Transforming
Lives

# Cultural Competency Starts with You
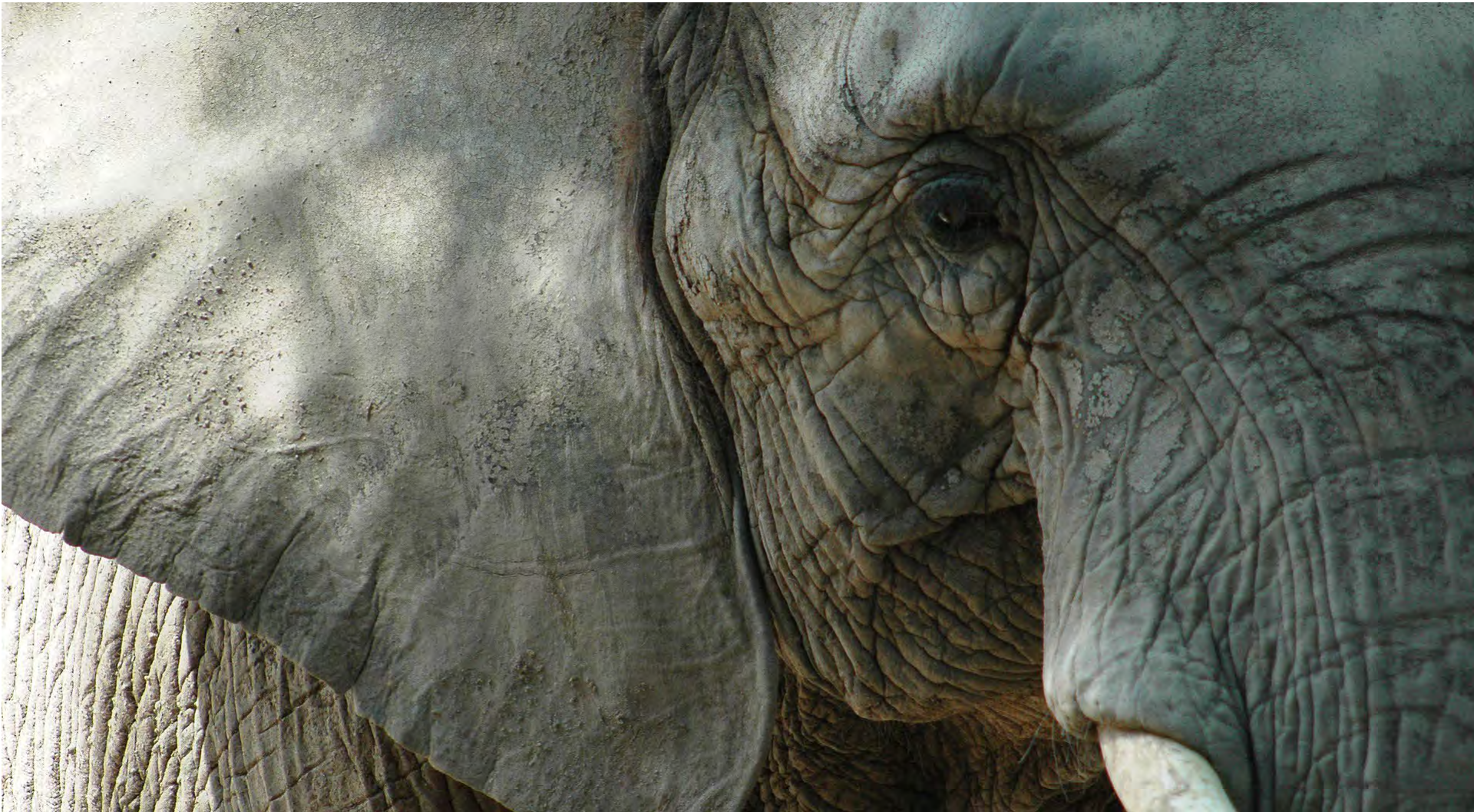
**Developed By:**

Tara Farfield, Ed.D
Jill McCarl, PH.D.

Derrick Ross

Tavares Terry

Washington State
**Department of Social & Health Services**

*Transforming lives*

PO Box 45050, Olympia, WA 98504 | www.dshs.wa.gov

# Getting Started

# Overview

- **ALTSA**
- **Organizational Structure and Strategy**
- **Discussion of Content and Agreed Language**
- **Curriculum and Activities**
- **Q & A**

