



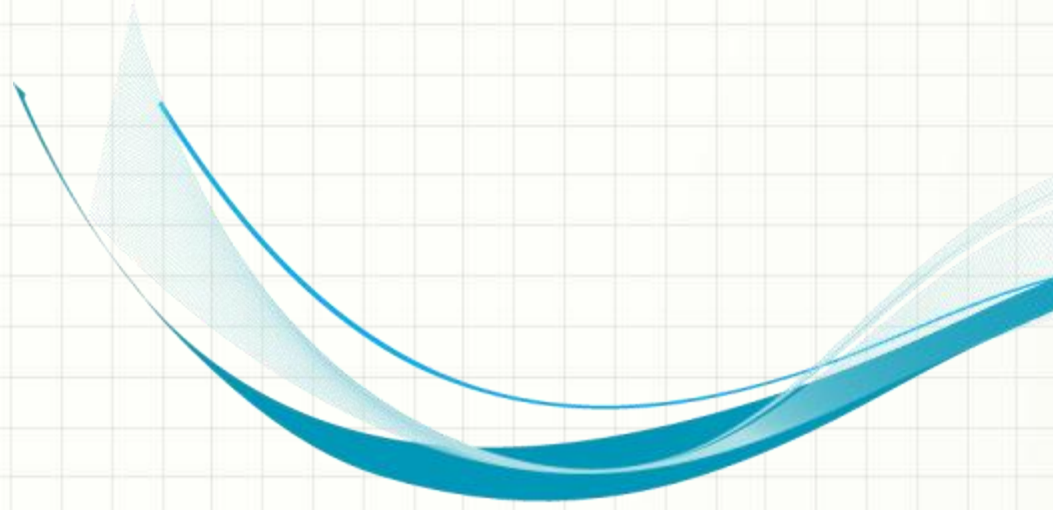
# **CULTURAL COMPETENCY**

Jeffrey McQueen

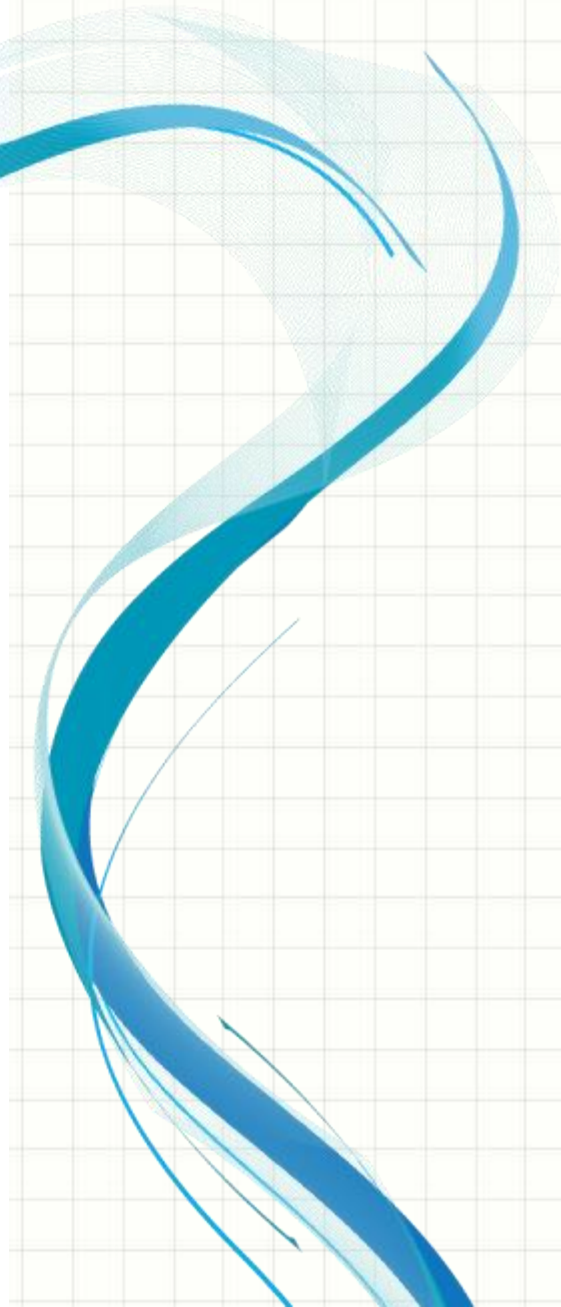
MBA, LCDC

# Value

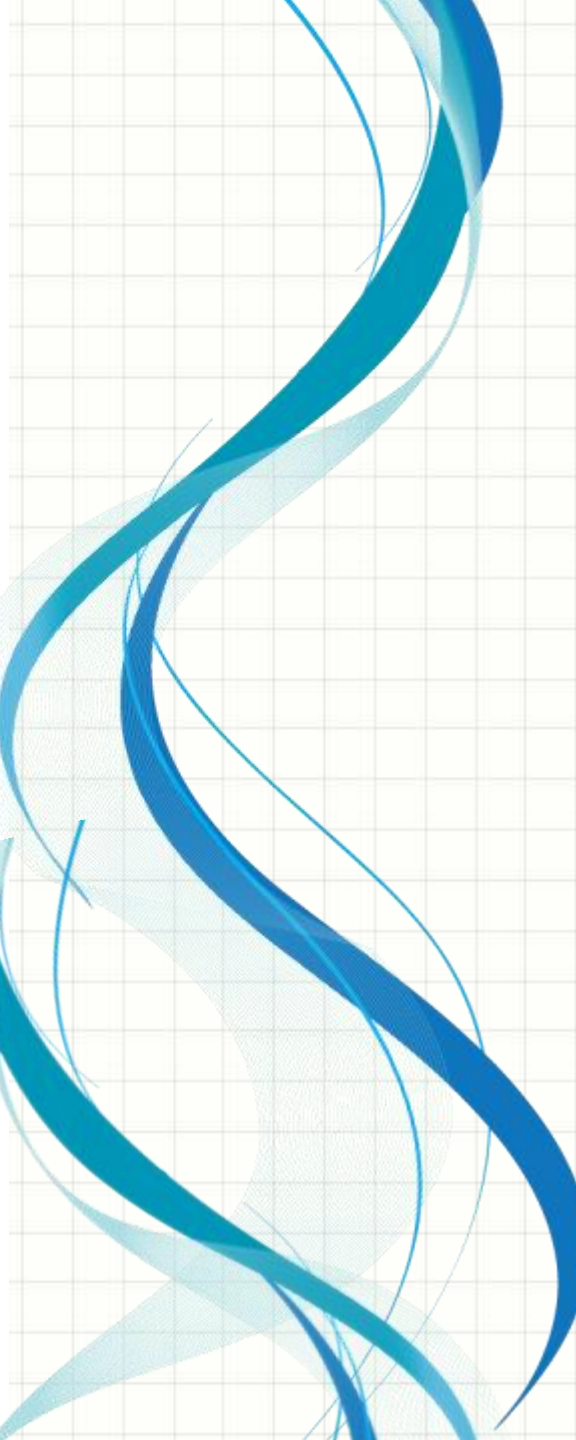
- Worth, excellence, or degree of worth ascribed to an object, activity, or class of something.
- Function of the valuing process



# What is Culture?



- Pattern of arrangements, behaviors whereby a society achieves collective achievement.
- Patterns of behaviors transmitted by symbols
- Set of rules and norms that promote stability and harmony within a society



An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious, or social group and the ability to transmit the above to succeeding generations

## Culture Matters



When culture is ignored, families are at risk of not getting the support they need, or worse yet, receiving assistance that is more harmful than helpful.

# Culture Gives Context and Meaning

1

- It is a filter through which people process their experiences and events of their lives

2

- It influences people's values, actions, and expectations of themselves.

3

- It impacts people's perceptions and expectations of others.

# ETHNIC/ETHNICITY

- Groups of people believed to be biologically related
- “Peoplehood”
- Members of group share unique social and cultural heritage





