

Culture, Cultural Proficiency, & Cross Cultural Communication



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Cultural Competency

❖ Purpose:

Increase the awareness about working effectively with population groups that are different from your own



Definitions of Culture

- ❖ It is a group's own design for living.
- ❖ It is a blueprint or software for living of a particular group of people.
- ❖ It is an integrated system of learned behavior patterns that are characteristic of the members of any particular group



Culture

- ❖ It represents the groups assumptions about the world, about other people, about the goals and meanings of life, about what is right and what is wrong for that group.
- ❖ Represents beliefs about how to behave and how to expect other people to behave in life situations



Culture

❖ Culture includes:

- ✓ Diet
 - ✓ Appearance
 - ✓ Assumptions people make about themselves
 - ✓ How they carry on their relationships with others
 - ✓ Their own values and priorities
 - ✓ Includes what a group thinks, says or does
 - ✓ Covers customs, experiences, beliefs, rituals and practices
 - ✓ Passed on from one generation to another
 - ✓ Includes attitudes, values, behaviors, and is sometimes at unconscious level
- Dress
Music



Race

- ❖ Race assumes genetic differences, but it is really more socially defined based on appearances rather than scientifically or genetically defined.



Ethnicity

- ❖ Ethnicity refers to groups of people which are socially defined based on cultural criterion.
- ❖ Ethnic identity implies a sense of membership to a group
- ❖ It's usually self labeling, implies a sense of belonging, positive evaluation
- ❖ Contributes to self esteem



Ethnic Identifiers

- ❖ Latin American
- ❖ Hispanic
- ❖ Anglo American
- ❖ African American
- ❖ Asian
- ❖ Pacific Islander
- ❖ South American
- Central American
- Armenian
- Middle Eastern
- Palestinian
- Russian
- Korean
- Cambodian



Culture, Race, & Ethnicity

- ❖ Discuss examples of how culture, race and ethnicity come together
- ❖ Case of a woman from Panama.
 - ✓ Parents are : Chinese, and Black from Panama
 - ✓ She looks Chinese
 - ✓ She speaks Spanish perfectly
 - ✓ She identifies with the Hispanic Population
 - ✓ She shares lots of common values, attitudes and lifestyles of the Black culture in Panama

Hispanic/Latinos



Data: U.S. Census Bureau



Census definition of Hispanic

- ❖ A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race



Latinos / Hispanics

- ❖ come from Latin America
- ❖ defined by a common language
- ❖ Similar cultural heritage
- ❖ experienced Spanish colonization.
- ❖ Great diversity
- ❖ South America, Central America, Caribbean