# Purpose



## Goal
To create an environment of mutual respect and equal opportunity to all persons.

# Four Elements of EDI Programming

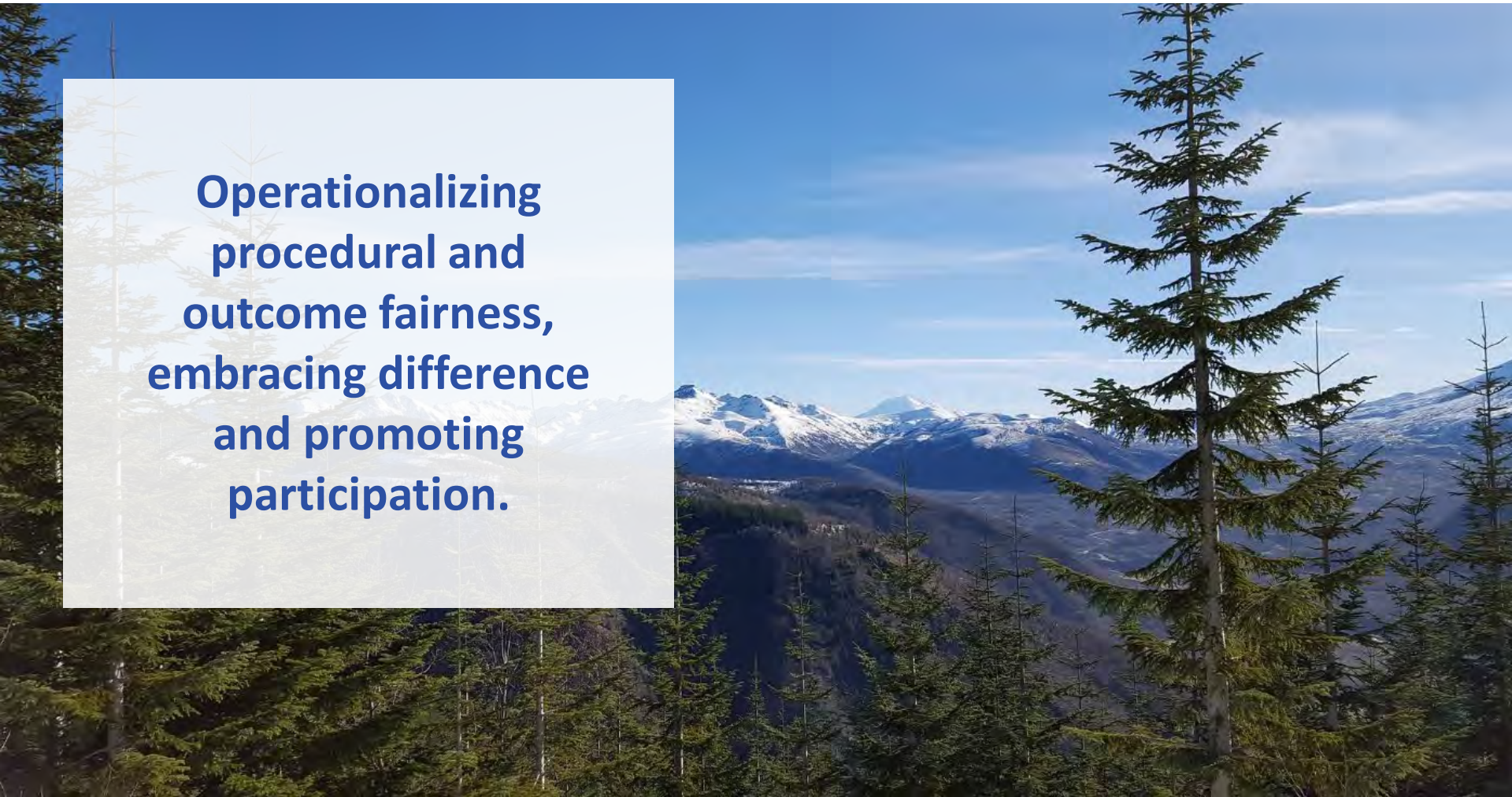1. Understanding facts of today in your organization

