2019 National RHY Grantees Training

for

RHYTTAC

"Cultural Competency in Community Engagement"

Fort Lauderdale Marriott
3030 Holiday Drive
Fort Lauderdale, Florida

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2:45 p.m. – 4:15 p.m.

"Peace is the cessation of againstness. If you want peace, stop fighting. When you're not against yourself or others, you are at peace. Peace, Be still."   **The Portable LIFE 101**

First keep the peace within yourself, then you can also bring peace to others.   **Thomas `a Kempis 1420**

The Impact of Culturally Competent Services

1. Creates and maintains trust
2. Influences a high quality of service outcomes
3. A promising approach to promote positive outcomes among racial, ethnic and diverse populations
4. Reduces social services disparities
5. Builds respect and positive working relationships
6. Supports client engagement and connectivity from a cultural perspective
7. Satisfied customers internal and external
8. Empowerment of employees
9. Optimal productivity of employees
10. Personal place and self-actualization
11. Organizational service effectiveness

10 Reasons to Strive for Cultural Competence

1. Ensure that case issues are viewed from the cultural perspective of the child and/or family:

   a. Take into account cultural norms, practices, traditions, intrafamilial relationships, roles, kinship ties, and other culturally appropriate values.

   b. Advocates for demonstrated sensitivity to this cultural perspective on the part of caseworkers, service providers, caregivers, or others involved with the child and the family.

10 Reasons to Strive for Cultural Competence, cont.

2. Ensures that the child's long-term needs are viewed from a culturally appropriate perspective:

a. Takes into account the child's need to develop and maintain a positive self-image and cultural heritage.

b. Takes into account the child's need to positively identify and interact with those "Like" himself/herself.

3. Prevents cultural practices from being mistaken for child maltreatment or family dysfunctions.

4. Assists with identifying "Real" issues of parental noncompliance versus culturally inappropriate or non-inclusive service delivery.

10 Reasons to Strive for Cultural Competence, cont.

5. Contributes to more accurate assessment of child's welfare, family system, available support systems, placement needs, services needed, and delivery.
6. Prevents cross-cultural communication clashes and decreases opportunity for misunderstandings.
7. Allows family to utilize culturally appropriate solutions in problem solving.
8. Encourages participation of family members in seeking assistance or support.
9. Recognizes, appreciates, and incorporates cultural differences in ways that promote cooperation.
10. Allows all participants to be heard objectively.

Barriers to Culturally Competency

1. Continued acceptance of the myth of the melting pot-It blames people of color for failing to melt.
2. Assumption that all who come to America will be overjoyed to be here (some people may be depressed or unhappy about leaving their country).
3. Tendency to explain people's behavior by reference to their culture or disability (Multicultural groups and disabilities are heterogenous/different).
4. An attempt to be color-blind. Treat everyone a like. Pretends that culture and experiences have no role in determining behavior.
5. Our tendency to assume that words mean the same thing to everyone.
6. Assuming that clients think as you do.
7. Expecting that clients will understand the social worker's role.
8. There is an insufficient knowledge of self-awareness.
9. There is an absence of a repertoire of effective and multicultural intervention techniques.
10. There is the lack of knowledge of the culture and experiences of specific groups that are likely to receive agency services.

Kirst-Ashman, K. K., & Hull, G. H., 2009

Some Obstacles to the Practice of Cultural Competence

- Denial
- Insecurity
- Stubbornness
- Contentiousness
- Resistance
- Oppression
- Ignorance
- Moral Bankruptcy
- Isolation
- Neutrality
- Intimidation
- Narrow-mindedness

References:
Martha A. Alexander, Management Consultant, 1994
Kirst-Ashman, K. K. & Hull, G. H., 2009

