



Culturally Inclusive and Responsive Practices in a Multicultural College Environment

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bell hooks

"Unfortunately, it is often easier to ignore, dismiss, reject, and even hurt one another rather than engage in constructive confrontation"

➤ bell hooks (2000)

Learning Objectives

- Engender a greater sense of community among participants through cultural awareness reflection exercises. Identify practical skills that emerge that can be applied with students and peers alike.
- Review identity models that address inclusive diversity and the role of unconscious biases, emotional IQ, and microaggressions.
- Identify prevailing cultural values and practices at Fullerton College that may be assets or impede desired goals for access, inclusion, and valuing of cultural differences.
- Develop consensus about 2-3 implementable change practices.

Introductions: Points of Pride for Culturally Inclusive and Responsive Practices

- On a personal level
- On a professional level
- In the workplace

Assessment Highlights – PART I ($n = 28$)

► PART I: Strongest agreement

- I enjoy my work ($M = 3.68$; $SD = 0.48$)
- The future of Fullerton is also dependent on our school youth (K – 12) ($M = 3.61$; $SD = 0.50$)
- I believe diversity is something to practice, not solve ($M = 3.54$; $SD = 0.58$)
- I believe that having an ethnically and racially diverse staff is essential to Fullerton's success ($M = 3.54$; $SD = 0.51$)
- The future of Fullerton sustainability is tied to our focus on inclusive diversity ($M = 3.39$; $SD = 0.50$)
- I believe that socioeconomic status is not synonymous with intelligence ($M = 3.39$; $SD = 0.74$)
- I am aware that students of ethnic/racial minority status have more challenges than do White students ($M = 3.36$; $SD = 0.73$)

► PART I: Weakest agreement

- Everyone who visits Fullerton is made to feel welcomed and respected ($M = 2.75$; $SD = 0.70$)
- There is respectful and open communication among Counseling Faculty ($M = 2.61$; $SD = 0.63$)

Assessment Highlights – PART II ($n = 26$)

- ▶ **PART II: Strongest agreement**
- ▶ I consider myself...
 - ▶ A good communicator ($M = 3.15$; $SD = 0.46$)
 - ▶ A person who achieves results ($M = 3.15$; $SD = 0.46$)
 - ▶ Responsive to feedback ($M = 3.12$; $SD = 0.43$)
 - ▶ A flexible thinker ($M = 3.12$; $SD = 0.43$)
 - ▶ Multiculturally aware ($M = 3.12$; $SD = 0.59$)
- ▶ **PART II: Weakest agreement**
 - ▶ Responsive versus reactive ($M = 2.85$; $SD = 0.46$)
 - ▶ Innovative ($M = 2.92$; $SD = 0.48$)

What does cultural competency mean to you? ($n = 23$)

Inclusion

Critical dialogue

Awareness

Learning

Respect

Acceptance

Communication

Multicultural Counseling Competencies

domains of learning and practice

(Arredondo et al., 1996)

I. Awareness of Your Own Cultural Values and Biases

- a. Awareness and Belief
- b. Knowledge
- c. Skills

II. Awareness of Others' Worldviews

- a. Awareness and Beliefs
- b. Knowledge
- c. Skills

III. Culturally Competent Behavioral Strategies

- a. Awareness and Beliefs
- b. Knowledge
- c. Skills

Counseling Dilemmas

Individual Activity

- Sketch out a situation that introduced dilemmas that challenged your cultural competency—awareness, knowledge, and skills. Describe the following:
 - What challenged your cultural awareness about yourself?
 - What was stirred up in you? Are these emotions familiar to you?
 - Looking at the dilemma, what knowledge would be helpful to have?
 - What contextual and interpersonal factors are affecting the student? You?

Factors that Affect Cultural Competency Development

- Awareness Level:
 - Not in touch with personal heritage
 - Belief in color-blindness
 - Focus on culture is unfamiliar experience
- Beliefs: **I am a good person; I am not racist**
- Knowledge Level:
 - Never had contact with xxx type of person
 - Unfamiliar with MCC as a developmental process
 - Belief in the melting pot theory

The Silent Interview

- Where was s/he born?
- What did her/his parents do for work?
- What kind of student was s/he in high school?
- How does s/he like to spend spare time?
- What kind of music does s/he enjoy?

Ethnocentric Monoculturalism:

Implications—do you agree or disagree?

