

Cultural Competence

Outlining the impact of culture, ethnicity, race, gender, sexual orientation, and social class within the service delivery process

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Overview

- What is Cultural Competence?
- Understanding Identity
- Stereotypes and Microaggressions
- Putting It All Together
- Recommendations
- Q & A



Cultural Competence



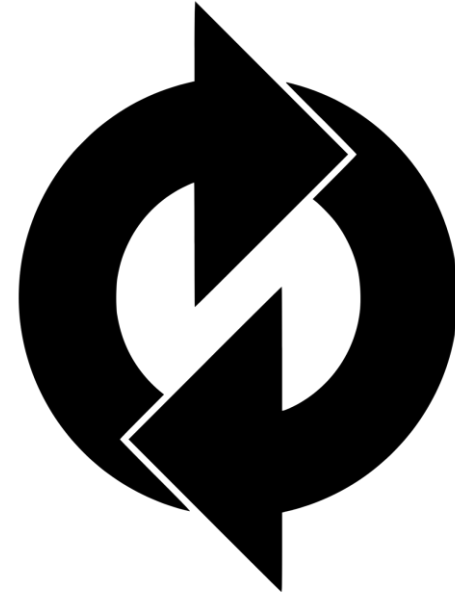
What is Cultural Competence?

Cultural competence is the ability of systems and individuals to provide care to individuals with diverse values, beliefs, and behaviors, including tailoring care delivery to meet individuals' social, cultural, and linguistic needs (Betancourt, Green, and Carrillo, 2002, p.v.)

What is Cultural Competence?

- Individual Provider Level (practices, skill sets, experiences)
- Organizational Level (mission and vision statement, culture, demographic composition of management and staff, etc.)
- Systems Level (policies and procedures, programs and services)

Becoming Culturally Competent



- There is no degree in cultural competence because there is no degree of knowledge that is terminal or finite
- Cultural competence requires continual commitment to learning, and relearning

Cultural Competence Requirements

- Requires

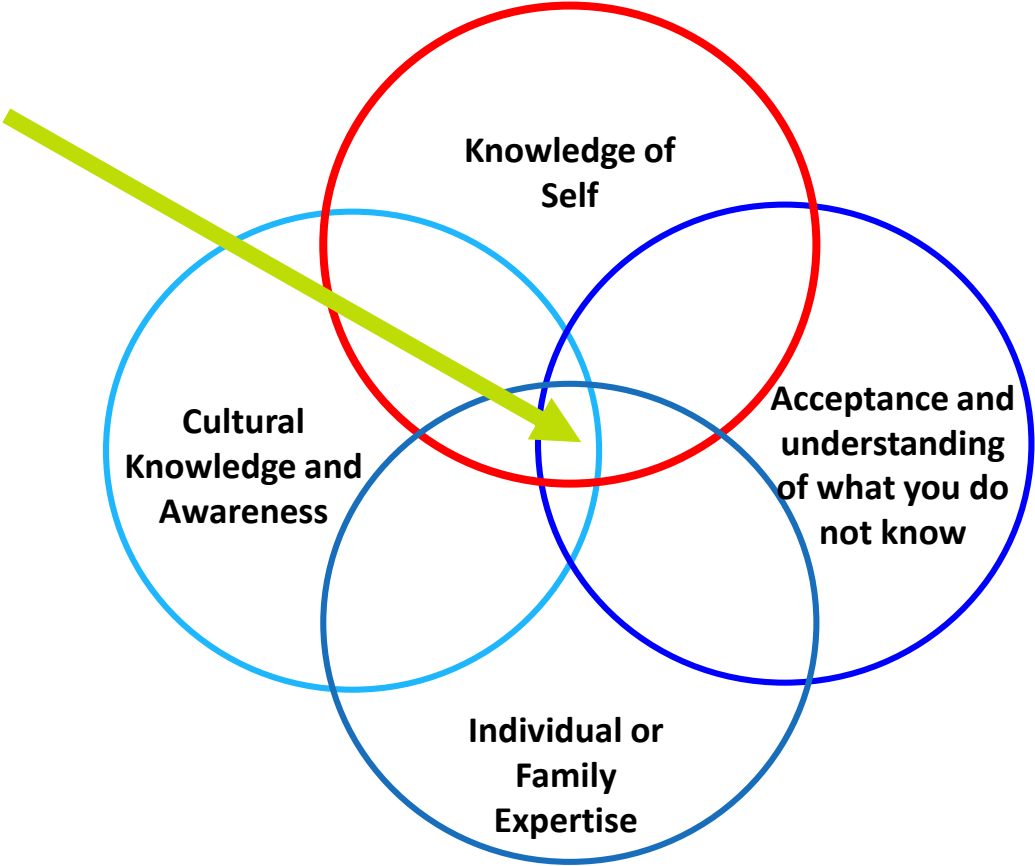
- Reflecting on what you know and **what you do not know about** an individual or group

