Accountability, 203	Cage of Oppression, 120
Actions over words, 208	Camel's Back, 192
Active learning, 220, 222	Campinha-Bacote model, 158–159,
Administrative structure and staffing,	165–166
101	Campus-wide impact, 108–109
Advisors, 93	Change enterprise, 62
Affective intercultural competence, 239	Circle keepers, 202
Affirmative consent, 191	Circle process, 202, 204–207
American Association of Colleges of	Circumstantiality, 134
Nursing (AACN), 163	Civil Rights Movement, 55
American Association of Medical	Classroom
Colleges (AAMC), 165	discussions, 133–134
American Bar Association (ABA),	as microcosm of macrocosm, 145–148
9–10, 186	power and privilege manifesting in,
American Council on Education	148–151
(ACE), 100–101	as safe counter-space, 177–178
Internationalization Laboratory,	Clients, 38–39
103, 105	Clinical exchange programs, 11
American Educational Research	Cognitive intercultural competence,
Association (AERA), 70	237–238
American Physical Therapy	Collaborations and partnerships, 102
Association (APTA), 163	Collaborative learning, 224
American Psychological Association	Colleges
(APA), 220	of business, 17
Anonymous participation, 223	colleges/schools of nursing, 13–16
Apparent consent, 189–191, 195	colleges/schools of social work, 17–18
Articulated institutional commitment,	of education, 11–13
101	of engineering, 16–17
Association of Schools of Public	of law, 9–11
Health (ASPH), 165	of medicine, 13–16
Attitude, 45	"Color-blind" attitude, 115
Awareness, 45, 87	Competence, 56
	Competencies, 164–165
B-Club, 133–134, 136	Complex specificness, 134
Banking education, 232	Comprehensive internationalization,
Bias, 186–188, 192	101, 103
boundaries, 58–59, 61	context, 103
Black Bruin, The, 179	data analysis, 105–106
Bystander syndrome effects, 118	data collection, 104–105
Dystalia of Syllatollic Cliccis, 110	aua concenon, 10+ 105

1 1 104 106	6 1 106 107
methods, 104–106	for lawyers, 186–187
participants, 104	learning about "the other", 135–137
results, 106–109	marginalization, 151–152
theoretical framework, 101–102	power and privilege manifesting in
Conscientization of multilingual	classroom, 148–151
international student, 34	reflection, 18–20
Contemplation, 41	relational understanding, 138–139
Contemplative practices, 45	restorative principles and, 216–217
Core competencies, 86–88	RJ as relates to, 201–202
Counter-stories, 68–70	safe space, 153
Critical literacy exercises, 74	self-reflexivity, 137–138
Critical pedagogy to developing	situating critical perspectives
teacher praxis, 71	through ethnographic
Critical race theory (CRT), 174–176	approach, 134–135
Critical reflectivity assessment,	social justice framework in teaching
117–119, 126	CC, 148
Cross model, 158, 161, 165–166	teaching cultural competence in
Cross-cultural competence/	higher education, 9–18
competency, 8, 10, 231–232	voice for voiceless, 151
Cultural and linguistic competence	work plan, 117–121, 126–127
training (CALC training), 161	Cultural Competence and Health
Cultural awareness, 159	Disparities standard, 162
Cultural blindness, 56, 159	Cultural Competence Continuum, 56
Cultural competence (CC) (see also	Cultural competency, 55–56, 175–176
Intercultural competence;	as cultural engagement, 139–140
Multicultural competence/	skills, 230
competencies (MCCs)),	Cultural desire, 160
1, 7–9, 87, 116–118, 144,	Cultural destructiveness, 56, 158
158–161, 198, 220–221, 230,	Cultural encounters, 159–160
231–232	Cultural engagement, cultural
applying restorative principles to	competency as, 139–140
teach, 202–203	Cultural field immersion, 209
classroom as microcosm of	Cultural humility, 8, 53, 57–58,
macrocosm, 145–148	160–161, 222
commonalities in strategies, 20	acknowledge beliefs and values,
components of, 45, 47–48	61–62
connecting theory and practice,	active engagement and influence,
133–134	62–63
course learning objectives, 149	benefit to self and others, 62
education, 144	bias boundaries, 58–59
education for healthcare providers,	context, 56–57
156–157	developing awareness of, 60-61
ever-changing landscape, 145	framework for teaching, 60
frameworks for teaching, 163–165	reimaging multiculturalism, 54–56
in higher education, 133	resistance to cultural issues, 59–60
language policy and, 25–27	Cultural incapacity, 56, 158

