

Applying Multicultural Sensitivity when Collaborating with Families



**2nd Annual Commonwealth of Virginia CSA
Conference**

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Objectives



By the end of the training:

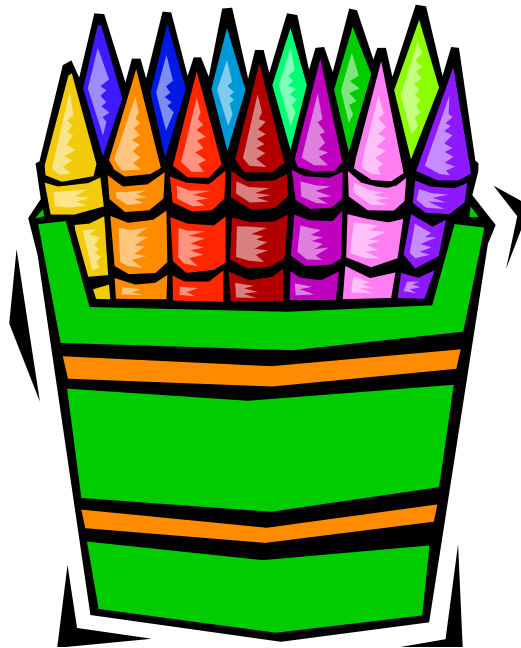
- ❑ Name various dimensions of diversity found within ourselves & our collaborating families
- ❑ Understand the stages of cultural awareness, which includes cultural sensitivity and competency...and how that impacts our work with families
- ❑ Explore concrete steps to take to improve cultural sensitivity & competency when working with families
- ❑ Identify action steps for ourselves and our agencies

Diversity...

Diversity is the mosaic of people who bring a variety of backgrounds, styles, perspectives, values, abilities and beliefs as assets to the groups and organizations to which they



Name Diversity Elements....



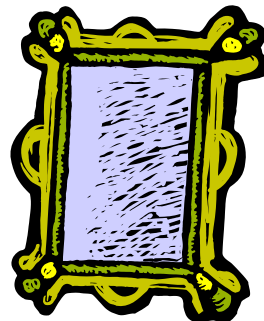
Dimensions of Culture & Diversity



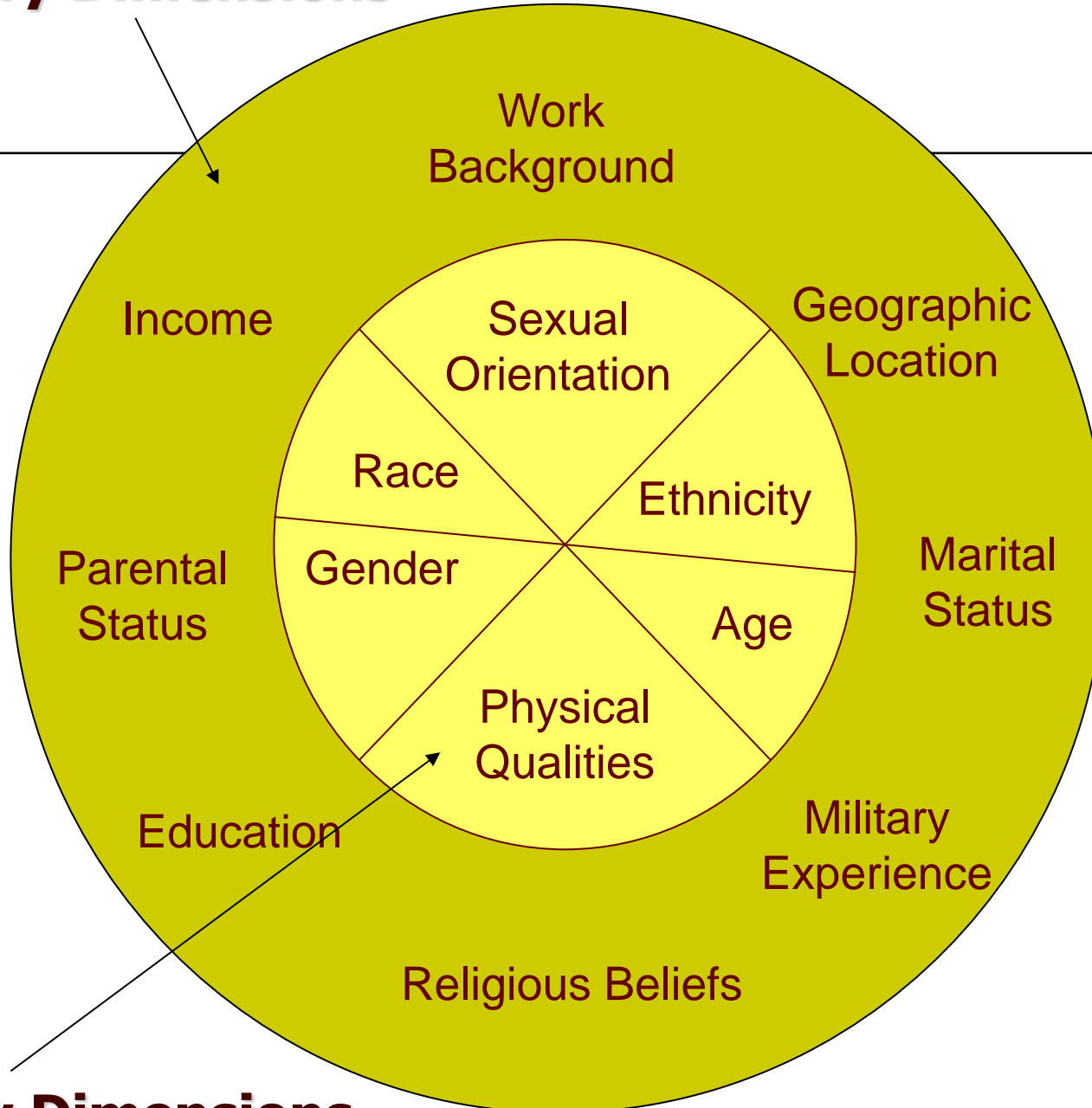
Primary & Secondary Dimensions of Diversity

