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**BRIDGE**  
**BEYOND INTERPRETATION:**  
**A CULTURAL COMPETENCE WORKSHOP**  
**AT BUILDING BRIDGES CONFERENCE**  
**UMASS WORCESTER**

*Presenters: Gwendolyn Hampton VanSant,  
BRIDGE Executive Director & Co-founder  
Dr. Eden-Renee Hayes, BRIDGE Vice President*

*April 4, 2014*

[www.multiculturalbridge.org](http://www.multiculturalbridge.org)





# INTRODUCTION

**Gwendolyn, Diversity & Cultural  
Competence Consultant  
Eden-Reneé, Social Psychologist**

# 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."***

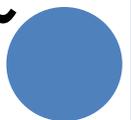
*[Governor] Patrick praised the leadership of Gwendolyn Hampton VanSant, BRIDGE's executive director, calling her a "treasure to Berkshire County and this commonwealth. [BRIDGE] is doing a lot of important work welcoming immigrants and welcoming New Americans—which I think is so important -- and dealing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



# 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
  - ❖ Having the capacity for cultural self-assessment
  - ❖ Being conscious of the dynamics inherent when cultures interact
  - ❖ Having institutionalized culture 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.*



# BEYOND INTERPRETATION

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	



# 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.

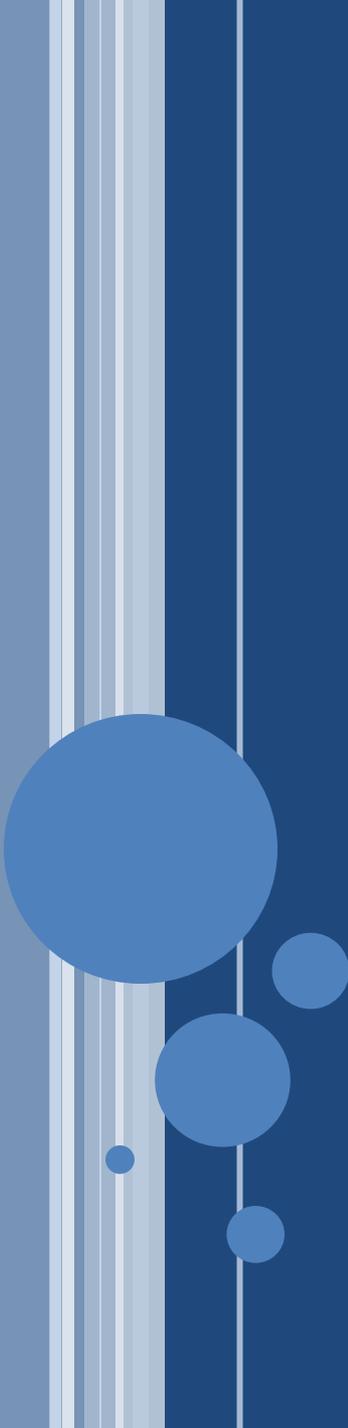


# DIMENSIONS OF CULTURE: ATTITUDES & VALUES

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





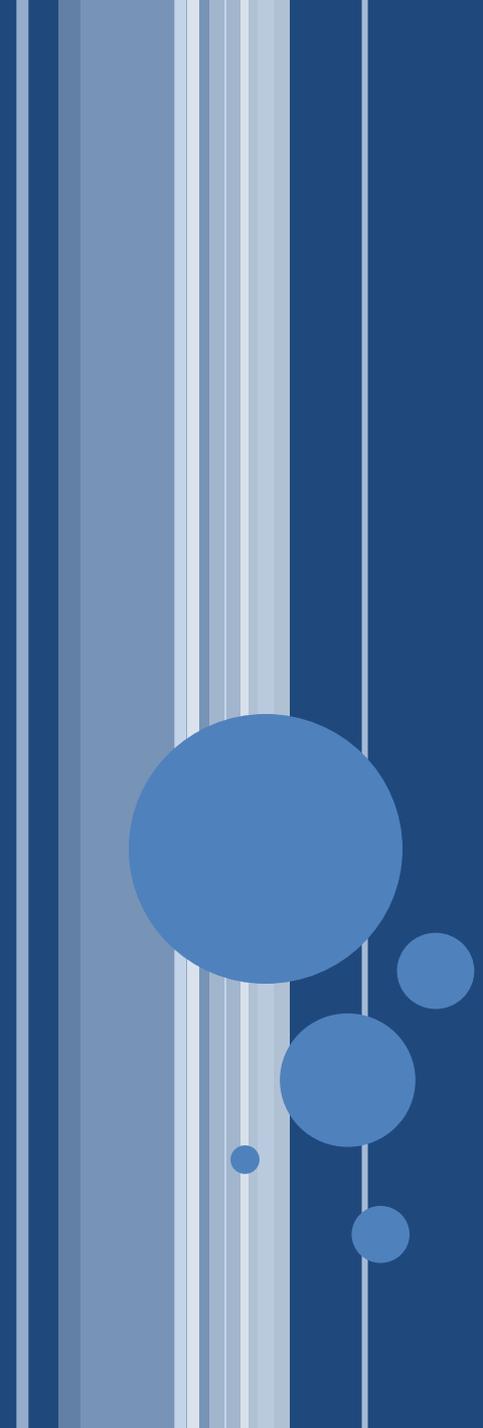
# CULTURAL SELF ASSESSMENT

10 Lenses.

# 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)**



# 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?



# ATTITUDES & VALUES REFLECTION

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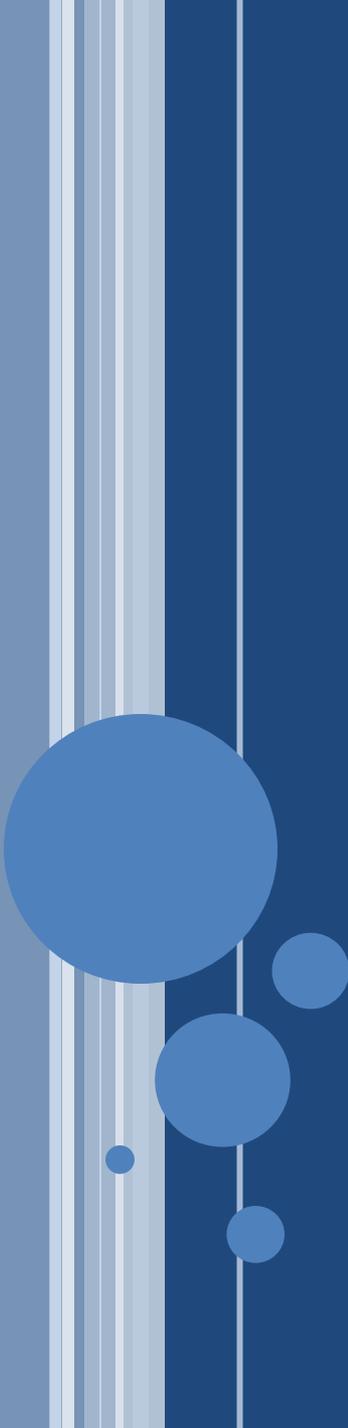
**Attitudes toward language influence our perceptions about other people's identities, social status and intellectual abilities.**



# 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

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

Pick One or a Situation that Covers all Areas

- ❖ **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?



## **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**



- 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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