

Cultural Competence in Our Field: The Why, The What, The Where.

Child Advocacy Centres of California

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Who is Robert Wright?

- A RSW Private Practitioner - direct practice and forensics
- Former MH Counsellor, Washington State Penn.
- Former SW at IWK Child Protection Unit (Now SeaStar Child and Youth Advocacy Centre)
- Member ATSA
- Expert in PCA & CIA
- Former member NSBS Racial Equity Committee

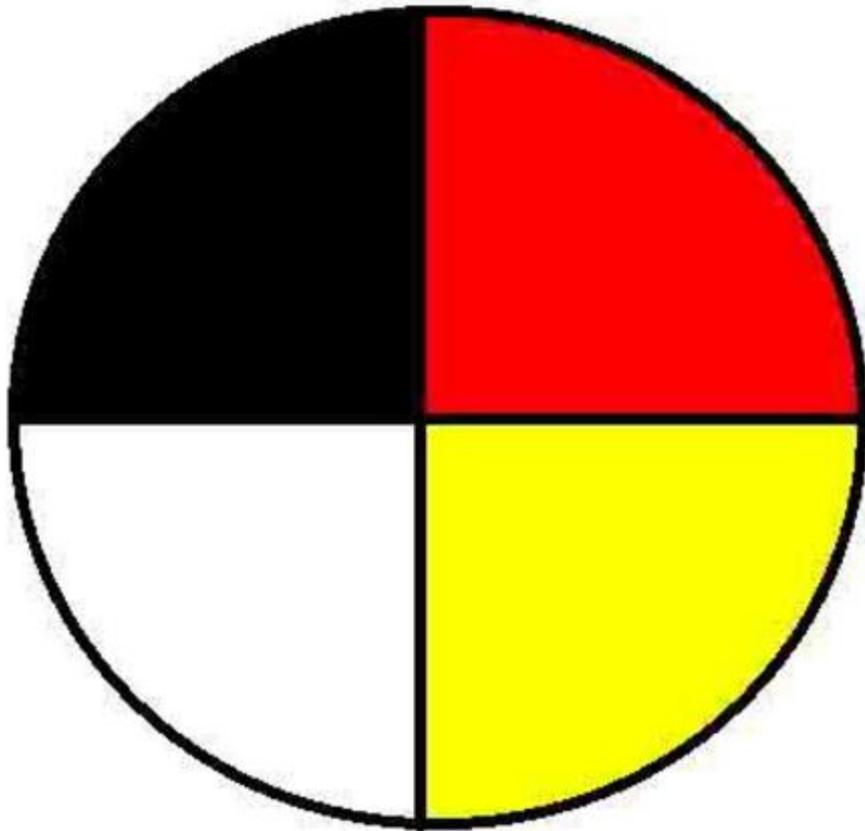


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Agenda

- 9:45-10:45 Indigenous acknowledgement, Circle of safety, Your questions, What is culture; Cultural competence in context; Cultural competence - definition
- 10:45-10:55 Optional and Negotiable Break
- 10:55-12:00 Cultural location and Nichols Model; Values exercise
- 12:00-12:45 Lunch
- 12:45-2:00 Social, cultural, historical context; Appropriate attitudes; Communicating across and about culture; Understanding structural oppression; Final Q&A

Indigenous Acknowledgement



I would like to acknowledge the people of the first nations that originally occupied San Diego County: The CAHUIILLA, CUPENO, LUISENO, and KUMEYAAAY peoples.

I would like to pay my respects to their Elders and to other Indigenous persons who are in attendance.

Logistics, Warnings, Safety & Self-Care

- Trigger and trauma warnings
- Racism – North America's Original Sin
 - Race and diversity are extremely sensitive issues
 - We are at different stages and levels of our understanding
 - Productive conversations require a “circle of safety”



Your Questions as we Begin

- What must you take from this session in order for it to be of value to you?

What Is Culture?