- Primary dimensions are elements we have some power to change.
 - less sensitive about
 - have the choice of whether to disclose this information or not we can conceal these characteristics.

- Secondary dimensions are aspects of ourselves that we cannot change.
 - things people know about us before we even open our mouths, because they are physically visible (except sexual orientation).
 - being stereotyped based on secondary dimension....can be very sensitive about it.



Primary Dimensions



Secondary Dimensions

What are the diversity elements of CSA members & the families served?



Diversity Elements...

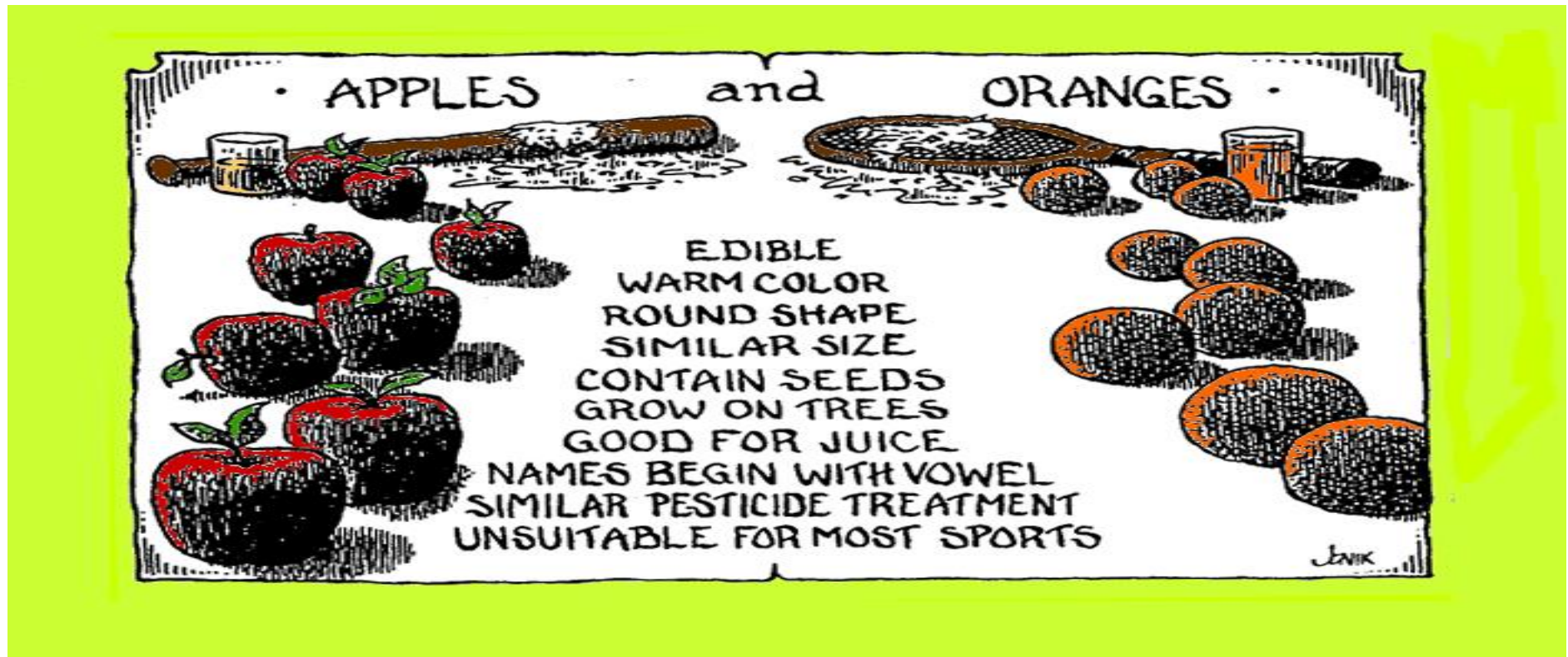
- What did you observe?
- How does this impact our work with families?
- Barriers?/ Challenges?
- Opportunities?/ Strengths?

