Multi-Cultural Diversity Considerations for Organizations and Individuals

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Richard Harvey Harvey, (presenter)
with contributions from Annette Booiman and Imei Lin

Slides based on training material from the National Center for Cultural Competence (NCCC) as well as from the Proceed, Inc. National Center for Training and Technical Assistance.
LEARNING OBJECTIVES:
Participants will learn how to:

• Specify multi-cultural models
• Identify stages of competence
• Develop plans for implementing culturally competent skills
• Implement best practices for multicultural training
Three Models:

• **Cultural competence:** The level of a provider’s knowledge, attitude, and skills about cultural values and health-related beliefs, disease incidence and prevalence, and treatment efficacy for diverse cultural groups.

• **Cross-cultural efficacy:** Providers proficiently learn how their own culture and behaviors can impact others of different cultures, and understand how patients’ culturally-based behaviors may impact the provider.

• **Cultural humility:** Providers engage in regular self-evaluation and self-critique. Goal is to developed power-balanced relationships with patients of different cultures.

<table>
<thead>
<tr>
<th>Culturally relevant</th>
<th>Culturally aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistically Competent</td>
<td>Culturally Effective</td>
</tr>
<tr>
<td>Culturally Appropriate</td>
<td>Cultural sensitivity</td>
</tr>
<tr>
<td>Culturally Competent</td>
<td>Culturally Proficiency</td>
</tr>
<tr>
<td>Multicultural Competence</td>
<td>Cultural Humility</td>
</tr>
</tbody>
</table>
Stages of Competence

1. cultural destructiveness
2. cultural incapacity
3. cultural blindness
4. cultural pre-competence
5. cultural competency
6. cross-cultural efficacy
7. cultural humility

Cross et al (1989); Towards a Culturally Competent System of Care. National Center for Cultural Competence (NCCC)
Cultural Destructiveness

"Mr. Osborne, may I be excused? My brain is full."

FEAR
and
IGNORANCE

FREE GUN WITH EVERY PURCHASE
Cultural Incapacity
Cultural Blindness

All That We Share Danish video (https://www.youtube.com/watch?v=jD8tjhVO1Tc)

Occurs in predominantly white populations, for example, whiteness becomes the normative standard, whereas people of colour are othered, and the racism these individuals experience may be minimized or erased.

At an individual level, people with "colour blind prejudice" reject racist ideology, but also reject laws to fix institutional racism.
Cultural Pre-Competence
<table>
<thead>
<tr>
<th>What Stage Are You In?</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
<td>attitudes, behaviors, values, and practices that are destructive to a cultural group</td>
</tr>
<tr>
<td>ORANGE</td>
<td>lack of skill and knowledge to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups</td>
</tr>
<tr>
<td>YELLOW</td>
<td>beliefs and practices that support viewing and treating all people as the same</td>
</tr>
<tr>
<td>GREEN</td>
<td>level of awareness about your strengths and areas for growth to respond effectively to culturally and linguistically diverse populations</td>
</tr>
<tr>
<td>BLUE</td>
<td>has acceptance and respect for differences</td>
</tr>
<tr>
<td>PURPLE</td>
<td>holds culture in high esteem</td>
</tr>
</tbody>
</table>
Cultural Humility and Social Justice
Cultural Humility and Social Justice
Cultural Humility and Social Justice
Appropriate Pictures?

The winner

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Bare Shoulders
Privacy, Modesty, Confidentiality

Dutch Biofeedback Society,

• The physical therapist would like to use a picture of a bare shouldered woman, seen from the back.

• The psychologists could not agree with the picture
Hand placements

- Can facilitate a functional movement/breathing.
- The Sykegrep or other manual hand techniques gives a professional frame
- Guide the therapist through effective, appropriate hand placements

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De Telegraaf nov. 1981
Sykegrep, Lingsten & Halvorsen, 2003
• “TO DO” people tend to use and trust words so written communication is most effective

• “TO BE” people use and trust all senses so face-to-face communication is the most effective
<table>
<thead>
<tr>
<th>'To Do' Behavior</th>
<th>'To Be' Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Status</td>
<td>Ascribed Status</td>
</tr>
<tr>
<td>Individual Achievement</td>
<td>Affiliation</td>
</tr>
<tr>
<td>Individual Action</td>
<td>Stability</td>
</tr>
<tr>
<td>Equality</td>
<td>Inequality</td>
</tr>
<tr>
<td>Immediate family</td>
<td>Extended Family</td>
</tr>
<tr>
<td>Self Reliance</td>
<td>Reliance on Others</td>
</tr>
<tr>
<td>Independence</td>
<td>Interdependence</td>
</tr>
<tr>
<td>Individual Competition</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Individualism</td>
<td>Collectivism</td>
</tr>
<tr>
<td>Guilt</td>
<td>Shame</td>
</tr>
<tr>
<td>Future</td>
<td>Past or Heritage</td>
</tr>
<tr>
<td>Class Mobility</td>
<td>Caste Rigidity</td>
</tr>
</tbody>
</table>
• Youth
• Male
• Urban
• Heterogeneous
• Modern
• Low-Context
• Humane
• Linear
• External rules

• Adults
• Female
• Rural
• Homogeneous
• Traditional
• High-Context
• Human
• Cyclical
• Internal rules
Perception of Time and Space

Time

- **Monochronic** -- linear quantitative time, most common in the northern and western hemispheres
- **Polychronic** -- cyclical time with unraveling and unlimited continuity, most common in southern and eastern hemispheres

