

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

# Outcomes

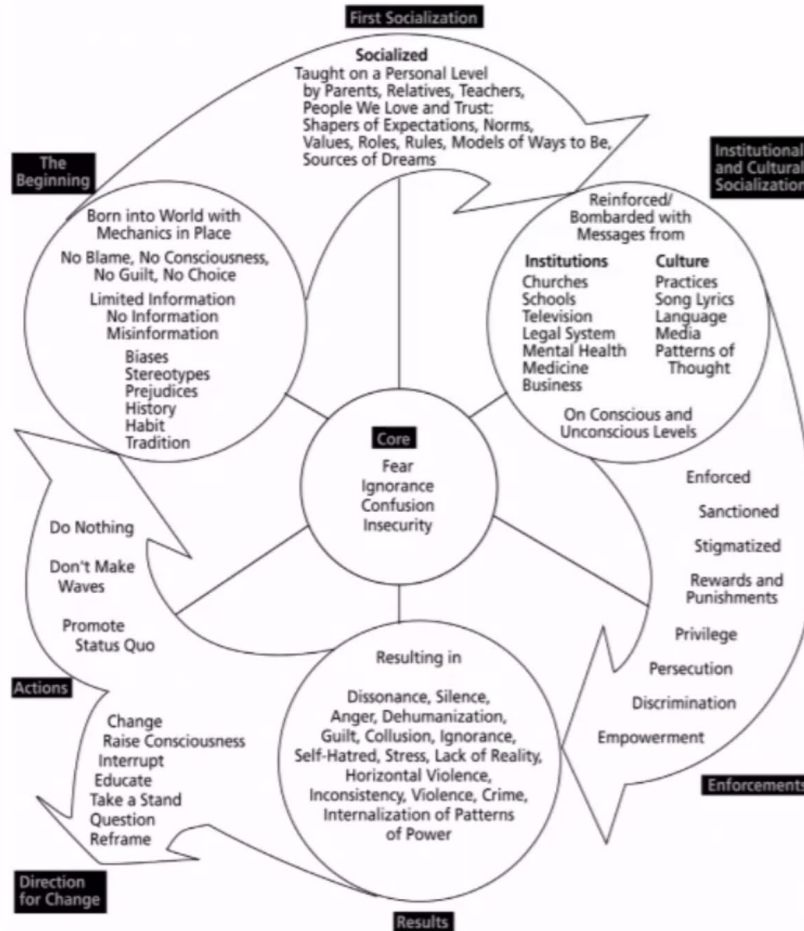
- Explain the concept of critical consciousness as it relates to culturally effective helping
- Define forms of cultural capital
- Examine how one's own biases, privilege, and identity influence advising practice
- Work to avoid microaggressions in practice
- Gain an awareness of and resources for culturally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

# Microaggressions in College

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# 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

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

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

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**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!**

**Shelley Price-Williams, PhD**

**Michael Lango, EdD**