2. Build an Inspirational strategy

3. Develop leadership engagement

4. Create sustainable movement

# Mission

Operationalizing procedural and outcome fairness, embracing difference and promoting participation.
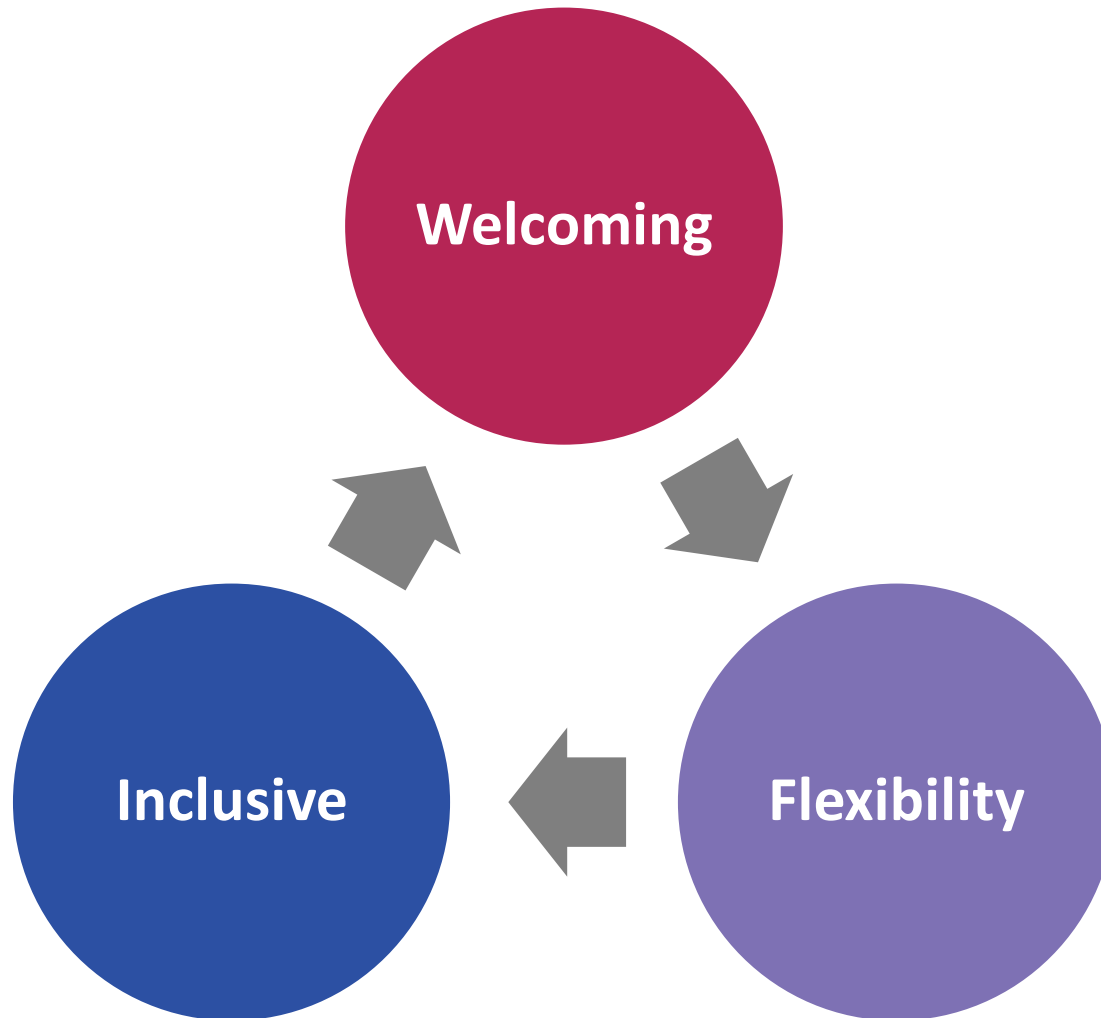
# Key Goals

- Become an EDI leader in workforce planning.
- Create an Inclusive workplace.
- Promote diversity in business participation.
- Ensure equitable access to services.
- Be an EDI champion of best practices.
- Frame organizational culture through an EDI lens.

# Core Process 1: Work Environment
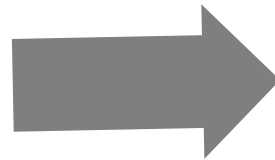
# Core Process 2: Service Culture

**Client Satisfaction Initiatives:**
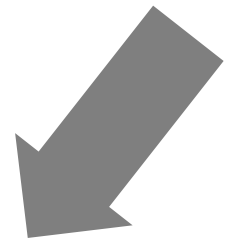Utilize feedback to do continuous improvements.

# Core Process 3:
# Organizational Effectiveness
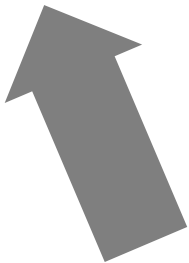
Every region will establish an EDI specialist and local committees

Embed EDI into values, strategic planning, access and organizational change

All Leadership will become Certified Professional Executives (CDE) or Certified Professional Practitioners(CDP)