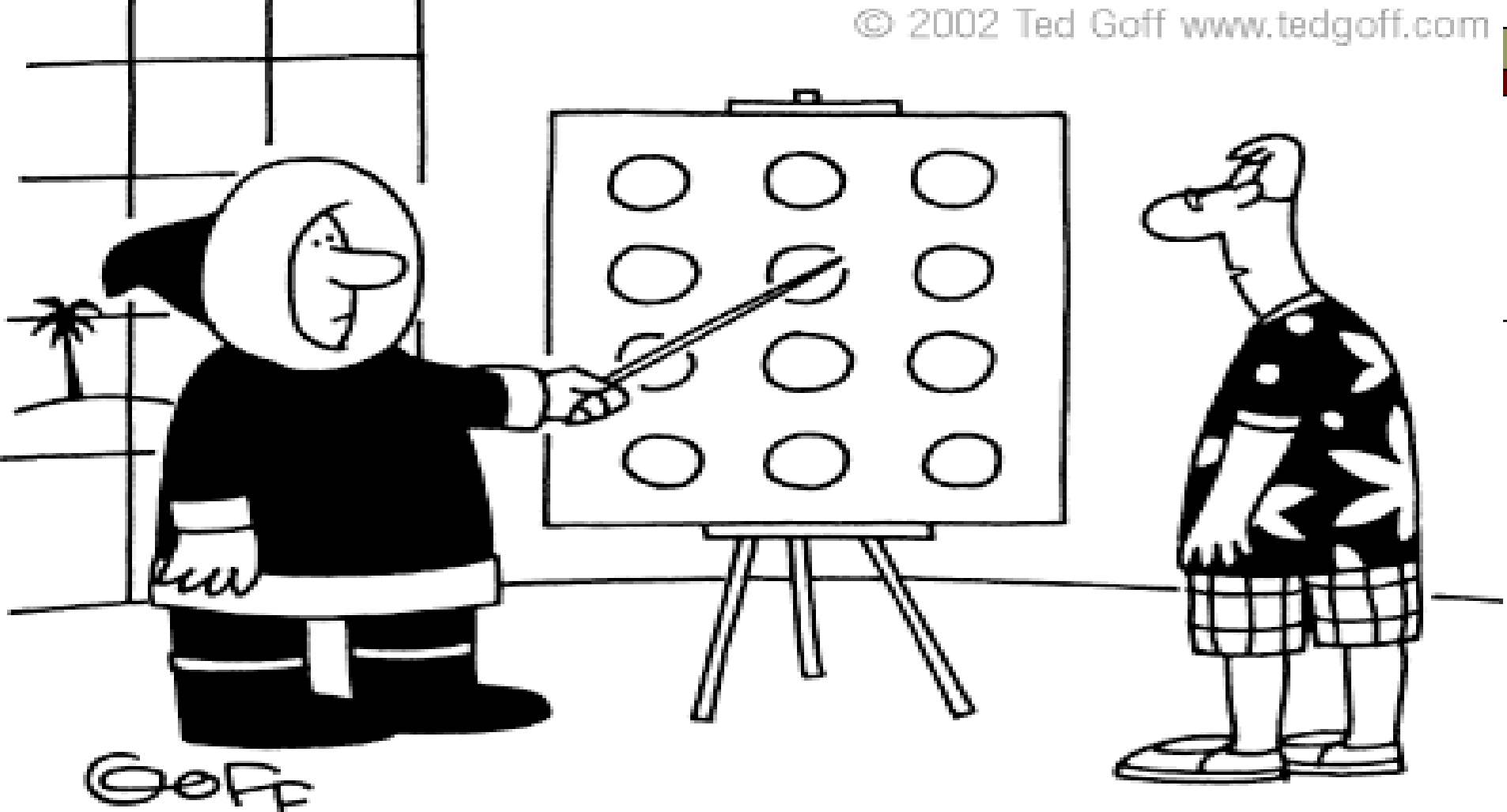
Riddle

- ❑ Edible
- ❑ Warm color
- ❑ Round shape
- ❑ Contains seeds
- ❑ Grows on a tree
- ❑ Name begins with vowel
- ❑ Good for juice
