

An Introduction to Diversity.

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Published In/Presented At

Sternlieb, J. L., Bakasa, W. DiVincenzo, J. (2017, Feb). *An Introduction to Diversity*. Presentation Presented at: Pennsylvania Psychological Association, Harrisburg, PA.

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The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

AN INTRODUCTION TO DIVERSITY

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OBJECTIVES

- DISCUSS WHY THERE IS A FOCUS ON DIVERSITY
- DEFINE TERMS THAT RELATE TO DIVERSITY
- DESCRIBE DIFFERENT CHANGE MODELS
- DEFINE ROLES OF PSYCHOLOGISTS AS SUPERVISORS AND CLINICIANS



WHY SO MUCH FOCUS ON DIVERSITY?

- WE ARE MORE AWARE OF THE HETEROGENEITY IN THE POPULATION.
- WE ARE MORE AWARE OF HOW PEOPLE ARE **TREATED DIFFERENTLY** BECAUSE OF BEING DIFFERENT.
- WE HAVE DIFFICULTY **TALKING ABOUT** AND TRULY **UNDERSTANDING** THE IMPACT OF THESE DIFFERENCES.
- WE MISS THE INSIDE WHEN WE FOCUS ONLY ON THE OUTSIDE!
PEOPLE ARE SO MUCH MORE THAN THE LABEL!

IT'S NOT JUST ABOUT COLOR!

AND IT'S NOT JUST ABOUT CATEGORIES!

SOME DEFINITIONS:

- DIVERSITY
- CULTURE
- MULTICULTURALISM
- BIAS
- RACISM

DIVERSITY

- MANY DIFFERENT DEFINITIONS FOR DIVERSITY
 - THE CONDITION OR FACT OF BEING DIFFERENT OR VARIED; ALSO THE MIXTURE OF RACES AND RELIGIONS THAT MAKE UP A GROUP OF PEOPLE (CAMBRIDGE ACADEMIC CONTENT DICTIONARY)
- IT REALLY IS ABOUT THERE BEING POINTS OF DIFFERENCE...MORE THAN IN JUST RACE OR RELIGION
 - CAN INCLUDE RACE, AGE, NATIONALITY, DISABILITY, SEXUAL IDENTITY, EDUCATION, SKILLS, GENDER, RELIGION
 - INVISIBLE DIVERSITY—UNSEEN ATTRIBUTES
 - VISIBLE DIVERSITY—WE CAN SEE SOME OF OUR DIFFERENCES

CULTURE

- SYSTEMS OF KNOWLEDGE, CONCEPTS, RULES, AND PRACTICES THAT ARE LEARNED AND TRANSMITTED ACROSS GENERATIONS.”
- “INCLUDES LANGUAGE, RELIGION AND SPIRITUALITY, FAMILY STRUCTURES, LIFE-CYCLE STAGES, CEREMONIAL RITUALS, AND CUSTOMS, AS WELL AS MORAL AND LEGAL SYSTEMS.”

DSM-5, P. 749

MULTICULTURALISM

- THE CO-EXISTENCE OF DIVERSE CULTURES
 - TYPICALLY REFERS TO ETHNIC OR RACIAL GROUPS
- THE PRACTICE OF GIVING EQUAL ATTENTION AND IMPORTANCE TO DIVERSE CULTURAL GROUPS

BIAS

- PREJUDICE IN FAVOR OF OR AGAINST ONE THING, PERSON, OR GROUP COMPARED WITH ANOTHER, USUALLY IN A WAY CONSIDERED TO BE UNFAIR
- THE UNCONSCIOUS ATTITUDES AND BELIEFS THAT SHAPE OUR BEHAVIOR TOWARD SOMEONE PERCEIVED AS INFERIOR OR AS A THREATENING OUTSIDER

RACISM

- PREJUDICE, DISCRIMINATION, OR ANTAGONISM DIRECTED AGAINST SOMEONE OF A DIFFERENT RACE BASED ON THE BELIEF THAT ONE'S OWN RACE IS SUPERIOR

SOME KEY TERMS:

- PRIVILEGE
- COLLUSION
- MICROAGGRESSIONS
- POLITICAL CORRECTNESS
- THE RACE CARD
- COLOR BLIND

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

PRIVILEGE = UNEARNED ADVANTAGE

“SOME PEOPLE ARE BORN
ON THIRD BASE AND THINK
THEY HIT A TRIPLE.”

