Culturally Competent Practice: “I’m More Than the Color of My Skin”

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Who Do You See When You See Me?

List in order of importance to you:

- Ability
- Age
- Belief
- Class
- Ethnicity
- Race
- Sex
Learning Objectives

• **To define** and identify the components of microaggression

• **Application and integration** of culturally sensitive practice behaviors

• **To acknowledge and understand** the impact of microaggression experienced within settings

• **To recognize** aspects of privilege experienced by self and others

• **To implement** tools to use in daily practice in and with community and systems
The Privilege Walk

• Form a large circle facing the center of the room
• Listen to the statements read and take either a step forward or a step backward accordingly
Privilege Walk Statements

If your parents did not grow up in the U.S., take one step forward.
If your primary ethnic identity is American, take one step back.
If you’ve ever tried to change your appearance, mannerisms or behavior to avoid being judged or ridiculed, take one step forward.
If one of your parents was unemployed or laid off, not by choice, take one step forward.
If your parents were white-collar professionals – doctors, lawyers, etc. – take one step back.
If there were people of a different race or class working in your household as servants, gardeners, etc., while you were growing up, take one step back.
If your family owned the house where you grew up or land of any description, take one step back.
If you were raised in a two-parent household, take one step back.
If you had to rely primarily on public transportation, take one step forward.
If you lived in an area where you were able to play safely and unsupervised outside, take one step back.
If you saw members of your race, class, ethnic group, gender or sexual orientation portrayed on television in degrading roles, take one step forward.
If you studied the culture of your ancestors in elementary school, take one step back.
If you were ever offered a good job because of your association with a friend or family member, take one step back.
If you were ever uncomfortable about a joke related to your race, class, ethnicity, gender, sexual orientation or ability, but felt unsafe to confront the situation, take one step forward.
Important Terminology

- **Implicit Bias:**
  - “Bias in judgment and/or behavior that result from subtle cognitive processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control” (National Center for State Courts, 2012, para 2).
Important Terminology

- Institutional Racism/Oppression:
  - “[R]acial prejudice and discrimination which are generated by the way institutions function, intentionally or otherwise, rather than by the individual personalities of their members” (Lea, 1986; Lea, 2000)
Important Terminology

- **Microaggression:**
  - “[S]ubtle, stunning, often automatic, and non-verbal exchanges which are `put downs’ (offensive to) of persons of color” (Pierce, Carew, Pierce-Gonzalez, and Willis, 1978, p. 66)
Overview of Microaggressions:

- **Intentional and/or unconscious** “put downs” includes discrimination and biases (Pierce, 1970)

- **Forms of communication through behaviors**, verbal and environmental *(i.e. impacts pride, degrading, humiliating, insulting and causing negative exchanges)*; (Sue, 2010)

- **Takes place within any marginalized group** such as: classism, ageism, racism, sexism, ableism, homosexism, heterosexism (Sue & Capodiupo, 2008)
Operational Definitions & Examples:

A) Microassaults: "Conscious and intentional discriminatory actions"
For example:
  • Not wanting to sit by someone because of his/her color
  • Someone refusing to serve you because of a difference

B) Microinsults: "Verbal, nonverbal and environmental communications that subtly convey insensitivity that demean a person's heritage or identity"
For example:
  • Female doctor being mistaken for a nurse
  • Someone raising their voice or speaking slowly because of your nationality or age

C) Microinvalidations: "Communications that subtly exclude, negate, or nullify the thoughts, feelings or experiential reality of a marginalized group"
For example:
  • People not believing your story by questioning its credibility/validity
  • To a person of color, "Are you sure you were being followed in the store? I can't believe it."
I want you to know…

• Groups: Class, Race, Sex

SMALL GROUP APPLICATION & DISCUSSION
• What we want you to know about our group.
• What we never want to see, hear or experience again as a member of this group.
• What we want our allies to do.
Who lives alongside you in your community of Fort Worth?

- 741,206 people:
  - 42% White
  - 34% Latino
  - 19% Black
  - 4% Asian
  - 1.8% Multiracial
  - .2% Native American
- **Median age** is 31.4 years
- **Median income** $50,000
- 28% children and youth under age 18
- 29% children and youth live below poverty level
- In 2009, one quarter of Fort Worth residents resided below poverty level
- **People of color are disproportionately represented amongst the poor**
More Demographics

- Living Wage for 1 adult is $9.27 per hour
- Living Wage for 1 adult, one child is $18.89 per hour
  - Minimum wage in the State of Texas is $7.25
- 3.7% unemployment rate (state is 4.2%)
- 3 top employers: American Airlines, Lockheed Martin, FWISD
- 25 private schools
- 212 grocery stores
- 55% Religious
Self-Awareness

- Have I considered how others might view me and why?
- What is my highest value?
- How do I feel about others that do not place the same importance on it as I do?
- How do I feel about....
  - Homelessness
  - Single parent households
  - Lack of motivation
  - Poverty
  - Engaging and interacting with different races and cultures
Can you answer these questions?

- Who and exactly where is community?
- How do you engage and enlist community?
- Who and where are the community leaders?
- Why does it matter what you look like? *Or does it?*
- What are some considerations in engaging community?
Considerations In Engaging Community

- Respect
- Language
- Race/ethnicity
- Gender
- Age
- Ability
- Means
- Resources (food, child care, medical, housing, transportation, support and connections)
References:

Questions or Comments

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