

HOW-TO GUIDE

DIVERSITY & INCLUSION WORKSHOPS



Overview

ASDA strives to reflect the diverse dental school population by cultivating a welcoming environment for students at the chapter, district and national level. As part of ASDA’s ongoing efforts to integrate diversity, equity and inclusion (DEI) throughout the association, this how-to guide will help chapter program chairs and those in similar roles develop a DEI educational session for their members. This guide will provide steps to develop a successful program and will use a variety of DEI terminology. Please see the glossary for a list of terms and definitions.

If you have any questions about hosting a DEI educational session, contact the ASDA education team at meetings@asdanet.org.

Contents

Training Set-Up	3
Getting Organized	3
Content Development.....	4
Speaker Management.....	5
Creating an Inclusive environment	5
Examples of workshop content	6
Key Terms.....	6
Understanding Unconscious Bias.....	7
Awareness Workshops/Role Play Scenarios	9
Wrap Up and Soliciting Feedback	11
Appendices.....	12
Appendix 1: Sample Session Development Worksheet.....	12
Appendix 2: Additional Resources	16
Appendix 3: Glossary of DEI Terminology.....	17

Training Set-Up

The key to a successful DEI training is preparation. We strongly recommend all chapters develop strategic goals for their DEI initiatives before engaging in programming. Having goals in place first will help ensure that your programming is aimed at your chapter's needs.

Getting Organized

a) Identifying a Planning Committee

If your chapter does not already have a DEI chair or programming chair, identify chapter members who have done work in the DEI realm or are interested in DEI values. It will be most helpful to identify one person who can lead the charge, although co-facilitation is encouraged. While this team will mostly be composed of chapter members, it may be helpful to ask a faculty, administrators, leaders in your local dental society, or ASDA district or national leaders for help with the program. They can help guide you through the event and provide mentorship related to choosing speakers, creating an inclusive environment, and working towards the goals of the event.

b) Developing a Timeline

Allow plenty of time to plan your event. Use the timeline below as a guide to planning a DEI educational event for your chapter. This timeline may vary depending on the size of the event, a guest speaker, or working with administration. Remember to give yourself more time than you expect when planning events.

Four months	Develop a planning committee Choose the topic and identify goals and learning outcomes Identify potential speakers
Three months	Choose a date for the event Reserve rooms where the event will be hosted Contact guest speakers
Two months	Begin planning the logistics of the event Submit any required paperwork to your administration Consider what materials you will need for the event
1 month	Confirm guest speakers Notify your chapter of the event

1 week	<p>Send a reminder email about the event</p> <p>Order food for attendees</p> <p>Confirm logistics with the planning committee</p>
---------------	---

Content Development

a) Needs Assessment and Scope of Project

The first step in developing content for an educational session is to identify what your chapter members need or want to be able to do that requires additional education or practice. What do you want members to gain from this program? Consider polling your members to determine what they want to learn about or what skill they want to gain. Remember, it is important to tailor your training(s) to your specific membership.

Compile a list of the results from the needs assessment. Then, consider the scope of the session. What resources would be required to successfully conduct the trainings that you identified? Which ones you can realistically accomplish from one session?

b) Topic Selection and Learning Outcomes

Diversity, equity and inclusion are broad topics. Choose an aspect of DEI to focus on during your educational session that relates to your chapter's needs assessment. The event may be something related to inclusivity within the student body, patient care, a specific training, etc. Consider more specific topics, such as unconscious bias, cultural competency, allyship, or dismantling acts of exclusion. While choosing a topic, you will also want to determine the learning outcomes, or goals, of the event.

Remember to keep your goals realistic and actionable. Establish 3-5 key goals that members could achieve by participating in the session. Remember there is always opportunity to hold subsequent sessions to achieve other outcomes.

Once your goals are established, identify the type of education session that can best meet your needs. Below are examples of the types of sessions you could offer:

1. Key Terms
2. Understanding Unconscious Bias
3. Awareness Workshops/Role Play Scenarios

c) Session Worksheet

Session worksheets provide a framework to outline a session description, actionable learning objectives and speaker recommendations. See **Appendix I** for a sample session development worksheet to help guide you through this process.

Speaker Management

a) Identifying Speakers

If you plan on having a speaker, be prepared to discuss possibilities with administrators. Your faculty advisor or district trustee may have an idea of relevant presenters and will be a valuable resource for ideas.

