

**Culturally Effective Advising:
Competencies for Supporting
Historically Underserved
College Students**

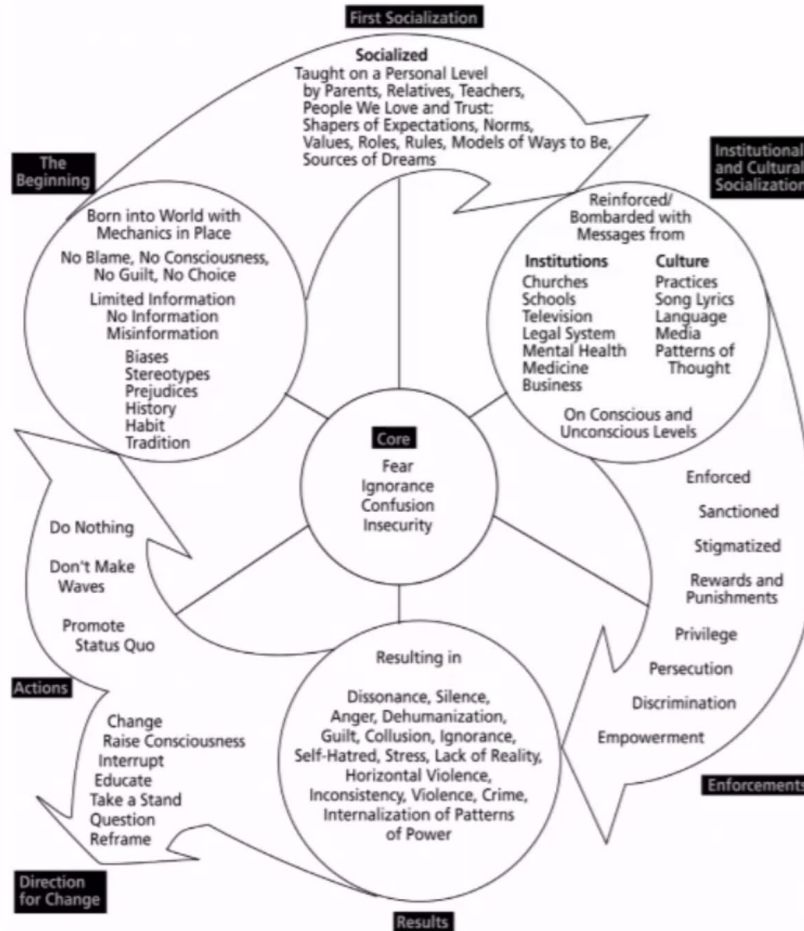
Outcomes

- Explain the concept of critical consciousness as it relates to culturally effective helping
- Define forms of cultural capital
- Examine how one's own biases, privilege, and identity influence advising practice
- Work to avoid microaggressions in practice
- Gain an awareness of and resources for culturally effective advising and helping

Microaggressions in College



Cycle of Socialization



Source: Cycle of Socialization developed by Bobbie Harro
 © Readings for Diversity and Social Justice, Routledge 2000

Biases

Ways Bias is Used

- As protection
- As a filter
- As expectations

Many Faces of Bias

- Selective Attention
- Diagnosis Bias
- Pattern Recognition
- Value Attribution
- Confirmation Bias
- Loss Aversion

PAUSE

P= Pay attention to what is happening beneath the judgements and assessments.

A= Acknowledge your own reactions, interpretations, and judgements.

U= Understand other possible reactions.

S= Search for the most constructive, empowering, and productive ways to deal with the situation.

E= Execute your plan.