**Core Process 4: Employee Engagement**

Leadership Coaching

All Staff EDI Workshop

Safe Conversations
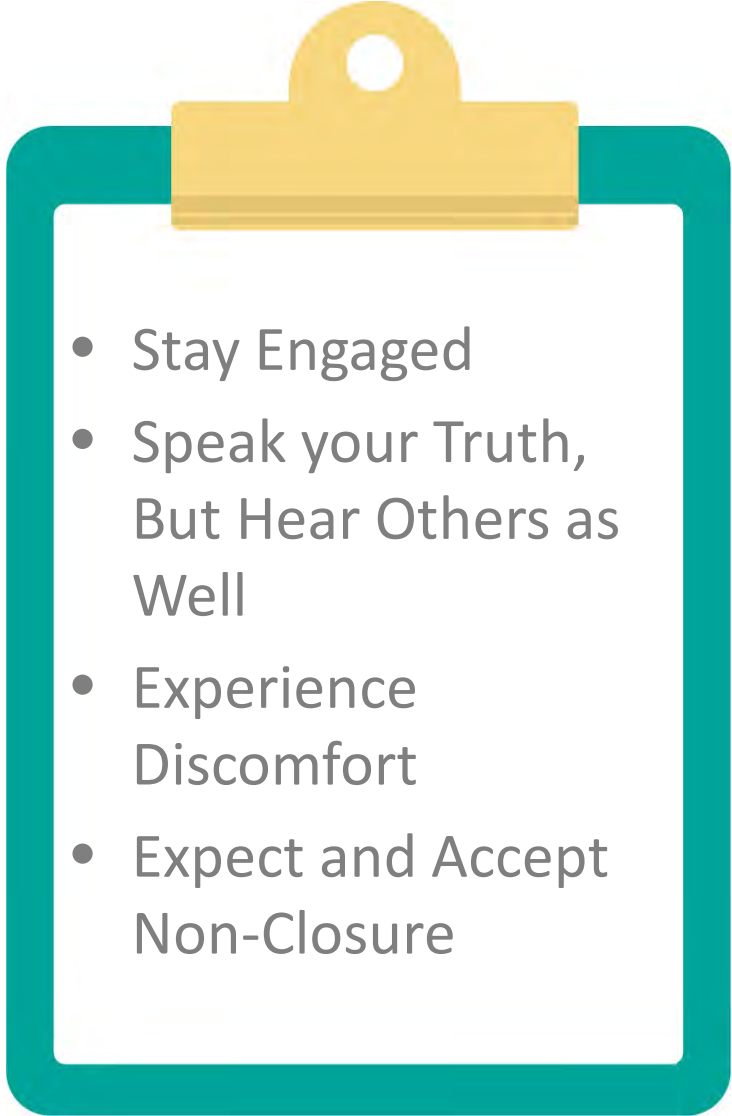
Local EDI Committees

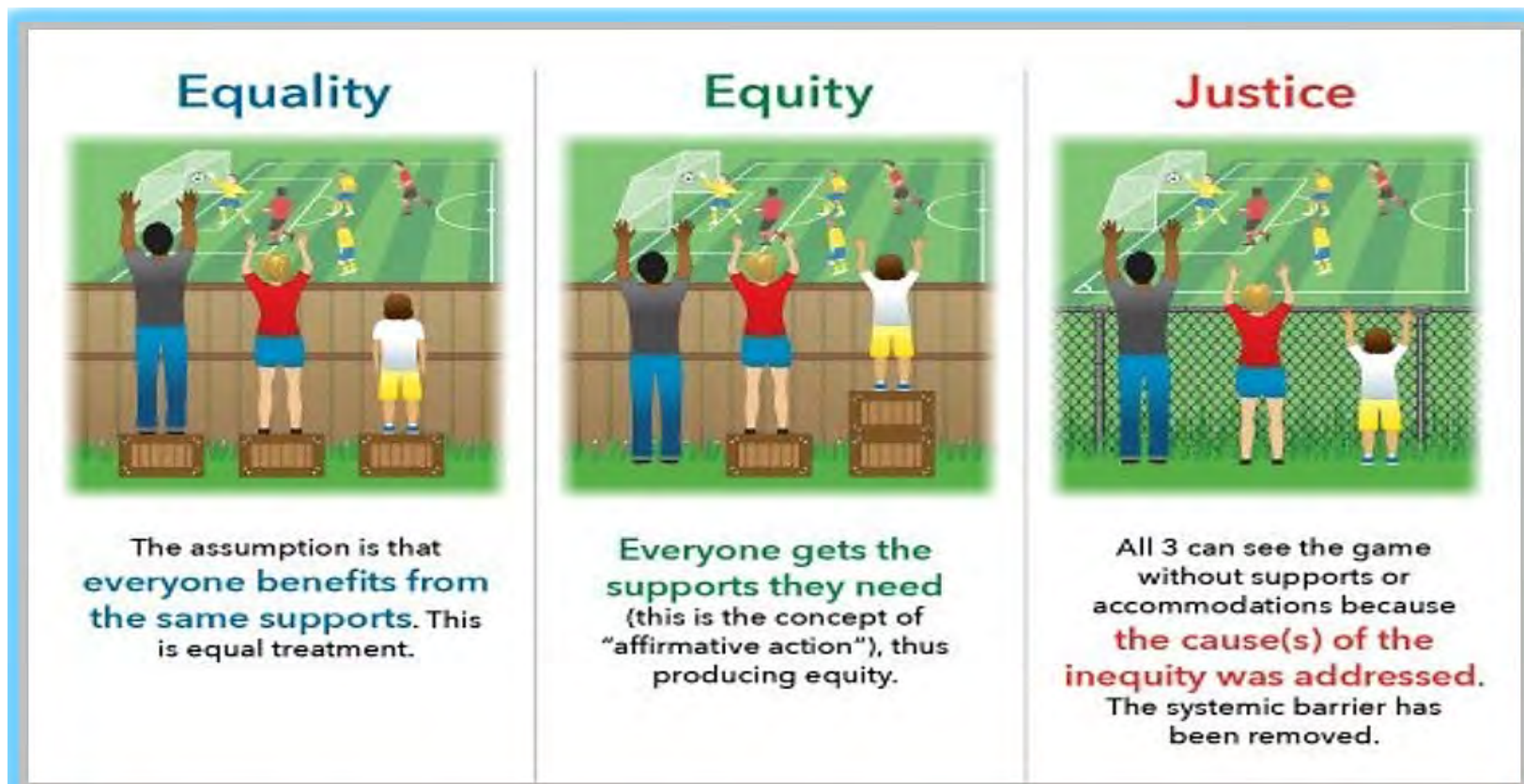# Core Process 5: Community Partnerships

# **Expectations of Learners**

- Stay Engaged
- Speak your Truth, But Hear Others as Well
- Experience Discomfort
- Expect and Accept Non-Closure

# Why Equity, Diversity and Inclusion?



**Equality**

The assumption is that everyone benefits from the same supports. This is equal treatment.