U.S. Census Figures 2000

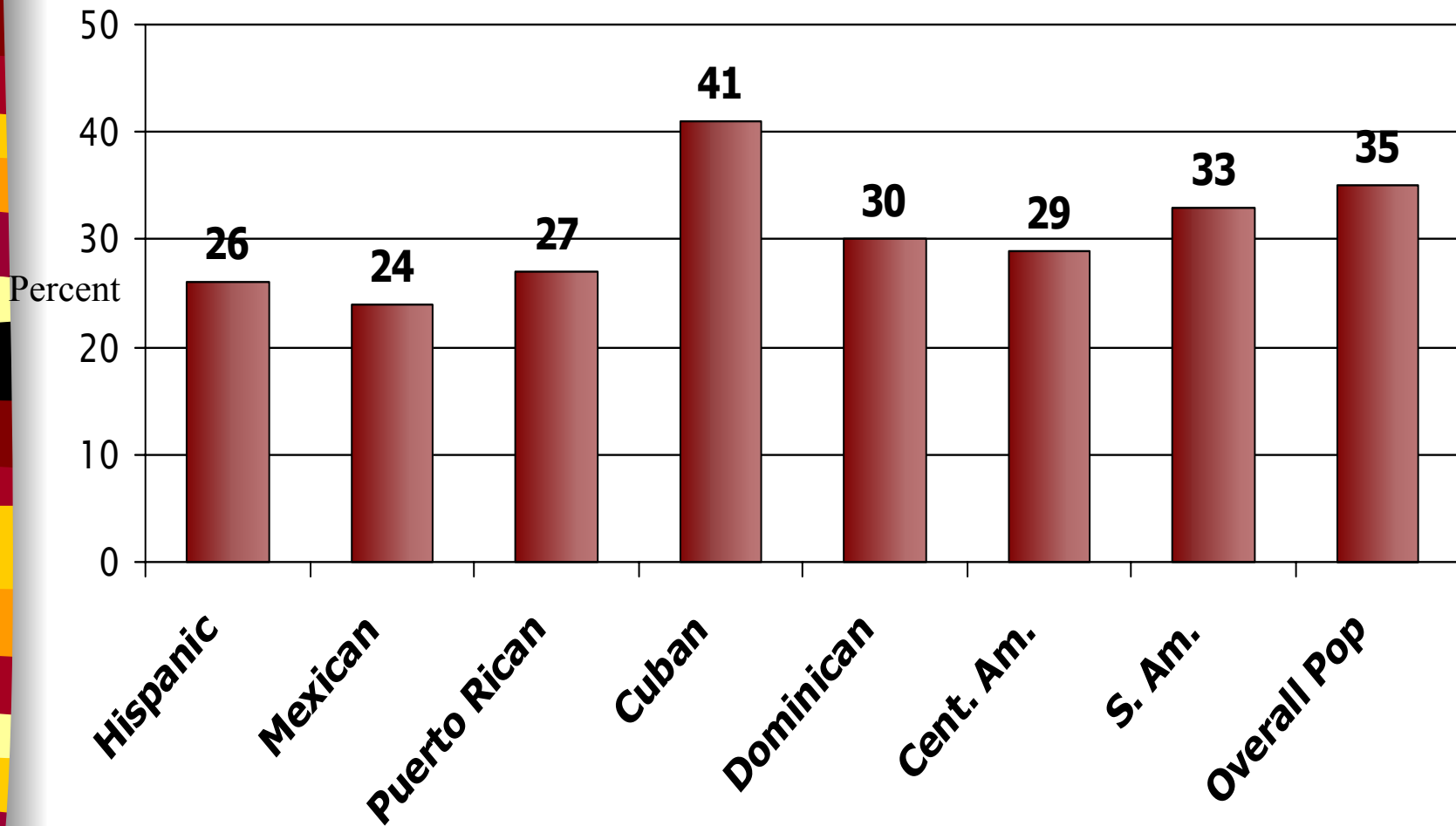
- ❖ 281.4 Million in U.S.
- ❖ 35.3 Million – 12.5% Latino.
- ❖ Hispanic/Latino, Two or More Races - 6.3%
- ❖ Half live in California (31%) or Texas (19%)



Hispanic/Latino population has grown dramatically in last decade

- ❖ From 22.4 million in 1990 to 35.3 million in 2000 (60%)
- ❖ 60% increase in Hispanic/Latino population compared to 13.2% increase for total pop

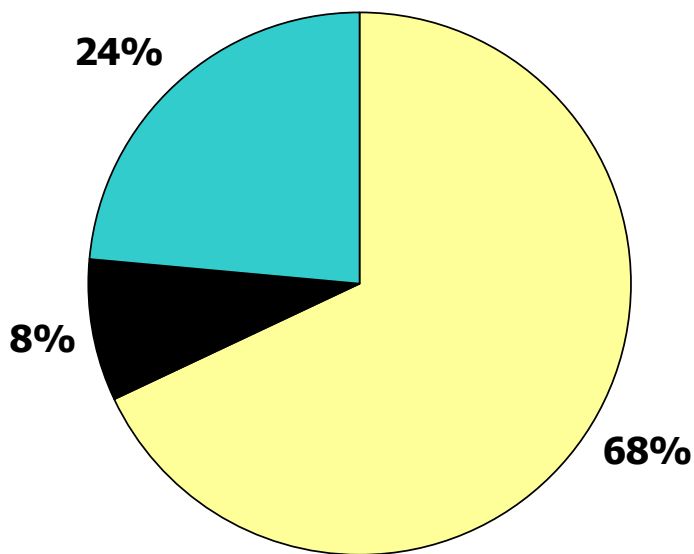
Median Age of Hispanic Population Groups, 2000



