

# Welcome to the NNADV Advocate Certificate Course

## Diversity and Cultural Competency



# Acknowledgment

Portions of this course have been adapted from **Cultural Competency**, an online learning course developed by the Pennsylvania Coalition Against Domestic Violence.



# Course Overview

Section 1: Working Assumptions

Section 2: Important Definitions

Section 3: “Isms” in Society

Section 4: Seeking Cultural Competency

# Course Objectives

Upon completion of this course, you will be able to:

- Identify reasons for reaching out to and working with diverse individuals;
- Define oppression, stereotype, prejudice, discrimination, and privilege;
- List at least six “isms” that exist in today’s society;
- Examine activities for aspiring allies; and
- Differentiate between activities and procedures that are culturally competent and those that are not.

# 1. Working Assumptions

## Objective

After completing this section of the course, you will be able to:

- Explain why your program wants you to know about cultural competence.



# 1. Working Assumptions

## **Justice**

- It is only fair to offer help to everyone who needs it.

## **Autonomy**

- Culturally competent services empower survivors to select the help they want.

# 1. Working Assumptions

## Restoration

- Members of some groups do not contact domestic violence programs for help. Having culturally competent outreach and services makes it more likely members of these underrepresented groups will seek help.

## Safety

- As social justice organizations, we want to make sure everyone feels safe. This is a basic principle.

# 1. Working Assumptions

## Program Standards

- NNADV Program Standards require that services be offered and provided in ways that do not unlawfully discriminate, and respect each person's race, religion, ethnicity, gender, age, socioeconomic status, sexual orientation, and ability.



# 1. Working Assumptions

## Oppression

- To put the Program Standards into everyday practice, we need to understand the term “oppression.”



# 1. Working Assumptions

## Definition

- Oppression is an action against a person or group of people. It can occur interpersonally or through systems.
- Oppression is the abuse of power or authority that keeps a person or group in a powerless position. It is exemplified by policies, practices, behaviors or laws.

# 1. Working Assumptions

## Working Assumptions

- Oppressions are pervasive, interwoven, and entangled.
- There is no “hierarchy of oppressions.” One type of oppression is no worse than any other.
- We are all hurt by oppressions.



# 1. Working Assumptions

## Working Assumptions

- None of us invented oppression, but it is everyone's responsibility to work against it.
- There is no such thing as passive anti-oppression. Addressing oppression requires action.
- We are all biased in some way. The good news is we can become aware of our biases and work hard to overcome them.

# Activity

- Identify for yourself how you feel about these working assumptions:
  - I totally agree and want to learn more.
  - I haven't made up my mind yet, so I'll keep going.
  - I disagree with some or all of these.
- ✓ Check in with your supervisor if you have any questions or concerns about these assumptions.



# 2. Important Definitions

## Objective

After completing this section of the course, you will be able to:

- Identify commonly used cultural competency terms.



# Test Your Knowledge

## Question


Which of the following is a generalization or a standardized mental picture held in common by members of a group and representing an oversimplified opinion, attitude, or uncritical judgment of a person, race, issue, or event?

- ☐ Stereotype
- ☐ Privilege
- ☐ Prejudice
- ☐ Discrimination

# Test Your Knowledge

## Answer

Which of the following is a generalization or a standardized mental picture held in common by members of a group and representing an oversimplified opinion, attitude, or uncritical judgment of a person, race, issue, or event?

- ☒  Stereotype
- ☐ Privilege
- ☐ Prejudice
- ☐ Discrimination



# Test Your Knowledge

## Question

Which of the following is the unquestioned, unearned advantages, entitlements, benefits, choices, assumptions, and expectations bestowed upon a person based solely on membership in the “dominant group?”

- ☐ Stereotype
- ☐ Privilege
- ☐ Prejudice
- ☐ Discrimination

# Test Your Knowledge

## Answer

Which of the following is the unquestioned, unearned advantages, entitlements, benefits, choices, assumptions, and expectations bestowed upon a person based solely on membership in the “dominant group?”

☐ Stereotype

☒ Privilege

☐ Prejudice

☐ Discrimination

# Test Your Knowledge

## Question

Which of the following is the prejudicial treatment of an individual based on membership—or perceived membership—in a certain group or category?

