CROSS-CULTURAL COMPETENCE

CW1003
WHO ARE YOU?

Name
Where were you raised?
Where do you live now?
How long will you be with OKDHS?
What do you need from this class?
Tell us about your culture
AGENDA

• Introduction

• Communication

• Diversity in a Global Community

• Cultural Humility

• Cross-Cultural Competence
Oxford defines communication as,

• The imparting or exchanging of information or news
• A letter or message containing information or news
• The successful conveying of ideas and feelings
• Social contact
Linguistic Consensus – using clients’ words and ensuring you understand their meaning OR coming to an agreement about definitions for words you both use (mutually-defined)

Problem Consensus – using mutually-defined words to describe what unsafe behaviors need to change

YOUR FOCUS must be on patterns of everyday life that directly relate to safety threats and caregiver protective capacities
ASPECTS OF COMMUNICATION

- Volume
- Touching
- Gestures
- Facial Expressions
- Personal Sense of Space
- Interruption and Turn-taking
- Dominance Behaviors
- Eye Contact
- Feedback Behaviors
BODY LANGUAGE

5 C’s

Cues
Changes
Clusters
Character
Context
HIGH
• Most information is physical, sociorelational, and perceptual
• Internalized meaning
• Restricted code
• Roles & Status have more meaning
• Implicit Rules
• Implicit Expectations
• No need to speak

LOW
• Most information is explicit (in the words)
• Elaborate codes
• Verbal information
• Meaning is in the code
• Explicit Rules
• Explicit Expectations
• Feel need to speak
• Every man for himself
WHO ARE THEY?
OUR RESPONSE:

VIEW THROUGH A TRAUMA LENS

Anger               Joy
Fear                Relief
Confusion           New Perspective
Sadness             Diligence
Ignorance           Commitment to change
Bigotry             HOPE
BARRIERS TO COMMUNICATION

- Language
- Stereotypes
- Prejudice
- Oppression
- Moral Compass (Values)
- Disparities in care, application of laws & rules
DEFINITIONS

**Stereotype** – a widely held but fixed and oversimplified image or idea of a particular type of person or thing

**Prejudice** – Explicit, known, conscious and usually pejorative judgment, bias, or attitude toward a group. Beliefs and attitudes that people know they hold and can control deliberately and strategically. People have conscious access to their explicit biases and are able to monitor, control and mitigate the impact such biases have on their behaviors.

**Oppression** – Mistreatment and exploitation of a group, category or team of people or individual. Often includes subordination through the unjust use of force, authority, or societal norms.
LEGAL RESPONSE TO OPPRESSION

- 1st Amendment 1791
- 13th Amendment 1865
- 15th Amendment 1870
- 19th Amendment 1920
- Title VI 1964
- Title IX 1972
- CAPTA 1974
- ICWA 1978
- ADA 1990
- MEPA 1994
PRACTICE STANDARDS

1. We Continually Examine our Use (misuse) of Power, Self and Personal Bias
2. We Respect and Honor the Families We Serve
3. We Listen to the Voice of Children
4. We Continuously Seek to Learn Who Families Are and What They Need
5. We Believe in the Value of “Nothing About Us Without Us”
6. We Maintain A Child’s Permanent Connection to Kin, Culture and Community
7. We Conduct our Work with Integrity at All Levels of the Agency
USEFUL DEFINITIONS

**Ethnicity** – the fact or state of belonging to a social group that has a common national or cultural tradition.

**Race** – A biological subspecies, or variety of a species, consisting of a more or less distinct population with anatomical traits that distinguish it clearly from other races.
Hoebel states that culture is “an integrated system of learned behavior patterns which are characteristic of the members of a society and which are not a result of biological inheritance”
Dr. Wade W Nobles states, “Culture represents the vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies and practices "peculiar" to a particular group of people, and it provides them with:

1. a general design for living, and
2. patterns for interpreting reality.

Culture determines how we see the world and the way we see the world is reflected in our behavior.”
CHARACTERISTICS OF CULTURE

- Learned, not biological
- Shared with members of a group
- Based on symbols that have an agreed-upon meaning (language, money, art, symbols)
- Integrated and Interconnected
- Dynamic (ever-changing) and Cumulative
- Does not exist in isolation
UNIVERSAL CULTURAL TRAITS

- Use Language & grammatical rules
- Use age & gender to classify people
- Use Marriage & kinship/descent to classify people
- Raise children in family setting
- Sexual divisions of labor
- Concept of Privacy
- Sexual Behavior Rules
- Distinguish between Good and Bad behaviors
- Utilize some form of Body Ornamentation
- Jokes and Games
- Art
- Leadership Roles for Community Decision-making
NOT THIS....

