



**A7 More Than Race, The Endless Journey
Toward Cultural Competency and Humility,
Part 1**

Wednesday, June 13, 2018 1:30 - 3:00 p.m.

**B7 More Than Race, The Endless Journey
Toward Cultural Competency and Humility,
Part 2**

Wednesday, June 13, 2018 10:30 a.m. - 12:00 p.m.

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Salon 5

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Cultural Competency & Humility

Possible Identities

Think about group membership (those with their own sort of culture), not character traits

- Birth location: where you were born (can be beyond nation) (i.e. Texan, Southerner, Angelino)
- Citizenship: country/countries of citizenship (i.e. US Citizen, German Citizen, Dual US & British citizen)
- Age group: number of trips around the sun (specifically), but what generational group one belongs to (i.e. Baby Boomer, Gen X, Millennial)
- Ability: various abilities/disabilities (i.e. able-bodies, hearing impaired, blind)

- Sex Assigned at Birth: The assignment and classification of people based on a combination of anatomy, hormones, & chromosomes (male, female, intersex, or another sex)
- Sexual Orientation: who you are sexually attracted to (heterosexual, homosexual, asexual, bisexual, pansexual)
- Gender: social construction of man/woman
- Gender Identity: the gender one identifies with
 - Cisgender: sex matches gender identity (i.e. female who identifies as a woman)
 - Transgender: sex doesn't match gender identity (i.e. female who identifies as a man)
- Gender Expression: how someone expresses (dress, hairstyle, speech, etc) their gender in the world (i.e. feminine, masculine, androgynous)

- Education: highest level of education obtained (i.e. High School, College, Grad School)
- Employment: includes time type (i.e. Part-time, Full-time), level (i.e. middle management, executive leadership), and profession (i.e. Educator, Social Worker, Therapist)
- Religion: religious belief system (i.e. Jewish, Hindu, Atheist)
- Military Status: connection to the military armed services (i.e. Military connected family, Active Service member, Reservist, Veteran)
- Race: social construction of categories of people (i.e. white/Caucasian, Asian, Latino)
- Socio-economic status: ability to afford comforts of a certain lifestyle (i.e. middle class)

- Family role: who is in your family (i.e. Father, Dog Mom, Step-parent)
- Talents: talent groups (i.e. singer, dancer, writer, athlete)
- Fandoms: teams or other fan groups (i.e. Raider Nation, Whovians, Trekkies)
- Hobbies: other entertainments (i.e. runner, quilter, reader)

I am... You are??

Thinking about your various identities, please complete the following statements 10 different ways.

1. I am

2. I am

3. I am

4. I am

5. I am

6. I am

7. I am

8. I am

9. I am

10. I am

Now, turn to a neighbor and ask them to tell you about some of their identities. How they came to know that identity belongs to them? When they feel it most? How it makes them feel? What stories connect them to that identity?

What is one (or more) thing(s) that you learned by listening to your neighbor?

Cultural Competency & Humility

Tips & Guidelines

- Do what works for YOU. Don't try to do something that works for someone else you know. You must be authentic!
- Don't assume your traditions and experiences are the only or right ones.
- Research on your own, but do not assume that the main story, or stories, that you hear or see are the only one(s) or the right one(s). Every experience and story has its own value!
- Be open to learning! Ask questions, when appropriate, in a respectful manner (i.e. I don't know about _____. Could you tell me about it or tell me where I could find out more, please?)
 - But do not make them responsible for educating you.
- Enter into the professional relationships with humility that you are not the only person with knowledge.
- Provide opportunities and support for child and family voices to be heard, then listen and support those who share, and honor the shared knowledge by responding in an open, respectful, and useful manner.
- Ensure that the interventions, practices, services and supports are tailored to the unique cultural characteristics of the clients so that the services are relevant from the client's perspective and appropriate to their needs.