(Ross, 2014)

Microaggressions

- Verbal
- Nonverbal
- Intentional
- Unintentional
- Environmental
- Race
- Gender identity
- Sexual identity
- Religion
- Disability
- Social class



Microaggressions

Lead to:

- Invalidating campus climate
- Devalued social identities
- Lower levels of learning
- Physical problems
- Mental health problems



Forms

Microassaults-intentionally expressed or acted out overtly or covertly (teasing, bullying, isolation, violence, hate speech, and anti-LGBT legislation)

Microinsult- unconscious and communicate rudeness, insensitivity, and slights (calling on males vs. Females)

Microinvalidations- most harmful as direct attacks or denial of realities that dismiss the experiences of the target group

Microaggressions

Alien in own Land

Ascription of Intelligence

Color Blindness

Criminality

Denial of Individual Racism

Myth of Meritocracy

Pathologizing Cultural Values/
Communication Styles

Second Class Citizen

Environmental Microaggressions

(Wing et al., 2007)

Gender-based Microaggressions

Sexual
objectification

Class
citizenship

Assumptions
of inferiority

Denial of
reality of
sexism

Assumptions
of traditional
gender roles

Use of sexist
language

Sexual Orientation and Transgender Microaggressions

Moving away from someone thought to be a LGBTQIA+ person

Assumption based on appearance and performance of gender

Treated as second-class citizens as a couple

Misuse or misapplication of pronouns

Use of heterosexist language

Judging public displays of affection

Assumption of abnormality/sexual deviance

Violation of body privacy

- **Aspirational**
 - Maintain hopes and dreams in the face of real or perceived barriers
- **Navigational**
 - Skills to move through social institutions
- **Social**
 - Networks of people and resources to support individuals
- **Linguistic**
 - Intellectual and social skills gained from communicating in more than one language
- **Familial**
 - Knowledge gained from family history, memory and culture
- **Resistant**
 - Skills and knowledge gained from opposing inequality

Cultural Capital



Social Identity Development in College

Racial Identity Development

Cross & Fhagen-Smith's Model of Black Identity

Ferdman & Gallegos Model of Latino Development

Torres Hispanic Identity Development Model

Helm's White Racial Identity Development Model

Kim's Asian American Identity Development Model

Horse American Indian Identity Development Model

Sexual Identity Development

Cass' Model of Sexual Identity

Fassinger's Model of Gay and Lesbian Identity Development

D'Augelli Model Lesbian, Gay, Bisexual Development

Worthington et al. Heterosexual Identity Development

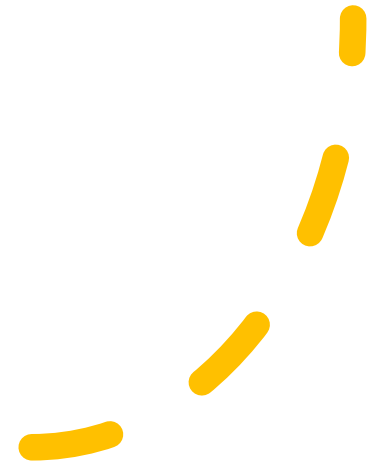
Disability Identity

Forber-Pratt & Aragon Model of Social and Psychosocial Identity Development for College

What is multicultural competence?

According to Pope and Reynolds (2007), *“multicultural competence is a necessary prerequisite to effective, affirming, and ethical work in student affairs”*.

- Awareness
- Knowledge
- Skills
- Action




Multicultural Competencies

- Awareness of one's own biases and cultural assumptions; assessing one's own skills and comfort level.
- Acquiring appreciation, knowledge, and understanding of cultural groups.
- Increase content knowledge (racial identity, acculturation, microaggressions, transphobia, or worldview
- Develop ability to use that knowledge to make more culturally sensitive and appropriate interventions.
- Awareness of intercultural dynamics.
- Deconstruct cultural assumptions underlying the helping process.
- Apply advocacy skills within the helping context.



Motivations as Allies

Aspiring Social Justice Ally Identity Development

- Aspiring Ally for Self-Interest
 - Aspiring Ally for Altruism
 - Aspiring Ally for Social Justice
(Edwards, 2006)
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Working as Allies

- ***Ally-ship Framework for Social Justice***
 - Understanding Oppression
 - Enlightenment Regarding Forms of Oppression
 - Consciousness and Healing
 - Liberation from Oppression
 - Become an Ally for Others
 - Hopefulness of Change
- (Bishop, 2002)

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Thank You!

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