COLLUSION: ACTIVE + PASSIVE

- ALL ETHNIC 'JOKES' ("DID YOU HEAR THE ONE ABOUT THE ...")
- LAUGHING AT ETHNIC JOKES!
- SECRET KEEPING
- AGREEING NOT TO TALK ABOUT 'HOT' TOPICS
- NOT SPEAKING UP ABOUT THE UNACCEPTABLE

● MICROAGGRESSION

THE TERM “**MICROAGGRESSION**” WAS USED BY COLUMBIA PROFESSOR DERALD SUE TO REFER TO “BRIEF AND COMMONPLACE DAILY VERBAL, BEHAVIORAL, OR ENVIRONMENTAL INDIGNITIES, WHETHER INTENTIONAL OR UNINTENTIONAL, THAT COMMUNICATE HOSTILE, DEROGATORY, OR NEGATIVE RACIAL SLIGHTS AND INSULTS TOWARD PEOPLE OF COLOR.”

P.C.

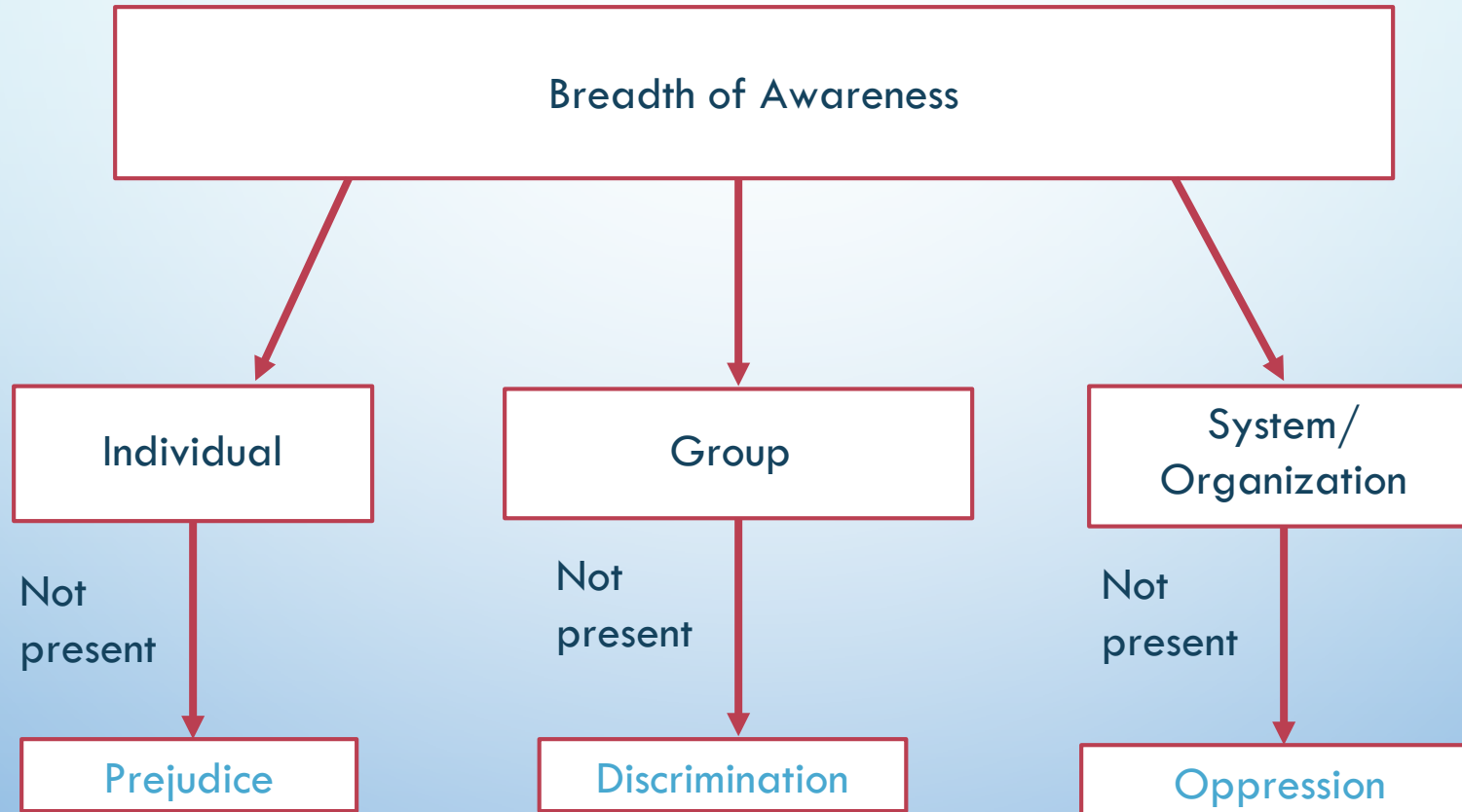
- POLITICAL CORRECTNESS IS AN EFFORT TO RECOGNIZE AND RESPECT THAT NOT EVERYONE SHARES THE DOMINANT, DEFAULT ADVANTAGE OF THE MAJORITY
- THE PLATINUM RULE - DO UNTO OTHERS AS THEY WISH TO BE TREATED - YOU HAVE TO ASK!
- REJECTING POLITICAL CORRECTNESS IS THE UNWILLINGNESS OF PEOPLE WITH PRIVILEGE TO ACKNOWLEDGE THAT PRIVILEGE.