If inviting a guest lecturer instead of an administrator or faculty member, be prepared to offer them an honorarium, or fee, for their participation, as well as transportation and/or lodging.

b) Speaker Invitation

In your speaker invitation, include all relevant training information including date/time, duration of talk, format (in-person or virtual, lecture or interactive session), location, topics of interest, estimated attendance size.

c) Speaker Preparation

Prior to your speaker's arrival, familiarize them with the needs of your chapter members and share any previous training topics, ground rules, special accommodations needed, etc.

Share with your speaker any agreed upon facilitation guidelines and established inclusivity rules.

Creating an Inclusive environment

Facilitator Guidelines:

- Introduce your speaker. Share a brief bio about them and any relevant information to their role as a facilitator.
- Give a clear overview of the program based on the scope you identified in the planning process. Share the purpose and how it relates to other information.
 - For example, "This training is going to take approximately one hour. We will be working together through case scenarios to gain a better understanding of the importance of allyship within our chapter. These activities will be reflective and small group based. Occasionally, we will come together to share as a large group."
- Set ground rules for the session. Doing this will facilitate a productive learning environment. Some examples might include:
 - Active Listening: Always seek to understand another's perspective through active listening. Listen to learn, not to respond.
 - Embrace Silence: Conversations around DEI topics can be uncomfortable. Give others space to share their experiences without interruption or assumptions.
 - Do Not Assume Intentions: Give others the benefit of the doubt when they make a misstep.
 - Behavioral Correction: When correcting a micro-behavior or other exclusive behavior, highlight the person's actions, not their identity. Focus on the behavior and not the person's beliefs, identity or character.
 - For example: "Hey, I'm sure you didn't mean anything by it, but if we could not use (fill in micro-behavior) to describe that , I'd appreciate it."
 - Lifelong Learning: Acknowledge DEI is an ever-evolving space. You can always learn and do more to create a culture of inclusivity for all members.

- Always outline and model inclusion activities before asking others to participate in self-disclosure. In other words, don't expect others to share personal information or experiences without doing so yourself first.
- When guiding discussion, give participants time to reflect on prompts before asking them to discuss them.
- Provide a way for individuals to "pass" and choose not to participate in the activity.
- Do not call on people to share unless they have indicated they want to participate.
- Display receptivity to challenges and tough questions.

Accessibility and Accommodations:

a) Event Scheduling

- Be conscious of individuals with familial obligations and non-traditional student roles. Is there a virtual option for those who cannot attend in-person?
- Be mindful of scheduling events on religious holidays. Avoid these dates when possible.

b) Be conscious of learning accessibility issues individuals might face.

- When providing a virtual option, check to see if your virtual platform is compatible with tools such as closed captioning.
- Ask about the learning needs of participants before you design to provide access to those with differing learning styles and accessibility requirements.
- When possible, present information in multiple formats: verbally, in handouts, on slides, in graphics and images, etc.

c) Assess the event space to ensure it's accessible to individuals of all abilities. For instance, consider seating options for individuals with varying hearing abilities.

Examples of workshop content

Please note: the scenarios and suggested responses for each tenant are not all encompassing, but serve as some examples.

Key Terms

Length: 20 minutes

Materials Needed:

- Pens/pencils and whiteboard/large sheet of paper
- Key Terms list (self-generated)
 - Helpful links to generate a key terms list:
 - <https://www.antiviolenceproject.org/glossary/>
 - https://www.naco.org/resources/featured/key-terms-definitions-diversity-equity-inclusion#_edn9
 - https://epi.washington.edu/sites/default/files/website_documents/DEI%20Glossary_Formatted_20190711.pdf
 - Your key terms list should be prepared by facilitators prior to the workshop and should include 20+ words.

- Bold the term, followed by the definition unbolded. For example:
Bias: Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Facilitation:

- Begin by framing the activity. For example, “We are going to be diving into vocabulary and discussing key terms related to diversity, equity and inclusion. Having a common understanding of these terms is important as many of them are going to be used throughout our workshops. Also, vocabulary is often the topic where people have the most questions or misconceptions and we want to make sure to let you all ask any questions you may have regarding appropriate language.”
- Give participants 1 minute to read through terms, specifying that they only read the boldface terms, not the definitions. Instruct them to put a star next to words they have not seen before, and a checkmark next to any word they have a question about or want to “check in on.”
- Once participants have looked through all the terms, begin with the starred terms on the first page. Ask participants, “What is a term you have starred on the first page?” When someone names a term, ask that participant if they would read the definition aloud to the group. After reading the definition, check in to make sure the definition is understood with that person and the remaining participants. (If you want, you can open it up for any additional questions or volunteers who have experience with that term.) Also, add tidbits or examples of your own to help contextualize the definitions.
- Start with the next starred term on that page and repeat.
- At the end of sharing, if there are any remaining check marked terms. Review that term using the protocol mentioned above.

