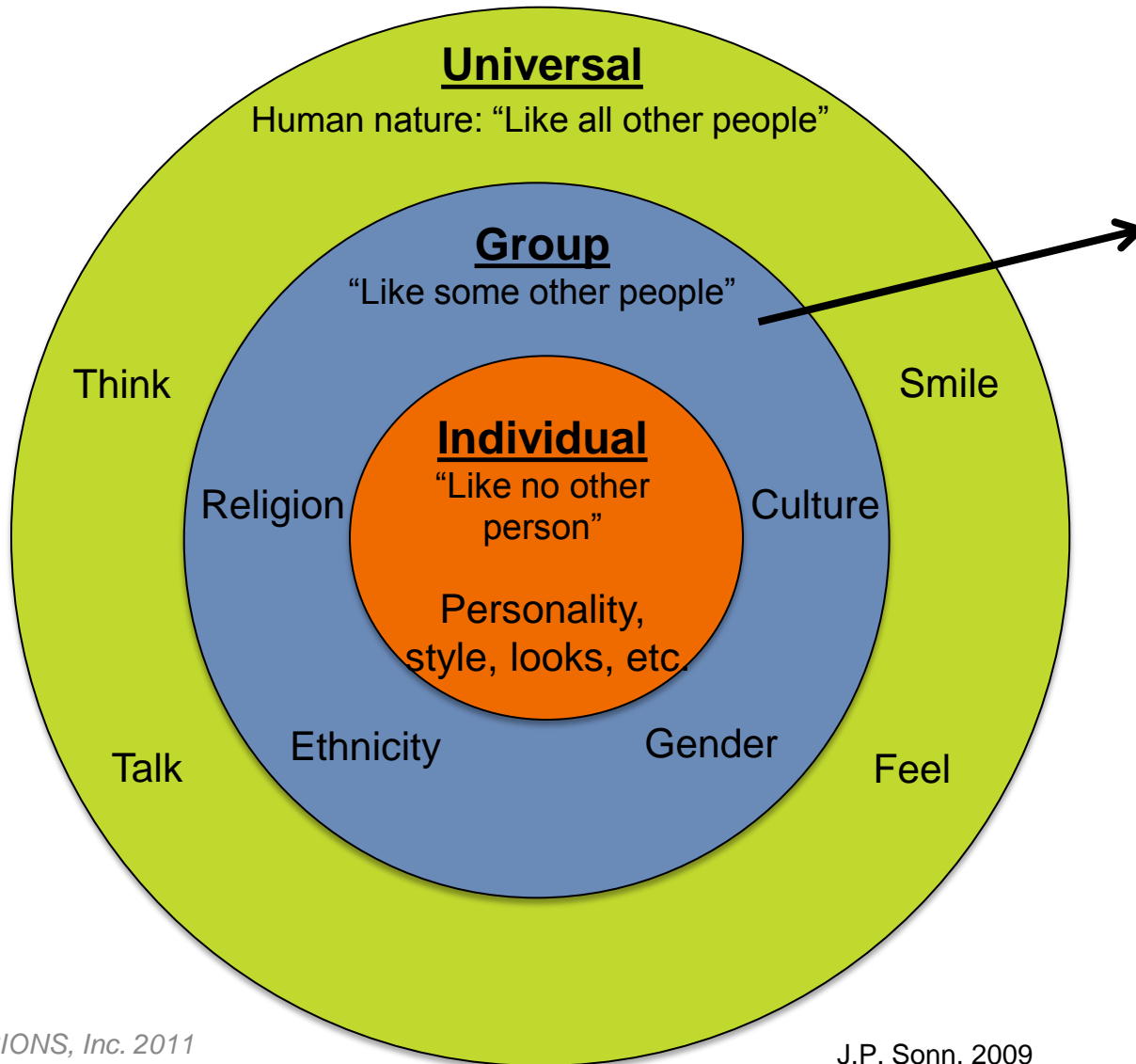
## Institutional:

→ Aim is to identify structural barriers and create policies, practices, programs & processes that support equitable outcomes.