**Equity**

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

**Justice**

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

**Truly** eliminating disparities means achieving *justice* for all individuals regardless of race, religion, gender, sexual orientation, disability or socioeconomic status.

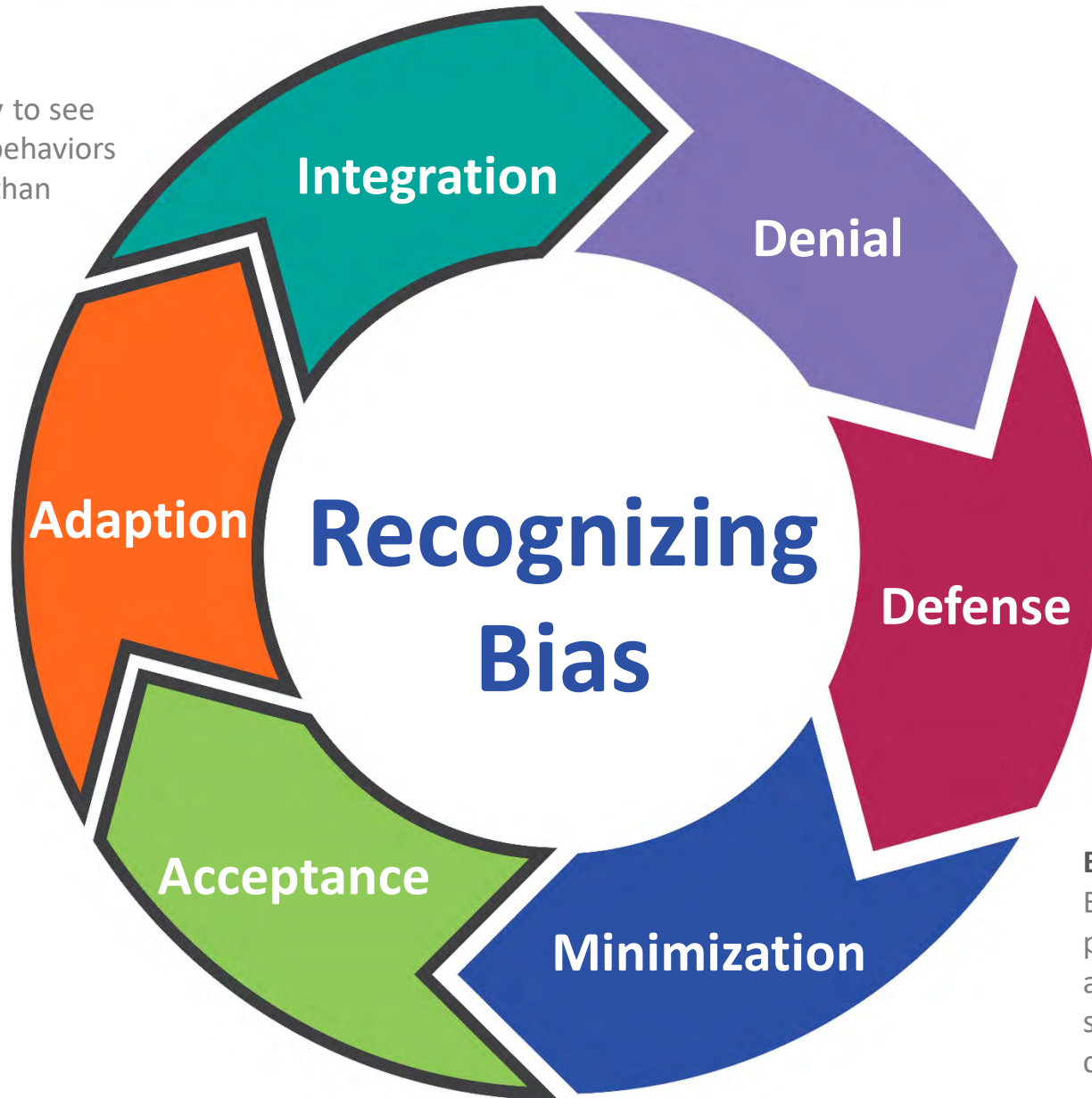# What does Equity, Diversity and Inclusion Mean to You?