- Culture is the collection of definitive beliefs, behaviors, artifacts, and other characteristics shared commonly among members of a group.
- Though we often think about linguistic, racial, national and ethnic groups when we think of culture, the term can apply to groups that share other characteristics in common. Consider: gay culture, deaf culture, crip culture, children's culture, youth culture, and the culture shared by persons of defined generations (Boomers, Gen X, Y, Millennials)

Ubiquity of Cultural Competence

- In Health Care – Cultural Competence Guidelines in Primary Health
- In Education – Race Relations Officers, Cultural Education Curricula
- In Public Service – Cultural Competence as a Performance Measure of MCP Civil Servants
- In Mental Health – Cultural Formulation Interview (DSM-V)

Cultural Formulation Interview

- DSM-V formalized the introduction of CFI. Comprised of 16 questions to explore impact of culture in 4 domains.

Figure. Flow of Cultural Formulation Interview domains for cultural assessment



Context for CC: Disproportionality and Disparity in the Child Welfare System

- Child Welfare Information Gateway Issue Brief 2016
- “Disproportionality: The underrepresentation or overrepresentation of a racial or ethnic group compared to its percentage in the total population.”
- “Disparity: The unequal outcomes of one racial or ethnic group as compared to outcomes for another racial/ethnic group.”



U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Children's Bureau

Katie – My First Deep Glimpse

- Bi-racial child, developmentally delayed white dad, SPMI Black mom
- No competent siblings or parents to provide care
- Apprehended at birth placed in foster care, moved due to FP illness, sexually abused in next FF, placed with middle aged white family
- Family proposed to adopt child, commissioned to conduct culturally informed PCA, child had been in care 5 years

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Cultural Competence: Definition

- Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises five essential capacities. We must:
 - A. understand our own cultural positions and how they differ from and are similar to others
 - B. understand the social and cultural reality in which we live and work and in which our clients live and work
 - C. cultivate appropriate attitudes towards cultural difference
 - D. be able to generate and interpret a wide variety of verbal and non-verbal responses
 - E. understand structural oppression and demonstrate awareness and commitment to social justice

Break Time!! (??)



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A) Nichols' Model for Understanding Cultural Difference

Philosophical Perspective on Cultural Difference. Edwin Nichols (cf. work of Jung)

Different world cultures developed out of differing physical environments.

These world views have differing constructs:

- Axiology (values)
- Epistemology (way of knowing)
- Logic (principles of reason)
- Process (practice of reason)

THE PHILOSOPHICAL ASPECTS OF CULTURAL DIFFERENCE

DEVELOPED BY EDWIN J. NICHOLS, PH.D.

ETHNIC GROUPS ETHNIC WORLDVIEW	AXIOLOGY	EPISTEMOLOGY			LOGIC	PROCESS
		APPLIED	PEDAGOGY	METHODOLOGY		
EUROPEAN EURO-AMERICAN	Member-Object The highest value lies in the object or the acquisition of the object	One knows through Counting and Measuring	Parts to Whole	Linear and Sequential <i>-Assembly line-</i>	Dichotomous <i>Either/Or</i> <i>-Newtonian theory-</i>	All sets are repeatable and reproducible <i>-Technology-</i>
AFRICAN AFRICAN AMERICAN LATINO/A ARAB	Member-Member The highest value lies in the relationships between persons	One knows through Symbolic Imagery and Rhythm (function) <i>-Gladwell <u>Blink</u>-</i>	Whole Holistic Thinking <i>-The BIG picture-</i>	Critical Path analysis <i>-Cut to the chase-</i>	Diunital <i>Union of opposites</i> Difrasismo <i>-Aztec thought-</i> The In Between <i>Ibn 'Arabi</i> <i>-Quantum theory-</i>	All sets are interrelated through human and spiritual networks <i>-Black church-</i>
ASIAN ASIAN AMERICAN POLYNESIAN	Member-Group The highest value lies in the cohesiveness of the group	One knows through Transcendental Striving <i>-Tree the forest-</i>	Whole and parts are seen simultaneously <i>-To read a Chinese word-</i>	Cyclical and Repetitive <i>-Stroke order in writing a Chinese word-</i>	Nyaya <i>-The objective world is conceived independent of thought and mind-</i> <i>-Chaos theory-</i>	All sets are independently interrelated in the harmony of the universe <i>-Keiretsu-</i>
NATIVE AMERICAN	Member-Great Spirit The highest value lies in oneness with the Great Spirit	One knows through Reflection and Spiritual Receptivity <i>-Purification rites-</i>	Whole is seen in cyclic movement <i>-Seasons-</i> <i>-Medicine Wheel-</i>	Environmentally experiential reflection <i>-Rites of Passage-</i>	Great Mystery <i>-A set of 4 and a set of 3 form the whole-</i> <i>-Super string theory-</i>	All sets are interrelated through the elements, plant, animal, and spiritual networks <i>-White Buffalo-</i>

