



Culture of One: Moving Beyond Cultural Competence

Facilitator Guide



About This Training

Training Summary

During this training, participants took a cultural journey to understand how your own experiences impact your ability to serve families. We explored your personal culture and how it impacts your interactions with families. Additionally, participants examined their experiences with race and bias. Participants had the opportunity to appreciate how culture, race, and bias impacts their families and how to connect with people of different cultures to better serve their needs. Participants explored the role that organizations, institutions, and society play in family engagement.

Learning Objectives

1. Explore your personal culture and how it impacts your interaction with families
2. Appreciate the cultural differences that families bring to services

About the Presenter

Pradeep Gidwani, MD, MPH, FAAP is a pediatrician and community health leader who works at American Academy of Pediatrics, California Chapter 3, San Diego and Imperial Counties (AAP-CA3) on a team that provides Countywide Coordination and Support for two large scale community initiatives – Healthy Development Services and First Step Home Visiting funded by First 5 San Diego and is Medical Director for AAP-CA3's ACEs Aware work. Over the last 14 years, these communitywide programs reach over 334,000 children and their families. Dr. Gidwani is a Past President of AAP-CA3 and a member of the Board Governors at the San Diego Foundation and serves on various community advisor boards. His areas of expertise include child development, Infant and Early Childhood Mental Health, childhood trauma, parents' perception of childhood behaviors, and cultural issues in health care.

Training Facilitation Options

How to Use This Guide

This guide supports using the recording, slides, and resources from *Culture of One: Moving Beyond Cultural Competence* in a team training/meeting setting. You can choose how to use this guide based on the needs and preferences of your team, as well as the time you have available. This guide can be used to help you facilitate a remote or in-person discussion around this training replay.

Training Facilitation Options

Option #1: Participants watch full recording prior to discussion

- Ask participants to watch the entire recording before meeting (approximately 1.5 hours).
- Focus your time together on the discussion questions and breakout activities in each section.
- To further shorten the time needed, provide the personal reflection questions in advance.

Option #2: Participants watch assigned sections of recording prior to discussion

- Using the minute markers provided in the guide, ask participants to watch specific sections of the recording before you meet.
- You may also wish to provide the personal reflection questions for these sections in advance.
- Focus your discussion time together on these sections, using the questions highlighted in the guide. You may also wish to provide individual slides as reference.

Training Materials to be Used Together with this Guide (Click To Access)	
Recording (approx. 1.5 hours)	Presentation Deck (full-size slide PDF)
Note-taking Slides (3/page PDF)	Cultural Competence Self-Assessment Checklist

Training Facilitation Options

Training Facilitation Options (Continued)

Option #3: Watch the recording as a group and discuss

- Watch the recording together, completing the reflection and discussion activities at indicated points in the training. Please allow 2-3 hours..
- You can use the minute markers to help you know where to stop for discussion.
- If your team has limited time, you can choose which sections will be most helpful or schedule training and discussion over several meetings.

Hint: Provide copies of the slides to help participants follow the discussion and take notes.

Option #4: Use the Cultural Competence Self-Assessment Checklist with Your Team

- Review the Cultural Competence Self-Assessment Checklist to determine whether this tool supports your team's goals.
- Identify whether time will be allocated while meeting or if participants will complete the checklist on their own time.
- If completing the checklist on their own time, will there be opportunity to review their results?

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Training Sections

Goals and Expectations	
Slides/Timestamp	Discussion
Slide 7	Review the Goals on slide 7 together Discussion Question: <i>What do you hope to get out of today's [training/discussion]?</i>
Slide 8 Timestamp (2:34 – 3:57)	Review slide 8 and/or listen to Expectations for participation
Slide 10 Timestamp (4:24 – 6:36)	Review slide 10 and/or listen to Difficult Experience, Trauma, and Unresolved Emotions

Review the Strengthening Families Protective Factors	
Slides/Timestamp	Discussion
Slides 11 & 12	Ask participants to consider the three questions highlighted on slide 12 (the iceberg) during the training

Culture and Family Strengths	
Slides/Timestamp	Discussion
Slide 12 – 14 Timestamp (9:00 – 12:29)	Discussion Question: <i>Take a few minutes to discuss the example provided on slide 14</i>

Training Sections

What is Culture?	
Slides/Timestamp	Discussion
Slide 16 – 20 Timestamp (13:40 – 16:17)	If viewing the recording together, ask this question BEFORE starting this section: <i>What comes to mind when you hear the word culture?</i> Discussion Question: <i>Is every interaction cross-cultural?</i>