- ☐ Stereotype
- ☐ Privilege
- ☐ Prejudice
- ☐ Discrimination

# Test Your Knowledge

## Answer

Which of the following is the prejudicial treatment of an individual based on membership—or perceived membership—in a certain group or category?

☐ Stereotype

☐ Privilege

☐ Prejudice

☒ Discrimination

# Test Your Knowledge

## Question

Which of the following is an unfavorable opinion or feeling formed beforehand about a person or group without just grounds or before sufficient knowledge? Often it is an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics.

- ☐ Stereotype
- ☐ Privilege
- ☐ Prejudice
- ☐ Discrimination

# Test Your Knowledge

## Answer

Which of the following is an unfavorable opinion or feeling formed beforehand about a person or group without just grounds or before sufficient knowledge? Often it is an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics.

☐ Stereotype

☐ Privilege

☒ Prejudice

☐ Discrimination

## 2. Important Definitions

### Oppression

- Oppression is not the same as prejudice.
- We are all prejudiced in some way, but only those who have power and resources to back them up can oppress others.
- These people with power and resources are often called the “dominant group” or “power group.”

## 2. Important Definitions

### Oppression

- Oppression involves the way society is set up, which includes institutions that help to keep oppression going.
- In other words, *individual acts of racism are supported by institutions and are nourished by culture.*



# 3. “Isms” in Society

## Objectives

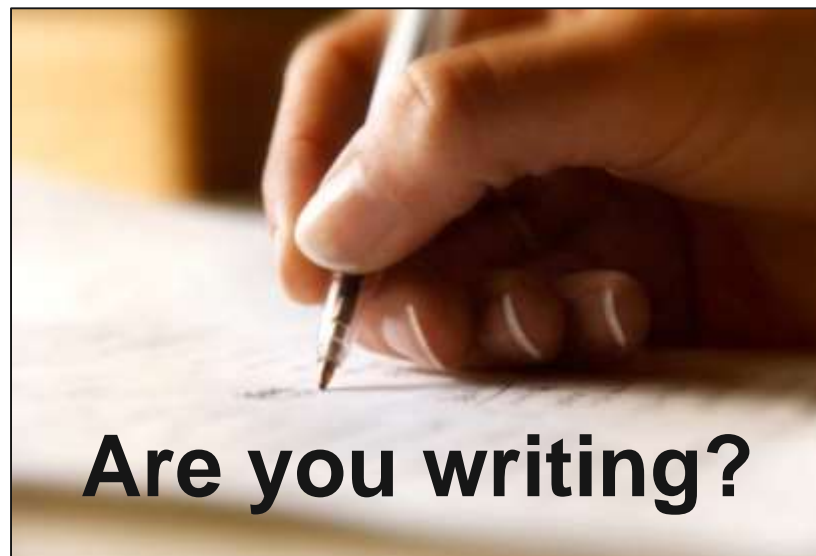
After completing this section of the course, you will be able to:

- List at least six “isms” that exist in today’s society; and
- Examine activities for aspiring allies.



# Activity

Many people have heard of racism and sexism. In this section of the course, we will look at some other common “isms.” But first, take a minute to think about some “isms” you may have heard and write them down.



### 3. “Isms” in Society

Ableism
Anti-Semitism
Classism
Heterosexism
Racism
Sexism/Genderism

#### Introduction

- Let’s take a look at some common “isms” that you should know for this course.

### 3. “Isms” in Society

<b>Ableism</b>
Anti-Semitism
Classism
Heterosexism
Racism
Sexism/Genderism

#### **Ableism**

- The systematic exploitation, mistreatment, and abuse of people living with a disability.

### 3. “Isms” in Society

Ableism

**Anti-Semitism**

Classism

Heterosexism

Racism

Sexism/Genderism

#### Anti-Semitism

- Prejudice, discrimination, and violence directed against people who are Jewish.

### 3. “Isms” in Society

Ableism

Anti-Semitism

**Classism**

Heterosexism

Racism

Sexism/Genderism

#### Classism

- The systematic exploitation, mistreatment, and abuse of people based on their economic background.
  - The poor, unemployed, and homeless are targeted.
  - The middle class are both targeted and targeters.
  - The rich are raised to be in or rise to the top. They are targeters.

