



FACILITATOR'S GUIDE

Cultural Competency – Examining Concepts of Privilege Workshop

Lead Facilitator: Vicki T. Sapp, PhD

Date: Tuesday, October 3, 2017 *

Time: 1:50pm – 3:30pm * Location(s): MSB 2045, MSB 3073, MSB 3079 and
Sim Classroom

SUPPLIES NEEDED:

√ 4 Reserved Rooms, √ 4 Facilitators, √ 7 Tables, √ 7 Stations with beads, √ 500 beads per station, √ Enough Cups for participants to collect their beads and string to create bracelets/necklace, √ 7 Identity headers √ 7 Identities with statements, √ Blue Painters Tape to hang identities with statements, √ Group Norms

LEARNING OBJECTIVES:

1. Define the concept of privilege
2. Reflect on the impact of privilege on one's own life
3. Compare the effects of implicit bias and privilege
4. Identify the effect of privilege on health equity
5. Consider ways to honestly address privilege in systems

PRE-CLASS ASSIGNMENTS:

- **Articles & Handouts:**
 - The Complexity of Identity by Dr. Beverly Tatum
 - Underprivileged as Privilege by Stephanie Y. Zhou
 - Power & Privilege Definitions
- **View videos:**
 - [P & G- The Talk](#)
 - [P & G- 100% of Me](#)
 - <https://youtu.be/BIIVOtjQIZo>
 - [Tiffany Jana: Power of Privilege](#)
 - [Matthew Lieberman: The social brain](#)

LARGE GROUP EXERCISE SET-UP:

- Pre-print Privilege Exercise Group Norms, Identity Headers, Identities with Statements and post through room.
- 4 Tables Set-up in front of room
- 3 Tables Set-up outside of classroom
- 7 Stations total with 14 bowls of beads
- 500 beads at each station
- 120 Cups and String



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SMALL GROUP EXERCISE SET-UP:

- Have participants in each small group count off in fives (should have 3 groups of 6 participants and 2 groups of 5 participants). Each small group should have two volunteers. One to serve as the scribe and the other the presenter. Groups may decide to select multiple volunteers to present what they discussed in their small groups that is fine.
- Provide each group with a copy of the small group processing questions.
- Provide each person in each group- Scribe with the Scribe's Document to capture their group's responses
- Use *timer* to stay on task and allow sufficient time for all participants to return to the larger group to debrief the activity.

FACILITATION LOGISTICS:

- 1:30pm – 1:50pm → Class updates, housekeeping items/announcements & have participants take a cup before reporting to their seats
- 1:50pm – 2:10pm → Exercise Introduction & Instructions
- 2:10pm – 2:30pm → Large group silent privilege exercise (All students)
- 2:30pm – 2:40pm → Transition to assigned rooms and have participants count off by five. Have all the ones sit in a small group, twos in a small group, so on and so forth in the same room.
- 2:40pm – 3:00pm → Small group exercise processing questions
- 3:00pm – 3:10pm → Transition back to MSB 2045
- 3:10pm – 3:20pm → Small groups present out to larger group in MSB 2045.
- 3:20pm – 3:30pm → Break
- 3:30pm – 4:30pm → Guest Speaker – Rick Guidotti – Positive Exposure

FACILITATION INSTRUCTIONS:

- Inform participants that they will have time to discuss the processing questions and record and share their responses as a large group in the same room MSB 2045.

DEBRIEFING ACTIVITY:

- Give participants a 5 minutes wrap-up warning 2:55pm and informed them that you all will regroup and the larger group and will rotate sharing the results from their small group discussions with the larger group in room MSB 2045.



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- Ask each small group to present out on ONE of the questions they feel most comfortable sharing
 - Rotate through each group. Allow any groups who want to share a responses to the selected processing questions to share.
 - Allow for Q&A from the larger group members/facilitator and open dialogue to take place. It is important to create an environment of intellectual discourse and exploration of cognitive diversity.
 - Once each of the small groups have shared, ask another group to start round two by identifying another question they are comfortable with sharing what their group discussed and ensure any groups who want to participate in round two, participate.
 - We will NOT be able to get to all the small groups or process all of the questions in the Larger Group setting – this is why we had the small group process all the question to ensure that some type of dialogue among peers took place. If time permits, ask the groups to select a third question they are comfortable with sharing their group's responses, so on and so forth until about 5 minutes is left 3:15pm and conclude with facilitator's concluding remarks.

FACILITATOR'S CONCLUDING REMARKS:

- We can't do "oppression algebra" where our oppressions and privileges across multiple identities cancel out to some 'net' oppression or privilege score! It's both/and.
- This activity is meant to BEGIN the larger conversations of So What and Now
- To explore ways that we have privileges based on being members of social identity groups in the United States.
- The exercise seeks to highlight the fact that everyone has SOME privilege, even as some people have more privilege than others. By illuminating our various privileges as individuals, we can recognize ways that we can use our privileges individually and collectively to work in clinical settings and impact the level of care we provide to our patients.