

Enhancing Cultural Competent Communication in University Settings

Michelle Burt, Ph.D.

Luisa Ladd, Psy.D.

Tatum Phan, Ph.D.

Adriana Torres, MFT

Rich Zamora, Ph.D.

Jezzie Zimbardo, MFT

Objectives

- Increase awareness of how implicit bias affects interactions with students
- Increase understanding of different communication styles
- Learn bias-reducing strategies to enhance communication when working with students

Community Agreements

- **R**espect
- **E**ncourage
- **S**hare²
- **P**resence/Participation
- **E**ngage the process
- **C**onfidentiality
- **T**ake risks/Trust
- **I** statements
- **O**ne Mic
- **N**ourishment & Fun

Trust that dialogue and the process will take us to a deeper level of understanding and acceptance

Brave Space Vs. Safe Space

Implicit vs Explicit Bias

Implicit Bias

- Automatic attitudes and beliefs that we are often unaware of that influence our behavior

Explicit bias (*overt prejudice*)

- Attitudes and beliefs held or endorsed on a conscious level

Implicit Bias

- Everyone has it
- Implicit associations we hold outside of conscious awareness
- They do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse

Where does Implicit Bias come from?

- Early life experiences
- Media & news programming
- Cultural biases (passive observations of who occupies valued roles & devalued roles in the community)
- Your explicit biases

Video

<https://www.youtube.com/watch?v=ti5ZFmglzV4>

- Small group discussion
 - Initial thoughts and reactions
 - Can you generate examples of implicit bias in student affairs work?
 - How might these biases affect students?

How bias impacts action

“Our minds automatically justify our decisions, blinding us to the true source, or beliefs, behind our decisions. Ultimately, we believe our decisions are consistent with our conscious beliefs, when in fact, our unconscious is running the show.”

- Howard Ross
(Kirwan Institute, 2008)

Effects of Bias

- Perpetuates health disparities
- Differences in diagnosis
- Disparate treatment decisions and health outcomes
- Perceptions of poorer support & communication

(Chapman, Kaatz & Carnes, 2013)

Effects of Bias

- Varied teacher/advisor expectations of student achievement based on demographics
 - Perceived ethnic minority students as less intelligent & having less promising prospects for school careers
- How much time spent with students
- Willingness to advocate and refer to resources
- Access to mentorship