Subject Index 253

Cultural incongruence, 220	Dear White People (Netflix series), 179
Cultural intelligence (CQ), 8, 231	Deep self-knowledge, 47
CQ Action, 232	Degrees of Separation and
CQ Drive, 232	Connection, 191–192
CQ Knowledge, 231	Dialogue education (see also
CQ Strategy, 232	Culturally responsive
Cultural knowledge, 159	education (CRE)), 230–234
Cultural pluralism, 116	in graduate IC course, 234
Cultural portrait, 117	principles and practices, 233
Cultural pre-competence, 56, 159	Discernment, 49
Cultural proficiency, 56, 159	Diversity, 7, 10–13, 33, 84, 93,
Cultural responsiveness, 8, 46	117, 117, 121, 132–133,
Cultural self-awareness, 187–189	140, 144
cultural competence for lawyers,	courses, 85–86, 221–222
186–187	diversity/CC teaching, 145
and torts, 189–196	Dual consciousness, 46
Cultural skill, 159	
Culturally Linguistically Appropriate	Education, 41, 114, 123
Services (CLAS), 156–158	Educational institutions, 114
Culturally relevant pedagogy (CRP),	Educational Testing Service (ETS),
11, 68, 71	39–40
Culturally responsive competency, 46–48	Educators, 55
Culturally responsive education	data analysis, 118
(CRE) (see also Dialogue	data collection, 117–118
education; Higher	as gatekeepers, 114
education), 38, 40–43	implications, 122–123
inner and outer knowing, 43-44	limitations, 121
lens in higher education, 40	method, 116–118
mindfulness as pathway to cultural	preparing practitioners, 115–116
competency, 48–50	research questions, 116–117
Culturally responsive educators	research setting, 117
collaborative inquiry, 70–71	results, 118–121
findings, 74–79	sample, 117
significance and implications, 79–80	social worker biases, 114–115
Silencing Simone, 68–70	teaching competence, 116
teaching context, 72–73	Egolessness, 160
teaching MCTA as method, 73–74	Embodiment, 47
Culturally responsive pedagogy, 44–46	Emotional intelligence, 43
as individual and systems	Emotions, 43
transformation, 50–51	Empathy, 47
Culturally skilled lawyer, 188	Empowerment approaches, 147
Culturally-informed practitioners, 116	Engagement, 203
Culture, 9, 57, 59, 144	English language proficiency, 31
culture-general knowledge, 10	English-only policy, 31
Curriculum, co-curriculum and	Ethnic competence, 8
learning outcomes, 101, 109	Ethnic minorities, 114

Ethnographic approach, situating Hegemony of English, 31–32 critical perspectives Higher education (see also Culturally through, 134-135 responsive education Evaluative intercultural competence, (CRE)), 38–42, 45, 174–176, 238-239 180, 198 colleges of business, 17 Experiential learning theory (ELT), 201 colleges of education, 11-13 Face-to-face class (F2F class), 235 colleges of engineering, 16-17 Faculty, 177 colleges of law, 9-11 policies and practices, 101 colleges/schools of social work, 17-18 First-class session of RJCC, 205-207 cultural competence in, 133 First-year law school classroom, 187 environment, 162-163 Future healthcare professionals health professions, 13-16 cultural competence in, 156 implications for higher education cultural humility, 160-161 graduate programs, 93-94 empirical evidence, 165-166 programs, 85 health disparities, 156-158 regionalization, 100 teaching cultural competence in, 9 higher education environment, Higher Education Administration and 162-163 Leadership: Master of Arts integrating models and developing MCO, 161-162 (Ed. M.), 90 national professional associations, Higher education institutions (HEIs), 163-165 1, 100, 199 practice of, 156 recommendations for language social determinants of health, 156-158 policy at, 32-33 toolbox for developing, 167-168 Higher Learning (film), 179 training for current workers in Hispanic serving institutions (HSI), 178 healthcare field, 158-160 Historically Black College and University (HBCU), 95 Hot topic presentations, 224 Global competence, 8, 231 Global learning, 107 Human service practitioners, 122 Graduate education, 235 Graduate programs, 84-86 Inclusive internationalization, 100 Graduate Record Exam (GRE), 39 Inclusive language, 177 Graduate students, 85, 88-90, 92, 94 Inner nature of inequity, 42 Institute of International Education reflections on intercultural (IIE), 100 competency, 236–237 Ground rules, 177-178 Institutions of higher education, 114 Integration-Separate Course Model, Harm, 199 221 Healing, 47 Integrative learning strategies for Health cultural competence, disparities, 156-158 164-165 professions, 13–16 Integrative reflection, 231, 236–237 Healthcare field, training for current Intercultural communication (IC), workers in, 158-160 231, 234–235