Strategies, Approaches and Models to Enhance Cultural Competence

1. Maslow's Hierarchy of Needs
2. The Three Components of Cultural Competence
3. Cultural Competence Within Social Service Organizations
4. Models:
    1. Social Ecological Model
    2. Developmental/Structural Model
    3. Circumplex Model
    4. Family Systems Model
5. Adolescent Stage of Development-Erik Erikson
6. The Generalist Intervention Model (GIM)
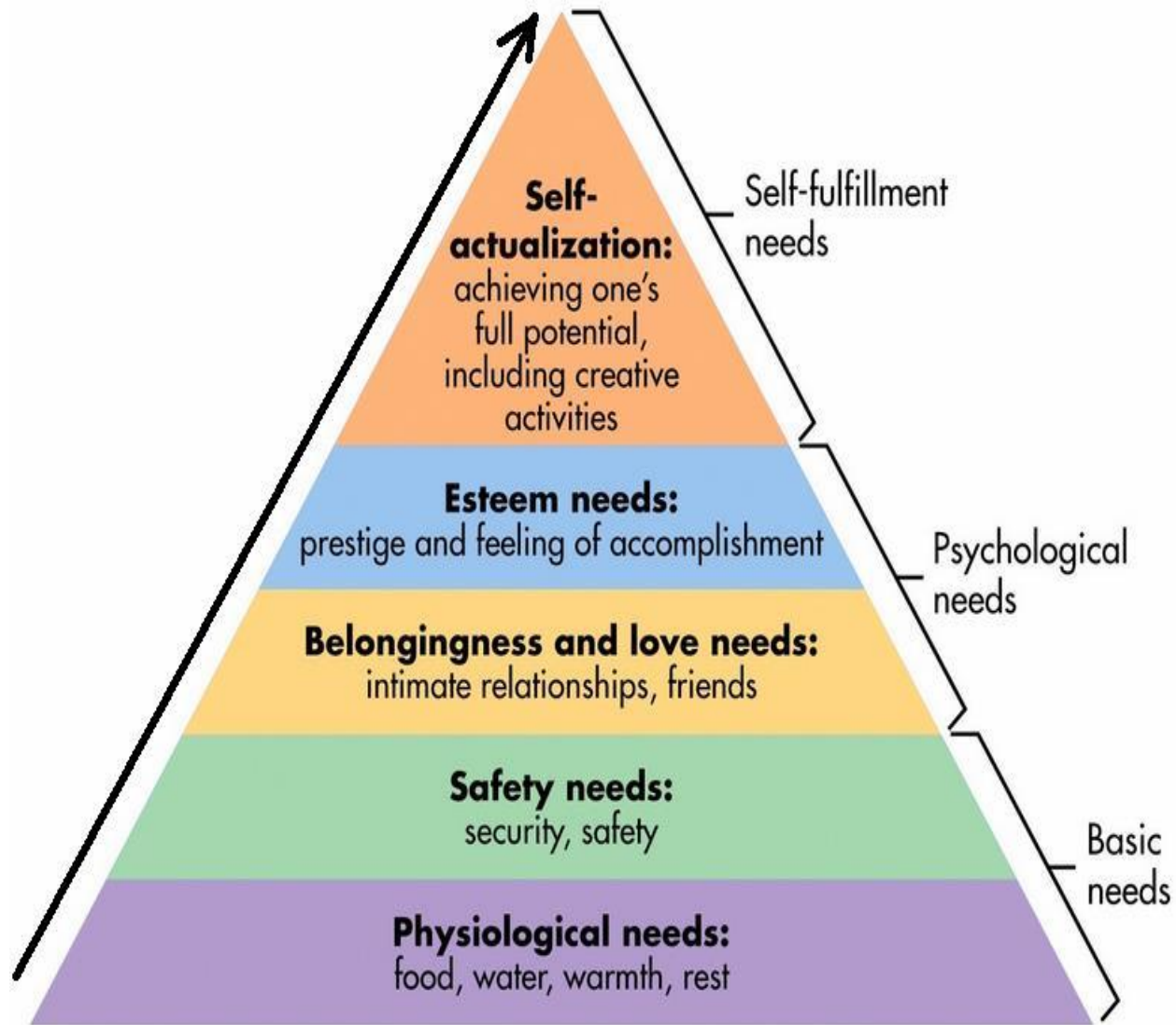
Maslow's Hierarchy of Needs: Theory, Needs, Pyramid

https://studiousguy.com/maslows-hierarchy-of-needs/

Three Components of Cultural Competence

1. **Personal Traits:**
- Be aware of your own values regarding cultural differences
- The ability to assess how one's own personal values might present barriers or support the worker/client relationship
- The ability to combine genuineness, honesty and empathy while building working relationships across cultures.

2. **Knowledge:**
- A knowledge of the history and traditions that affirm and reinforce diverse cultures
- Knowledge of individual differences within the cultural group. Avoid stereotypes and generalizations when working with diverse populations
- An understanding of family dynamics and the flexibility of roles within families of other cultures
- Knowledge of resources within the ethnic community.