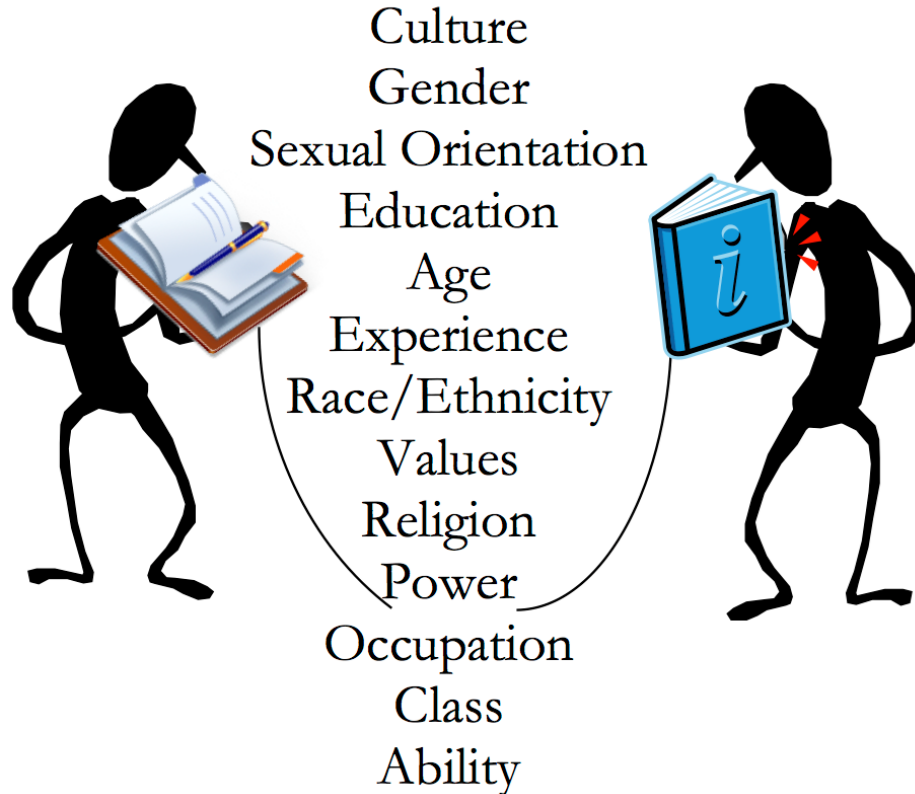
Debiasing

While implicit biases are deeply entrenched in the subconscious, researchers generally agree that ***biases are malleable*** and that ***implicit associations may be unlearned.***

Bias-Reducing Strategies

- Recognition and Awareness
- Attend to different communication styles
- Active Listening
- Perspective taking/Empathy
- Individuation/Identities
- The Platinum Rule
- Recruit Diverse Staff

Multiple & Intersecting Identities



Intercultural Communication Patterns

High Context

- Less focus on verbal interactions
- More focus on non-verbal interactions
- Often use indirect style
- More reliant on hierarchies
- Implicit: context is more important
- Silence/Long Pauses are valued

Low Context

- More Focus on verbal interactions
- Less focus on non-verbal interactions
- Mainly use direct style
- Value equal status
- Explicit: words are more important
- Silence is viewed as incompetent & uncomfortable

Non-Verbal Communication

- Movements
 - Facial Expressions
 - Gestures
- Space & Touch
- Eye Contact
- Paralanguage
 - Tone
 - Accent
 - Inflection
 - Pitch

Active Listening

- Good attention (good eye contact, open body language)
- Show that you've heard what has been said (paraphrase)
- Perception check
- Identify and respond to feelings (“it sounds like you felt..”)
- Encourage the person to fully tell their story
- Validate their experience and personal story

Perspective Taking

- Put yourself in their shoes
- What might it be like for this student to be coming to you asking for help?
- How might they feel in the room? In the moment?

(Drwecki al., 2011)

Paradigm Shift

Golden Rule

- Do unto others as **you** would have them do unto you



Platinum Rule

- Do unto others as **they** would have you do unto them

Additional Strategies

- Choose to avoid watching tv shows that promote negative stereotypes of women or minorities
- Read materials that opposes the implicit preference
- Interact w/ or learn about people who counter your implicit stereotypes
- Work to remain alert to the existence of unwanted implicit preference to make sure it does not influence your overt behavior
- Try consciously planned actions that will compensate for your implicit preferences
 - Being mindful when you interact with groups you have less preference for

Empathy Fuels Connection

- <https://www.youtube.com/watch?v=1Evwgu369Jw>

Next steps

- Identify one thing you are taking from training and how you plan to apply it to your daily work?
- Who can you get support from?
- Additional Training and Resources



Additional Resources

Brown, Brene. (2013, Dec. 10). *Empathy*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=1Evwgu369Jw>

Chapman, E.N., Kaatz, A.K., Carnes, M. (2013). Physicians and implicit bias: How doctors may unwittingly perpetuate health care disparities. *Society of General Internal Medicine*, 28 (11), 1504-1510.

Drwecki, B.B., Moore, C.F., Ward, S.E., & Prkachin, K.M. (2011). Reducing racial disparities in pain treatment: The role of empathy and perspective-taking. *Pain*, 152, 1001-1006.

Harvard's Project Implicit

<https://implicit.harvard.edu/implicit/index.jsp>

Additional Resources

Kirwan Institute:

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

<http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

Marlowe, S. (2015). Exploring impacts of implicit bias in higher education.

[Powerpoint slides]. Retrieved from

<http://advising.ucsc.edu/advisers/forum/docs/2015/ImplicitBias.Feb%202015.pdf>

Sabin, Janice. (2012) Science of Unconscious Bias: What can we do about it?

[Powerpoint slides]. Retrieved from

<https://depts.washington.edu/gowwami/AWARE/documents2012/SabinBias.pdf>

What Would You Do? *Racism in America*. Retrieved from

<http://www.kirwaninstitute.osu.edu/what-would-you-do/>

Thank you!

- Questions or Comments?