Subject Index 255

Intercultural competence (see also Cultural competence (CC)),	L.E.A.R.N. model, 163–164 Language, 25
8, 100–102, 230–232	beliefs or ideology, 28
affective, 239	capability, 26
cognitive, 237–238	intervention, planning, or
content, objectives, anticipated	management, 28
change, and learning tasks, 235–236	language-as-problem orientation, 26–27
dialogue education, 232–234	language-as-resource orientation,
using dialogue education in	26–27
graduate IC course, 234	language-as-right orientation, 26–27
dimensions, 232	practices, 28
evaluative, 238–239	Language ideology, 28
graduate students' reflections on	shift in, 32–33
intercultural competency,	Language policy, 28
236–237	conscientization of multilingual
social, 239–240	international student, 34
International students, 24	contradictory nature of language
Internationalization (see also	policy on campus, 29–30
Comprehensive	and cultural competence, 25-27
internationalization), 27,	hegemony of English, 31–32
100–101, 103	inherently racist and biased, 27
Internationalization at Home (IaH), 3,	language management efforts
100, 102–103	fail and creating racist
Intersectional consciousness,	environment, 30–31
culturally responsive	multilingual international student
competency as, 46–48	perspectives, 28–29
Intersectionality, 122	recommendations for language
theory, 41	policy at higher education
Introductory identity essay, 73	institutions, 32–33
Inventory for Assessing the Process	Law school curriculum, 186–188
of Cultural Competence	Law students, 188
among Healthcare	Leadership
Professionals-Student	development, 68, 73, 79
Version (IAPCC-SV©), 166	equity action plan, final essay and cultivating, 74
Joint Commission on the	Learner-focused dialogue education,
Accreditation of Healthcare	233
Organizations (JCAHO), 157	Learning (see also Teaching), 201–202 230–231
Journal assignments, 222–223	about "the other", 135–137
	Learning Needs and Resource
Kegan's developmental process, 56	Assessment (LNRA), 233
Kegan's Model of Meaning Making,	Lesbian, gay, bisexual, transgendered, or questioning people
Knowledge, 42, 45, 87	(LGBTQ people), 39, 120

Liaison Committee on Medical	critical literacy exercises, 74
Education (LCME), 162	final essay and cultivating
Linguistic	leadership equity action
competence, 8	plan, 74
flows, 26	introductory identity essay, 73
	teaching MCTA as method, 73-74
Marginalization, 151–152	weekly reflection journals, 73-74
Master of Science (M. S.), 90	Multicultural education, 55
"Me too" movement, 39	Multicultural lawyering training, 188
Media, 20	Multicultural orientation (MCO),
Medical school, 13-14	160–161
Microaffirmations, 177	integrating models and developing
Microaggression, 145	161–162
Microassaults, 175	Multiculturalism, 8, 55
Microinsults, 175	diversity and, 93
Microinvalidations, 175	reimaging, 54–56
Mindful of Race, 49	Multilingual international student
Mindfulness, 45	conscientization of, 34
as pathway to cultural competency,	perspectives, 28–29
48–50	Multilingualism, 26
Mock Circle process, 208	2
Model of influence (MOI), 54, 60	National Association of School
Multicultural Competence in Student	Psychologists (NASP), 220
Affairs–Preliminary 2 Scale	National Association of Social
(MCSA-P2), 88–89, 92, 94	Workers (NA SW), 17–18
Multicultural competence/	National Center for Educational
competencies (MCCs) (see	Statistics (NCES), 7–8
also Cultural competence	National CLAS Standards, 157, 162
(CC); Restorative justice	National professional associations,
cultural competence	163–165
(RJCC)), 55, 84, 87,	Nurse educators, 15
160–161, 231	NVivo Qualitative Data Analysis
context, 89–90	Software, 105
core competencies, 86–88	,
future research, 94–95	Observer comment (OC), 136
graduate programs and diversity	Offenders, 203
courses, 85–86	Openness, 160
implications for higher education	Orientations toward language, 26
graduate programs, 93–94	onemand to ware language, 20
limitations of study, 94	P-12 students, 68
research method, 88–89	Parallel Universes, 192
researcher reflexivity, 95	Parental influences, 119
results, 90–93	Pedagogy, 68, 70, 176, 179
Multicultural curriculum	Peers, 93
transformation assignment	Pitfalls, Red Flags and Remedies, 192
(MCTA), 68–69	Pluriversality, 47–48