3. **Skills:**
- The ability to utilize skills that are ethnically and culturally focused in intervention and service delivery to clients.
- The ability to communicate effectively cross-culturally with diverse groups.
- The ability to utilize empowerment concepts in working with culturally diverse clients and their communities.
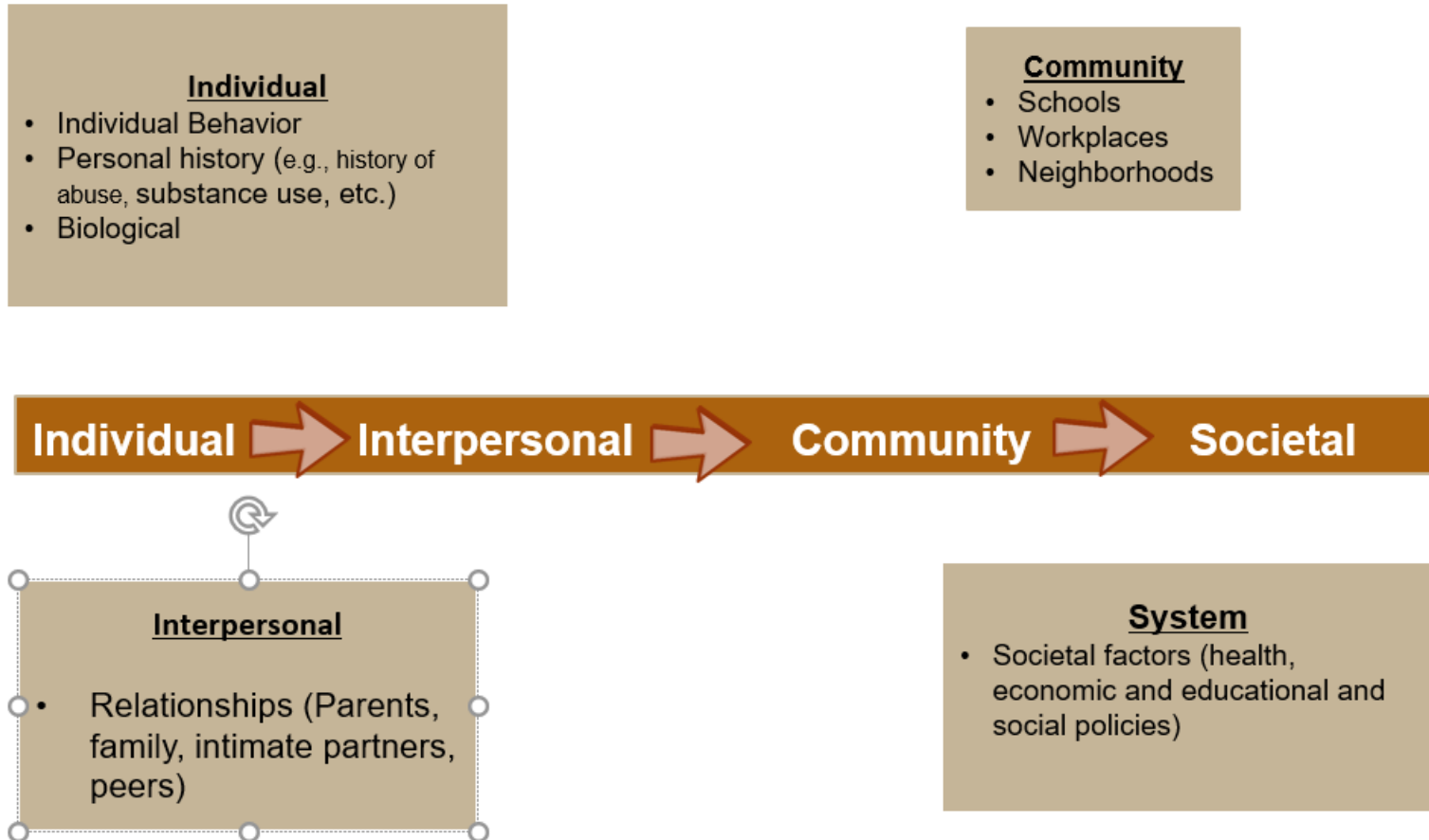
**Cultural Competence-Trainee Notebook
10/30/92**

Cultural Competence Within Social Service Organizations

According to this model, "cultural competence is an ongoing, contextual, dynamic, experiential and a developmental process that impacts one 's ability to understand, communicate with, serve, and meet the needs of individuals who look, think, and/or behave differently from oneself."

