

Cultural Competence and Diversity



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Workshop Goals

- Understand dimensions of diversity
- Understand culture and how it affects us in all spheres of life.
- Understand the cultural competence continuum
- Understand how you can work towards cultural competence as an individual and health educator
- Give you the opportunity to explore your cultural values and beliefs and challenge yourself



A Few Ground Rules

- Respect for self and others
- Listen carefully
- Use "I" statements
- Honor confidentiality
- Value risk-taking
- Okay to express emotions
- Ask questions, engage in dialogue
- Enjoy the experience



Warm Up Exercise

- Take a moment and think back to the first time you realized “difference” in your life.
- Take a moment and think back to a message that you were given in your family about a particular group of people.
- Share these remembrances Talk about the similarities/differences in remembrances.



Culture: What is It?

- “Culture is the sum total of life patterns passed on from generation to generation within a group of people and includes institutions, language, religious ideals, habits of thinking, artistic expressions, and patterns of social and interpersonal relationships.” (*Hodge, Struckman, and Trost, 1975*)
- “Culture is man’s medium; there is not one aspect of human life that is not touched and altered by culture. This means personality, how people express themselves, the way they think, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function and are organized, as well as how economic and government systems are put together and function.” (*Edward Hall, 1976*)



Culture

- Everyone has culture
- Culture is learned and shared, and always subject to change.
- Culture is localized, created through discrete interactions among specific people.
- Culture is evaluative: values are embedded in behaviors and choices
- People often belong to many subcultures at once.
- Underlying cultural values change slowly



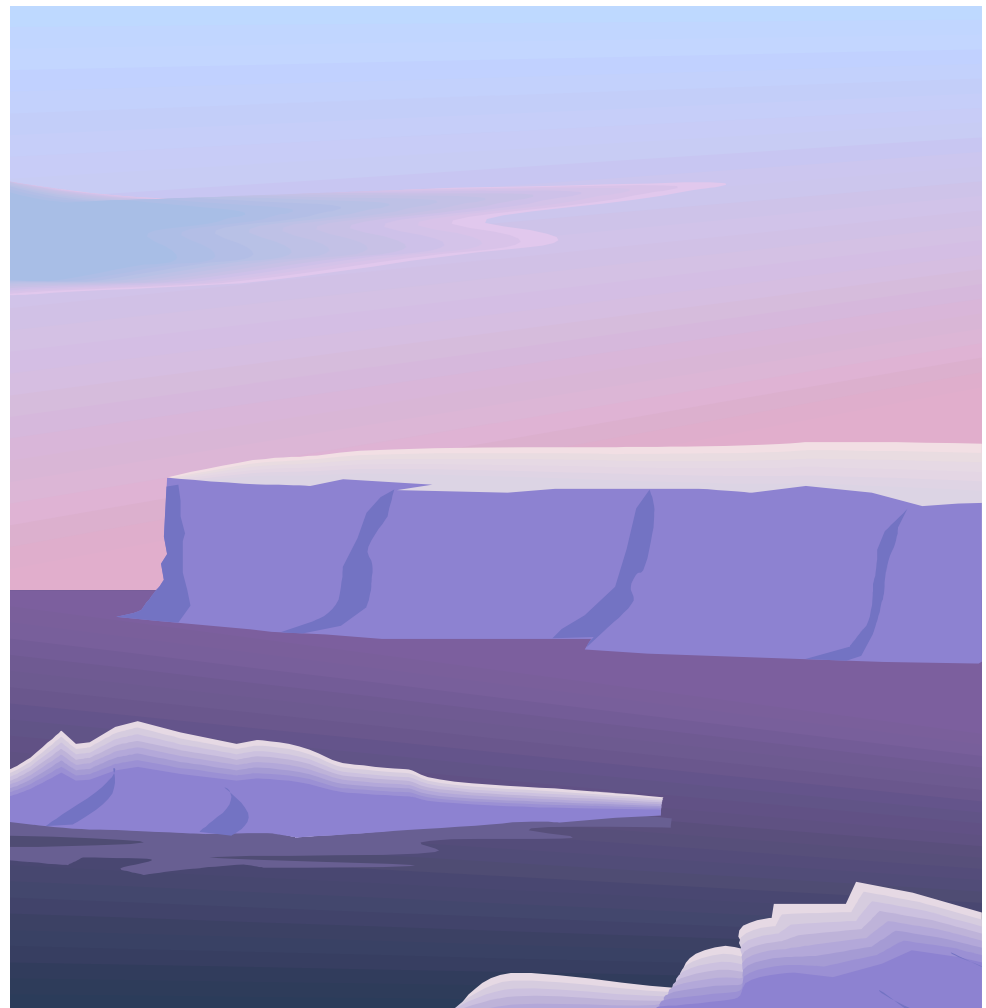
Culture: Iceberg Theory

More Visible Features

- Clothing
- Food
- Language

Less Visible Features

- Values
- Traditions
- Beliefs
- Attitudes
- Perceptions
- Communication Styles





What is Diversity?