- ❑ Unsuitable for most sports



Different Attribution of Meaning





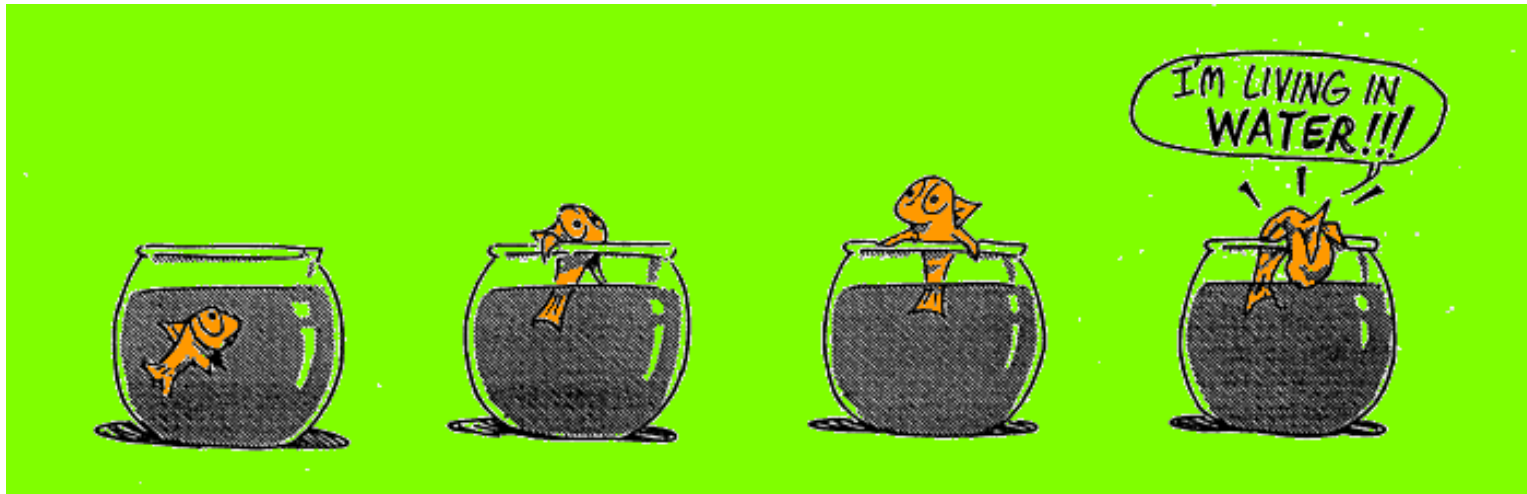
"Snowballs? I thought we were discussing coconuts."