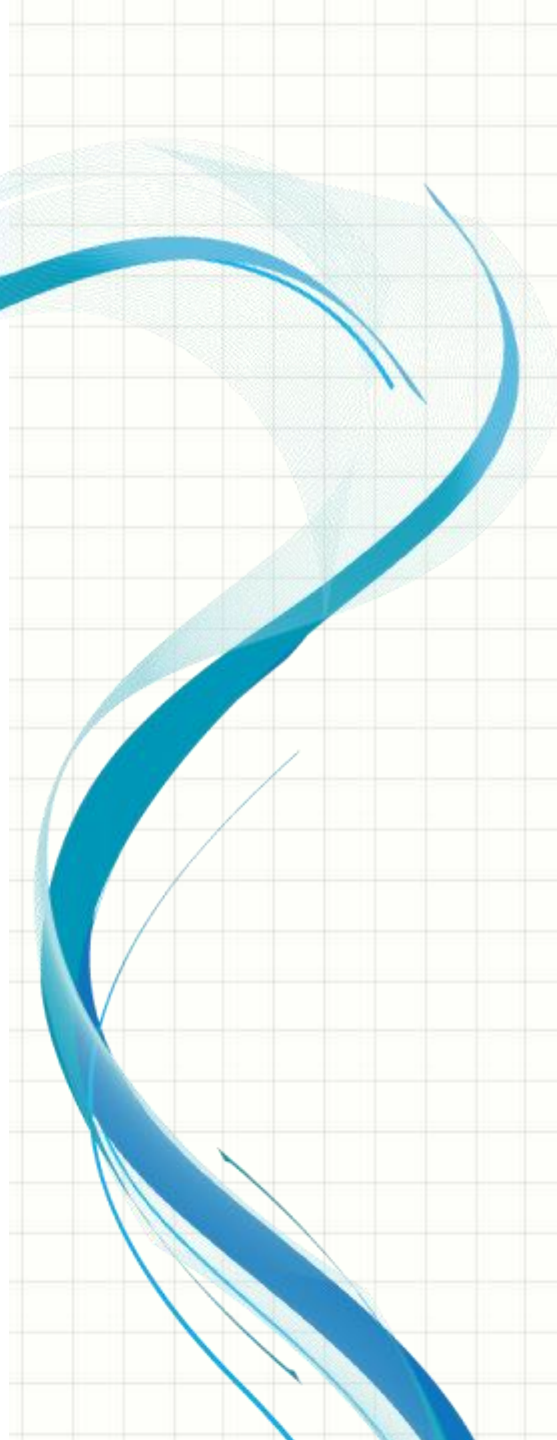
# DIVERSITY

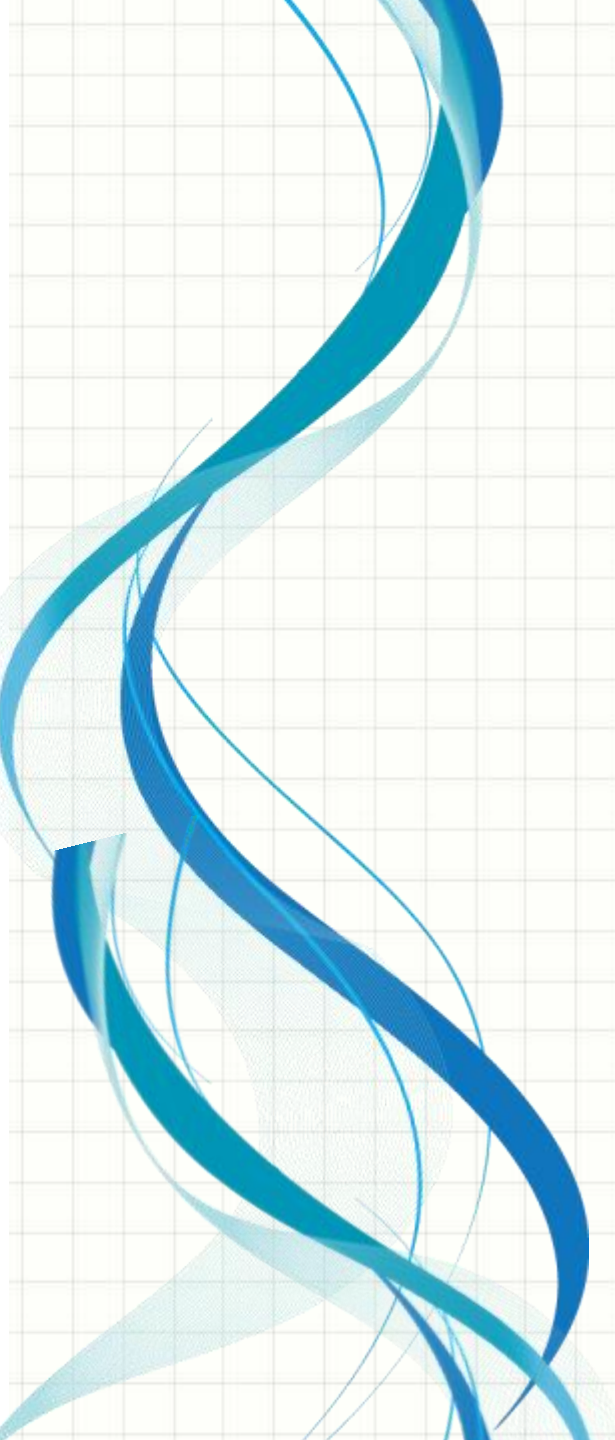
- Condition of being different
- Pertains to ways individuals, communities, culture may differ from each other