THE RACE CARD: WHAT AM I FEELING?

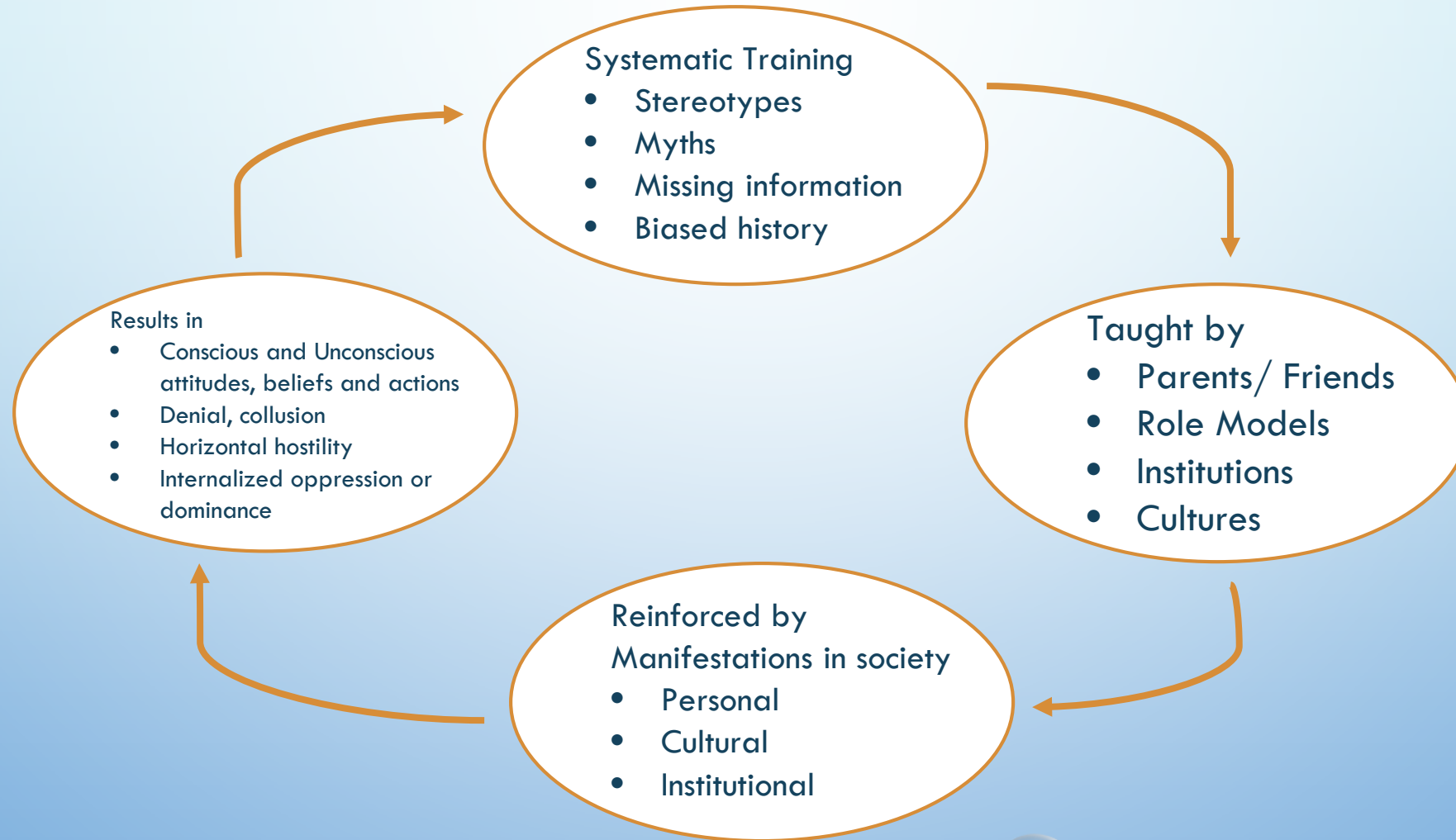
SOCIAL JUSTICE CHANGE MODEL

- AWARENESS
- KNOWLEDGE
- SKILLS
- ACTION

AWARENESS



CYCLE OF OPPRESSION



DOMINANT GROUP PATTERNS

- ACCESSIBILITY
- CHOICE
- POWER/SUPERIORITY
- DEFINE WHAT IS “NORMAL”
- NAÏVE
- ANGER
- GROUP OWNERSHIP

GROUP IDENTITIES

- NOT ALWAYS ABOUT NUMBERS
- VISIBLE AND INVISIBLE IDENTITIES
- GENETIC, CHOSEN, AND SOCIETALLY-DEFINED GROUP IDENTITIES
- MULTIPLE GROUP MEMBERSHIPS
- NOT ABOUT INDIVIDUAL BEHAVIORS OR FEELINGS
- YOU DIDN'T ASK FOR IT AND CAN'T GIVE IT BACK

SOCIALLY JUST COMMUNITY FOUNDATIONS

- CONFLICT AND DISCOMFORT
- UNDERSTAND FIRST
- PRACTICE FORGIVENESS
- BUILD TRUST
- OPPRESSION AFFECTS EVERYONE
- SELF-WORK AND SELF-LOVE ARE NECESSARY
- WE DON'T KNOW ALL
- NO FAULTS BUT RESPONSIBILITIES
- NO QUICK FIXES