Cultural Potholes	
Slides/Timestamp	Discussion
Slide 21 Timestamp (16:20 – 17:51)	Facilitator: While this slide and accompanying recording is Dr. Gidwani's disclosure of his "cultural potholes" it may be useful to include this in your discussion to acknowledge how everyone can encounter cultural potholes

Three Dimensions of Culture	
Slides/Timestamp	Discussion
Slide 22 – 28 Timestamp (18:09 – 24:30)	

The Third Dimension of Culture – Personal Uniqueness	
Slides/Timestamp	Discussion
Slide 29 Timestamp (24:34 – 25:33)	Discussion Questions: <i>How are our lens and filters created?</i> <i>How do they effect how we see the world?</i>

Training Sections

My Cultural Journey	
Slides/Timestamp	Discussion
Slide 31 – 34 Timestamp (25:34 – 32:57)	Facilitator: You may choose to use Dr. Gidwani's "cultural journey" as an illustration (slides 31 – 34; go to minute 25:34 – 32:57); or model your own cultural journey and Lens and Filters with participants at this time.
Slide 35 – 37 Timestamp (33:07 – 34:36)	Cultural Journey Discussion Activity Personal Reflection Provide participants with 5 minutes to reflect on and write: 1) <i>What created your unique personal culture?</i> <i>Your family story? Your community? Your experiences? Your education? Your professional background? Your intergenerational history?</i> 2) <i>Can you identify your lens and filters that influence how you see the world?</i> Breakout Discussion Break into pairs or groups of 3 Introduce yourself Share your cultural journey Group Debrief (Slide 37) 1) <i>What did you learn about yourself?</i> 2) <i>How did it feel to share your story with someone else?</i> 3) <i>Do you feel closer to the person/people whose story you heard?</i> 4) <i>Was there enough time?</i>

Training Sections

My Brother – Same Culture? Differences Between and Within	
Slides/Timestamp	Discussion
Slide 39 – 40 Timestamp (45:03)	Two-minute Personal Reflection (Slide 40) <i>When has the culture of your family given you strength?</i> <i>When has the culture of your family limited you?</i> <i>Where have you not fit in with your culture of origin?</i> Facilitator: You may wish to provide time for a breakout or group discussion of these questions following the personal reflection.

What Creates Cultural Gaps	
Slides/Timestamp	Discussion
Slide 42 – 45	Cultural Gaps Breakout Discussion Activity Personal Reflection Provide participants with 2 minutes for personal reflection: <i>Where have you seen and/or experienced cultural gaps?</i> Breakout Discussion Break into pairs or groups of 3 Share your experiences—either when you saw cultural gaps or when you experienced cultural gaps Group Debrief (Slide 45) <i>How did it feel to share your experiences?</i> <i>Were your experiences similar or different?</i> <i>Was there enough time?</i>

Training Sections

Dehumanization and Identity	
Slides/Timestamp	Discussion
Slide 46 – 48 Timestamp (53:21 – 54:51)	Review slides/watch presentation
Slide 49	Personal Reflection <i>What do you most identify with in your unique personal culture?</i> Facilitator: You may wish to provide time for sharing to the larger group following the personal reflection.

Bridging Different Worlds	
Slides/Timestamp	Discussion
Slide 52 – 56 Timestamp (58:25 – 1:03:07)	Review slides/watch presentation Facilitator: You may wish to allocate time to explore the questions on slide 54 (Safety & Trust).
Slide 57	Bridging Different Worlds Breakout Discussion Breakout Discussion Break into pairs or groups of 3 (this breakout may also work well as a large group discussion, depending on the size of your group) Ask participants to reflect on their own personal values, attitudes, beliefs, biases, and behaviors. <i>How do they influence (consciously or unconsciously) our interactions with clients?</i> <i>How do they influence our interactions with professional colleagues and staff from diverse racial, ethnic, and sociocultural backgrounds?</i>

Training Sections

Communication and Vulnerability	
Slides/Timestamp	Discussion
Slide 58 – 61 Timestamp (1:07:32 – 1:10:25)	Review slides/watch presentation

Building Bridges to the Families with Whom We Work	
Slides/Timestamp	Discussion
Slide 63 – 66 Timestamp (1:10:26 – 1:15:17)	Discussion Questions: <i>How can you use the LEARN mnemonic in your work? Can you provide an example?</i> <i>What might affirmation versus acceptance look like in your work?</i>

Optional: Working with an Interpreter	
Slides/Timestamp	Discussion
Slide 67 – 71 Timestamp (1:16:37 – 1:18:52)	Facilitator: This section may be included or omitted based on time available and the needs of your group.