# WHAT IS CULTURAL COMPETENCE

- 
1. The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, **thereby producing better outcomes**

- 
2. The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity



# Cultural Awareness vs. Culture Competence

## Cultural awareness:

Sensitivity and understanding toward members of other ethnic groups

## Cultural competence:

The ability to effectively operate within different cultural contexts

# Cultural Competence

- Implies having the capacity to function effectively.



# Culturally Competent System of Care Acknowledges Importance of...

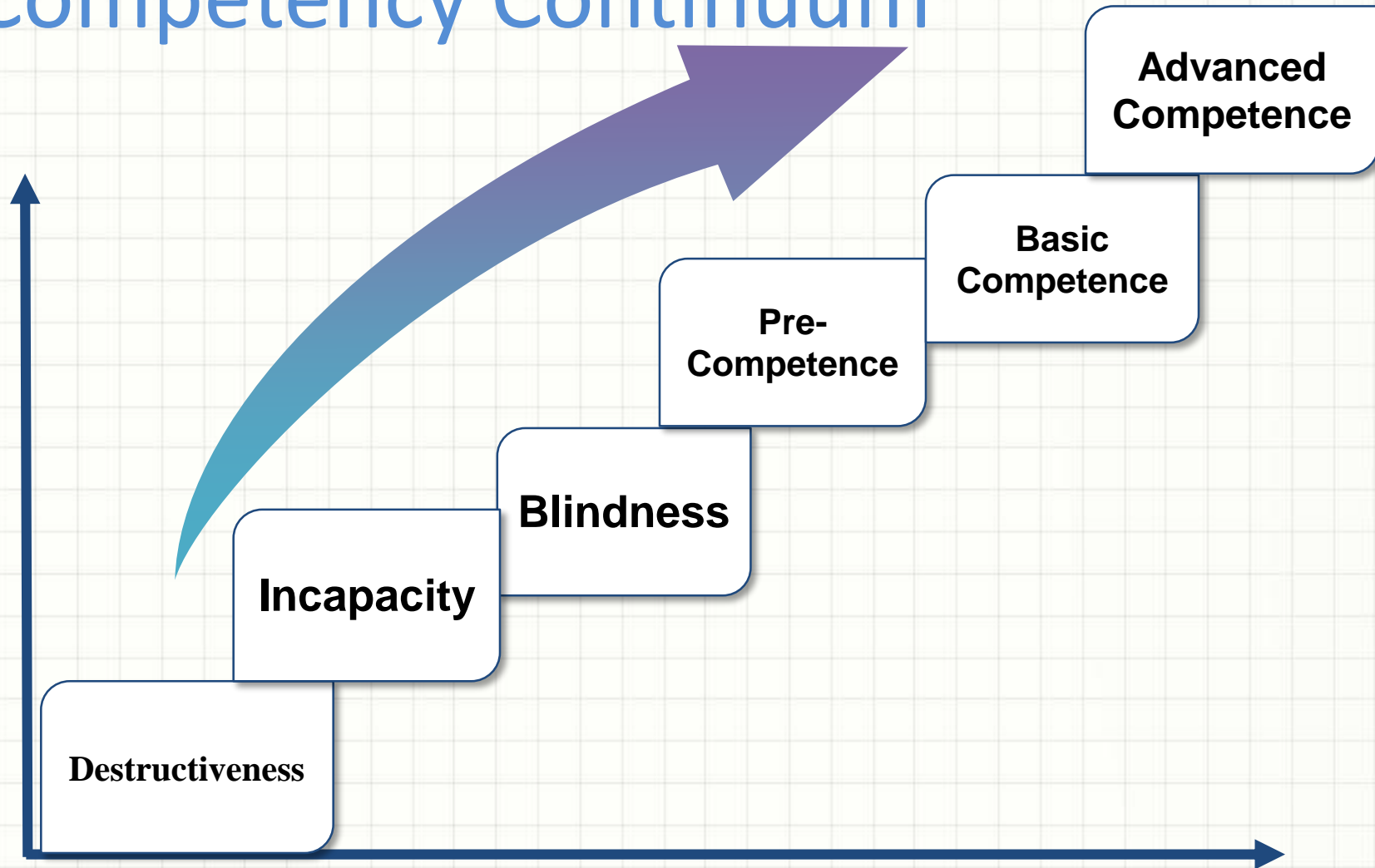
- Culture
- Assessment of cross-cultural interactions
- Vigilance toward the dynamics resulting from cultural differences
- Expansion of cultural knowledge
- Adaptation to meet culturally unique needs

