



# *Cultural Competency*

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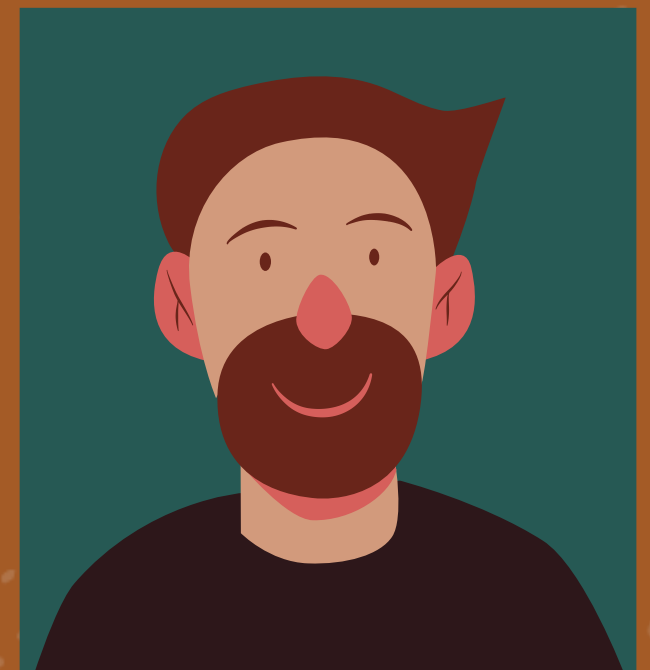


Community Advocacy & Resiliency  
Education Series



# Objectives

- Define Cultural Competence and elements
- Understand how these show up in daily life
- Examine resources available for future learning



# Defining Cultural Competency

The National Education Association describes cultural competence as “having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.”



# Elements

- Self-Awareness
- Understanding and Valuing Others
- Knowledge of Social Inequities
- Interpersonal Skills to Engage Across Differences in Different Contexts
  - Culturally Aware Communication
- Skills for Transformation toward Equity and Inclusion

# Getting to Know You

1. What were some birthday traditions in your family growing up? What was important to you as a child about birthdays? Do you still keep up those traditions?
2. How and when does your family celebrate the new year?
3. Describe a holiday tradition that you enjoy.
4. What was a food served in your family growing up that you really didn't like?
5. If you wanted to serve a visitor a meal that would help them to understand your cultural heritage, what meal would you serve?

How would you define  
your culture?

How do those experiences  
affect what you value?

How does your life experiences affect  
how you see yourself and others?

*Self-Awareness*



# UNDERSTANDING AND VALUING OTHERS

What are some examples of things you value from others' cultures?

Think about your social groups.  
Who are part of those groups?

How could you learn about other groups?





# *KNOWLEDGE OF SOCIAL INEQUITIES*

What are some systems that affect equity?

How do these systems affect access?

What forms of privilege do you benefit from?





Young's (1990) definitions of the five faces:

- Exploitation is the systematic transfer of resources (such as land, wealth, or labor value) from one group to another.
- Marginalization is the prevention or limitation of full participation in society through exclusion from, for example, the job market, health care system, public benefits programs, or community activities.
- Powerlessness is a deprivation of the ability to make decisions about one's living or working conditions.
- Cultural imperialism is the valuing and enforcement of the dominant group's culture, norms, and characteristics.
- Violence includes physical, sexual, and emotional violence, and the threat of violence, as well as policies and structures that condone violence.

## *Five Faces of Oppression*

# Interpersonal Skills

Ways of thinking and talking that take into consideration how modes of expression are perceived and interpreted by people who may have different cultural norms and expectations for behavior based on different settings and situations.

# Culturally Aware Communication

## CULTURAL

the use of language and other  
communicative tools to carry out the  
activities and commitments of  
particular groups.

## INTERCULTURAL

the use of language and other  
communicative tools to carry out the  
activities and commitments of two  
different groups.



# Intercultural Communication

Communication as a process

Communication as an interaction

Communication as a social context

Communication as verbal and nonverbal

# Skills for Transformation

Thinking, behaving, and talking that reset the norms and expectations for cross-cultural and interpersonal interactions, which leads to positive global change on both individual and institutional levels



What are changes  
you can make in  
your daily life?



What are institutional  
changes you can be a  
part of?



# *FURTHER LEARNING*

- Self-Assessment from Georgetown University: National Center for Cultural Competence
- APA Equity, Diversity, and Inclusion Framework
- Sue, D. W. (2001). Multidimensional Facets of Cultural Competence. *Counseling Psychologist - Couns Psychol.* 29. 790-821. 10.1177/0011000001296002.

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