Identity, Bias, and Cultural Humility: Connecting to Ourselves and Others

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Overview

• What is Cultural Humility?
• Understanding Identity
  ◦ Our own narratives
• Recognizing Bias
  ◦ Our own biases
• Best Practices & Continued Learning
• Q & A
Cultural Humility
Cultural Humility

- Process of self-reflection and self-critique, and analysis of one’s own beliefs and cultural identities
- Commitment to lifelong learning about one’s own and the cultures of others
- Why should we develop cultural humility?
- Why should an agency aspire to be culturally humble?

(Tervalon & Murray-Garcia, 1998)
(Yeager & Bauer-Wu, 2014)
Importance of Cultural Humility

‣ Creates more organizational buy-in

‣ Helps to develop a better working alliance with participants

‣ Increases participant engagement
Levels of Cultural Humility

- Individual Provider Level (practices, skill sets, experiences)
- Organizational Level (mission and vision statement, culture, demographic composition of management and staff, etc.)
- Systems Level (policies and procedures, programs and services)
Becoming More Culturally Humble

• There is no degree in cultural humility because there is no degree of knowledge that is terminal or finite
• Cultural humility requires continual commitment to learning, and relearning
• Cultural humility also requires continuous self-critique and analysis
  ○ Values, beliefs, goals
  ○ Understanding biases
  ○ Addressing one’s own privilege
<table>
<thead>
<tr>
<th>Attributes</th>
<th>Cultural Competence</th>
<th>Cultural Humility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>View of Culture</strong></td>
<td>• Group traits&lt;br&gt;• Group label associates group with a list of traditional traits and practices&lt;br&gt;• De-contextualized</td>
<td>• Unique to individuals&lt;br&gt;• Originates from multiple contributions from different sources&lt;br&gt;• Can be fluid and change based on context&lt;br&gt;• Different combinations</td>
</tr>
<tr>
<td><strong>Culture definition</strong></td>
<td>• Minorities of ethnic and racial groups</td>
<td>• Different combinations of ethnicity, race, age, income, education, sexual orientation, class, abilities, faith, and more</td>
</tr>
<tr>
<td><strong>Traditions</strong></td>
<td>• Immigrants and minorities follow traditions</td>
<td>• Everyone follows traditions</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>• Majority is the norm; other cultures are different</td>
<td>• Power differences exist and must be recognized and minimized</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>• Promotion of stereotyping</td>
<td>• Promotion of respect</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>• Differences based on group identity and group boundaries</td>
<td>• Individual focus of not only of the other but also of the self</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>• A defined course or curriculum to highlight differences</td>
<td>• An ongoing life process&lt;br&gt;• Making bias explicit</td>
</tr>
<tr>
<td><strong>Endpoint</strong></td>
<td>• Competence/expertise</td>
<td>• Flexibility/humility</td>
</tr>
</tbody>
</table>

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043/
Exploring Your Identity

• Choose 3 identities that define you
• Why are they important to you?
• Chat in your thoughts
Social Identities

- Social Identity encompasses who we are and includes many facets
  - Race, gender, ethnicity, sexual orientation, abilities, citizenship status, job status, etc.
Intersectionality

- We are all of our identities at once
- An individual can be African-American, Latinx, Gay, low-income, and gender non-conforming
- Our identities and the intersectionality of our identities often oppress us and/or provide us with privilege
- However, most importantly, we are the identities that we claim
What is Your Story?

Write about ‘The Story of Your Name’.

Or,

Choose from the three identities that you chose earlier and write about your experiences of each and how they comprise your identity.

For example:
Were You Able to Participate in Our Race Module

Please chat into the chat box-
Yes
No

Please chat into the chat box-
What thoughts did you have about this learning module?
Was it helpful?
What did you learn?
Recognizing Biases
Racial Socialization & Racial Identity Development

• Racial socialization refers to the ways that caregivers and communities teach children about race
• Direct or indirect messages about people, institutions, and ideologies
• Racial socialization may impact how you see yourself and others and biases that you have developed
• Racial socialization and identity development for people of color and white people are often different
OVERT WHITE SUPREMACY (Socially Unacceptable)

Lynching
Hate Crimes
Swastikas
KKK
Burning Crosses
Neo-Nazis
Racist Jokes
Racial Slurs
The N-Word
Hiring Discrimination
Discriminatory Lending
Mass Incarceration
Police Brutality
Paternalism
Anti-Immigration Policies/Practices
Racial Profiling
Police murdering POC
Assuming that Good Intentions are Enough
Self-appointed White Ally
Celebration of Columbus Day

COVERT WHITE SUPREMACY (Socially Acceptable)