- Restricted or unexamined worldview that does not consider other's cultural viewpoints and experiences
- Role of labelling, stereotyping, stigmatizing, and "othering"
- Belief in meritocracy
- See diversity as a problem to be solved
- Implicit bias informs one's beliefs, emotions, and behaviors
- Unexamined ethnic identity development reduces empathy
- Unexamined power and privilege is ego and ethnocentric
- Color-blindness leads to microaggressions

Neglecting the Cultural Factor: Some Explanations

- emphasis on biological vs. sociological/historical explanations.
- lack or fear of direct experiences with “different” persons.
- assumption of cultural universality vs. cultural variability.
- fears of creating or reinforcing stereotypes.
- to look at differences is incongruent with egalitarian ideology.
- ethnocentric/one-way tendencies in the U.S.

Dimensions of Personal Identity – Revised context and intersectionality

"A" Dimensions

Age
Ethnic/Multiple Heritage/Multiracial
First Generation
Gender Identity
Language
Physicality/Mental Well-Being
Sexual Orientation
Social Class

"B" Dimensions

Educational Background
Geographic Location
Hobbies/Recreational Interests
Military Experience
Relationship Status
Religion/Spirituality
Work Experience
Health Care Practices/Beliefs

"C" Dimensions

Historical Moments/Eras
Ecological Forces

Latinx Intersectionality Identity Model (Santiago-Rivera, Arredondo, & Gallardo-Cooper, 2002)

"A" Dimensions

Age/Generational Status
Culture/Euro/Mestizo/Indigenous
Gender Identity/Marianismo/Machismo
Language/Regional Accents
Physical/Mental Status
Phenotype
Sexual Orientation
Social Class

"B" Dimensions

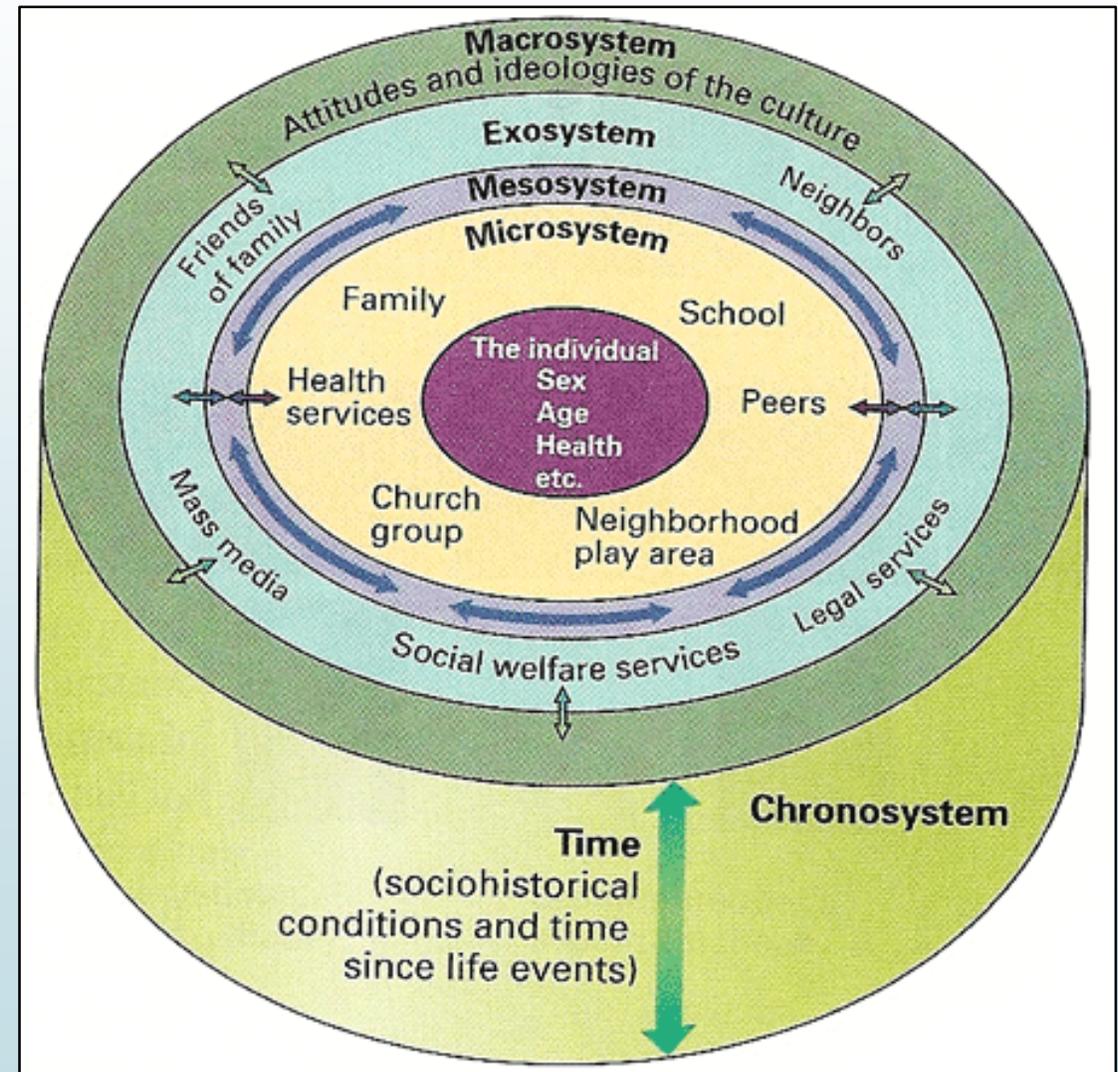
Acculturation Status
Citizenship Status
Educational Background
Geographic Location
Family Relationship
Status/Familismo
Religion/Spirituality/Folk Beliefs
Work Experience
Health Care Practices/Beliefs
Identity Status (Self-referent labels)
Economic Status