Gross comparison of CFI and Nichols' Model

CFI	How does the client define the problem	Cultural perceptions of cause, content and support	Cultural factors that affect coping	Cultural factors that affect current help seeking
Nichols' Model	What are the clients values?	How does the client come to know about things and this problem?	What is the client's cultural foundation of logic?	How does the client problem solve?

Culture and Values

- Think about the cultural groups of which you are a member. Identify one or two things that define the group.
- Now think about the two highest values that you hold. Write them down

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- Now think about the two highest values that you hold. Write them down
- Now . . .
- Find the person in the room whose values most closely resembles yours. Discuss with them the connection between your values and your cultural location or origin.

Culture and Values

- Think about the cultural groups of which you are a member. Identify one or two things that define the group.
- Now think about the two highest values that you hold. Write them down
- Now . . .
- Find the person in the room whose values seem most different than yours. Discuss why you think that is so.

Conflicting Values

- IF TIME PERMITS
- Line up in centre of room
- Two paces to the right if . . .
- One pace to the left if . . .

Lunch



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B) Social, Cultural and Historical Context

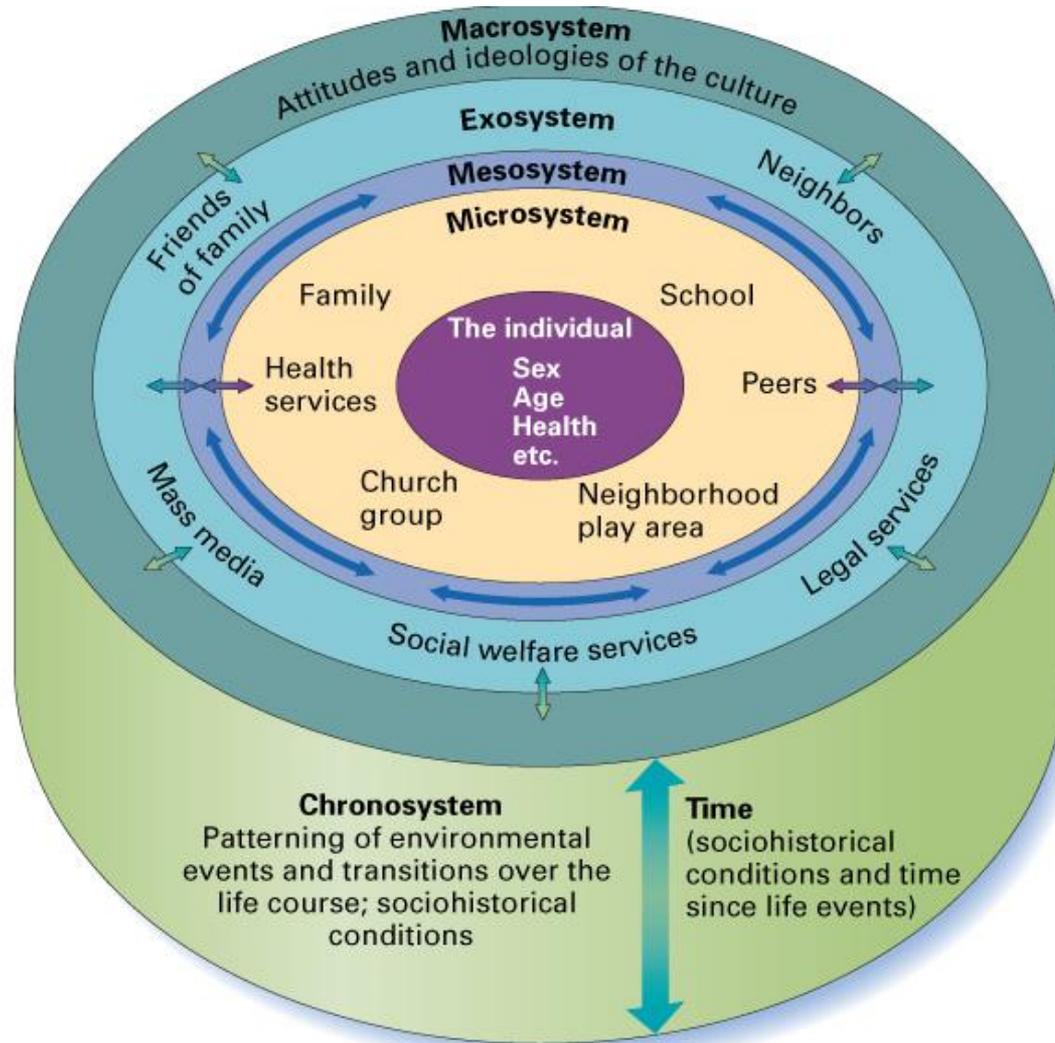
North American Diversity is fraught with complicated and tragic history