- Values, beliefs, goals

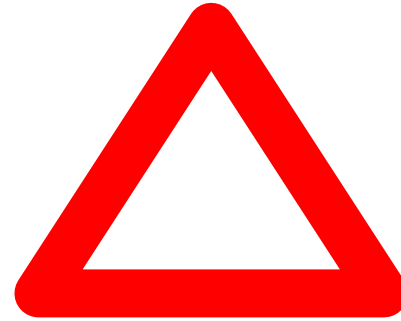
- Lifelong intrapersonal reflection and self-critique

- Understanding biases
 - Addressing one's own privilege

Cultural Competence



Becoming Culturally Competent



- As people change (including us), culture changes, requiring us to continue to learn and adjust
- Cultural competence requires us to continually examine and expand upon our knowledge base to provide equitable and responsive care.

Demonstrating Cultural Competence

- Respect
- Acceptance
- Sensitivity
- Commitment to Equity
- Openness
- Humility
- Flexibility

Why is All of This Important?



- Attending to culture can lead to better client engagement + increased retention in services



Understanding Identity



Social Identities

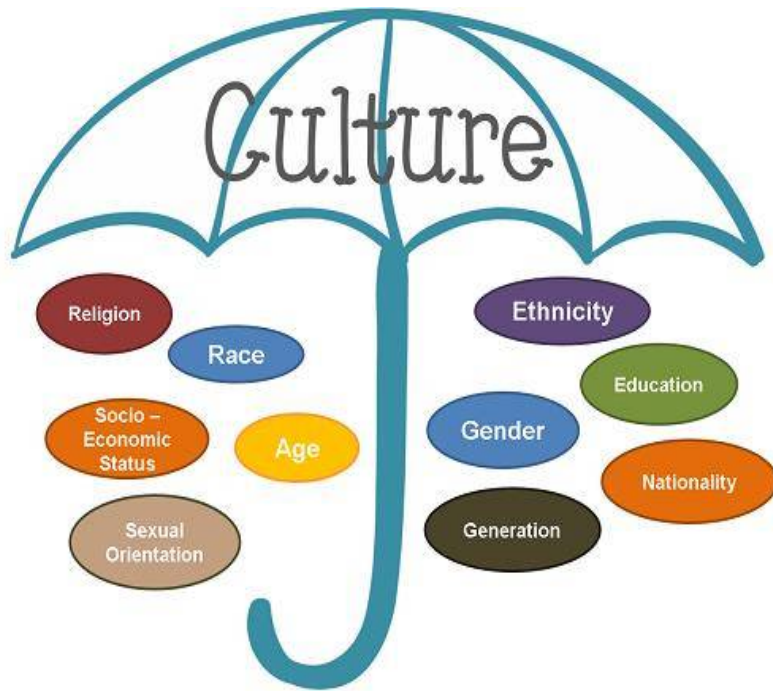


- Social Identity encompasses who we are and includes many facets
 - Race, gender, ethnicity, sexual orientation, abilities, citizenship status, job status, etc.