"C" Dimensions

Personal/Familial/Historical
Eras/Events
Sociopolitical Forces
Ecological Forces

Contextual Forces and Individuals/Families

- Systems approach
- Bronfenbrenner Ecological Model



Counseling Dilemmas: Revisiting

- **Review your dilemma**
- What challenged your cultural awareness about yourself?
- What was stirred up in you? Are these emotions familiar to you?
- From a cultural competency standpoint, what are immediate sources of knowledge needed?
- To better understand the student, make an inventory of her/his intersecting dimensions of identity.
- What recovery skills are needed if an error occurred?

What does emotional intelligence mean to you? (n = 21)

Effective responding

Stability

Managing
emotions

Awareness
(of self and others)

Empathy

Recognition of emotions (in self and others)

Enablers to Culturally Inclusive and Responsive Behaviors: Role of Emotional IQ

- **Skills:** emotional self-awareness, channeling emotions appropriately, and being responsive to others. Also recognition of one's social impact.
- **Guiding Points:**
 - Assess the situation
 - Look in the mirror
 - Befriend the challenge
 - Unhook
 - Set expectations
 - Get help
 - Divorce, if necessary

Critical Incidents and Cultural Responsiveness: In a counseling visit

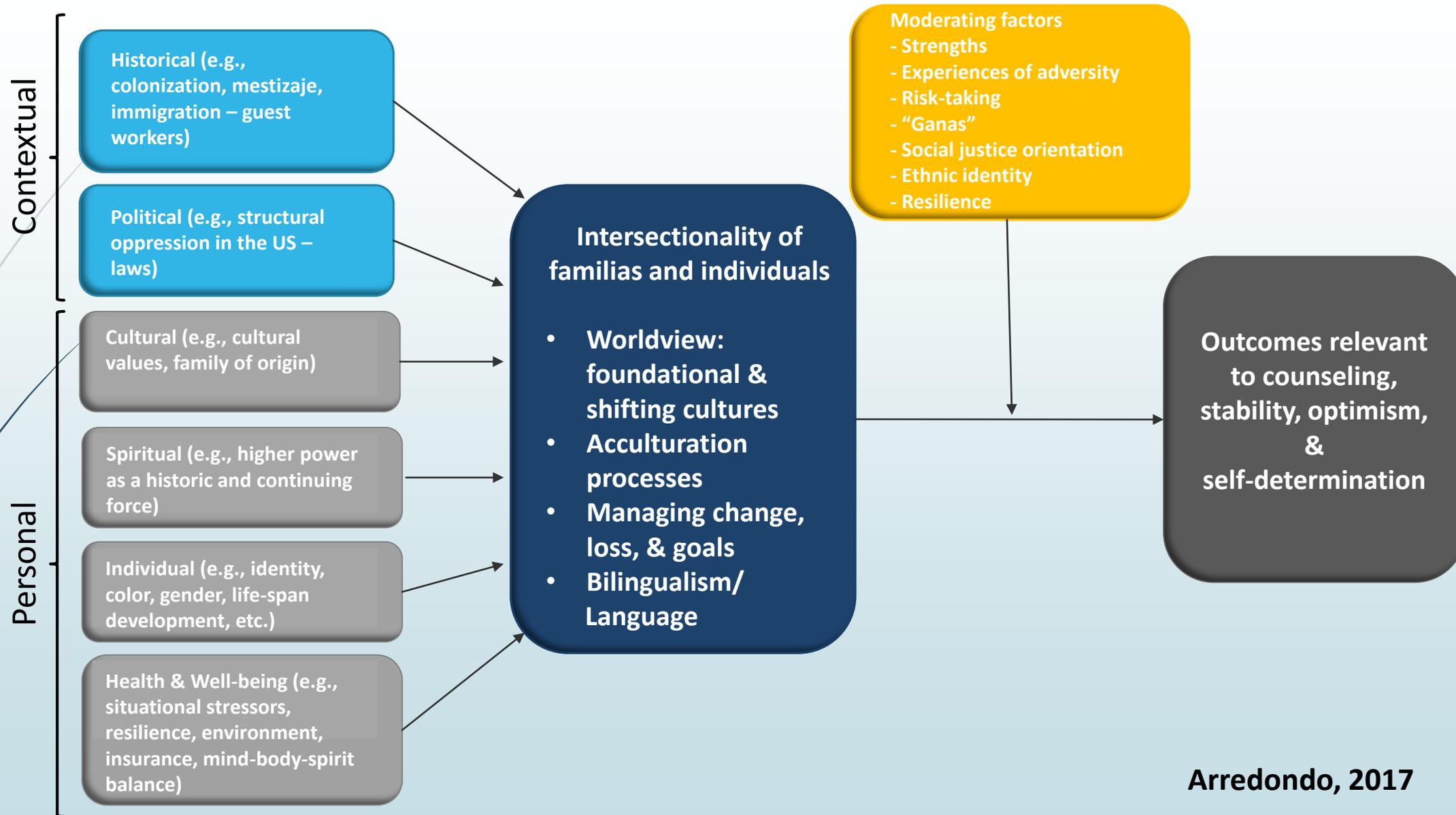
- A student of African American descent says to you: *Why are there so few African Americans here at Fullerton?*
- A student says: *I came to see you because I don't know if I want to stay in school. Is it worth it? After all, no one seems to like Mexicans.*
- A student says: *Why do my professors always ask me my opinion on what other Koreans think about ...*
- A student says: *Where are all of the military students? Maybe they dropped out since the professors often say insensitive things about people in the military.*
- A female student in Business wants to change her major because professors joke: *You women students are here to get your Mrs. Degree.*

10 Commandments of Marianismo

- Do not forget a women's place
- Do not forsake tradition
- Do not be single, self-supporting, and independent minded
- Do not put your own needs first
- Do not wish for more from life than being a housewife