Level 1
Culturally Competent
Organizational Climate

Level 2
Culturally Competent
Staff & Service Providers

Level 3
Culturally Adapted/Responsive
Program & Evaluation

Cognitive

Behavioral

Balcazar, F., Suarez-Balcazar, Y., Willis, C., and Alvarado, F.(2010)
Research Brief, OPRE Report #2014-31
www.acf.hhs.gov/opre

The Social Ecological Model: A Framework for Prevention
Where We Live, Learn, Work and Play

Individual
- Individual Behavior
- Personal history (e.g., history of abuse, substance use, etc.)
- Biological

Community
- Schools
- Workplaces
- Neighborhoods

Individual ➡ Interpersonal ➡ Community ➡ Societal

Interpersonal
- Relationships (Parents, family, intimate partners, peers)

System
- Societal factors (health, economic and educational and social policies)

The Social Ecological Model: A Framework for Prevention.

http://www.cdc.gov/ViolencePrevention/overview/social-ecologicalmodel.html

The Ecological Perspective

Ecological Primary Concepts

- Social Environment
- Person in Environment
- Transactions
- Energy
- Input
- Output
- Interface
- Adaptation
- Coping
- Interdependence

Dimensions to assess Family Problems
- Family communications
- Family Structure
- Categories of Family Problems

Kirst-Ashman, K. K. & Hull, G. H., 2009

Social Determinants

Social determinants are social factors and the physical conditions in the environment in which people are born, live, learn, play, work and age.

Reference: World Health Organization (WHO). Social Determinants of Health. [online}. 2011. http://www.who.int/social_determinants/en/

Developmental/Structural Model
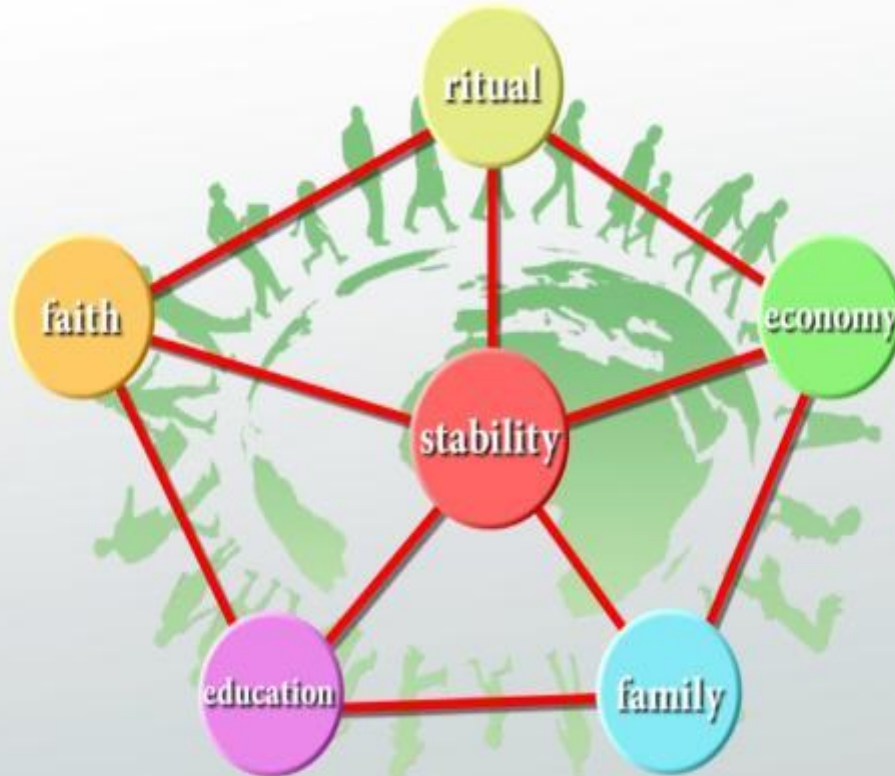
Lappin, J. and Covelman, D. W., 1985