• Accidental Racism video
LUNCH!
WORLD DIVERSITY PATTERNS

- More than 6.5 Billion People
- 2/3 are Asians who live on 1/3 of the land
- About 5% live in North America

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<th>Geographic Region</th>
<th>Population</th>
<th>%</th>
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<tr>
<td>Asia</td>
<td>3,518,000,000</td>
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<tr>
<td>Africa</td>
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<td>Europe (including former USSR)</td>
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<td>Latin America &amp; Caribbean</td>
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<td>North America (USA &amp; Canada)</td>
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<td>Near East</td>
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<tr>
<td>Oceana (Pacific Islands)</td>
<td>32,000,000</td>
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DIVERSITY

PRIMARY
• Age
• Sex/gender identity & expression
• Race
• Ethnicity
• Physical abilities
• Physical qualities
• Sexual & affectional orientation

SECONDARY
• Religion/Spirituality
• Geography
• Parental Status
• Education/Literacy
• Work Background
• Socioeconomics/Income
• Marital Status
• Military Experience
• Immigrant or Refugee Status
WESTERN PRIVILEGE

WHITE PRIVILEGE
MONEY & ECONOMICS

Income versus Wealth
Food versus Nutrition
Criminal Behavior & Incarceration
CRIMINALITY

US
• Highest incarceration rate in the world
• 2,300,000 in jail or prison (53% are parents of <18yr child)

Oklahoma
• ranks 4th in USA in incarceration rates (648:100,000)
• #1=most women imprisoned per capita (127:100,000)
• Prison system working at 98% capacity
NUTRITION VS FOOD

“Hardworking Hungry”
POW ER

• Physical Abilities & Qualities
  • Cognitive
  • Linguistic
  • Mobility
  • Health & Strength
• Social, political, economic, geographic
• Cultural & religious frameworks
• Wealth
• Violence
• IPV – Intimate Partner Violence
IF I DON'T GET PANTS, NOBODY GETS PANTS.

I'VE WORN WORSE.
SEX & GENDER

SEX
- Male, female, hemaphrodite
- Marriage
- Parental Status
- Sexuality beyond Kinsey 0-6
  - Homosexual
  - Heterosexual
  - Bisexual
  - Pansexual
  - Asexual
  - Atypical “kinky” orientation
  - Criminal sexual orientation

GENDER
- Cultural, societal Roles
- Expectations and norms
- Gender identity
- Gender expression
- CIS (as born) or Trans (dysphoric)
- Queer
- Furry

ORIENTATION
- Sexual
- Affectional
Dr. Wade W Nobles states,

“Culture represents the vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies and practices "peculiar" to a particular group of people, and it provides them with:

1. a general design for living, and
2. patterns for interpreting reality.

Culture determines how we see the world and the way we see the world is reflected in our behavior.”
CULTURAL HUMILITY

Hook, Davis, Owen, Worthington and Utsey (2013) conceptualize cultural humility as the ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]”
CULTURAL & LINGUISTIC COMPETENCE

Provide effective, equitable, understandable and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy and other communication needs.

Achieve Linguistic and Problem Consensus to guide and facilitate clients toward healthy, sustainable change.
Cross-cultural competence has been conceptualized in many ways, but most definitions center on the ability to quickly understand and effectively act in a culture different from one’s own.

Cross-cultural competence refers to your ability to understand people from different cultures and engage with them effectively. And not just people from the one culture that you’ve studied for years. Having cross-cultural competence means you can be effective in your interactions with people from most any culture.
12 PRINCIPLES OF CROSS-CULTURAL COMPETENCE

1. Stay focused on your goals
2. Understand the culture within yourself
3. Manage your attitudes toward the culture
4. Direct your learning
5. Develop reliable information sources
6. Learn about the culture efficiently
7. Pay attention to surprises
8. Formulate cultural explanations for behaviors
9. Take a cultural perspective through a trauma lens
10. Plan cross-cultural conversations
11. Control how you present yourself
12. Reflect and seek feedback
Cultural competence is being sensitive to culture, race, ethnicity, and trauma history.

Trauma Lens:

• Any service that enhances parental protective capacities INCREASES child resilience, well-being, permanence and safety.

• Child well-being and family health, permanence and safety increase WORKER resilience.
TOOLS

• Genogram
• 3 Houses
• Ecomap
GENOGRAM

- **Paula Dunphy**
- **Ty Martin**
- **Phil Dunphy**
- **Alex Dunphy 9y**
- **Gloria Pritchett**
- **Gracie Dunphy**
- **Tim Dunphy**
- **Luke Dunphy 10m**
- **Clare Dunphy**
- **Frank Dunphy**
- **Aubny Martin**
- **Hailey Martin 16y**
- **Mitchell Pritchett**
- **Cam Tucker**
- **Aubry Martin**
- **Ty Martin**
- **Gloria Pritchett**
- **Jay Pritchett**
- **Frank Dunphy**
- **Gloria Pritchett**
- **Gracie Dunphy**
- **Phil Dunphy**
- **Tim Dunphy**
- **Paula Dunphy**
3 HOUSES

Home as it was before trauma, OKDHS

Home now

Home as I wish it to be in the future
ECOMAP

- Positive
- Tenuous
- Stressful

Arrows = energy flow
Line thickness = intensity
PRACTICE STANDARDS

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NOTES, Q & A, CONCLUSIONS