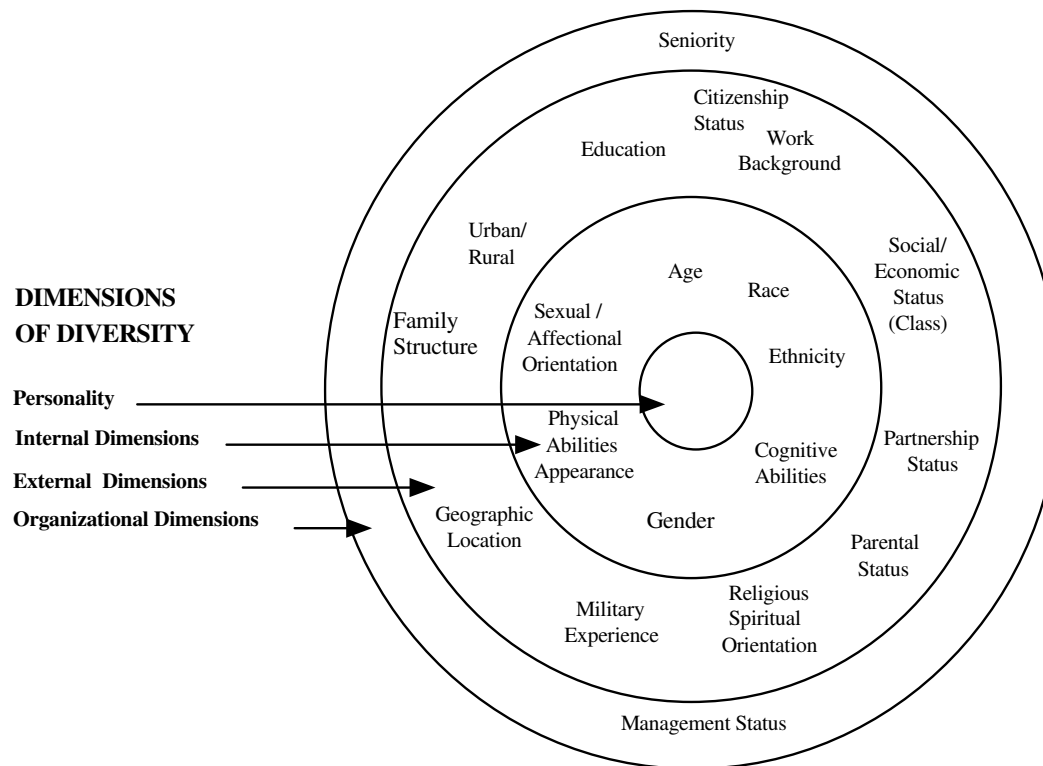
- Diversity encompasses both differences and similarities: while we differ from others in important ways, we also share similar characteristics, values and beliefs that bring us together.



Dimensions of Diversity

- Race
- Gender
- Ethnicity
- Age
- Sexual orientation
- Physical abilities
- Partnership status
- Socio-economic status
- Education level
- Physical appearance
- Geographic location
- Rural/Urban
- Work background
- Parental status
- Family structure
- Cognitive ability
- Citizenship status
- Etc.

Dimensions of Diversity



Culture shapes our thinking and dictates our response to these dimensions of diversity.

Adapted –
“Work Force America,” M. Loden/J.Rosener & “Diverse Teams at Work, L. Gardenschwartz/A. Rowe



Similarities and Differences

- Because of their culture, people often make assumptions about others in order to understand whom we are dealing with.
- This defining of others is rooted in needs for control in our lives.
- Relationship building is the key to cultural competence!



Similarities and Differences

- Small group exercise:
 1. What do we have in common?
 2. What is unique about us?
 3. What did you discover?



Culture and Diversity

- Cultures are inherently diverse and represent many continuities and contradictions.
- Every cultural group has values about proper behavior. Many of these are beneficial and are geared toward the continuity of the group.
- Many, however, are destructive.
- Appreciating diversity reduces destructive reactions to difference.



Lens Exercise

- People often make assumptions about others in order to understand with whom they are dealing.
- This defining of others is rooted in needs for control in our lives.
- What are our lens regarding people who abuse alcohol?



Culture Shapes Thinking

- Many of our assumptions about “the way things are”, that is our thoughts about the world, are below the level of conscious awareness.
- Thoughts/Values about how “things should be” are often diminishing and dismissive of others and reduce our capacity for empathy.



Thinking about Diversity and Culture

- In a dialogue with a partner :
 - Share your dimensions of diversity: ones you currently identify with
 - Reflect on your own culture and identify how aspects of your culture (values, beliefs, traditions) impact on the dimensions of diversity



Cultural Competence

- “Cultural Competence is a set of congruent practice skills, attitudes, policies and structures which come together in a system, agency or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations.”

(Adapted T. Cross, 1989)



Cultural Competence

- A behavior response to cultural difference and diversity.
- We are always, inevitably, responding to culture and difference.
- Identifying where we are on the continuum helps us move toward greater supporting and promoting of cultural competence.
- Our basic life position on the continuum represents fundamental beliefs and values. In any given encounter we can move up or down on the continuum.