Subject Index 257

Podcasts, 224–225	cultural field experiences and,
Polyvocal meanings, 137–138	217–218
Power and privilege manifesting in	historical context, 199-201
classroom, 148-151	as relates to cultural competence,
Practitioners, 115–116	201–202
Praxis, 68, 70–71, 74–75, 78	in relation to culture, 215–216
Predominantly White Institutions (PWI),	RJ Bubble, 207–208
95	Restorative justice cultural competence
Presence, 47	(RJCC), 198, 203
Privilege Walk, 225	circle process and first-class session
Professional psychology, 220	205–207
	objectives and goals, 204–205
Race, 48, 114, 116, 118, 120–123,	seminar, 203–209
178–179, 200	seminar content activities, 207–209
Racial awareness, 179	Restorative principles and cultural
Racial concepts in everyday life, 179–180	competence, 216–217
Racial microaggressions, 174	Role playing, 20
consequences, 180	in nursing education, 16
cultural competency, and CRT,	
175–176	Safe counter-space, classrooms as,
empowering students to	177–178
respond, 181	School psychology, demographics of
ripple effects, 180	field of, 220–221
strategies for teaching, 176–181	Self-awareness (see also Cultural self-
"Racially conscious" people, 179	awareness), 9, 86, 115, 160
Racism, 174–176, 178	Self-care, 47
Reavis v. Slominski (1996), 189–190	Self-reflection and critique, 160
Recognize, Allow, Investigate, and	Self-reflexivity, 137–138, 140
<i>N</i> urture (RAIN), 49–50	Self-selection bias, 94
Reflection of cultural values, 190–191	"Sentipensante" (pedagogical
Reflexive strategies, 176–177	approach), 51
Reflexivity, 137–138	Service learning, 133–134
Relational understanding, 138–139	Silencing Simone, 68–70
Researcher reflexivity, 95	Skills, 45, 87
Resistance to cultural issues, 59–60	Social determinants of health, 156–158
Response and answer, 208–209	Social intercultural competence, 239–240
Restoration, 203	Social justice (see also Restorative
Restorative approach, 203	justice (RJ)), 47, 221, 223
Restorative community justice, 199	cultivating educators for, 71
Restorative justice (RJ) (see also	education, 68
Social justice), 198	framework in teaching CC, 148
African and indigenous RJ	Social work, 114–115
historical context, 200-201	education, 18
applying restorative principles to	students, 116
teach cultural competence,	Social worker(s), 18
202–203	biases, 114–115

Socio-political context, 39	Three Rings, 192
Southern Association of Colleges and	Tool for Assessing Cultural Competence
Schools (SACS), 105	Training (TAA CT), 165
State comprehensive university (SCU),	Torts, 194–196
100, 103	cultural self-awareness and, 189
IaH at, 109	degrees of separation and
SCU-South, 104-105, 107-109	connection and three rings,
Stereotypes, 61	191–194
Structural competence, 148	Reavis v. Slominski (1996),
Student	189–190
affairs, 84–91, 93–95	Training for current workers in
development, 85	healthcare field, 158–160
mobility, 102	Transcultural competence, 8
student-centered approach, 179	Transdisciplinarity, 47–48
Supportive interactions, 160	Transformative curricular and
	co-curricular experiences,
Talking piece, 205, 209	106–107
Teacher education programs, 70, 73, 80	Translingual communicative
Teaching, 230–231	practices, 33
competence, 116	
framework for, 60	Universal Diverse Orientation (UDO),
social justice framework in teaching	16–17
CC, 148	
Teaching English to Speakers of Other	Washington Post, 23–24
Language (TESOL), 234–235	Weekly reflection journals, 73–74
Technology-enhanced pedagogy, 220	Well-being, 47
demographics of field of school	White property, 27
psychology, 220–221	Whiteness, 86
diversity course, 221–222	Wisdom, 42
privilege points, 225	**
technology-based strategies, 222–225	Xenophobia, 24