What is Culture??

- ❑ Learned
- ❑ Cumulative
- ❑ Normative
- ❑ Culture affects how we view the world, others, family, relationships...



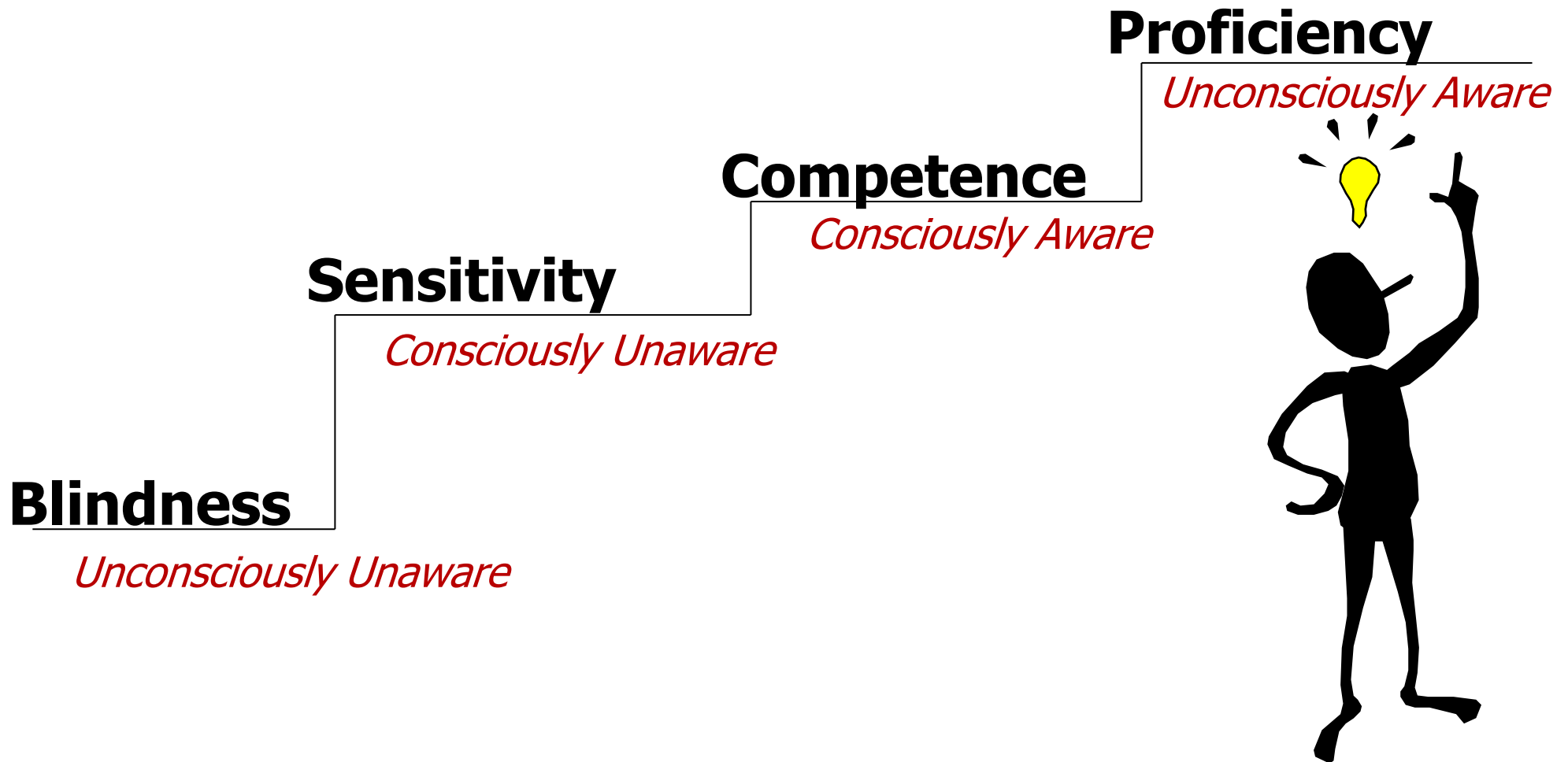
Culture is what water is to a fish



...it takes it for granted until it is out of its environment.