RESEARCH + APPLICATIONS: OUR ROLES AS SUPERVISORS

- SUPERVISOR COMPETENCE IMPORTANT
 - FOR STARTERS, WHO ADDRESSES MULTICULTURAL COMPETENCE IN THE SUPERVISORY DYAD?
- DRAWBACKS OF INADEQUATE KNOWLEDGE OF DIVERSITY BY SUPERVISOR
 - PAINFUL/CONFUSING FOR SUPERVISEE
 - CLIENT MAY SUFFER
 - CLIENT AND SUPERVISEE MAY FEEL MARGINALIZED
 - WHAT ELSE?

SUPERVISION (CONT'D.)

- BARRIERS TO INTEGRATION OF DIVERSITY AND TRAINING (FALENDER AND SHAFRANSKE, 2004)
 - LACK OF EMPIRICAL RESEARCH ON RELATIONSHIP OF CROSS-CULTURAL TRAINING TO TREATMENT EFFICACY
 - MISUNDERSTANDING ABOUT WHO HAS OR DOESN'T HAVE A "CULTURE" (E.G., DO PEOPLE OF COLOR? CAUCASIANS? OTHER DIVERSE POPULATIONS?)
 - DIVERSITY TRAINING CAN BRING UP FEELINGS OF RESISTANCE AND DEFENSIVENESS
 - GET IN WAY OF SUPERVISORY RELATIONSHIP IF NOT SELF-REFLECTIVE

SUPERVISION (CONT'D.)