- **Enslavement of Africans, Genocide of First Nations, Global strife resulting in trans-global immigration etc.**

A local knowledge of how our racist history is a living legacy is necessary: Africville, Cornwallis.

(Aylward talks of the need for this knowledge to aid in our ability to “spot issues” of race)

Reflections of Bronfenbrenner



Local Socio-cultural, Historical Context

- What are some of the issues your clients are facing related to the socio, cultural, historical realities in your area?

C) Appropriate Attitudes

Cultural competence requires that practitioners actually *value* diversity, not just tolerate it. In a nation that acknowledges multiple founding peoples, that was built up on the foundation of ethnic/immigrant labour and whose future depends on immigration any other attitude should reasonably be seen as unacceptable. (cf. “reasonable person” RvS)

D) Communicating Across Cultures

Cross cultural communication is a complex study in cultural hermeneutics. In sociology: the context of a person's world view is necessary for the proper understanding and interpretation of behaviour and rhetoric (c.f. Voyvodic, pp. 16, 17)

Before meaningless, unnatural, non-human or immature behaviour and corresponding values are attributed to people of another culture, it is better to begin by doubting the adequacy of one's own judgment and knowledge

- **Elmar Holenstein**

Elmar Holenstein Paraphrased

Before you conclude that I
am crazy you should consider
the possibility that you are
stupid!

Communicating About Culture

- Helpers must have the ability to speak the unspeakable and make visible the invisible. This presumes that the helper knows those things that are not spoken and can see the things that most cannot see.
- This requires knowledge, courage, and the projection of confidence. Ask questions authoritatively and not as a cultural tourist. Do not pretend to be an expert on the client's culture. Give them homework to research unexplored aspects of their history and culture.

E) Understand Structural Oppression

- What have you done/do you do that demonstrates generally that you understand structural oppression and are therefore accessible to and identified as an ally to racialized, Aboriginal, immigrant and otherwise marginalized individuals?
- Does your language in explaining perceived racism demonstrate this commitment?

Cultural Competence Applied

- Revisiting Katie: Bi-racial child, developmentally delayed white dad, SPMI Black mom
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Q & A

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