# Cultural Competency Continuum

- Six Key points along continuum
- Range from “Cultural Destructiveness” to “Cultural Proficiency”



# Competency Continuum



# 1. Cultural Destructiveness



"I can't see the forest for the trees,  
Henderson. Have the trees cut down."

- Attitudes, policies and practices which are destructive to cultures and individuals within them
- Purposeful destruction of a culture
- Assumes one race superior

## 2. Cultural Incapacity

- Intent not to be intentionally culturally destructive
- Lack of capacity to work with minorities
- Extreme bias and belief in racial superiority of dominant group

### 3. Cultural Blindness

- Midpoint on the continuum
- Systems/agencies provide services with philosophy of being unbiased.
- Belief that color or culture make no difference
- Belief that dominant culture approaches are universally applicable



## 4. Cultural Pre-competence

- Implies movement
- Weaknesses recognized in working with minorities
- Attempts to improve practices and increase knowledge
- Danger of tokenism

## 5. Basic Cultural Competence

- Acceptance and respect for difference
- Continuing self-assessment regarding culture
- Careful attention to dynamics of difference
- Continuous expansion of cultural knowledge and resources

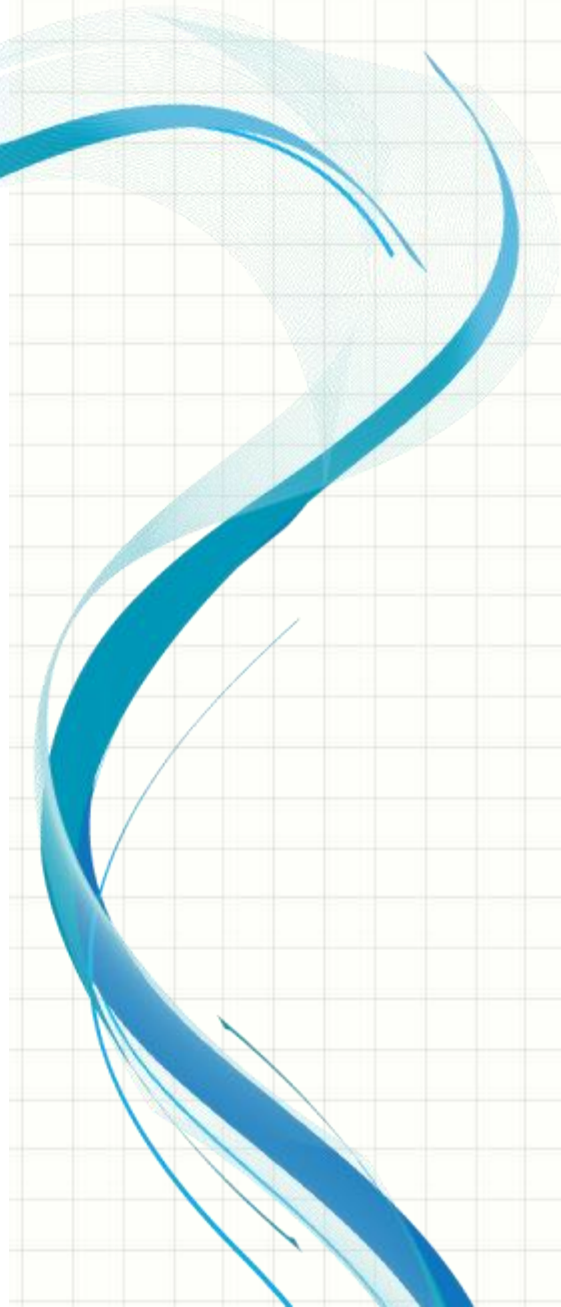
## 6. Advanced Cultural Competence

- Culture held in high esteem
- Knowledge base of cultural competence sought by
  - conducting culture-based research
  - developing new approaches based on culture
  - publishing and disseminating results of culturally sensitive/competent research