- Do not forget that sex is for making babies– not for pleasure
- Do not be unhappy with your man or criticize him for infidelity, gambling, verbal and physical abuse, or alcohol or drug abuse
- Do not ask for help
- Do not discuss personal problems outside the home
- Do not change those things that make you unhappy that you can realistically change

Latinx Dynamic Relational Model for Counseling

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Historical Eras: Considerations

Arredondo: 1981

Pre-Migration

- Lifestyle
- Sense of belonging
- Education
- Economic Resources and Stressors
- Religious orientation or practices
- Political climate and safety
- War
- Natural Disasters

Migration Specific

- Method of travel
- Travel companions
- Destination
- Number of attempts
- Traumatic Incidents

Post-Migration

- **Acculturative Stress**
- Cultural Differences
- Stress and health problems
- Loss and grief
- Identity challenges
- Safety

Re-experiencing The Life Cycle Tasks

- Confusion about trust
- Embarrassment/Humiliation
- Survivor's guilt
- Inferiority about competence
- Confusion about who one really is
- Feeling stuck, immobilized, and overwhelmed
- Sense of hopelessness and hope

Arredondo based on Erikson's Life-Cycle Tasks

Please describe your leadership attributes...($n = 21$)

Empathic

Confident

Communicative

Flexible

Interpersonal

Approachable

Positive

Cultural Climate in a Multicultural College Environment: What makes it welcoming for all individuals?

- Outreach and engagement processes: How do students arrive and stay?
- How are people made to feel welcome?
- What are inclusive practices for engagement?
- What are images in the counseling center?
- Identity of the advisors and staff.
- Communications: competence and adaptability
 - Language used in advising
 - Respect for values and priorities given individual situations

Multicultural Counseling Competencies

domains of learning and practice

(Arredondo et al., 1996)

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Next Steps: Culturally Responsive Practices

We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include and needs and aspirations of others for their sakes and for our own.

César Chávez