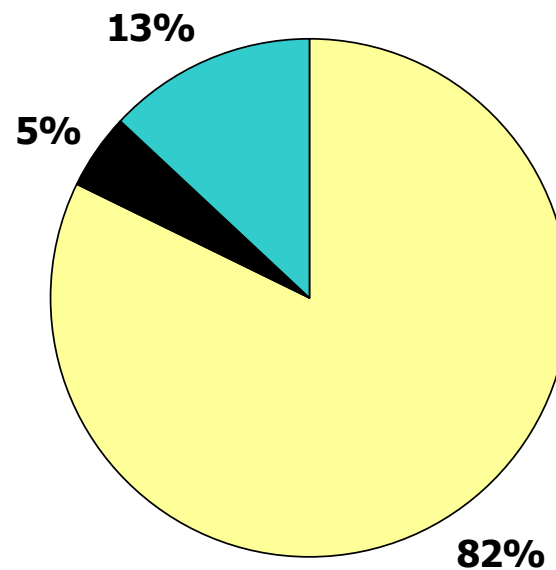
Source: Current Population Survey, March 1999, PGP-2

Family Households by Type and Hispanic Origin: 1999

Hispanic



Non-Hispanic White



Married couple



Male householder,
no spouse present



Female householder,
no spouse present



Educational Attainment

- ❖ **Educational attainment of Hispanics lags behind non-Hispanic Whites**
- ❖ **Large percentage of high school drop outs**