- OTHER TRAINEE DIVERSITY ISSUES
 - ESL STUDENTS: LANGUAGE, CULTURAL BARRIERS...EVEN DIFFERENT VIEWS OF TIME MANAGEMENT, ROLES OF FAMILY OF ORIGIN, SETTING PRIORITIES, STYLES OF INTERACTION AND PROCESS (ALVAREZ, BLUME, CERVANTES, THOMAS, 2009)
 - STUDENTS WITH DISABILITIES—NEED AWARENESS OF BARRIERS, PREJUDICES, ETHICS, DISCRIMINATION, RIGHT OF DISCLOSURE, ADA (TAUBE & OLKIN, 2011)
 - SPIRITUALITY, AGE, GENDER SOCIAL CLASS/ECONOMIC STATUS, ETC.
- PREREQUISITES FOR MULTICULTURALLY COMPETENT SUPERVISION
 - SIMILAR TO PREREQUISITES FOR MULTICULTURALLY COMPETENT PRACTICE
 - IF NOT MULTICULTURALLY COMPETENT SUPERVISORS, ARE WE MEETING ETHICS REQUIREMENTS OF SUPERVISING ABOUT THAT WHICH WE ARE KNOWLEDGEABLE?

OUR ROLES AS CLINICIANS

- REMEMBER THAT MANY THEORIES OF COUNSELING ARE CULTURE-BOUND. THERE ARE RELATIONSHIPS BETWEEN CULTURE, NORMS, VALUES AND ATTITUDES AND THE WAY WE TREAT AND PERCEIVE BEHAVIORAL HEALTH DISORDERS. E.G.,
 - FOCUS ON INDIVIDUAL OR OTHERS
 - EMOTIONAL/VERBAL EXPRESSIONS, AMBIGUITY, PATTERNS OF COMMUNICATION, POWER DIFFERENCE
 - SELF-DISCLOSURE
 - SCIENTIFIC EMPIRICISM VS. MORE HOLISTIC APPROACHES



OUR ROLES AS CLINICIANS

- TO BE AWARE OF DIVERSITY INTO EVERY THERAPY SESSION
 - WITH EVERY CLIENT—ALL CULTURES, RACES, BELIEFS, HIDDEN OR VISIBLE
 - (UNPACK OUR KNAPSACK)
- CONSULT WITH PEERS WHEN NEEDED—MAKES US BETTER!
 - BE OPEN AND WELCOMING TO QUESTIONS FROM OTHERS WHO MAY BE UNSURE ABOUT DIVERSITY ISSUES
- FORMAL PRACTICE GUIDELINES ARE AVAILABLE
 - E.G., GUIDELINES FOR PSYCHOLOGICAL PRACTICE WITH TRANSGENDER AND GENDER NONCONFORMING PEOPLE, PSYCHOLOGICAL PRACTICE WITH GIRLS AND WOMEN, WITH OLDER ADULTS, GUIDELINES ON MULTICULTURAL EDUCATION, WITH LESBIAN, GAY AND BISEXUAL CLIENTS, PERSONS WITH DISABILITIES