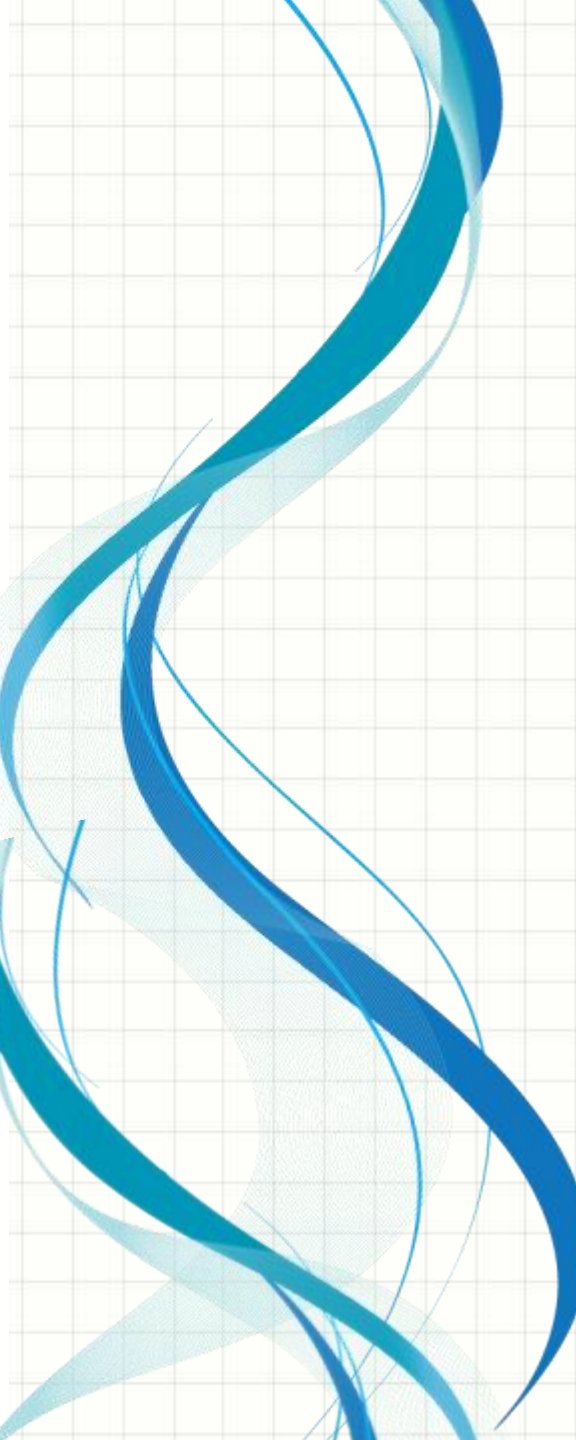


**HOW DO WE  
ACQUIRE CULTURAL  
COMPETENCE?**





- Recognize the broad dimensions of culture
- Respect families as the primary source for defining needs and priorities
- Increase sensitivity to alienating behaviors

- 
- Change decision-making processes to include families and the community
  - Commit to structural and policy changes that support cultural diversity
  - Make policies and practices fluid to accommodate necessary adjustments



# Achieving Cultural Competence

## Individually

- Do you have close personal relationships with people who are culturally and socio-economically different?
- Do you have the desire, knowledge, and skill to integrate culturally relevant considerations into your work?

# Movement Toward Cultural Competence

- **Attitudes must change** to become less ethnocentric and biased.
- **Policies must change** to become more flexible and culturally impartial
- **Practices must become** more congruent with cultures

# Value Diversity

- Create an environment in which people feel safe to express culturally based values, perceptions, and experiences
- Host social events at which music, food, & entertainment reflect cultures represented
- Hire staff and leaders who reflect the community's cultural diversity
- Partner with cultural organizations and institutions

# Conduct Self-Assessment

- Honestly explore values, beliefs, and attitudes about your culture and others'
- Non-defensively engage the entire organization, families, and the larger community in the self-assessment
- Investigate whether recruiting and hiring practices and policies ensure diverse staffing and representative leadership

# Culturally Competent Research

- Begins with commitment to provide culturally competent research
- Must include
  - Awareness/acceptance of cultural differences
  - Awareness of own cultural values
  - Understanding of dynamics of difference
  - Basic knowledge of research participants' environment(s)



# QUESTIONS?

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