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BRIDGE

LANGUAGE, RACE, AND CULTURE

***Presenters: Gwendolyn Hampton VanSant,
BRIDGE Executive Director & Co-founder
Jeffrey Lowenstein, BRIDGE Facilitator***

www.multiculturalbridge.org



INTRODUCTION

**Gwendolyn, Diversity & Cultural
Competence Consultant
Jeffrey Lowenstein**

Multicultural BRIDGE: M/W/NPO~SDP



Our Mission since September 2007:

"We promote mutual understanding and acceptance among diverse groups serving as a resource to both local institutions and the community at large. We serve as catalysts for change and integration through collaboration, education, training, dialogue, fellowship and advocacy."

[Governor] Patrick praised the leadership of Gwendolyn Hampton VanSant, BRIDGE's executive director, calling her a "treasure to Berkshire County and this commonwealth. [BRIDGE] is doing a lot of important work welcoming immigrants and welcoming New Americans—which I think is so important -- and dealing with issues around tolerance and working to build a stronger community," Patrick Said.-- Berkshire Eagle July 7, 2010, Trevor Jones



INTERSECTIONS OF LANGUAGE, RACE AND CULTURE

Activity	Purpose
Introductions	BRIDGE & Participants
Understanding Cultural Competence	Shared Definition
Examining Personal Beliefs & Values	Ability to conduct a self assessment
Workshop: Identifying Cultural Norms & Behaviors	Awareness of dynamics in cross cultural communication
Conclusion	

Cultural Competence

- **Set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals**
- **Enables effective work in cross-cultural situations to reach goals of service delivery**

~Equitable Cultural and Linguistic Access~



CULTURAL COMPETENCY INDICATORS

- **Valuing diversity incl. resource allocation**
- **Having the capacity for cultural self-assessment**
- **Being conscious of the dynamics inherent when cultures interact**
- **Having institutionalized cultural knowledge**
- **Having developed adaptations to service delivery reflecting an understanding of cultural diversity**
- *Further these elements should be reflected in the attitudes, structures, policies and services of the organization.*



DIMENSIONS OF DIVERSITY

Primary:

- Age
- Ethnicity
- Gender
- Physical Ability
- Mental Ability
- Race
- Sexual Orientation
- Religious Beliefs
- Size/ Height

Secondary:

- Educational Background
- Geographical Location
- Socio-Economic Status
- Mental Health Status
- Health Status
- Marital Status
- Political Affiliation
- Parental Status
- **Any more?**



Dimensions Of Poverty/Privilege (adapted from Ruby Payne)

- **Financial:** Having the money to purchase goods and services.
- **Emotional:** Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.
- **Mental:** Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.
- **Spiritual:** Believing in divine purpose and guidance.
- **Physical:** Having physical health and mobility.
- **Support Systems:** Having friends, family, and backup resources available to access in times of need. These are external resources.
- **Relationships/Role Models:** Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.
- **Knowledge of Hidden Rules:** Knowing the unspoken cues and habits of a group.

DIMENSIONS OF CULTURE

- Appearance
- Beliefs
- Attitude & Values
- Humor
- Customs
- Food
- Language (Body, Colloquial, Spoken)
- Relationships
- Political and Moral emphasis
- Value of Education
- Social Class
- Family Roles: Gender, Birth Order, etc.



Race:

- A social and political construct to preserve wealth and the dominant culture in the US
- Language used as an instrument of social identification by race & class.

Speech is one of the most effective tools in maintaining social order. (1980 quote p. 14, Diversity Kit)



Towards Equity: Systemic Analysis

Internal

Individuals Have the Knowledge, Skills, Dispositions to Promote Equity

Interpersonal

Relationships Learn About and Acknowledge Equity and Skillfully Navigate Differences and Conflicts

Institutional

Policies and Structures Promote Equity Through Decision Making and Resource Allocation

Cultural

Organizational Culture Where Equity is Considered When Setting Norms, Standards, and Defining Problems



DIMENSIONS OF CULTURE: ATTITUDES & VALUES

- **Attitudes & beliefs toward language influence our perceptions about other people's identities, social status and intellectual abilities.**



CULTURAL SELF ASSESSMENT

**10 Lenses, Disability Checklist &
Hidden Rules**

REFLECTION: THE 10 LENSES. MARK WILLIAMS

- Assimilationist
- Colorblind
- Culturalcentrist
- Elitist
- Integrationist
- Meritocratist
- Multiculturalist
- Seclusionist
- Transcendent
- Victim/Caretaker





WORKSHOP REFLECTIONS: CROSS CULTURAL INTERACTIONS

CULTURAL AND LINGUISTIC ACCESSIBILITY

Values on Direct & Indirect Speech

- **US Norm Directness**
- **Other Cultures Indirectness and Ambiguity (avoid negativity and confrontation)**
- **Black Language**
- **Person First Language**



CULTURAL AND LINGUISTIC ACCESSIBILITY

List some areas of diversity with language access that you encounter.

- **What were some challenges?**
- **What were some accomplishments?**
- **What tools did you need?**



Brown University Diversity Kit: Bad News

- **How do you think you would have felt with the announcement?**
- **Who in the situation is most like you?**
- **Can you recall an interaction when someone was comfortable more or less direct than you?**



Brown University Diversity Kit: Language

- **How does it feel to speak like others do or to speak differently from those in a given social setting? Have you ever intentionally assimilated with language?**
- **Have you ever noticed a difference in language use over the phone and then met the person and had a totally different impression?**



CULTURAL BARRIERS~ CROSS CULTURAL COMMUNICATION WORKSHOP

DEFINING CULTURAL BARRIERS IN CROSS CULTURAL COMMUNICATION

- **Cognitive**
- **Behavioral**
- **Emotional**



WORKSHOP PAIRED REFLECTION: IDENTIFYING CULTURAL BARRIERS IN SERVICE INTERACTIONS

EXAMPLE

Pick One or a Situation that Covers all Areas

- **Cognitive Constraints**
- **Behavioral Constraints**
- **Emotional Constraints**

- **Cognitive Constraints:**
our frame of reference, what we know or don't know
- **Behavioral Constraints:**
what is appropriate behavior
- **Emotional Constraints:**
how do we express emotion



CULTURAL COMPETENCE TOOL: IMPACT VS. INTENT

- ❖ What is the intent in your advocacy/programming?
- ❖ What is the impact from your advocacy/programming?

REFLECTIONS

Lightbulb:

- your ah-hah moment for this workshop

Positive Learning (+):

- something you liked or resonated with today

Value in Workshop

- what was the value in the interactive discussion today?

Questions/Answers/Requests



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- **Unnatural Causes**
 - **HRSA**
 - **AHEC MIT program**
 - **Brown University Diversity Kit**
 - **National Center for Cultural Competence**
 - **NCBI**
 - **Tim Wise**
 - **Ruby Payne**
 - **PISB: Undoing Racism**
 - **And more!**





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