Closing:

While you are wrapping up, let participants know that terminology is going to continue to come up throughout the workshop. Participants should feel free to ask about terms they don’t know/understand at any point. The Key Terms workshop can go for much longer than 20 minutes. It is important to clarify with your co-facilitator (or just prepare yourself) how you are going to decide the amount of time that is appropriate for reviewing terms in relation to your workshop (i.e., are you going to let it go as long as there’s any questions, or are you cutting it at 20 minutes no matter what?, etc.)

Understanding Unconscious Bias

Length: 1- 1.5 hours

Materials Needed:

- Paper, pencils, white board markers, whiteboard/large sheet of paper
- Have participants take one test from the Implicit Bias Website (<https://implicit.harvard.edu/implicit/takeatest.html>). Ask participants to bring their results with them to the workshop to use for discussion.

Facilitation:

- **Introduction (15 minutes)**
 - Begin by asking participants to take out the results from the implicit bias test(s) taken prior to the workshop. Participants will use these later during discussion time.
 - Ask the group to provide definitions for the words “unconscious” and “bias”. Record the participants definitions on one of the large pads of paper – these will be discussion topics later in the workshop.
 - Once all definitions are provided, show one of the recommended videos as a formal definition of unconscious bias
 - Understanding Unconscious Bias
(<https://www.youtube.com/watch?v=dVp9Z5k0dEE>)
 - An Introduction to Unconscious Bias
(<https://www.youtube.com/watch?v=KCgIRGKAbfc>)

- **Discussion of Unconscious Bias (15 minutes)**
 - Compare and contrast the definitions of unconscious bias provided in the chosen video with those provided by the group. When discussing the definitions, consider these questions:
 - What differences do you see between the definitions presented today?
 - What similarities do you see between the definitions presented today?
 - What would you add to the definitions?

- **Guided Exploration (30 minutes)**
 - The purpose of the guided exploration is to help participants grow as individuals and as a chapter through shared experiences. The role of the facilitator is to help participants explore unconscious bias, to include:
 - Recognizing unconscious bias in themselves
 - Recognizing unconscious bias in others
 - Addressing unconscious bias
 - Ask participants to reflect on the results of their implicit bias test and share their thoughts. Consider these sample discussion questions:
 - Were you surprised by the results of your implicit bias test(s)? How so?
 - Reflecting on your results, can you think of a time where an unconscious bias may have influenced your interactions and/or actions?
 - Can you think of a time where an unconscious bias may have affected how someone interacted with you?
 - How do you think unconscious bias impacts ASDA?
 - How can we work to change our own personal unconscious bias?
 - How can we work to address unconscious bias in ASDA?
 - Remember to consider ASDA’s policies regarding diversity, equity and inclusion in your discussion, specifically ASDA’s E-4 policy.
 - Here are some videos to help highlight ideas for addressing unconscious bias:
 - How to Outsmart Your Own Unconscious Bias
(<https://www.youtube.com/watch?v=GP-cqFLS8Q4>)
 - How to Check Your Unconscious Bias
(<https://www.youtube.com/watch?v=egw-iheD1Mc>)
 - Addressing Unconscious Bias
(<https://www.youtube.com/watch?v=JFW2cfzevio>)

- End the exploration by gathering ideas from the participants on how addressing unconscious bias can help their chapter align more closely with ASDA’s E-4 policy.
- **Closing (5 minutes)**
 - Ask the participants if they have any questions concerning the information presented in the workshop. Congratulate the participants on their openness, engagement, and willingness to participate.

Awareness Workshops/Role Play Scenarios

1. **Dental Student and Patient with Low Oral Health Literacy**

Participants should be divided into groups of two for this activity. One member of the group will play the role of the dental student and the other member of the group will play the role of a patient with low oral health literacy. Oral health literacy is defined as the degree to which a patient can obtain, process, and understand oral health information to make appropriate oral health care decisions.