“Make America Great Again”
School-to-Prison Pipeline
Confederate Flags
Not Believing Experiences of POC
Virtuous Victim Narrative
Denial of White Privilege
Denial of Racism
Tokenism
White Savior Complex
Expecting POC to Teach White People
“But what about me?”
Blaming the Victim
Colorblindness
“Don’t blame me, I never owned slaves”
Bootstrap Theory
Cultural Appropriation
Not Challenging Racist Jokes
“Believing we are “Post-Racial”
“But we’re just one human family”
Racist Mascots
Claiming Reverse Racism
“Don’t change my Columbus Day”

Source: https://stuartcenter.org/resource/white-supremacy-overt-covert
White Privilege

- White people are often socialized not to see color and to not acknowledge racial differences
- Inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice
- Often invisible to people who identify as white
- Lack of acknowledgement of difference is often seen as invalidating to communities of color, who value their racial and cultural heritage as unique and important aspects of their identity
- This can lead to implicit biases against those who are seen as different or “others”
Bias

- Biases are normal and universal
- Everyone has a prejudice for and towards people, places, and things
- However, not everyone has the same level of self-awareness about their biases.
Biases & Stereotypes

- Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

- Stereotype: A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Chat in one of your own biases that you have recognized recently.
### Racism Scale: Where do you fall?

<table>
<thead>
<tr>
<th>Terrorism</th>
<th>Overt racism</th>
<th>Subconscious racism</th>
<th>Indifference</th>
<th>Defensive</th>
<th>Justification</th>
<th>Denial</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would/have killed a black person simply for being black</td>
<td>Violent Black Face (Depict: Hangings, etc.)</td>
<td>Whites are the superior race</td>
<td>Blacks are naturally more violent/less intelligent</td>
<td>&quot;I'm not racist, but...&quot;</td>
<td>How am I privileged if I am poor?</td>
<td>I just don't like &quot;ghetto&quot;</td>
</tr>
<tr>
<td>I inflict fear upon black people on purpose</td>
<td>Whites should be sent back to Africa</td>
<td>The way things are is god's will</td>
<td>&quot;Funny&quot; Black Face</td>
<td>That has nothing to do with me</td>
<td>It's just a joke</td>
<td>If he/she had just...</td>
</tr>
<tr>
<td>We had a black president therefore black people are not oppressed</td>
<td>Slavery ended 200 years ago</td>
<td>I don't see color</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Feelings of ‘White Guilt’ can lead to**

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And compound many of these behaviors

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<table>
<thead>
<tr>
<th>White Savior</th>
<th>“Woke” Justification</th>
<th>Performative Ally</th>
<th>Awareness</th>
<th>Allyship</th>
<th>Abolitionist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whites were slaves too</td>
<td>There is only 1 Race, the human race.</td>
<td>Love conquers all.</td>
<td>I will help you, but only if I lead</td>
<td>Being involved in this will help my reputation</td>
<td>Systemic racism is very real and needs to be ended</td>
</tr>
<tr>
<td>If we can't use the &quot;N&quot; word, they shouldn't either</td>
<td>If they want our help they should be nice more respectful</td>
<td>I expect praise and/or publicity</td>
<td>Yes, my life as a poor white person has been hard but it isn't as harsh as if I were poor AND a POC</td>
<td>I will make space for POC</td>
<td></td>
</tr>
</tbody>
</table>

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*Note: It is common for many people to move back & forth along the scale regularly, especially the middle parts

** The term "blacks" is used to be more familiar to anyone of those mentalities

***"Blacks" can be substituted with people of any nationality/ethnicity other than European white since it's people of European descent who have held institutional power in America since its inception.
Implicit Bias

- The unconscious attribution of particular qualities to a member of a certain social group
  - Universal
  - Does not necessarily align with beliefs
  - Pervasive
  - Tend to favor our in-group
- Malleable – we can change how we think and our biases through introspection and continued work
Implicit Bias is Universal

- Project Implicit is a study conducted at Harvard University that measures implicit biases in a number of categories including race and gender.

- Study found that people often have biases for and against various groups.
Implicit Bias → Microaggressions

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
### Examples of Microaggressions

<table>
<thead>
<tr>
<th>What’s said</th>
<th>What’s heard</th>
</tr>
</thead>
<tbody>
<tr>
<td>You speak English very well.</td>
<td>You are not a true American. You’ll always be a foreigner.</td>
</tr>
<tr>
<td>I don’t even think of you as Black.</td>
<td>You’re denying me of a significant aspect of who I am. Something is wrong with being Black and I don’t see you in a negative way so I’ll ignore that aspect of your identity.</td>
</tr>
<tr>
<td>Are you sure you were followed because of your race? You know, not everything is about race.</td>
<td>My feelings and experiences aren’t validated because you cannot relate.</td>
</tr>
<tr>
<td>These guys over here don’t think that way.</td>
<td>My gender identity isn’t validated. You’re further perpetuating patriarchy.</td>
</tr>
</tbody>
</table>

Adapted from Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010
Impact of Microaggressions

- Decreases engagement
- Depression
- Trauma
- Suicidal Ideation
- “Death by a thousand cuts”

Photo Credit: KIYUN KIM, https://nortonism.tumblr.com/
Best Practices & Continued Learning
A Riddle:

Question:
A man and his son are in a terrible accident and are rushed to the hospital in critical care. The doctor looks at the boy and exclaims "I can't operate on this boy, he's my son!" How could this be?
Case Example

A female client (college student) comes to meet with you for an appointment. Her father has come with her to be a part of the appointment. The father insists that they want to be seen by a male counselor. During the appointment the father does all of the talking and decision making for his daughter. The student is visibly uncomfortable and speaks very little during the session.