Defining Identities

- **Culture** - the customary beliefs, norms, of a group
- **Ethnicity** – the state of belonging to a social group that has a common national or cultural tradition
 - American, Scottish, Indian, Mexican, Chinese, Latinx
- **Race** – social construction often based on shared physical qualities such as skin color and other demarcations
- **Gender** – traditionally binary construction of understanding individuals as men or women, boys or girls
- **Sexual Orientation** - a person's sexual identity in relation to the gender to which they are attracted
- **Social Class** – standing within society based on social and economic status
- **Religion** - a particular system of faith and worship
 - **Spirituality** - belief in existence and meaning outside of oneself
- **Age** - length of time someone has lived (developmental implications)

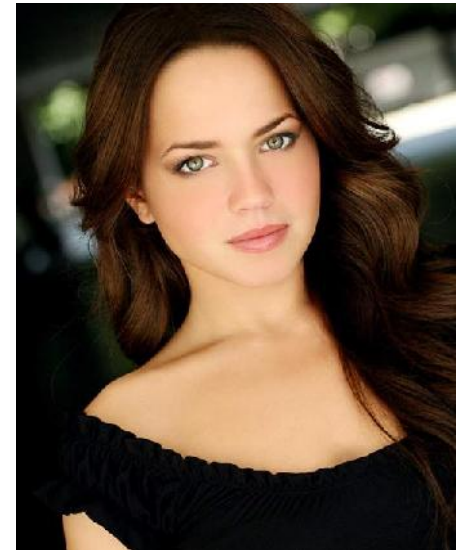
Culture



- Culture encompasses many aspects of identity for individuals and families
- Culture and cultural significance depend entirely on families and individuals
- Not all aspects of culture are applicable to every person and not every aspect of a particular culture is important to an individual
- There are subcultures within each culture which adds to its complexity
- Culture is a lens through which we view the world

Race & Ethnicity

- Race and ethnicity are often used interchangeably but they are different
- However, they can/do intersect
- For example, an individual can identify as Black and Latina (Afro-Latina) or a White Latina
- **Race is a social construction** and therefore not absolute
- However, race is important to individuals, families, and groups – particularly marginalized and oppressed groups
- Race and ethnicity should never be assumed



Race & Ethnicity

- According to the U.S. Census racial categories, Mohamed Salah, an Egyptian footballer would be considered white because white encompasses individuals from European descent and Northern Africans, among others.
- Our racial perception of individuals and families may not be how they identify



Gender

- Traditionally thought of as binary – boy/girl, man/woman
- However, gender is fluid and ever-evolving
- Man, woman, boy, girl, gender non-conforming, transgender, non-binary, polygender or multigender
- Cisgender – when you identify with the gender assigned at birth
- Transgender – when you identify with a gender different than that you were assigned at birth

Sexual Orientation

• Gender  Sexual Orientation

• Sexual orientation refers to who someone is sexually attracted to

• There are several categories of sexual orientation including but not limited to:

- Heterosexual – attracted to members of the opposite gender

- Homosexual – attracted to members of the same gender

- Lesbian – women attracted to women

- Bisexual – attracted to men and women

- Gay – attracted to members of the same gender

- Straight – attracted to members of the opposite gender

- Queer – umbrella term for individuals who are not heterosexual or cisgender

- Asexual – without sexual feelings or emotions

Social Class

- A group of people within a society who possess the same socioeconomic status
- Assigned hierarchy based on financial value but also encompasses race, ethnicity, gender, citizenship status and other markers of identity
- Recipients of services are often characterized as being of a lower social class due to their identities

Religion & Spirituality

- Religion and spirituality may be important to families and may impact their wants and decisions regarding care
- When speaking with families, never assume religious or spiritual practices
- It is also important to be aware of how your religious or spiritual practices may impact service
- As an aspect of someone's culture and identity, religion is often a lens through which we see and interpret the world

Age

- Care depends on the age of each child
- Be sure to communicate in a way that is developmentally congruent with the child and each individual within the family
- Tailor explanations to each individual
- Always make sure to assess for understanding

Intersectionality



- We are all of our identities at once
- An individual can be African-American, Latinx, Gay, low-income, and gender non-conforming
- Our identities and the intersectionality of our identities often oppress us and/or provide us with privilege
- However, most importantly, we are the identities that we claim



Stereotypes & Microaggressions



Stereotypes & Bias

- Stereotype: A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Bias

- Bias is normal and universal
- Everyone has a prejudice for and towards people, places, and things