Culture competence continuum

- Cultural destruction
- Incapacity
- Denial
- Pre-competence
- Competence
- Cultural proficiency



The Continuum

- Cultural Destructiveness—making conscious efforts to destroy different cultures (“we’re number one”). Belief in cultural superiority; oppresses others.
- Cultural Incapacity—inability to be helpful to other cultures (“take care of our own”). Paternalistic, ignorant of others, denies equal access.



Continuum cont.

- Cultural Denial—belief that dimensions of diversity aren't important (“everyone's the same”). Belief that dominant models apply to all, encourages suppression of difference.
- Cultural Pre-competence—realizes inadequacy of response to difference, attempts to improve (“nice policies, limited action”). Dangers: complacency and tokenism.



Continuum cont.

- Cultural competence—valuing and embracing difference, self-examination, developing cultural knowledge and skills, commitment to cultural encounters (“mutual adaptation to difference”).
- Cultural proficiency—mindfully engaging in behaviors and beliefs that value dimensions of diversity (“hold culture in high esteem”). Advocate for cultural competence throughout system and community.



Intercultural Communication & Linguistic Competence

High-Low context:

High Context: The successful exchange of information depends on applying a shared framework for understanding. Meaning tends to be implicit and less literal. Heavy reliance on voice tone, body posture, facial expressions, eye contact, use of silence, and other non-verbal cues. Context is critical!

Low Context: Reliance is placed upon explicit meanings, often written. Words are taken literally, and non-verbal communication is often ignored. Documentation is prevalent.

Face-to-face vs. e-mail

Are organizations in the U.S. mostly high or low?



Cultural Translation

- Idiomatic expressions are very culture-bound and difficult to translate.
- How would you translate these idioms to someone from another culture?
- Break the ice
- Bone to pick
- Tip of the iceberg
- Face the music
- Blow the whistle on
- Sit on the fence
- Beat around the bush
- Read the riot act



Cultural Ways of Knowing

- Different cultural priorities: achievement, social harmony (saying no, bad news), etc.
- Knowing: analytic, holistic, sensing, etc.—linear thinking not shared worldwide
- Relationships or Results
- Is age valued or devalued?



Culturally Competent People

- Value and embrace diversity
- Continuous rigorous self examination into the ways in which our world view influences our perceptions, assumptions, attitudes and behavior toward those who are different
- Commitment to cultural encounters
- Development of cultural knowledge
- Learn cultural skills
- Involvement in a learning process designed to expand our knowledge about difference



How do we get there?

- Cultural Awareness (switch off cultural “cruise control”)
- Cultural Knowledge
- Mindful attention to context
- Cultural Skill—behavioral adaptations to intercultural situations



Cultural Awareness

- Awareness of
 - the diversity of those around us
 - the culture of those around us
 - our own biases and prejudices
 - Racism, individual and institutional
- Actions
 - Intentionally putting ourselves in diverse/cultural situations
 - Seeking relationship with those different than ourselves



Cultural Knowledge

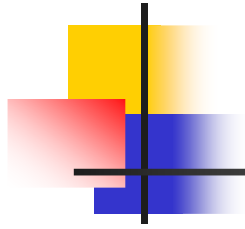
- Knowledge of:
 - Other people's culture
 - Importance, ramifications of, competition, individualism, materialism
 - Other's help seeking behaviors
 - Role of language, speech patterns and communication styles
 - Impact of social service policies on less privileged people
 - Resources (agencies, persons, informal helping networks etc.)
 - Use of referral sources that will respect and support the client's attitudes, values and beliefs



Cultural Knowledge Exercise

- Review the description of cultural aspects of a group of people on the information sheet given to your group.
- Based on what you read, how might you interact with a person from that group.
- How would you know if your assumptions about that person are accurate

**ALWAYS BE AWARE OF STEREOTYPING –
YOU MUST CHECK THINGS OUT!!!!!!**



Cultural Skill

- Skill Development
- Dialogue vs. debate
- Effective cross cultural communication
- Cultural gathering of information
- Cultural interventions



Dialogue vs. Debate

- Dialogue:

1. Inquire
2. Unfold shared meaning
3. Integrate multiple perspectives
4. Uncover and examine assumptions

- Debate:

1. Tell, sell, persuade
2. Gain agreement on one meaning
3. Evaluate/select the best
4. Justify/defend assumptions



Building Dialogue

- Suspend judgment
- Identify assumptions
- Listen
- Inquire and reflect



A Cultural/Ethnographic Stance and Motivational Interviewing

- Adopt a learning stance—what is the client's understanding of the condition?
- What cultural meanings are attached to the condition?
- Be mindful of assumptions, reactions, similarities and differences
- The steps of M.I. fit well with this cultural approach



Closing and Sharing

- What can you take-away from this workshop?
- How can you apply this information in your work and lives?
- Personal sharings.



Explanatory Models

- What is your client's story of the problem or illness?
- What caused the condition?
- What is the natural course of the condition?
- How do they think it should be treated?
- What are their concerns and fears?
- Do they want your help, and if so how?
- Who else might they turn to for help?
- Does anyone else need to be involved in decision-making?