Training Sections

Return to the Cultural Iceberg	
Slides/Timestamp	Discussion
Slide 73 – 75 Timestamp (1:21:15 – 1:22:31)	Personal Reflection <i>How has your perspective on the questions on the “Iceberg” slide changed over the course of the discussion?</i> <i>What will you commit to for your personal learning to serve families from backgrounds different than yours?</i> Group Discussion (Slide 75) <i>What was most helpful in today’s discussion?</i> <i>What additional information would be helpful?</i> <i>What can you do to continue your learning?</i>

Cultural Competence Self-Assessment Checklist

Additional Activity: [Cultural Competence Self-Assessment Checklist](#)

This self-assessment tool is designed to help you explore your individual cultural competence. This is not a test. The tool's purpose is to help you consider your own skills, knowledge, and awareness in your interactions with others, and recognize what you can do to become more effective working and living in diverse environments.

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
Value diversity	I view human beings as individuals and a cause for celebration.				
Know myself	I have a clear understanding of my own ethnic, cultural, and how that affects my interactions with others.				
Share my culture	I am aware of my own culture and how it affects my interactions with others.				
Be aware of areas of discomfort	I am aware of when I encounter race, religion, language, and other differences that cause discomfort.				
Check my assumptions	I am aware of my own assumptions and how they affect my interactions with others.				
Challenge my stereotypes	I am aware of my own stereotypes and how they affect my interactions with others.				
Reflect on how my culture informs my judgement	I am aware of how my culture informs my judgement and how it affects my interactions with others.				
Accept ambiguity	I accept that I may not understand others and that I may not be understood.				
Be curious	I intentionally put myself in situations where I can learn about others and establish diverse relationships.				
Be aware of my privilege	If I am a white, male, middle-class member of the majority, I recognize the benefits that may not be seen or as an ally.				
Be aware of social justice issues	I'm aware of the context on the diverse population, power, privilege, oppression and social justice issues.				

Knowledge		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
Gain from my mistakes	I make mistakes and learn from them.				
Assess the limits of my knowledge	I recognize that I do not know everything and I am open to learning more.				
Ask questions	I listen fully and make the knowledge existing before asking questions.				
Acknowledge the importance of difference	I know the historical and current experiences of those I label as 'others'.				
Understand the influence culture can have	I recognize that culture influences behavior and I am open to learning more.				
Commit to life-long learning	I recognize that I am a learner and I am open to learning more.				
Understand the impact of racism, sexism, homophobia, and other prejudices groups have	I know the historical and current experiences of those I label as 'others'.				
Know my own family history	I know my own family history and how it affects my interactions with others.				
Know my limitations	I recognize that I do not know everything and I am open to learning more.				

Knowledge continued		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
Be aware of multiple social identities	I recognize that people have multiple social identities and how they affect my interactions with others.				
Acknowledge inter-cultural and intracultural differences	I recognize that there are differences within and between cultures and how they affect my interactions with others.				
Understand point of reference to assess appropriate behavior	I recognize that I have a point of reference and I am open to learning more.				

Skills		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ Very Well
Adapt to different situations	I develop ways to interact respectfully and effectively with individuals and groups that may differ from me.				
Challenge discriminatory and/or racist behavior	I effectively and consistently intervene when I observe others behaving in a racist and/or discriminatory manner.				
Communicate across cultures	I adapt my communication style to effectively interact with people who communicate in ways that are different from my own.				
Seek out situations to expand my skills	I consistently seek out people who challenge me to increase my cross-cultural skills.				
Become engaged	I am actively involved in initiatives, small or big, that promote interaction and understanding among members of diverse groups.				
Act respectfully in cross-cultural situations	I consistently act in ways that demonstrate respect for the culture and beliefs of others.				
Practice cultural protocols	I learn about and put into practice the specific cultural protocols and practices that make me more effective in my work with diverse individuals and groups.				
Act as an ally	My colleagues who are Black, Asian, Latinx, and Indigenous consider me an ally and know that I will support them in culturally appropriate ways.				
Be flexible	I work hard to understand the perspectives of others and consult with diverse colleagues and diverse resources about culturally respectful and appropriate courses of action.				
Be adaptive	I know and use a variety of relationship building skills to create connections with people from whom I differ.				
Recognize my own cultural biases	I recognize my own cultural biases in a given situation and I'm aware not to act out based on my biases.				
Be aware of within-group differences	I'm aware of within-group differences and I do not generalize a specific behavior presented by an individual to the entire cultural community.				
		1 pt x	2 pt x	3 pt x	4 pt x