# Recognizing Bias

**"Training changes skills, but education changes mindsets" – Dr. Milton Bennett**

**Enthnorelativism**:
An acquired ability to see many values and behaviors as cultural rather than universal

**Integration**

**Denial**

**Adaption**

**Recognizing Bias**

**Defense**

**Acceptance**

**Minimization**

**Ethnocentric:**
Evaluating other people's cultures according to the standard of one's own culture

# What do you think of when you hear the word privilege?
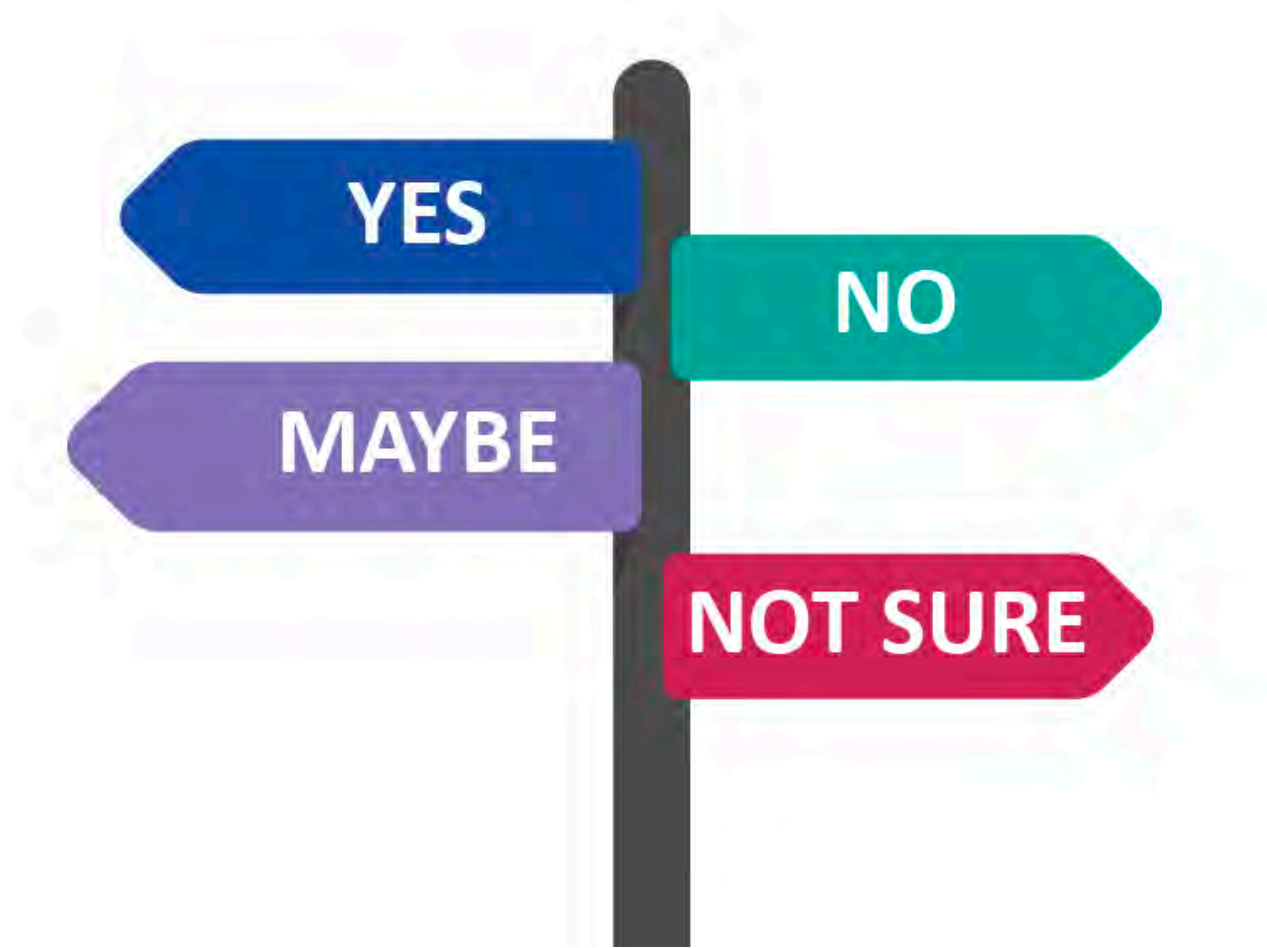
# Defining Privilege

The presence of a set of earned benefits granted to someone by society, solely based on the aspects of that persons identity and how it fits within social groups.