- **Scenario:**

- Dental Student Role: In this scenario, you are to explain to your patient what the word “periodontitis” (or other commonly used oral health term) means, and why it is important to their oral health.
 - Notice your own and your partner’s reactions as you are trying to explain the concept or issue.
 - Think about your own experiences as a patient. Have you ever had an appointment with a medical specialist, during which you did not understand everything your doctor was explaining to you? What did you think would have been most helpful in that situation?
- Patient Role: As a patient, you have heard words like, “periodontitis” before, but never really understood what these things meant for you and your own oral health. This may make you feel embarrassed, ashamed, or even guilty that you do not understand. In this scenario, you are to reluctantly show that you do not understand a word or phrase that your provider is using.
 - Notice your own and your partner’s reactions as you are trying to understand the concept or issue.

- **Debrief Questions**

- How do you think a patient with limited oral health literacy feels if they do not understand the care they are receiving?
- What can you do to help make sure you communicate well with everyone, regardless of oral health literacy level?

2. **Dental Student and Patient with Anxiety**

Participants should be divided into groups of two for this activity. One member of the group will play the role of the dental student and the other member of the group will play the role of a patient who is uncomfortable and nervous about the work about to be done.

- **Scenario:**
 - Dental Student Role: In this scenario, you have a patient that is very nervous about their visit and has a low threshold for pain. You are to talk with your patient about a procedure you are going to conduct (e.g., a root canal):
 - First use a less engaged, more distant listening approach.
 - Then use a more focused, empathetic approach.
 - Notice your partner's reactions as you use the two different approaches.
 - Patient Role: As the patient, you are not fond of going to see a dental student, and are terrified of the pain that may result from any procedure that is done. In this scenario, you are to act nervous, uncomfortable, and even scared about your visit with the dental student, and the procedure that they are recommending to you.
 - Notice your own and your partner's reactions as you are listening to the dental student talk about the procedure.
- **Debrief Questions**
 - How do you think a patient feels if they feel uncomfortable in the dentist chair?
 - What else can you do to help make sure your verbal and nonverbal communication is effective?

3. *DE&I Training Feedback*

- **Scenario:**

You are the DE&I chair for your chapter and you bring up the idea of your chapter doing a diversity/inclusion training. There is a lot of eye rolling and no one says anything affirming about the idea. Someone comments, "we're all really accepting here, I don't think we need to do that sort of training." How might you respond?

 - First, have participants discuss how they might respond as the chair in small groups.
 - Then, have a few groups share their suggestions with the large group.
- **Debrief:**
 - Once the groups have discussed, review some tips and strategies for responding such as:
 - Separate acceptance vs. awareness/knowledge. "I think that we all are really accepting but things change and sometimes we might not have the awareness or the knowledge to back up our value of acceptance. Always good to brush up on our understanding."
 - Investment communicates importance. "I agree, we are all really accepting, but in order for us to communicate that we are invested in creating accepting and open environments, we need to invest time into additional training."
 - For other people. "We all know that we're really accepting here but that doesn't mean other people are aware of it. This will provide us some context to help communicate that acceptance to others."
 - Our impressions don't always align. "I would like to think of myself as a very accepting person, and I know that I have some areas of growth as well. However, it's not easy to know what you don't know and training helps highlight some gaps that we may not be able to see we have."

Wrap Up and Soliciting Feedback

Materials Needed

- Participant feedback forms
- Self-evaluation forms

Objectives of the Ideal Wrap-Up

It is very important to provide a summary and wrap up every session or workshop to ensure that your objectives have been communicated clearly. An ideal wrap up creates a sense of closure amongst participants and facilitators and generates dialogue surrounding future steps.

Your wrap-up should:

- Summarize the key objectives.
- Remind the participants of any ground rules that extend beyond the session.
 - o For example. no sharing of any personal details or names attached to shared experiences that may have occurred.
- Create the opportunity for participants to make any last points or ask any last questions.
- Create the opportunity for participants to provide feedback on the session that will help the chapter leaders develop the session for the future.
 - o Emphasize how feedback is important to improving the sessions over time.

Sample Feedback Questions for Attendees

- What is one thing you took away from today's workshop?
- What did you enjoy about today's workshop?
- What could be improved about today's workshop for the future?
- Did you feel the topics addressed today were appropriate for this audience? What more could have been included?
- Any additional feedback?