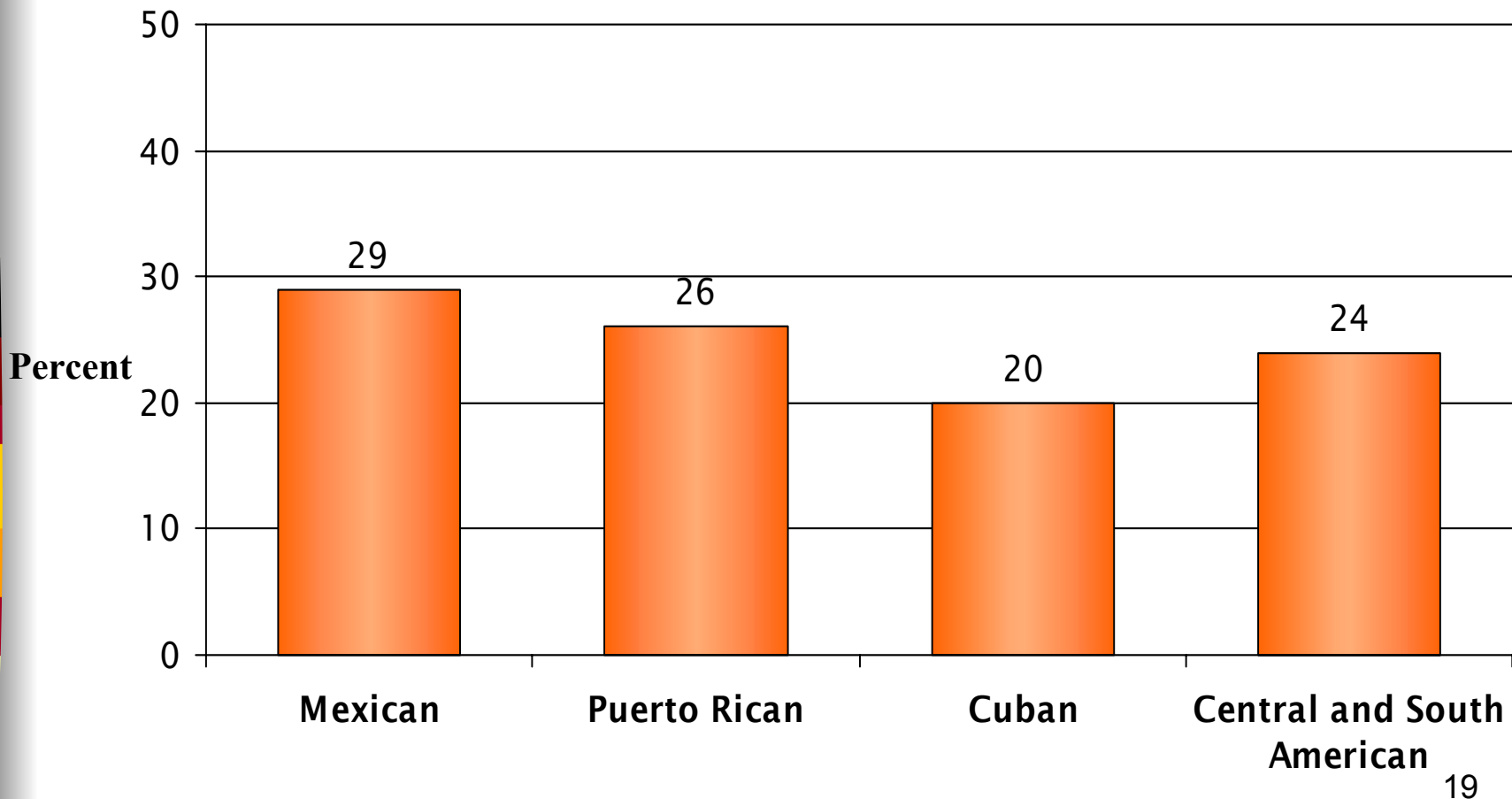


Employment and Income

- ❖ **Hispanics were more likely to be unemployed in March 1999 compared to non-Hispanic Whites**
- ❖ **Among employed Hispanics in March 1999, the most common occupations were:**
 - ✓ *service workers*
 - ✓ *precision production, craft, repair*
 - ✓ *transportation*

Groups with Earnings Less than \$10,000 in 1998

(Population 15 years and over with earnings)



Source: Current Population Survey, March 1999, PGP-2



Poverty

- ❖ **A higher proportion of Hispanics are in poverty than non-Hispanic Whites.**
- ❖ **Approximately one of every three Hispanic children under age 18 lives in poverty**
- ❖ **Nearly one fourth of all Hispanic households are in poverty**
- ❖ **Higher poverty among immigrants (23% compared to U.S. born (12%))**



Home Tenure

- ❖ **Hispanic householders are more likely than non-Hispanic White householders to rent rather than own a home.**



Residence

- ❖ **Approximately half of the Hispanic population in the U.S. lives inside central cities of metropolitan areas.**



Culture Bound Syndromes

- ❖ Caida de la Mollera (due to a fallen fontanelle that affects palate) – baby is unable to nurse, has fever, diarrhea, restlessness, crying, vomiting. Dehydration.
- ❖ Empacho (indigestion infection, due to poorly digested food) – children & adults have poor appetite, stomach ache, cramping, diarrhea, abd. swelling, vomiting. Treat with teas, massage.
- ❖ Mal Ojo (evil eye, due to envy or staring by strong person) – person has h/a, anxiety, depression, insomina, rashes. Must get “giver” to take back effect.
- ❖ Susto (fright or soul loss) – due to excess emotion or trauma, causing anxiety, tiredness, fever, dizziness, nausea, wasting away; most common (3%)



Mexican American Traditional Healers

- ❖ HHANES, Higgenbotham et al 1990 – 4.2% consult traditional healers
- ❖ Yerberos – herbalists (note some herbal treatments have lead, mercury, aniline dye)
- ❖ Parteras – midwives
- ❖ Sobadoras – masseuses
- ❖ Senoras – wise women
- ❖ Promotoras- women who focus on health promotion
- ❖ Espiritualistas – spiritual & psychiatric therapy
- ❖ Curanderas – most common healers, combining, herbs, massage, biomedical, sweat therapies, prayers, rituals, counseling