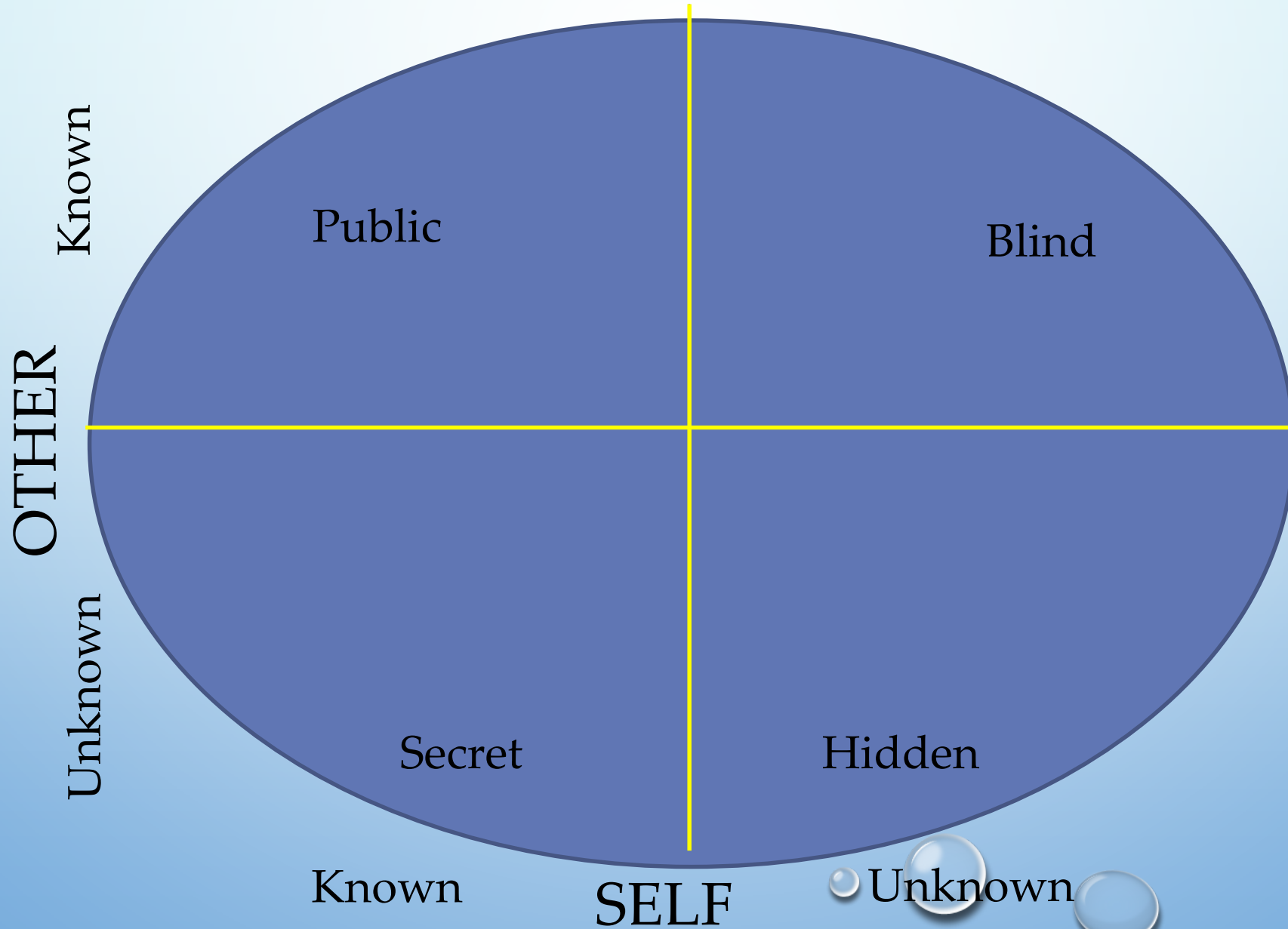
WHERE DO WE GO FROM HERE?

- ADOPT A STANCE OF CULTURAL HUMILITY - SEE JOHARI WINDOW.
- PRACTICE ONGOING EXPLORATION OF SELF AND OTHERS
 - WHAT DO YOU KNOW ABOUT YOUR OWN CULTURES - FAMILY, ETHNIC, RELIGIOUS?
- CHALLENGE THE “US AND THEM” PERSPECTIVE AND CHANGE IT INTO “WE”
- BE CURIOUS - READ, ASK, LISTEN, LEARN, RISK (READING LIST ACCOMPANIES THIS WEBINAR)