## Cultural:

→ Aim is to create environments representative of & welcoming to the organization's diversity; celebrate & utilize differences.

# 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

# 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		
Sexism	Gender		
Classism	Socio-Economic Class		
Elitism	Education Level Place in Hierarchy		
Religious Oppression Anti-Semitism	Religion		
Militarism	Military Status		
Ageism Adultism	Age		
Heterosexism	Sexual Orientation		
Ableism	Physical or Mental Ability		
Xenophobia	Immigrant Status		
Linguistic Oppression	Language		



# Three Dimensions of Change

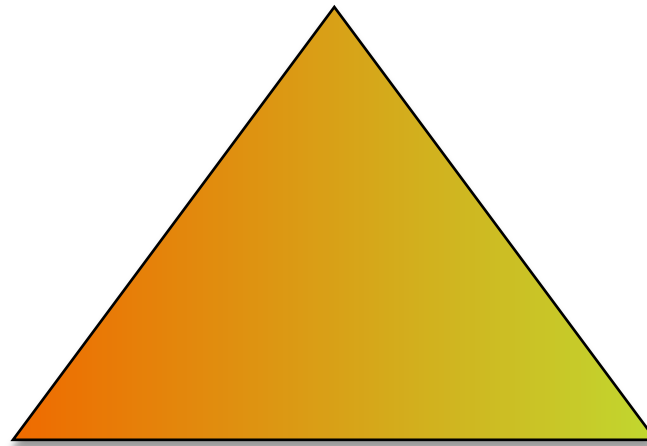
## Individual and Organizational

What: Concept  
Why: Linkage  
How: Strategies

**Cognitive**

**Affective**

Process  
Emotions  
Environment

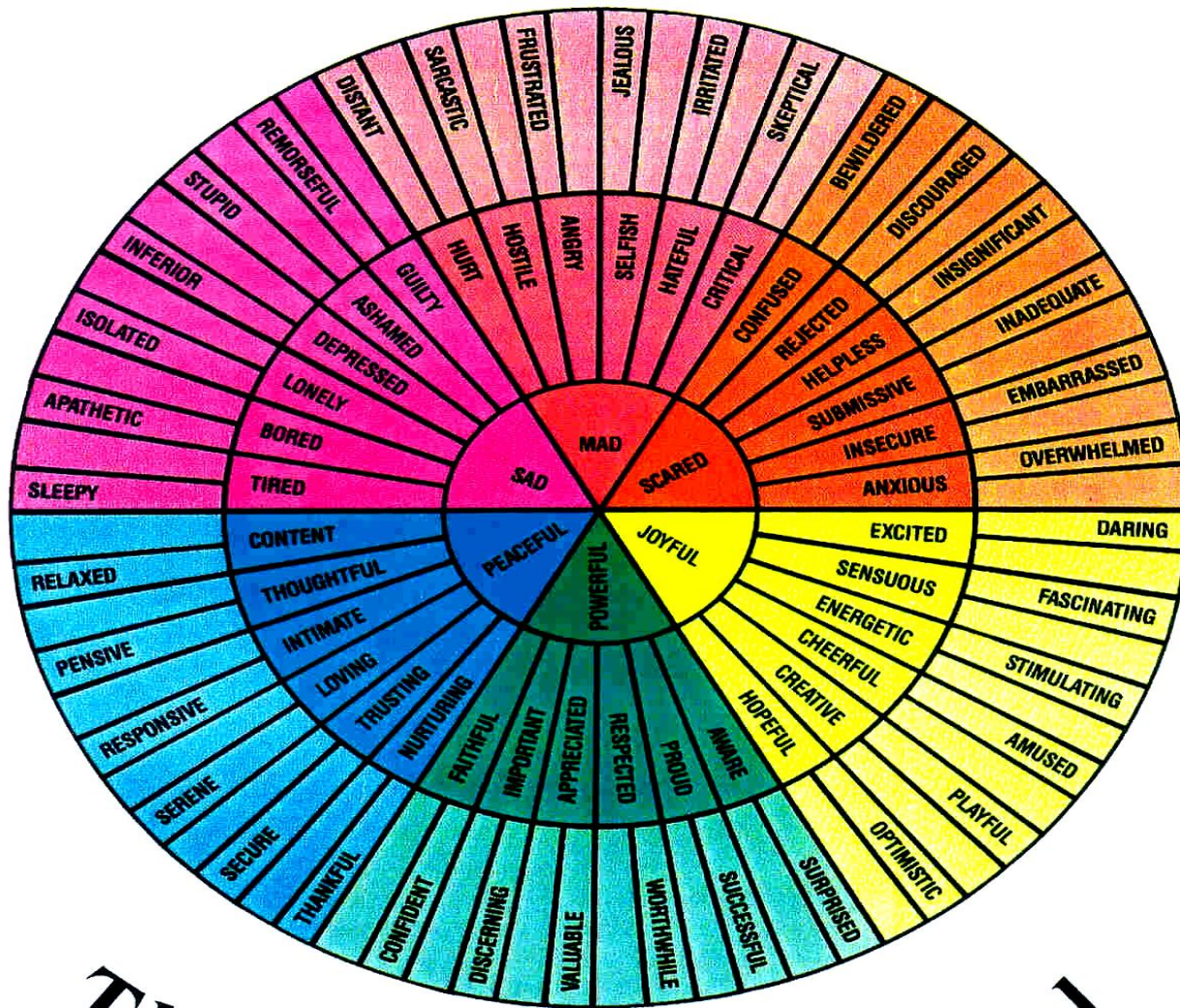


**Behavioral**

Expectations  
Actions  
Results

# Linking Three Dimensions of Change & Getting to Green

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



# The Feeling Wheel

# Linking Feeling Wheel & Getting to Green

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

# 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.*

# 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.

# HOW CULTURE IS LIKE AN ICEBERG

## Communicating Across Cultures

Just as nine-tenths of an iceberg is below the surface of the water, most of culture is outside of conscious awareness and can be termed “deep culture.”