Chat in some of your immediate assumptions based on the case example.

What are the power and privilege dynamics presenting themselves in this scenario?
Case Example (Explained)

- Student has a learning disability and dad has been her advocate since she was school-aged
- Dad is older and has had poor experiences with female counselors in the past
- Dominican family and came to the United States 5 years ago
- Mom passed away when student was young

What are some of the cultural considerations?
In what ways can you meet them where they are?
Recommendations

- **Ask and Don’t Assume**
  - Identity is personal
  - Families identify as they please
- **Utilize inclusive language**
  - Ask about preferred pronouns – he, she, him, her, they
- **Assess for cultural significance or importance**
- **Admit if you made a mistake**
  - “I’m sorry for making that assumption. I’ll do my best for that not to happen again, but please let me know if it does.”
- **Understand and address biases (both explicit and implicit)**
- **Seek out knowledge and information about cultural groups that are different from your own**
- **Address difference**
- **Continue to explore your own identity and biases**
The HUMBLE Model

H: Humble about the assumptions you make
U: Understand your own background and culture
M: Motivate yourself to learn more about the other person's background
B: Begin to incorporate this knowledge into your work
L: Life-long learning
E: Emphasize respect and negotiate service plans

A Cultural Humility Exercise

Visualization, journaling, or a combination of both activities can help you become mindful of how you see the world and enhance your ability to notice how all humans are similar. From this perspective, you begin to develop a curiosity for and appreciation of peoples’ differences.

Begin by closing your eyes and noticing your breath moving in and out of your body. After a couple of minutes, visualize yourself as you move through the basic human functions of your day. Notice what influences your food choices, how you dress, what music you listen to, and other personal preferences.

Now, visualize someone from another culture as they experience their day. Notice how from a human perspective, they, like you, wake from sleep, eat, drink, and move. When attitudes, beliefs, and stereotyping are stripped away, the basic human needs remain:

- Food, water, shelter, sleep, oxygen, and warmth
- Safety and security
- Love and belonging

People’s day-to-day actions may be rooted in culture, but their choices are uniquely their own.

Consider journaling your reaction to this practice and continue to be mindful of your personal bias and judgement of others as you cultivate cultural humility.
Remember...

What you (think) you know

What you can learn
The Johari Window (Luft, 1969)
Contact Us!

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Resources

- Legacies of Pain and Resilience: Clinical Implications for Understanding Historical Trauma and Race*
- How Racism Impacts those We Serve and How We Serve: Are We Meeting Participants Where They Are?*
- Race and Trauma: Race-based Traumatic Stress and Psychological Injury
- Race and Trauma:The Role of Racial Trauma in Psychotherapy*
- Race, Poverty & Trauma: Microaggressions and the Therapeutic Alliance: Exploring Ethnically and Racially Diverse Clinician-Participant Relationships*
- Black Boys & Men: Changing the Narrative (Podcast)
- Beyond Speaking Spanish: Cultural Competency with Spanish-Speaking Communities (Webinar and slides are only available in Spanish)
- El DSM 5 y la Entrevista de Formulación Cultural: Qué es y cómo implementarla
Resources

🔹 VIDEO: What Kind of Asian Are You?
  https://www.youtube.com/watch?v=DWynJkN5HbQ
🔹 https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias
🔹 The DSM 5 and the Cultural Formulation Interview: What It Is and How to Implement It
🔹 https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination?fbclid=IwAR1cut8hcBO_EgWbobZPccgrOUeWwS1ZqhNFNEC2BPatCQBLs8W TW523Nk
🔹 https://www.tandfonline.com/doi/full/10.1080/23793406.2016.1260634
🔹 https://www.showingupforracialjustice.org/white-supremacy-culture.html
🔹 http://whitesforracialequity.org/1-readings-resources-overview-definitions/
Upcoming CTAC Events

**Integrating DBT Skills in LGBTQ Affirmative Psychotherapy with Adolescents and Adults**
Wednesday, July 31st | 12PM

**The Trauma Informed Family Peer Advocate**
Wednesday, August 7th | 1PM

For any questions regarding CTAC registration, please email ctac.info@nyu.edu