

SIDE BY SIDE

C O N F E R E N C E

FOR SERVICE PROVIDERS WORKING WITH MUSLIM COMMUNITIES

Building capacity:
A cultural competency framework
for the human services to work
with culturally and linguistically
diverse communities

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We wish to acknowledge that we are on Kurna Land



Uni SA for Australian Refugee Association
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OUTLINE

- Building Capacity –
 - individuals
 - groups
 - families
 - organizations
 - communities
- Defining Culture (Broadly)
- Cultural Identity, Cultural Diversity
- Skills for Cultural Competency
- Strategies for Change – Action

Building Capacity for Cultural Competency

- **Micro level –**
Awareness of own values, assumptions belief systems
,Awareness of own cultural identity & worldview,
Cultural knowledge
Developing Appropriate Intervention Strategies
Understanding socio-political, organisational,
institutional forces
- **Meso level –**
Organisational structures, systems
- **Macro Level –**
Larger systems (government, community, socio-political levels) to address structures, programs ,
models of service delivery, issues and policies related
to Cultural Competence – e.g. welfare, public health,
mental health services, competitive tendering.

What is Culture?

- Culture, is “the sum total of life patterns passed on from generation to generation within a group of people and includes institutional, religious ideals, habits of thinking, artistic expressions, and patterns of social and interpersonal relationships”

(Hodge, Struckman & Trost, 1975; Lum, 2007)

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Aspects of culture may be related to people’s ethnic, spiritual and racial heritage. People from different cultural backgrounds may be at risk due to being discriminated and oppressed by more dominant groups.

(Hull & Kirst – Ashman, 2006)

Dimensions of Culture

Multidimensional layers of Culture – including:

- Age
- Gender
- Ethnicity
- Race
- Language
- Colour
- Religion
- Spirituality
- Sexuality
- Socio - economic background
- Ability
- Education
- Immigration Status
- Region of Country
- Body Size and Appearance

Cultural Competency

‘Cultural Competency... is a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency, or those professionals to work effectively in cross cultural situations.’

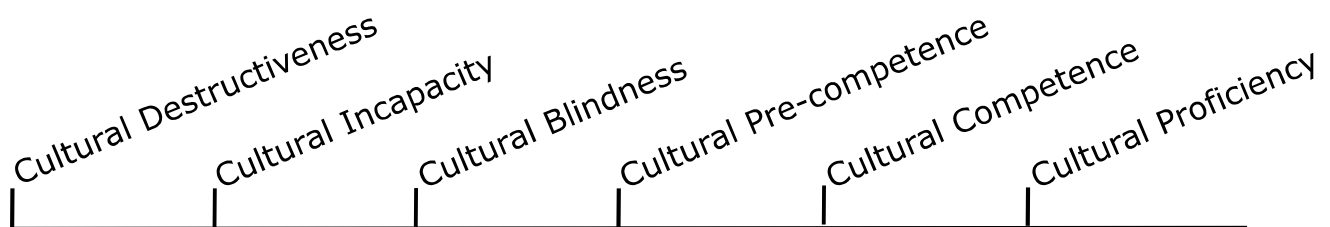
Lum (2007)

What is Cultural Competency?

An Organisational focus

Its about - social justice and equity.

Cultural Competence Continuum Scale



Cultural Destructiveness – most negative, represents policies, procedures, attitudes and belief systems destructive to cultures and individuals.

Cultural incapacity – when the system does not intentionally seek cultural destructiveness but does not have the capacity to help clients from a culturally and linguistically diverse background.

Cultural Blindness – the belief that colour or culture make no difference and that all people are the same and should be treated the same.

Cultural Pre – Competence – first step towards positive end of the continuum. Recognises its weakness in this area and attempts to improve some aspects of service delivery.

Cultural Competence - . The agency recognises the importance of and accepts the diversity and difference of clients, engages in self assessment of staff, reviews and audits policies, procedures, systems and services models to be more culturally responsive to CALD clients.

Cultural Proficiency – holds culture in high esteem. Practice is enhanced by research, publishing, dissemination of CALD information. Service delivery models and intervention approaches are based on culture.