Bias

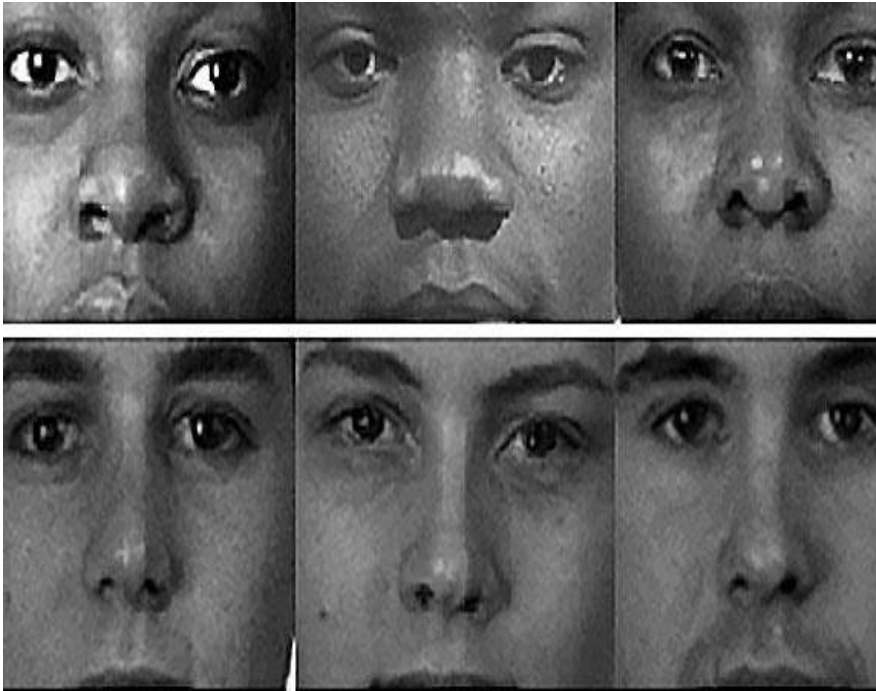


What are some examples of bias that you've seen in your work?

Implicit Bias

- The unconscious attribution of particular qualities to a member of a certain social group
 - Universal
 - Does not necessarily align with beliefs
 - Pervasive
 - Tend to favor our in-group
 - Malleable** – we can change how we think and our biases through introspection and continued work

Implicit Bias is Universal



- Project Implicit is a study conducted at Harvard University that measures implicit biases in a number of categories including race and gender
- Study found that people often have biases for and against various groups

Racial Socialization & Racial Identity Development

- Racial socialization refers to the ways that caregivers and communities teach children about race
- Direct or indirect messages about people, institutions, and ideologies
- Racial socialization may impact how you see yourself and others and biases that you have developed
- Racial socialization and identity development for people of color and white people are often different

White Privilege

- inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice
- Often invisible to people who identify as white
- White people are often socialized not to see color and to not acknowledge racial differences
- Lack of acknowledgement of difference is often seen as invalidating to communities of color, who value their racial and cultural heritage as unique and important aspects of their identity
- This can lead to implicit biases against those who are seen as different or “others”

Implicit Bias → Microaggressions

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

Examples of Microaggressions

What's said	What's heard
You speak English very well.	You are not a true American. You'll always be a foreigner.
I don't even think of you as Black.	You're denying me of a significant aspect of who I am. Something is wrong with being Black and I don't see you in a negative way so I'll ignore that aspect of your identity.
Are you sure you were followed because of your race? You know, not everything is about race.	My feelings and experiences aren't validated because you cannot relate.
These guys over here don't think that way.	My gender identity isn't validated. You're further perpetuating patriarchy.

Impact of Microaggressions

- Decreases engagement
- Depression
- Trauma
- Suicidal Ideation
- “Death by a thousand cuts”



Putting It All Together



Chat!

How can you use these concepts in your work?

Examples

Provider Relations – BH Provider Training

- Ask providers how they plan to continue to learn about the cultural norms and practices of their clients
- Recommend resources to providers to broaden their perspective and understanding of different cultural practices
- Work with providers to ensure that they are diverse and represent the populations they serve

Member Services -

- Provide information in multiple languages and ask participants their language of choice
- Do not assume race, gender sexual orientation by the way that clients speak
 - Ask how you should refer to them
 - Use their names or inclusive terms like “they” or “them” when referring to others
- Routinely ask clients how you can best attend to their needs and if there is more information that you should know to best assist them

Clinical Teams -

- Assess for intersectionality in health records and attempts by the provider to incorporate and discuss the client’s identities in treatment
- Do you see attempts by the provider to assess for history of oppression and trauma stemming from them?
- Ask providers if they have discussed or recommended additional and/or culturally accepted modes of care
- When you work directly with clients, what biases or assumptions are you bringing to the table?
 - How do you counteract them?