This is Cultural Awareness

Stages of Cultural Awareness



Cultural Sensitivity

- The ability to be open to learning about and accepting of different cultural groups.
- Knowing that cultural differences as well as similarities exist, without assigning values, i.e., better or worse, right or wrong, to those cultural differences
- “If we are aware of our biases, we can correct them—as when driving a car that drifts to the right, we steer left to go where we intend.”

-- Mahzarin Banaji

Cultural Competence

“Cultural competence is the ability to engage in actions or create conditions that maximize the optimal development of client and client systems.”



Sue, D.W. (2001). Multidimensional Facets of Cultural Competence, *The Counseling Psychologist*. 29, 790-822

Cultural Competence

3 General Areas:

- Cultural Awareness & Beliefs
- Cultural Knowledge
- Cultural Skills
- (Racial Identity Development)



Different Levels of Competence

(Sue, 2006)

□ Provider

□ Agency

□ Systems of Care within a Community



View Competence As... (Sue, 2006)



- A Process
 - Scientific Mindedness
 - Dynamic Sizing
 - Culture-Specific Expertise

- A Substantive Content Area
 -more to come on this....

Some Cultural Blocks to Cross-Cultural Relationships with Families



Ethnocentrism



Prejudice



Blindness



Stereotyping



Discrimination



Oppression



Imposition



Fear



***Lack of
Experience***

PREJUDICE



Generalized *attitude*
towards members of
a group.

STEREOTYPE



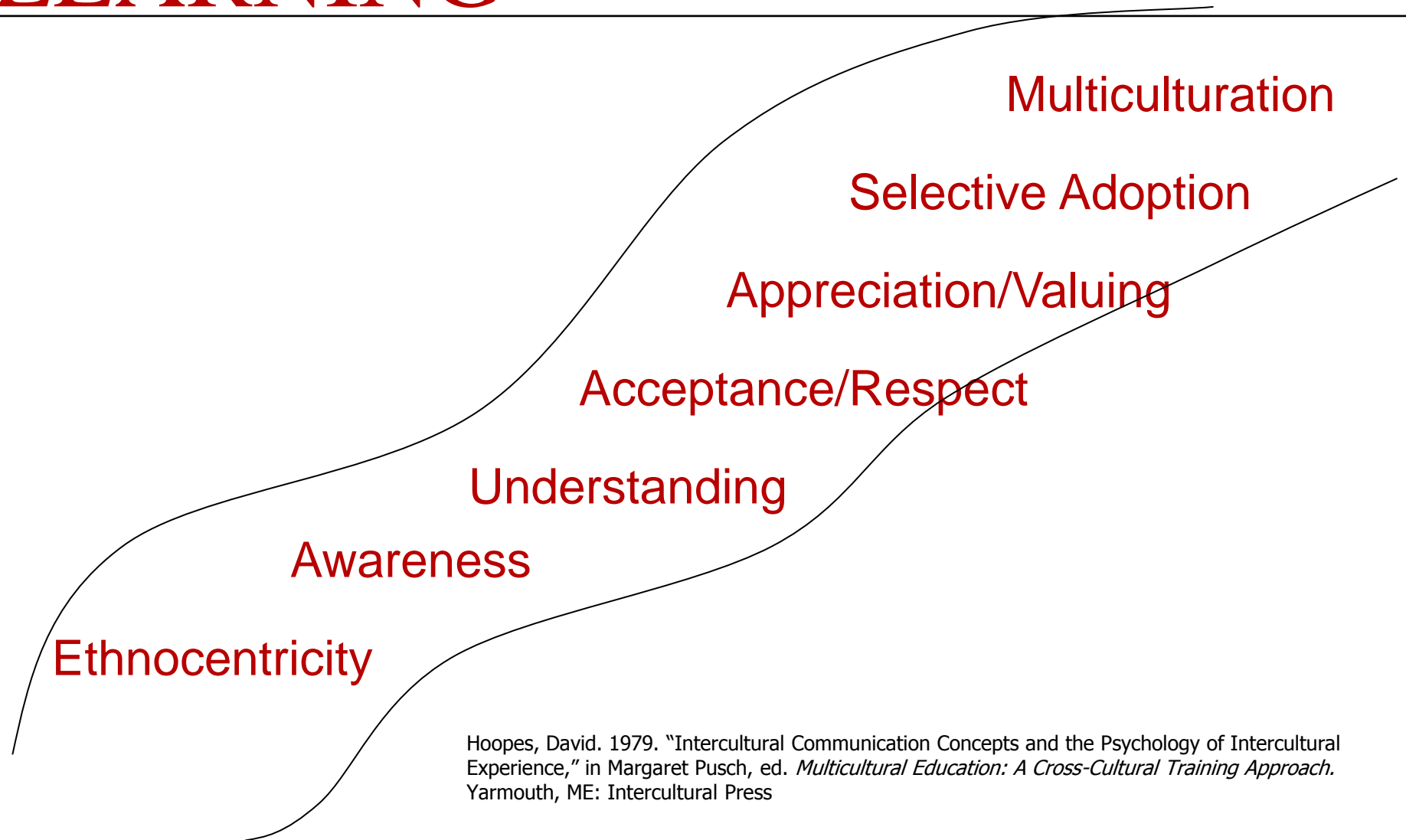
Generalized *belief*
about members of a
group.