(Appleby, Colon and Hamilton, 2007)

Culturally Centred Communication Skills

- Focus on Culture, Cultural identity, family, Acculturation, Customs, traditions, cultural values and practices for Muslim communities
- Address grief and loss issues if appropriate
- Be non judgemental
- Flexible
- Resourceful
- Focus on thoughts and feelings
- Listen Actively
- Assume complexity
- Embrace the stress of uncertainty
- Have patience
- Manage personal biases, stereotypes
- Grow a sense of humour
- Show respect and empathy
- Evaluate and self reflect

(Rothman, J 2008)

Skills in Cultural Competency – Being Inclusive not Intrusive!

- Acknowledge the time to build trust, to engage and to build rapport
- Asking Questions without interrogating
- Gathering information – What's the focus culturally?
- Identify the client's key phrases/words
- Using open questions
- Summarise
- Paraphrase
- Use non verbal communication, visual aids
- Use of Silence
- Use of Self disclosure
- Positive reinforcement
- Check meaning and cultural context
- Use eye contact culturally appropriately
- Use qualified accredited interpreters – not family
- Work collaboratively with ethno-specific agencies
- Engage & Consult with family and community

Assessment Skills using a Culturally Competent Approach

- Bio – psycho-social-spiritual focus may be useful:
 - Reasons for immigration
 - Length of time here
 - Legal or undocumented status
 - Age of family members at arrival
 - Spoken language
 - Contact with cultural institutions
 - Health beliefs and attitudes
 - Holidays - special/religious/spiritual events
 - Crisis events or stressors
 - Family support, education and work values
 - Acculturation process and experience
 - School, social, family and work adjustment
 - Financial support
 - Social Support system
 - Employment – (Rothman, JC 2008)

Principles for Cultural Competency (NHMRC , 2005)

1. Engaging consumers & communities and sustaining reciprocal relationships
2. Leadership and accountability for sustained change
3. Building on strengths — know the community, know what works
4. A shared responsibility — creating partnerships and sustainability

Steps Towards Organisational Cultural Competence

- **Step 1: Getting started**

Analysis of issues, Vision, Benchmarking, Allocating resources, Training staff in Cultural Competency, Involve staff in planning process through consultation , Acknowledge the timeframe: approximately a 2 – 5 year plan

- **Step 2: Consultation/Collaboration with the Community**

Gathering demographic data, Broad community consultation – including Aboriginal and CALD communities, determine consultation approaches, Build community partnerships

- **Step 3: Cultural Audit**

Reflect on structures, systems, policies and procedures

Steps Towards Organisational Cultural Competence (Continued.)

- **Step 4: Planning for Change**

Recommendations re cultural competency – community involvement, policy development, personnel practices, communication, training and development and methods of service delivery

- **Step 5: Implementation**

Assigning responsibility to relevant staff

Building support for implementation of Cultural Competency policies

Ensure implementation of all Cultural Competency strategies

Steps Towards Organisational Cultural Competence (Continued.)

Step 6: Evaluation/Outcome Measurement

- Incorporating Cultural Competency into the framework of **performance outcome measurement**
- Ensuring that indicators of success include **commitment from the top**, clarity on what needs to be changed; process being internally managed, participatory, **supported by training**, knowledge-based, **change reflected in policies and procedures**; goals being action-oriented and measurable; resources targeted; and built-in accountability in action plan; and
- **Implementing the results of evaluative processes. Consulting and advising** staff of these, ie staff forum to discuss embedding Cultural Competency across the organisation

(Cultural Diversity Institute, Calgary (2000); Centre for Cultural Competency, Georgetown (2006); NHMRC (2005))

Specific competencies....

- Policy / Evaluation
 - e.g. a policy framework that directs & supports cultural competency across health and welfare system
- Budgeting & resources
 - e.g. high priority areas are specifically budgeted for – staff training, interpreter & language skills
- Consumer participation
 - e.g. reps of diverse communities are included at all stages of service development & delivery

Specific competencies...

- Management
 - e.g. performance agreements hold managers accountable
- Education/skills
 - e.g. professions consider cultural / linguistic diversity in communication & health and welfare practice
- Self-reflection
 - e.g. individuals understand potential impact of cultural & linguistic diversity on clients, & adapt practice to meet cross-cultural requirements

References

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