Cultural Competence and Diversity: Executive Briefing

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Objectives

- 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, professional, and organization
- 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
- Cell phones/pagers set to vibrate or silent
- Enjoy the experience
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

Internal Dimensions
- Personality
- Gender
- Physical Abilities
- Sexual/Affectional Orientation
- Social Economic Status
- Seniority

External Dimensions
- Race
- Ethnicity
- Appearance
- Cognitive Abilities
- Education
- Management Status
- Work Background
- Geographic Location

Organizational Dimensions
- Management Status
- Work Background
- Geographic Location

Other Dimensions
- Family Structure
- Parental Status
- Religion

Dimensions Include:
- Gender
- Age
- Race
- Ethnicity
- Appearance
- Cognitive Abilities
- Social Economic Status
- Seniority
- Education
- Management Status
- Work Background
- Geographic Location
- Family Structure
- Parental Status
- Religion
The Latino population in the Chicago area and throughout Illinois continues to soar, while growing numbers of whites are leaving Cook County for outer suburban counties such as Will, McHenry and Kendall Counties, according to new population estimates released by the Census Bureau today.

Preschool teacher Sara Porras leans down to speak, first in English, then in Spanish, to one of the toddlers she cares for at the Parkway Child Development Center. "Which one do you want?" Porras says to 2 1/2-year-old Alicia Molina Correa, holding up a game and a puzzle with children on it. "Cuál quieres, el juego o los niños?"
Diversifying U.S. Population

Estimates of US Population 2000 to 2050 (U.S. Census Bureau)

Adapted from D Cora-Bramble October, 2007
Demographic Changes in Wisconsin

- Latinos: 3.6% of population from 2000 to 6.1% 2011
- Second highest increase by Asian population
  - 1.6% of population from 2000 to 2.4% 2011
- Majority population: White
  - Much lower % increase: 83.1% in 2011

US Census Bureau, 2013
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!
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
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.
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.
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 from T. Cross, 1989
Cultural Competence

- A behavioral 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.
Cultural Competence: Practical Definitions

The ability of providers and organizations to understand and respond effectively to the cultural and linguistic needs brought by clients to the care encounter.

Cultural Competence: Practical Definitions

The ability of individuals to establish effective interpersonal and working relationships that supersede cultural difference.

Relevance of Cultural Competence

- To respond to current and projected demographic changes in the United States
- To eliminate long-standing disparities to the health status of people of diverse racial, ethnic and cultural backgrounds
- To improve the quality of service outcomes
- To meet legislative, regulatory and accreditation mandates
- To gain a competitive edge in the marketplace
- To decrease the likelihood of liability/malpractice claims
What is Linguistic Competence?

- Is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills, and individuals with disabilities.

- Requires organizational and provider capacity to respond effectively to the literacy needs of populations served.

- Insures policy, structures, practices, procedures and dedicated resources to support this capacity.
Linguistic Competence (continued)

- Bilingual/bicultural of multilingual/multicultural staff
- Cultural brokers
- Multilingual telecommunication systems
- TTY
- Foreign language interpretation services
- Sign language interpretation services
- Ethnic media in languages other than English
- Print materials in easy to read and low literacy formats
- Materials in alternative formats (e.g. audiotape, Braille, enlarged print)
Linguistic Competence (continued)

- Varied approaches to share information with individuals who experience cognitive disabilities
- Translation of:
  - Legally binding documents (e.g. consent forms, confidentiality and patient right statements, release of information, applications)
  - Signage
  - Education materials
  - Public awareness materials & campaigns
Culture Competence Continuum

- Cultural destruction
- Incapacity
- Denial
- Pre-competence
- Cultural 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 (continued)

• 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 (continued)

- 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.
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
Providers’ Contribution to Disparities

- Subconscious strategy to simplify decision making and lessen the level of effort by using “categories” or “stereotypes”

- We apply expectations and beliefs about individuals in these groups (race, gender, age)

- Strategy used most when multitasking or stressed

Adapted from Betancourt J: Eliminating Racial and Ethnic Disparities in Health Care: What is the Role of Academic Medicine? Acad Med 2006; 81(9); 788-792.
Probing Questions