DISCRIMINATION



Behaviors directed
towards people on
the basis of their
group membership.

PATH OF INTERCULTURAL LEARNING



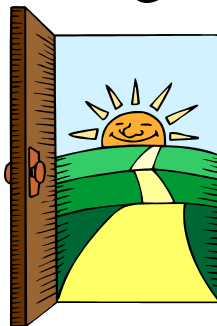
Hoopes, David. 1979. "Intercultural Communication Concepts and the Psychology of Intercultural Experience," in Margaret Pusch, ed. *Multicultural Education: A Cross-Cultural Training Approach*. Yarmouth, ME: Intercultural Press

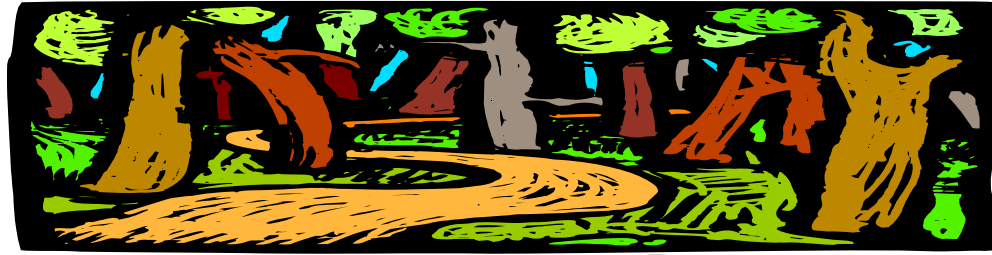
Individual Path

- **Ethnocentricity** – relying on our own paradigms based on our cultural heritage.
 - View the world through narrow filters
 - Only accept information that fits our paradigms

- **Awareness** – we begin to realize that there are things that exist which fall outside the realm of our cultural paradigms.

- **Understanding**- not only aware that there are things that fall outside our cultural paradigms, but we see the reason for their existence.





-
- **Acceptance/Respect** - allowing those from other cultures to just be who they are
 - OKAY for things to not always fit

 - **Appreciation/Value**- seeing the worth in the things that fall outside our own cultural paradigms.

 - **Selective Adoption** - using things that were initially outside our own cultural paradigms.

 - **Multiculturation**- integrating our lives with our experiences from a variety of cultural experiences.

Mental Health Issues (Sue, 2001)

- ❑ Cultural oppression
- ❑ Failed to address racism, bias, & discrimination as contributors to mental distress
- ❑ Mental health care for ethnic minority communities is often inferior
- ❑ Social justice needed



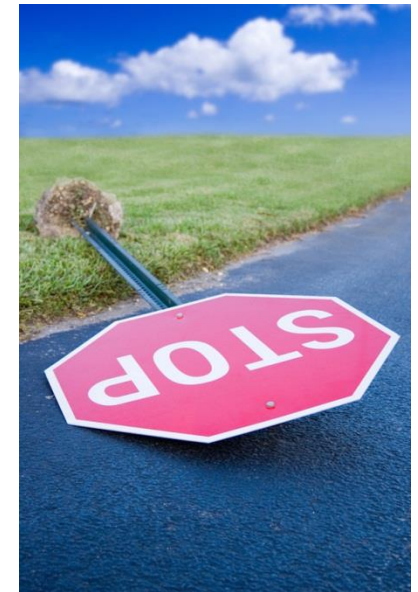
Lack of Sensitivity & Competency...