Circumplex Model

Circumplex Model of Marital and Family Systems

- Model to describe overall family function according to two features:
    - Cohesion
        - Emotional bonding of the family members
        - Independence vs. Dependence

    - Flexibility
        - Amount of change in leadership, role relationships, and relations by rules
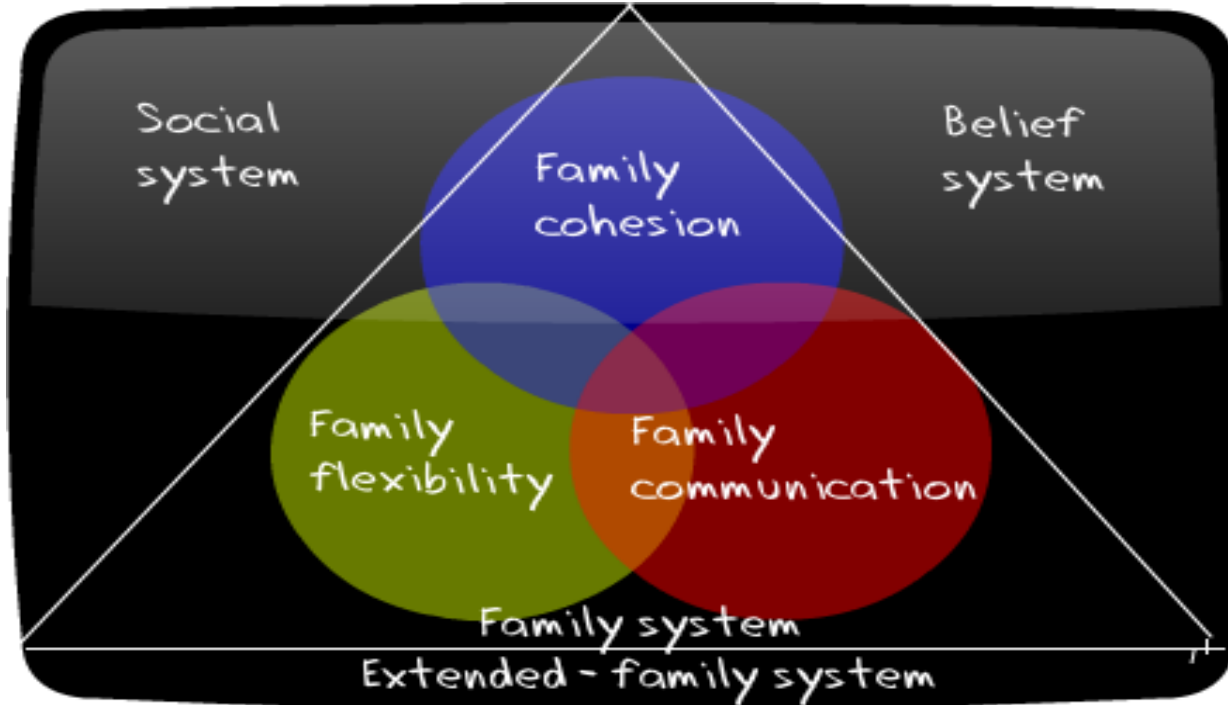   - How family relationships manage change