### 3. “Isms” in Society

Ableism
Anti-Semitism
Classism
<b>Heterosexism</b>
Racism
Sexism/Genderism

#### **Heterosexism**

- The systematic exploitation, mistreatment, and abuse of lesbian, gay, and bisexual people.
- Homophobia is the fear of homosexuals (a disfavored term) and the fear of being or being thought to be gay, lesbian, or bisexual.

### 3. “Isms” in Society

Ableism
Anti-Semitism
Classism
Heterosexism
<b>Racism</b>
Sexism/Genderism

#### Racism

- The systematic exploitation, mistreatment, and abuse by one group of people by another based upon race.
- In the United States, racism usually refers to exploitation of people of color by white people.



### 3. “Isms” in Society

Ableism
Anti-Semitism
Classism
Heterosexism
Racism
<b>Sexism/Genderism</b>

#### **Sexism/Genderism**

- The systematic exploitation, and abuse of women by men.
- The systematic exploitation, mistreatment, and abuse of persons who don't conform to stereotypical gender norms.
- Transphobia is the fear/ dislike/ rejection of transgender individuals and communities.

### 3. “Isms” in Society

#### **Ism vs. Discrimination**

- It is important to realize that any “ism” is based on the false notion that members of the “dominant group” are superior to members of the “target group.”
- This supposed superiority comes from unreasoned judgments that give the “dominant group” members the right to discount, humiliate, discriminate against, abuse, hurt, or even kill people in the “target group.”

### 3. “Isms” in Society

#### Are There Reverse Isms?

- Most of the “isms” include the word “systematic.”
- Violence, mistreatment, and stereotyping can be done to members of a power group by a targeted group. This is called discrimination or retaliatory violence.
- It cannot be a “reverse ism” because the targeted group does not have the power and resources to back them up to engage in systematic oppression of the power group.

### 3. “Isms” in Society

Aspiring Ally
Culture
Cultural Appropriation
People of Color
Retaliatory Violence
Internalized Oppression
Tokenism
White Privilege

#### Other Important Definitions

- Let’s look at some other important definitions before we leave this section of the course.

### 3. “Isms” in Society

#### **Aspiring Ally**

Culture

Cultural Appropriation

People of Color

Retaliatory Violence

Internalized Oppression

Tokenism

White Privilege

#### **Aspiring Ally**

- A person whose commitment to ending oppression is reflected in a willingness to interrupt oppressive behavior and take action.

### 3. “Isms” in Society

#### **Aspiring Ally**

Culture

Cultural Appropriation

People of Color

Retaliatory Violence

Internalized Oppression

Tokenism

White Privilege

#### **Aspiring Ally**

- Action includes doing all of the following:
  - Educating oneself about oppression;
  - Learning from and listening to people who are targets of oppression;
  - Examining and challenging one's own prejudices, stereotypes, and assumptions;

### 3. “Isms” in Society

#### **Aspiring Ally**

Culture

Cultural Appropriation

People of Color

Retaliatory Violence

Internalized Oppression

Tokenism

White Privilege

#### **Aspiring Ally**

- Working through feelings of guilt, shame, and defensiveness;
- Learning and practicing skills of challenging oppressive remarks, behaviors, policies, and institutional structures; and
- Acting collaboratively with members of the target group to dismantle oppression.

(Source: Women of Color Network, as part of the National Call to Action initiative).

### 3. “Isms” in Society

Aspiring Ally

**Culture**

Cultural Appropriation

People of Color

Retaliatory Violence

Internalized Oppression

Tokenism

White Privilege

#### **Culture**

- A system of collectively held values, beliefs, and practices of a group, which guides thinking and actions in patterned ways.



### 3. “Isms” in Society

Aspiring Ally

Culture

**Cultural Appropriation**

People of Color

Retaliatory Violence

Internalized Oppression

Tokenism

White Privilege

#### **Cultural Appropriation**

- Use by people in the dominant group of the artifacts, traditions, or rituals of people in a target group without their permission.

### 3. “Isms” in Society

Aspiring Ally
Culture
Cultural Appropriation
<b>People of Color</b>
Retaliatory Violence
Internalized Oppression
Tokenism
White Privilege

#### **People of Color**

- A term used primarily in the United States to describe all people who are not white.
- The term is meant to be inclusive of all non-white groups, emphasizing common experiences of racism.