Space -- differences in comfortable distance between people
Views of Fate

Fate and Personal Responsibility

Extent to which we feel ourselves to be the masters of our lives

Extent to which we see ourselves as subject to things outside our control
Views of Face

Face is the standing a person has in the eyes of others

The importance of “face” and face-saving varies across cultures

• Some cultures value “face” more than their own well-being

• Other cultures do not care about face all that much
Building Cultural Humility

- Visit a church, temple, mosque…
- Consume a variety of news sources
- Look for culture
- Join a multicultural group
- Take a culture class
- Create a faith club
- Read (i.e., local print media when you travel)
- Go to the movies / museum
- Eat diverse foods
- Learn a new language
- Attend cultural celebrations
- Find a cultural coach

D. Livermore, 2010
The End

of the main presentation, with the following additional slides for further discussion as time permits
Iceberg Concept of Culture

Weaver (1986)
Behavior
Beliefs
Values
and
Thought
Patterns
BASIC AMERICAN BELIEFS

Extreme Individualism
and
Distrust of Strong Centralized Authority
MISPERCEPTIONS OTHERS HAVE OF AMERICANS

Americans don’t help others

Americans don’t honor elders
# Fons Trompenaars and Geert Hofstede

## Cultural Dimensions

### Comparing Values

<table>
<thead>
<tr>
<th></th>
<th>US Typical American Values</th>
<th>Nigeria Typical Values</th>
<th>Personal Values for Me Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty</td>
<td># 151 % 40.4</td>
<td># 77 % 20.6</td>
<td># 267 % 71.4</td>
</tr>
<tr>
<td>Work hard, be productive</td>
<td># 297 % 79.4</td>
<td># 66 % 17.6</td>
<td># 240 % 64.2</td>
</tr>
<tr>
<td>Honor your elders</td>
<td># 1 % 00.3</td>
<td># 356 % 95.2</td>
<td># 160 % 42.6</td>
</tr>
<tr>
<td>Patriotism</td>
<td># 54 % 14.4</td>
<td># 65 % 17.4</td>
<td># 57 % 15.2</td>
</tr>
<tr>
<td>Freedom</td>
<td># 286 % 76.5</td>
<td># 43 % 11.5</td>
<td># 129 % 34.5</td>
</tr>
<tr>
<td>Pursue happiness</td>
<td># 59 % 15.8</td>
<td># 70 % 18.7</td>
<td># 66 % 17.6</td>
</tr>
<tr>
<td>Gain goods and wealth</td>
<td># 80 % 21.4</td>
<td># 151 % 40.4</td>
<td># 28 % 07.5</td>
</tr>
<tr>
<td>Education</td>
<td># 100 % 42.8</td>
<td># 162 % 43.3</td>
<td># 224 % 59.9</td>
</tr>
<tr>
<td>Religion</td>
<td># 14 % 03.7</td>
<td># 253 % 67.6</td>
<td># 118 % 31.6</td>
</tr>
<tr>
<td>Know the right people</td>
<td># 25 % 06.7</td>
<td># 64 % 17.1</td>
<td># 24 % 06.4</td>
</tr>
<tr>
<td>Help other people</td>
<td># 31 % 08.3</td>
<td># 187 % 50.0</td>
<td># 121 % 32.4</td>
</tr>
<tr>
<td>Try new things</td>
<td># 132 % 35.3</td>
<td># 12 % 03.2</td>
<td># 59 % 15.8</td>
</tr>
<tr>
<td>Obey the law</td>
<td># 120 % 32.1</td>
<td># 88 % 23.5</td>
<td># 87 % 23.3</td>
</tr>
<tr>
<td>Know your heritage</td>
<td># 5 % 01.3</td>
<td># 190 % 50.8</td>
<td># 36 % 09.6</td>
</tr>
<tr>
<td>Save time, be punctual</td>
<td># 216 % 57.8</td>
<td># 4 % 01.1</td>
<td># 50 % 13.4</td>
</tr>
<tr>
<td>Stand up for what you think is right</td>
<td># 142 % 38.0</td>
<td># 27 % 07.2</td>
<td># 125 % 33.4</td>
</tr>
<tr>
<td>Achieve individual success</td>
<td># 76 % 20.3</td>
<td># 70 % 18.7</td>
<td># 65 % 17.4</td>
</tr>
</tbody>
</table>
HOFSTEDE’S DIMENSIONS

• POWER DISTANCE (PDI)

• INDIVIDUALISM (IDV)

• MASCULINITY (MAS)

• UNCERTAINTY AVOIDANCE INDEX (UAI)

• LONG-TERM ORIENTATION (LTO)
HOFSTEDE’S DIMENSIONS

POWER DISTANCE (PDI)

INDIVIDUALISM (IDV)

MASCULINITY (MAS)

UNCERTAINTY AVOIDANCE INDEX (UAI)

LONG-TERM ORIENTATION (LTO)
Some Analysis of Communications

• Nice weather we’re having!
• High-Context – Relational- Associative
• Sunny, high in the 20s.
• Low Context - Abstractive - Analytical
Resources

- Hall, Edward. *Beyond Culture*.
- www.interculturalpress.com
- www.imi.american.edu
- King, Mark A., Sims, Anthony, & Osher, David. *How is Cultural Competence Integrated in Education?*
- Cross, T., Bazron, B., Dennis, K., & Isaacs, M. *Towards a culturally competent system of care: A monograph on effective services from minority children who are severely emotionally disturbed: Volume I*. Georgetown University
  Child Development Center, 1989.
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