Hispanic/Latinos

❖ Cultural Values

- ❖ Simpatia – Latinos value smooth social relationships with everyone
- ❖ Personalismo – Latinos value being in relationship with others and making those relationships personal. They value warmth and face to face contact
- ❖ Respeto – Latinos value respect for others especially older individuals. Respect is acknowledged for formal authority figures, by age and by expertise
- ❖ Present time orientation- Latinos favor the moment and what they are involved with at that time
- ❖ Familism – family is the main social unit -Individuals depend on the family for support. There is interdependence and exchange of favors

Source: Marin and Marin, Conducting Research with Hispanic Populations, Sage (1991)



Cultural Values of Latinos are important as they define patterns of interactions among people

- ❖ It's important to keep in mind these cultural values in interactions with clients from that population group. This is especially needed if the groups are more traditional or more recent arrivals into the U.S.



Communicating Across Cultures

❖ The **LEARN** Model

- ❖ L Listen with empathy (active listening)
- ❖ E Elicit client's word view
- ❖ A Acknowledge and discuss differences and similarities
- ❖ R Recommend action, intervention, and treatment
- ❖ N Negotiate action, intervention, treatment



The AWARE Model

- ❖ A Accept the other person's behavior without judging it based on what that behavior means in your culture
- ❖ W Wonder what the other person's behavior means in their culture rather than what it means in yours
- ❖ A Ask what it means to them
- ❖ R Research and read about the other person's culture so you can place their behavior in the context of their cultural worldview
- ❖ E Explain what their behavior means in your own culture and demonstrate the behavior in your culture that expresses the same feelings, so they can understand and learn a new behavior that will help them function in your culture.



Cultural Assessment

❖ What is the key to cultural assessment?

❖ Self Assessment

- ✓ Assess your organization, institution, work environment, etc.
- ✓ Assess the decisions you and your organization make together and become aware of how you influence each other.



Dynamics of Difference

- ❖ How can you understand the dynamics of difference?
- ❖ Become knowledgeable of your populations
 - ✓ You do not need to agree
 - ✓ You do need to understand



Institutionalization

- ❖ How do you institutionalize cultural knowledge?
 - ✓ You value and adapt to the diversity in your own community.
 - ✓ You take your ideas, new knowledge, beliefs, and attitudes into your organization knowing that you can be in places and positions where you can make a difference.



Diversity

- ❖ How do you adapt to diversity?
 - ✓ You understand and embrace the diversity or the oneness in yourself so you can be open to adapt to the differences in others.



The Cycle

- ❖ Systematic misunderstanding and lack of knowledge of target group generates myths, misperceptions, and stereotypes.
- ❖ These in turn promote misinformation about the target group
- ❖ Which affect attitudes, beliefs, feelings, assumptions and social interactions with target group
- ❖ These in turn provide justification for further misunderstanding and maltreatment of target group, perpetuating myths



Restraining Costs

- ❖ The goal of restraining costs, while providing quality education & prevention programs in culturally sensitive and proficient ways, to an increasingly varied ethnic mix of individuals has become a real challenge.



The Challenge

- ❖ So, how can we be in the best position to make decisions to reach our goals?
- ❖ We need to be willing to risk and to trust
 - ✓ To risk of ourselves
 - ✓ To trust others in order to break the cycle of cultural incompetence



Sources:

- ❖ Building Cultural Barriers for Corporate Success, Sondra Thiederman
- ❖ Center for the Study of Latino Health and Culture, UCLA, Los Angeles, CA
- ❖ Child Welfare League of America, Cultural Competence Self Assessment Instrument
- ❖ Hispanic/Latino Tobacco Education Network, USC, Los Angeles, CA
- ❖ Newsweek, Sept. 2000
- ❖ Robins Training Group, Beverly Hills, CA, 1992
- ❖ The Culturally Competent Practitioner
- ❖ US Census, 2000, Bureau of the Census