# Implicit Bias

The tendency to be suspicious of people we perceive as strangers or "not like us."

# Implicit Bias

## Conscious Processing

Involves attentional resources, employed flexibly and process novelty. Requires motivation and takes time to operate, which can lead to relatively slow serial processing of information.

## Automatic Processing
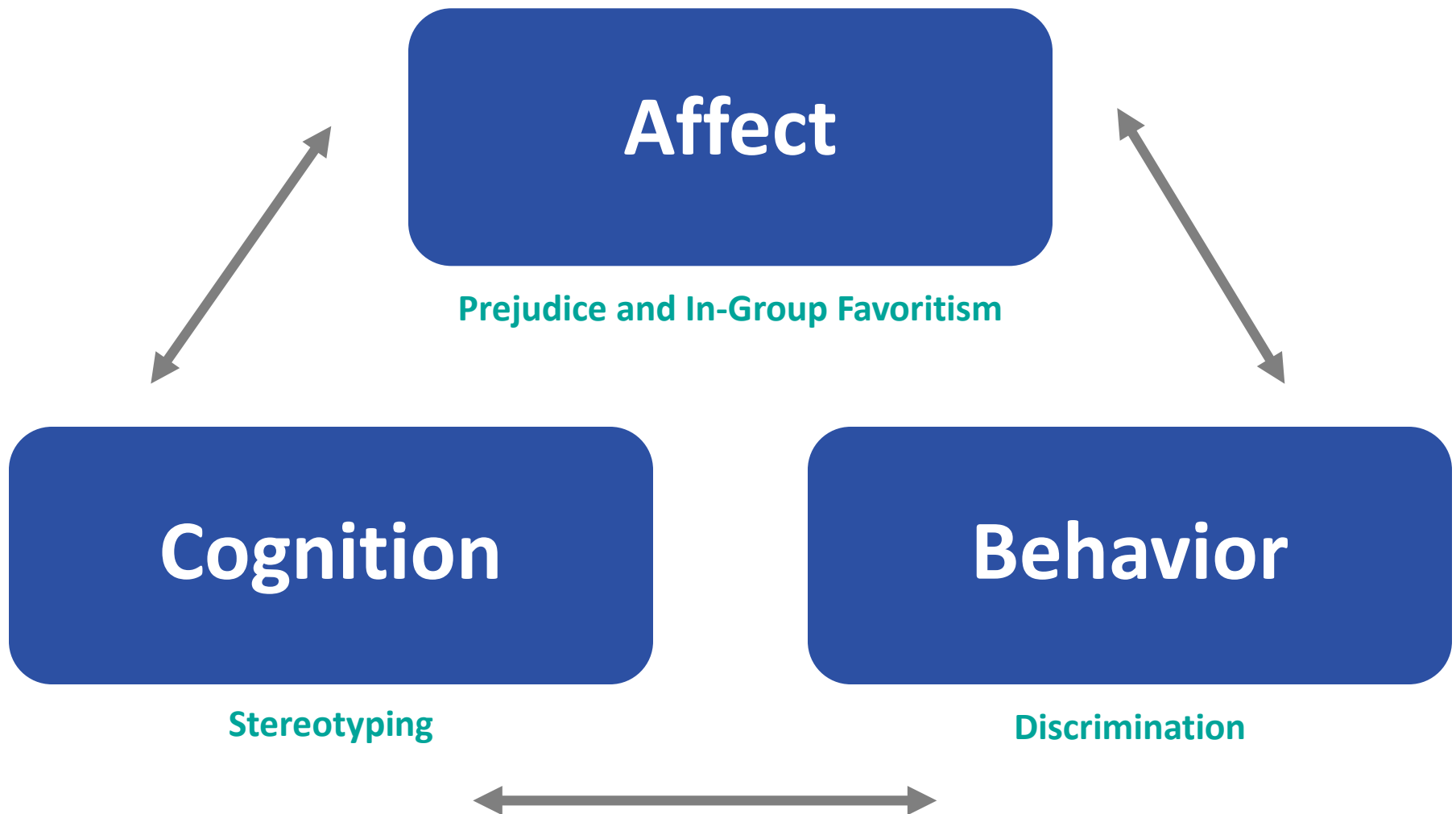
Operates outside of attention, occurs rapidly and involves parallel processing. Tends to be inflexible and (to a high degree) uncontrollable.