1. Do caregivers provide the same quality of care to all clients?

2. Do assumptions, biases, and stereotypes impact the delivery of services?

3. Is speaking the client’s language or sharing their race sufficient to ensure culturally competent services?
Self Reflection

• If the client was a different race, gender, age, or ethnicity, would I do things differently?
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
- Seeing the Intersections of Identities
- Adhering to CLAS Standards

**CLAS- Culturally and Linguistically Appropriate Services**
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 Skill

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

<table>
<thead>
<tr>
<th>Dialogue:</th>
<th>Debate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inquire</td>
<td>1. Tell, sell, persuade</td>
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<tr>
<td>2. Unfold shared meaning</td>
<td>2. Gain agreement on one meaning</td>
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<tr>
<td>3. Integrate multiple perspectives</td>
<td>3. Evaluate/select the best</td>
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</tbody>
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Building Dialogue

- Suspend judgment
- Identify assumptions
- Listen
- Inquire and reflect
Intersections of Identities

- Intersectionality: the blending and mixing of identities.

- Example: Barack Obama does not have just one identity. Although most people knew him as the President. His identity of President also mixed with his identities of being a father, son, husband, Christian, biracial, and a male.

- When understanding other people culturally, it is best to see their identities a mixture rather than separate entities. This helps you to understand a person as an individual and avoid stereotypes or large classifications.
Characteristics of a Culturally Competent Organization

- Acceptance and respect for cultural difference
- Careful attention paid to dynamics of difference
- Cultural self assessment
- Cultural groups are viewed as being different
- Attention is paid to hiring culturally diverse and competent workers
- Agency is clear about what it is capable of providing to the multicultural community
- Continuous expansion of knowledge, resources, and adaptations to service programs
- Provides support to staff in their efforts to increase their cultural competence
- Policies support and drive the effort
Process of Becoming a Culturally Competent Organization

- Develop a mission/vision statement of cultural competence (get board involvement)
- Develop a strategic plan that addresses:
  - Service Delivery
  - Staff/Team Development
  - Organizational Environment
  - Community Relationships
- Monitor progress over time
- Celebrate successes!!
### ACA with CLAS Components

**Table 1. Cultural Competence (CC) Education & Organizational Support**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Section No.</th>
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<tbody>
<tr>
<td>Develop and evaluate CC curricula</td>
<td>5307</td>
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<tr>
<td>Disseminate CC curricula via online clearinghouse</td>
<td>5307</td>
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<tr>
<td>CC training for Primary Care providers</td>
<td>5301</td>
</tr>
<tr>
<td>CC training for home care aides</td>
<td>5307</td>
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<tr>
<td>CC curricula for individuals working with patients with disabilities</td>
<td>5307</td>
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<tr>
<td>Loan repayment preference for experience in CC</td>
<td>5203</td>
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Table 2. Workforce Diversity

<table>
<thead>
<tr>
<th>Grants for Community Health Workers providing CLAS</th>
<th>5313</th>
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<tbody>
<tr>
<td>Grants to train providers on pain care including CLAS</td>
<td>4305</td>
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</tbody>
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Table 3. Health Disparities Initiative Prevention

<table>
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<tr>
<th>Culturally appropriate patient-decision aids</th>
<th>3506</th>
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<tbody>
<tr>
<td>Culturally appropriate personal responsibility educations</td>
<td>2953</td>
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</table>
### Table 4. Addressing Disparities in Insurance Coverage

<table>
<thead>
<tr>
<th>Section No.</th>
<th>Description</th>
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<tbody>
<tr>
<td>1311</td>
<td>Must provide culturally and linguistically appropriate information to meet the needs of populations served through the Exchange(s)</td>
</tr>
<tr>
<td>1001</td>
<td>Summary of coverage that is culturally and linguistically appropriate</td>
</tr>
<tr>
<td>1001</td>
<td>Claims appeal that is culturally &amp; linguistically appropriate</td>
</tr>
</tbody>
</table>