architecture \* music \*  
dress food \* visual art \*  
drama crafts \* dance \*  
literature language \*  
celebration

**Ethics:** definitions of obscenity and sin, rules of decency, conception of justice, notions of modesty, ideals governing child raising, attitude toward dependency and social responsibility

**Aesthetics:** conception of beauty, humor, patterns of visual perception

**Social relationships:** nature of friendship, preference for competition/cooperation, physical expression, relationship with animals, patterns of superiority/inferiority, social interaction rate, courtship practices. Roles/status by sex, race, class, occupation, kinship, age, etc.

**Communication:** expression of emotions, facial expressions, body language, conversational patterns in various social contexts, transfer of knowledge

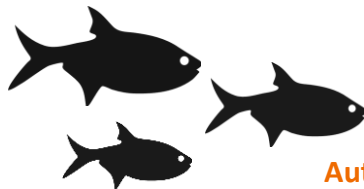
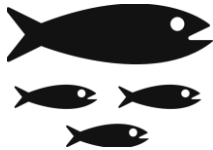
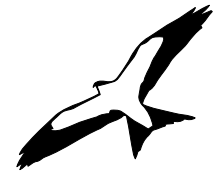
**Worldview:** cosmology, conception of past and future, ordering of time, notions of logic and validity, tempo of work, conception of “self”, notions of adolescence

**Health:** tolerance of physical pain, definition of insanity, theory of disease

**Necessities:** concepts of food, incentives to work, forms of shelter

**Authority:** patterns of group decision making, approaches to problem-solving, who/what conveys power

**..and much, much MORE!**



# Closure

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