Facilitator Evaluation

It is just as important for you as the session planner to evaluate the facilitator. Consider these questions:

- What went well?
- What could have gone better?
- What part of the training would you alter and how?
- What questions were they unprepared for and how can that information be incorporated in the next session?
- What part of the training did the participants seem to learn the most from?

Appendices



Appendix 1: Sample Session Development Worksheet

Session Title

Cultural Competence & Our Community

Session Duration

45 minutes

Target Audience (e.g. fourth year dental students, students opening their own practice, etc.)

ASDA chapter members

Statement of Need (defines what it is that the attendees may not know or know how to do)

There is a need for dental students to understand and reflect on cultural competence, awareness, and humility. Additionally, dental students should be able to apply these concepts to interactions with their peers and individuals in our surrounding community.

Learning Objectives (outlines the desired outcomes of the session)

Complete the phrase below, beginning with an action verb, to identify what the attendees will be able to do upon completion of the session. Identify 3-4 learning objectives.

At the conclusion of the session, participants will be able to....

1	Identify key concepts related to cultural competence, awareness, and humility.
2	Understand the skills required to communicate and interact across cultures.
3	Recognize the steps to apply cultural awareness to interactions with peers and patients.

Session Summary (describe the purpose and content outline of the session in 70 words or less for inclusion in program materials)

This session will define cultural competence, cultural humility, and cultural awareness. Session leaders will then apply these concepts through interactive scenarios that dental students regularly face. At the end of the session, participants will have a chance to share their reflections and provide feedback.

Speaker(s)

Name	Contact Information	How did you hear about this speaker? <i>(if applicable)</i>	Additional Information <i>(i.e. role, presentation title – if applicable)</i>
Caroline Canine			Chapter DEI Chair
Dr. Molar			County Dental Society New Dentist Chair
Dr. Wisdom			ASDA Faculty Advisor

Expected Attendance

25

DEI Educational Programming
Session Development Worksheet

Session Title

Breaking Down Diversity, Equity, and Inclusion

Session Duration

60 minutes

Target Audience (e.g. fourth year dental students, students opening their own practice, etc.)

ASDA chapter members

Statement of Need (defines what it is that the attendees may not know or know how to do)

ASDA's E-4 Sensitivity to Diversity policy establishes the association's belief that students, faculty, staff and administration should be sensitive to the diversity of their colleagues and patients. Diversity, Equity, and Inclusion (DEI) are concepts that are often used interchangeably but mean quite different things. ASDA members should be able to clearly distinguish these concepts when communicating.

Learning Objectives (outlines the desired outcomes of the session)

Complete the phrase below, beginning with an action verb, to identify what the attendees will be able to do upon completion of the session. Identify 3-4 learning objectives.

At the conclusion of the session, participants will be able to....

1	Clearly define diversity, equity, inclusion as separate terms
2	Apply DEI concepts to real world scenarios in dental school
3	Feel empowered to create inclusive spaces for their peers and patients

Session Summary (describe the purpose and content outline of the session in 70 words or less for inclusion in program materials)

This session will define the difference and unique importance of diversity, equity, and inclusion. While similar, these terms mean quite different things but are often used interchangeably. Through small group discussion, attendees will reflect on these concepts and how they manifest themselves in every day life as a dental student.

Speaker(s)

Name	Contact Information	How did you hear about this speaker? <i>(if applicable)</i>	Additional Information <i>(i.e. role, presentation title – if applicable)</i>
Pearly White			Chapter DEI Chair
Dr. Chew			State Dental Society Student Liasion
Dr. Filler			Dean of Students

Expected Attendance

30

Appendix 2: Additional Resources

Be a Better Ally <https://hbr.org/2020/11/be-a-better-ally>

Cultural Competency Program for Oral Health Professionals Small Group Program

Diversity, Equity & Inclusion Toolkit <https://www.aauw.org/resources/member/governance-tools/dei-toolkit/>

Harvard Implicit Association Test <https://implicit.harvard.edu/implicit/>

“How to overcome our bias? Walk boldly toward them.” TED Talk by Verna Myers
https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en

National Education Association: Implicit Bias, Microaggressions and Stereotypes Toolkit
<https://www.nea.org/resource-library/implicit-bias-microaggressions-and-stereotypes-resources>

New York Times: ‘Who me? Biased?’ Video Series <https://www.nytimes.com/video/who-me-biased>

Rutgers University Equity and Inclusion Workshops
<https://diversity.rutgers.edu/den-trainings-and-workshops>

The Safe Zone Project [Thesafezoneproject.com](https://thesafezoneproject.com)

Appendix 3: Glossary of DEI Terminology

The following section serves to provide several basic definitions relating to diversity, equity, and inclusion.