### 3. “Isms” in Society

Aspiring Ally
Culture
Cultural Appropriation
People of Color
<b>Retaliatory Violence</b>
Internalized Oppression
Tokenism
White Privilege

#### **Retaliatory Violence**

- Violence, mistreatment, and stereotyping done to members of a power group by non-power groups.

### 3. “Isms” in Society

Aspiring Ally
Culture
Cultural Appropriation
People of Color
Retaliatory Violence
<b>Internalized Oppression</b>
Tokenism
White Privilege

#### **Internalized Oppression**

- The process whereby people in the target group make oppression internal and personal by coming to believe that the lies, prejudices, and stereotypes about them are true.

### 3. “Isms” in Society

Aspiring Ally
Culture
Cultural Appropriation
People of Color
Retaliatory Violence
Internalized Oppression
<b>Tokenism</b>
White Privilege

#### Tokenism

- The practice of doing no more than the minimum in order to comply with a law.
- Hiring or appointing a small number of people from the underrepresented groups in order to deflect criticism or comply with affirmative action rules.

### 3. “Isms” in Society

Aspiring Ally
Culture
Cultural Appropriation
People of Color
Retaliatory Violence
Internalized Oppression
Tokenism
<b>White Privilege</b>

#### **White Privilege**

- Any advantage, opportunity, benefit, head start, or general protection from negative societal mistreatment, which persons deemed white will typically enjoy, but which others will generally not enjoy.

# 4. Seeking Cultural Competency

## Objective

After completing this section of the course, you will be able to:

- Differentiate between activities and procedures that are culturally competent and those that are not.





# 4. Seeking Cultural Competence

## Definition

- Cultural competence refers to an ability to understand, communicate with, and effectively interact with people across cultures.





# 4. Seeking Cultural Competence

## **Cultural Competence**

- Cultural competence is a developmental process that evolves over an extended period.
- Individuals and organizations are at various levels of awareness, knowledge, and skills along the cultural competence continuum.

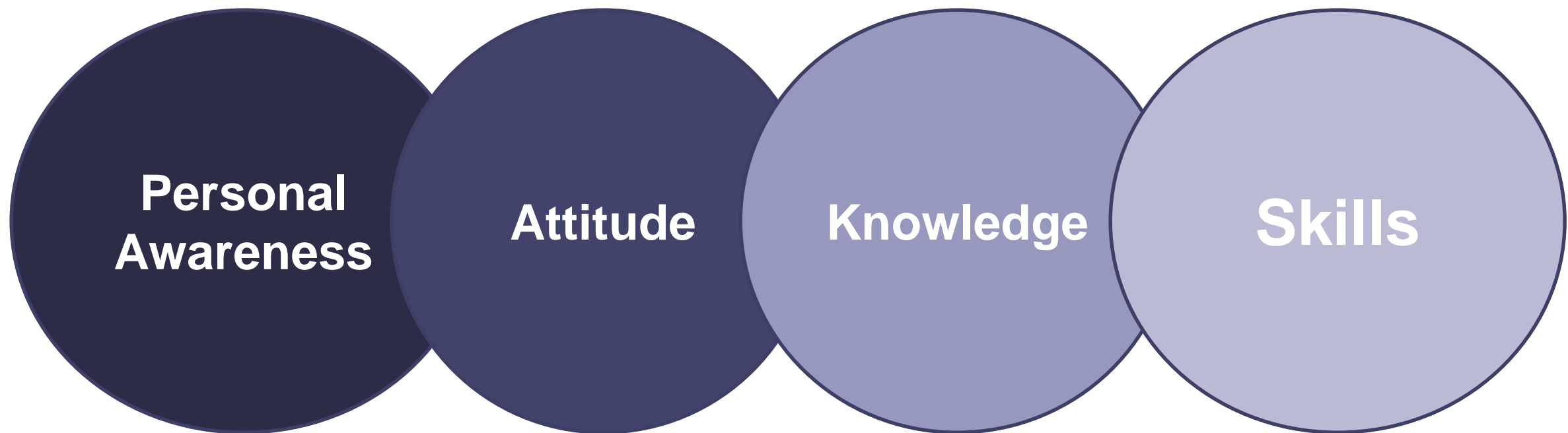
# 4. Seeking Cultural Competence

## Components of Cultural Competence

- Cultural competence has four components:
  - Awareness of one's own cultural worldview,
  - Personal attitude toward cultural differences,
  - Knowledge of different cultural practices and worldviews,  
and
  - Cross-cultural skills.