- Missing:
 - Information about families
 - Opportunities for alliances
 - Areas of family resilience

- Family is “short-changed” in their care

- High drop-out rates

- Poor treatment outcomes



Self-Fulfilling Prophecies & Families

- A false belief that leads to its own fulfillment:
 1. Perceiver develops false belief about a target
 2. Perceiver treats target in a manner consistent with false belief
 3. Target responds to the treatment in such a way as to confirm the originally false belief

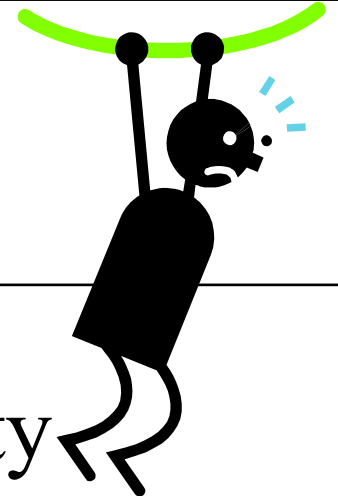
Positive SFPs



1. Perceiver overestimates target's ability
2. Perceiver treats target consistent with that overly positive belief
3. Target responds by confirming the overly positive belief

Negative SFPs

1. Perceiver underestimates target's ability
2. Perceiver treats target consistent with that overly negative belief
3. Target responds by confirming the overly negative belief



Concrete Steps to Take (Sue, 2006)

□ Self-awareness and stimulus value

□ Assessment of family

□ Pre-meeting/service intervention

□ Hypothesizing and testing hypotheses



Steps Continued...

- Attending to credibility
 - Ascribed vs. Achieved Status

- Understanding the nature of discomfort and resistance

- Understanding family's perspective



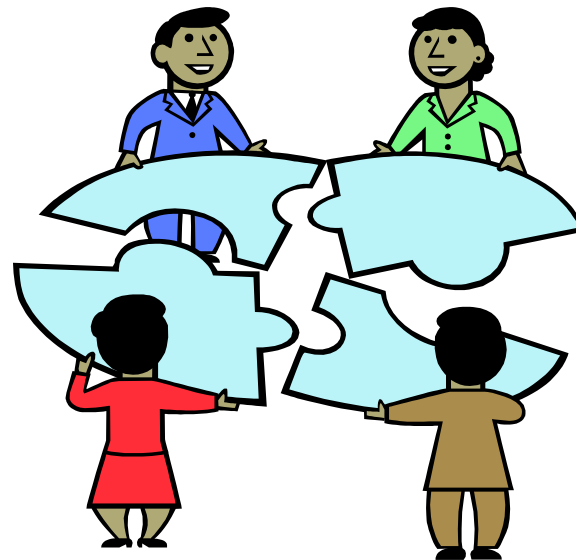
Final Steps...

- Strategy or plan for intervention
- Assessment of meetings & services
- Willingness to consult



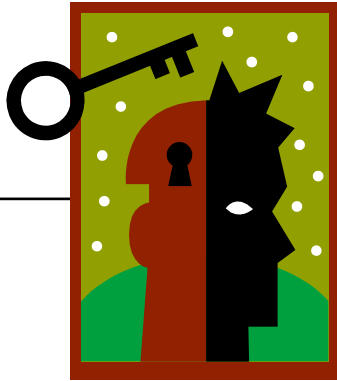
Positive Implications

- Families
- Teams
- Service Providers



Action, Action!

- What practices do you want to **start** in your agency (&/or yourself)?
- What practices do you want to **stop** in your agency (&/or yourself)?
- What practices do you want to **do more** of in your agency (&/or yourself)?



Head

Heart



Hand