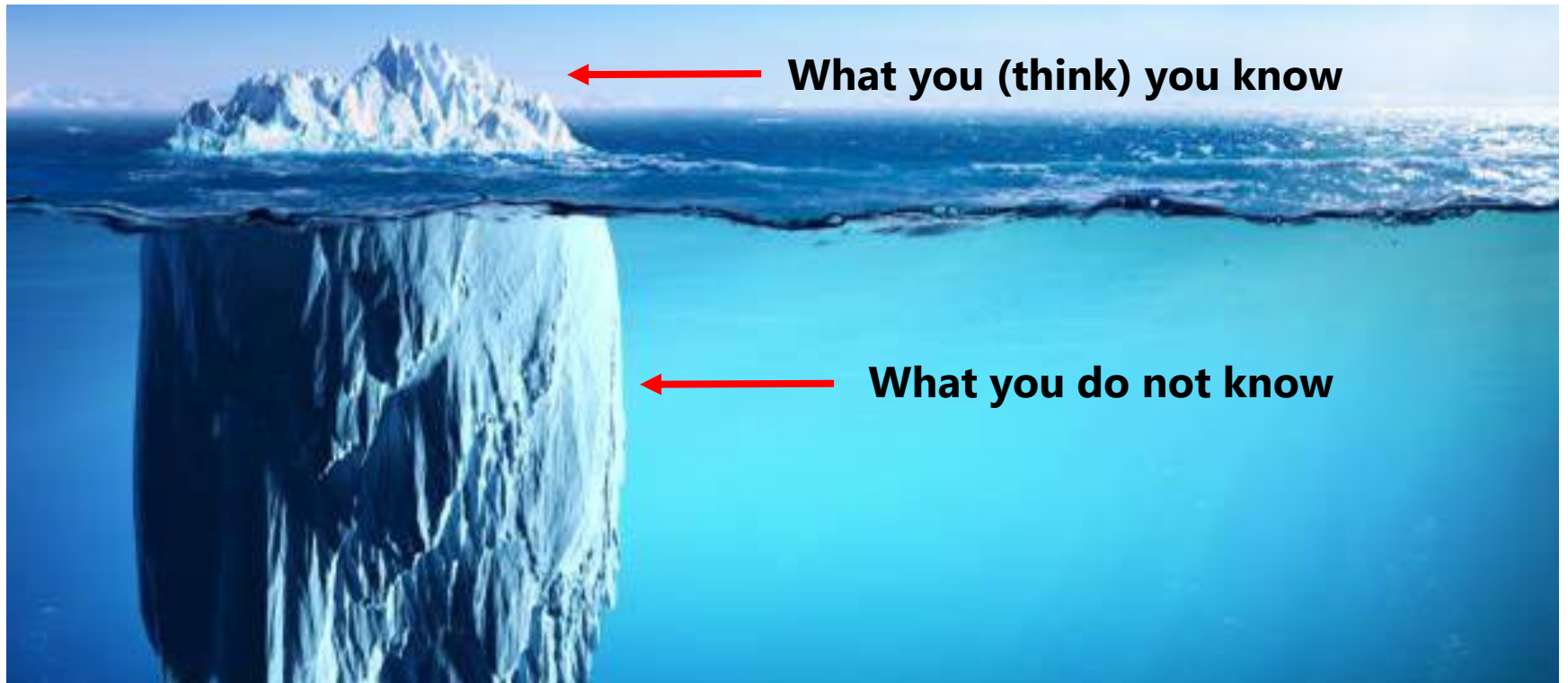
Recommendations



Recommendations

- Ask and Don't Assume
 - Identity is personal
 - Families identify as they please
- Utilize inclusive language
 - Ask about preferred pronouns – he, she, him, her, they
- Assess for cultural significance or importance
- Admit if you made a mistake
 - “I’m sorry for making that assumption. I’ll do my best for that not to happen again, but please let me know if it does.”
- Understand and address biases (both explicit and implicit)
- Seek out knowledge and information about cultural groups that are different from your own
- Address difference

Recommendations



Thank you!