# Stereotypes

**Simplifying a large body of complex knowledge and allowing us to make rapid judgments regarding group members (Kunda, 1999)**

**Affect**

Prejudice and In-Group Favoritism

**Cognition**

**Behavior**

Stereotyping

Discrimination

# A.D.D.R.E.S.S.I.N.G. Model

| Cultural Group | Identity | Implications | Target | Agent |
|---|---|---|---|---|
| A. Age | | | | |
| D. Disability (developmental) | | | | |
| D. Disability (acquired) | | | | |
| R. Religion | | | | |
| E. Ethnicity and racial identity | | | | |
| S. Socioeconomic Status (class) | | | | |
| S. Sexual Orientation | | | | |
| I. Indigenous Heritage | | | | |
| N. Nationality | | | | |
| G. Gender | | | | |

# What Groups do You Belong to?

| Social Rank Category | Agent Rank | Target Rank |
|---|---|---|
| Age | Adult (18-64) | Children, Adolescents and Elders |
| Disability | Able-persons | Persons with disabilities |
| Religion (relates to religious culture) | Cultural agnostics and atheists | Jews, Muslims, all other non-Christian religions |
| Ethnicity | White Euro-Americans | People of Color |
| Social Class (relates to class culture) | Owning and middle class (access to higher education) | Poor and working class (no access to higher education) |
| Sexual Orientation | Heterosexuals | Gay, lesbian, queer, bisexual, questioning |
| Indigenous Heritage | Non-native | Native |
| National Origin | U.S. Born | Immigrants and refugees |
| Gender | Biologically male | Female, transgendered and intersexed |

Developed by Dr. Leticia Nieto, ADDRESSING acronym by Pamela A. Hays. "Addressing the Complexities of Culture and Gender in Counseling" Journal of Counselfing and Development, March/April 96, Volume 74

# Your Culture Sketch

- **Age and generational influences**: When you were born, what were the social expectations for a person with your identity? Do you identify with a particular generation? How have your values and worldview been shaped by the social movements or influences on your generation ?

- **Developmental or other disability**: Do you identify as someone living with a visible or non-visible disability? If no, has your personal or professional life been affected by others with disabilities? How have your abilities or disability affected your life and opportunities?

- **Religion and spirituality**: Were you brought up in a religious or spiritual tradition? Do you identify with a religion or have a spiritual practice now? How were your values and goals shaped by your religious or non-religious upbringing?

# Recognizing Your Culture Script

Now think about some of the messages you received growing up, and list one or two of these messages in relation to each of the **ADDRESSING** influences and groups.  To help you recognize your culture scripts, it may be helpful to use the following prompts:

*I would describe them* (older adults, children, people with disabilities, Asian Americans, Muslims, etc.) *as* _____.

*They are* _____.

*They prefer to be (or do)* _____.

*They should / shouldn't* _____.

*They never / always* _____.

# Open Versus Private Communication

| | Friend | Family Member | Coworker | Stranger on Airplane |
|---|---|---|---|---|
| 1. My religious beliefs and practices | | | | |
| 2. My political views | | | | |
| 3. My hurt feelings regarding this person | | | | |
| 4. My partner's gender | | | | |
| 5. How much money I make and have | | | | |
| 6. My views on racism and integration | | | | |
| 7. My psychological health | | | | |
| 8. My sex life | | | | |
| 9. My feelings about my body and weight | | | | |
| 10. My physical health | | | | |

- Identify people for each category

- Put a check in each box where you would feel comfortable in sharing that information with the chosen person

**Note:**
This will be the only time we ask you to check the box!

# R.E.S.P.E.C.T.

**R**ecognize a shared or similar value.

**E**xpression of the same value may differ, so think about this.

**S**tep back from assumptions about value priorities and what is right.

**P**ower – Consider differences of power and privilege.

**E**mpathize – Look for compassionate, nonjudgmental explanations.

**C**ulture – Consider its influence on behavior, views, and beliefs – yours and others'.

**T**hink differently – Use language to positively reframe others' value priorities.

# Challenges and Takeaways

Open your mind to an opposite viewpoint

Question media sources (especially those you trust)

Listen more, talk less to gain true understanding

Unplug and talk to a person, in-person

# What's Next?

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# Questions?

Washington State
**Department of Social
& Health Services**
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