Allyship

1. A lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people.
2. Not self-defined—work and efforts must be recognized by those you are seeking to ally with.
3. An opportunity to grow and learn about ourselves, whilst building confidence in others.

Access

The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

Cultural Awareness

Being aware or acknowledging the similarities and differences in situations among various cultures and the diversity among individuals.

Cultural Competence

Being aware of one's own worldview, developing positive attitudes towards cultural differences, gaining knowledge of different cultural practices and worldviews and developing skills for communication and interaction across cultures.

Cultural Humility

Cultural humility goes beyond the concept of cultural competence to include: a personal lifelong commitment to self-evaluation and self-critique; recognition of power dynamics and imbalances, a desire to fix those power imbalances and to develop partnerships with people and groups who advocate for others and institutional accountability.

Culture

An integrated pattern of human behavior that includes one's values, beliefs, institutions, thoughts, actions, customs, language, communication, and social groups. Culture is a factor in health disparities, with minority and indigenous populations bearing a greater burden of disease.

Diversity

Differences among individual characteristics, professional choices or demographics including, but not limited to: race, religion, ethnic background, gender, socioeconomic status, sexual orientation, gender identification and gender expression.' ASDA recognizes the unique challenges faced by these diverse populations.

Equity

Impartiality, fairness, and justice within ASDA procedures and policies, educational programming, and leadership development.

Inclusion

The outcome of identifying, challenging and dismantling barriers to involvement for underrepresented students, while working to elevate their perspectives.

Microaggression

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership

Unconscious Bias

The attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments of others, are activated generally without awareness and are often based on characteristics such as race, ethnicity, age, gender identity and appearance.

There are 5 common types of unconscious bias:

Affinity Bias

Affinity bias leads us to favor people who we feel we have a connection or similarity to. For example, attending the same college, growing up in the same town, or reminding us of ourselves or someone we know and like. Interactions with people we feel we share an affinity with will differ from people with no shared affinity.

Example: If a patient we have an affinity with tells us they're a little nervous we may smile more or offer more words of encouragement to try and set them at ease. Whereas, if a person we shared no affinity with told us the same thing, we wouldn't behave quite as warm towards them.

Attribution Bias

Attribution bias affects how we assess other people and their achievements. This bias occurs when we consider the achievements of others as a result of luck or chance; and their failings as a result of their personality or behavior.

Example: If a team member does not meet a deadline, we might attribute blame to the team member being lazy rather than considering the situational circumstances which could have prevented a timely submission. (e.g. they could not submit materials because their computer crashed)

Confirmation Bias

Confirmation bias is the tendency to search for, interpret, focus on and remember information that aligns with our preconceived opinions. This type of bias occurs when we make a judgement about someone and subconsciously look for evidence to back up our own opinions.

Example: If we are voting in a student-leadership election, we might seek positive information that paints our favored candidates in a good light. Or we might look for information that casts the opposing candidate in a negative light.

Halo Effect

The Halo Effect occurs when we perceive one great thing about a person and let that one thing shape our overall judgement of that person.

Example: If we notice that someone went to a highly regarded college where they received a certain high grade, or that someone had received a prestigious award, we tend to let this achievement influence how we see everything else about that person.

Horns Effect

The Horns Effect is the direct opposite of the Halo effect, and occurs when perception of someone is unduly influenced by one negative trait.

Example: If we do not like the way someone dresses we might assume they are also lazy and unprofessional, even though professionalism and competence are not related to attire.

Linguistic Competency

Providing appropriate oral and written communication to limited English proficiency patients by using bilingual staff and/or qualified translators. While linguistic competency can be a part of culturally competency, it is only a portion.

Power

The ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates

Privilege

Unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group. Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it. In other words, men are less likely to notice/acknowledge a difference in advantage because they do not live the life of a woman; white people are less likely to notice/acknowledge racism because they do not live the life of a person of color; straight people are less likely to notice/acknowledge heterosexism because they do not live the life of a gay/lesbian/bisexual person.