# 4. Seeking Cultural Competence

## Components of Cultural Competence



# 4. Seeking Cultural Competence

## Components of Cultural Competence

- Attaining cultural competence is very difficult. The third and fourth components of cultural competence are particularly difficult to achieve.
- It is nearly impossible to understand and develop skills to work with a group of people based on interactions with just one individual from that group.
- We must continually work to improve our cultural competence.

# 4. Seeking Cultural Competence

## Linguistic Competence

- Linguistic competence is the ability of an organization and its personnel to communicate effectively and speak and write in a way that is clearly understood by diverse groups, including:
  - Persons with limited English proficiency,
  - Those with low reading skills or who cannot read,
  - Individuals living with disabilities, and
  - Those who are deaf or hard of hearing.



# Test Your Knowledge

## What Does Cultural Competency Look Like in Practice?

- You be the judge as you go through this final set of questions.





# Test Your Knowledge

## Question

Your program has “I Speak” cards and access to interpreting services, including a sign language interpreter.

- ☐ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral



# Test Your Knowledge

## Answer

Your program has “I Speak” cards and access to interpreting services, including a sign language interpreter.

- ☒ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral

“I Speak” cards are offered to persons who may not speak English, but who are seeking your help. The card allows the person to identify the language they speak so you can get the right interpreter .





# Test Your Knowledge

## Question

Your program has mandatory meetings for shelter residents at 6 pm on Wednesday or Fridays, with no exceptions.

- ☐ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral



# Test Your Knowledge

## Answer

Your program has mandatory meetings for shelter residents at 6 pm on Wednesday or Fridays, with no exceptions.

- ☐ Culturally competent
- ☒ Culturally incompetent
- ☐ Culturally neutral



Members of certain religious groups may need to pray or attend services at sundown. It is important to accommodate these religious practices. If the program wants to keep the meetings at 6 pm, it should make exceptions on an as-requested basis to accommodate religious practices. You could also ask residents when they would like to meet.

# Test Your Knowledge

## Question

Your shelter maintains locked doors at all times for resident safety. The only way to get into the shelter is through a locked and monitored front door.

- ☐ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral





# Test Your Knowledge

## Answer

Your shelter maintains locked doors at all times for resident safety. The only way to get into the shelter is through a locked and monitored front door.

- ☐ Culturally competent
- ☐ Culturally incompetent
- ☒ Culturally neutral



This is a rule that is necessary for the safety of the residents. It is not related to cultural competency.

# Test Your Knowledge

## Question

Your program has “All Are Welcome” signs and posters representing diverse groups of people and social justice movements in history.

- ☐ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral



# Test Your Knowledge

## Answer

Your program has “All Are Welcome” signs and posters representing diverse groups of people and social justice movements in history.

- ☒ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral



Your program should only display these types of signs if it has adopted practices, policies, and procedures that ensure the promise of access to all can be fulfilled.

# Test Your Knowledge

## Question

Your program always has vegetarian meal options available.

- ☐ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral





# Test Your Knowledge

## Answer

Your program always has vegetarian meal options available.

- ☒ Culturally competent
- ☐ Culturally incompetent
- ☐ Culturally neutral



Having vegetarian meal options ensures that you will meet the dietary needs of those individuals who seek your services, including most of those with religious dietary practices.



# Conclusion

You now have some basic knowledge about the definitions associated with the path to cultural competency and some ideas about how this looks in our work.

# Course Review

You are now able to:

- Identify reasons for reaching out to and working with diverse individuals;
- Define oppression, stereotype, prejudice, discrimination, and privilege;
- List at least six “isms” that exist in today’s society;
- Examine activities for aspiring allies; and
- Differentiate between activities and procedures that are culturally competent and those that are not.

# Conclusion

This concludes the content of this course. After reviewing the accompanying resource materials, please proceed to the learning assessment.

You must receive a 90% or higher on this assessment to receive credit for the course.

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