Olson, D. H., 1989

Olson's Circumplex Model of Family Systems: FACES IV

http://www.facesiv.com/home.html
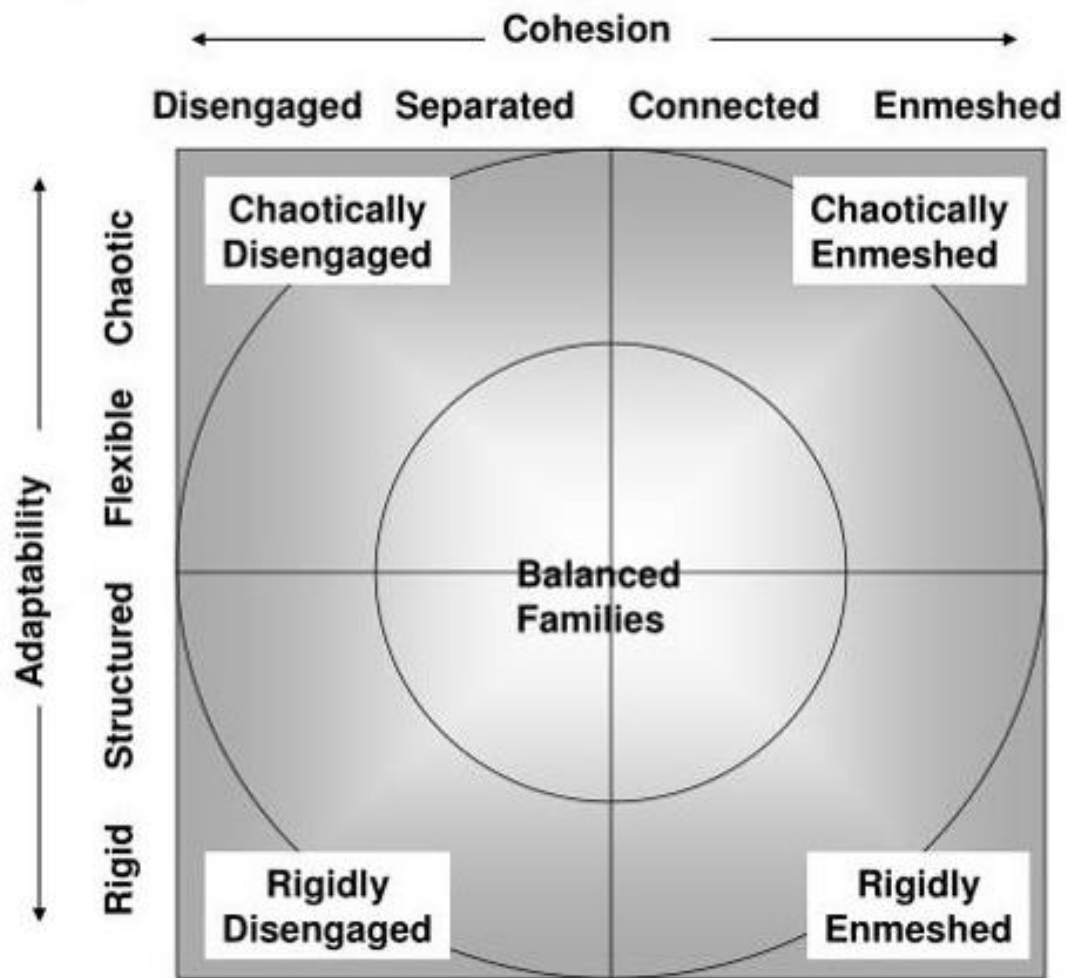
Family Systems Model

Goldenberg, I., & Goldenberg, H., 1991
Bowen, Murray (1950's)

The Generalist Intervention Model
GIM – 7 STEPS

1. Engagement-initiate the change process with those addressing the problem.
2. Assessment- investigate and determine variables affecting the problem with a focus on strengths and formulate a plan.
3. Planning -review potentials alternatives and determine what course of action to take.
4. Implementation-the actual doing of the plan and monitoring of its progress.
5. Evaluation - determination of the effectiveness of the plan that was implemented.
6. Termination - the ending of the professional client system relationship.
7. Follow-Up - the re-examination of the client system after the intervention to monitor its effects to determine potential reassessment for further intervention.

Kirst-Ashman, K.K. & Hull, G. H. , 2009

Erik Erikson Stages of Development

Stages	Crisis	Favorable Outcome	Unfavorable Outcome
Childhood			
1st year of life	Trust vs. Mistrust	Faith in the environment and future events	Suspicion, fear of future events
2nd year	Autonomy vs. Doubt	A sense of self-control and adequacy	Feelings of shame and self-doubt
3rd through 5th years	Initiative vs. Guilt	Ability to be a "self-starter," to initiate one's own activities	A sense of guilt and inadequacy to be on one's own
6th year to puberty	Industry vs. Inferiority	Ability to learn how things work, to understand and organize	A sense of inferiority at understanding and organizing
Transition Years			
Adolescence	Identity vs. Confusion	Seeing oneself as a unique and integrated person	Confusion over who and what one really is
Adulthood			
Early adulthood	Intimacy vs. Isolation	Ability to make commitments to others, to love	Inability to form affectionate relationship
Middle age	Generativity vs. Self-Adsorption	Concern for family and society in general	Concern only for self – one's own well-being and prosperity
Aging years	Integrity vs. Despair	A sense of integrity and fulfillment; willingness to face death	Dissatisfaction with life; despair over prospect of death

Questions and Comments
Thank You

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