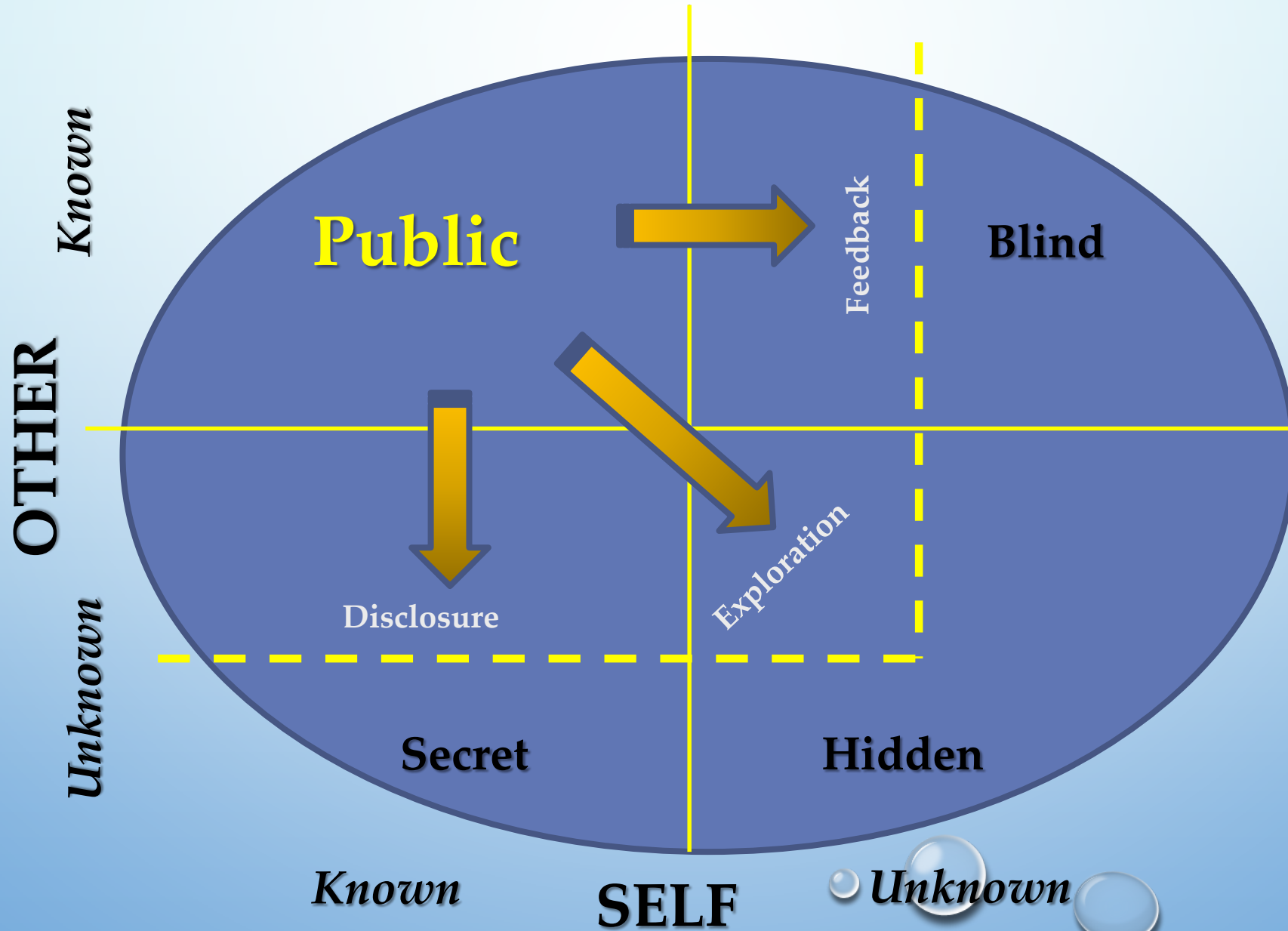
WHERE DO WE GO FROM HERE?

- APPRECIATE THE INTERDEPENDENCE OF DIVERSITY, HUMANITY AND SOCIETY
- HAVE MUTUAL RESPECT FOR EXPERIENCES AND QUALITIES THAT ARE DIFFERENT FROM OUR OWN
- INCREASE CONTACT WITH DIVERSE GROUPS
- BUILD ALLIANCES ACROSS DIFFERENCES SO THAT WE CAN WORK TOGETHER TO ELIMINATE DISCRIMINATION
- OBTAIN FORMAL DIVERSITY TRAINING

JOHARI WINDOW: LUFT AND INGHAM



EXPANDING FIELD OF SHARED UNDERSTANDING



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