



*Cultural competence is a
process of courageous
conversations - there is no
endpoint.*

Enhancing Cultural Competence

*Hope ~ Wellness ~ Healing
June 5 & 6, 2015
Warner Robins GA*

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Tony Sanchez, CDAC, CARES
George S. Braucht, LPC
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Enhancing Cultural Competence

Description

Cultural competence requires intentional, strategic thinking and action. Unfortunately the steps for achieving and sustaining effective change continue to elude many organizational leaders, practitioners and program participants. This 2-day, 12-hour workshop increases each participant's awareness of the resources available to enhance her/his own cultural competence, assess strengths, and discover opportunities within their organizations to develop culturally competent, recovery-oriented services. Participants are invited to explore what helps, what heals, and how they as "just one person" can make a difference through dialogues, small and large group activities, and visual and print media. You will discover ways to enhance culturally competent programs and services - one step, one courageous question, and one person at a time.

Objectives. Participants will:

- 1. Practice key skills for engaging in courageous conversations,*
- 2. Learn key concepts and terms,*
- 3. Understand the values and role of culture within a recovery orientation, and*
- 4. Leave with ideas for how you can use your own awareness, communication skills, and personal strengths to enhance your recovery-oriented and culturally competent practices.*

Presenters

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Approved for 11 CEUs by the Licensed Professional Counselors Association of Georgia and the Alcohol and Drug Abuse Certification Board of Georgia

Hope ~ Wellness ~ Healing

Enhancing Cultural Competence

*June 5 & 6, 2015; Warner Robins GA; 10:00am - 4:00pm
LPCAGA and ADACBGA approved for 11 continuing education hours*

Day 1 Agenda

- 10:00am Opening and Welcome; Hopes for this training
Conversation guidelines*
- 10:15am Healing Dialogues*
- 11:05am Basic Tenets & CLAS Standards*
- 11:30am Break*
- 12:15pm Working lunch: Learning Discrimination & Jane Elliott*
- 1:30pm Break*
- 1:45pm The Gardner*
- 2:30pm Micro-aggressions*
- 3:30pm Takeaways and feedback*
- 4:00pm Adjourn*

Day 2 Agenda

- 10:00am Welcome back
Conversation guidelines*
- 10:15am ROSC and what's working in Georgia*
- 11:00am An Activity*
- 11:30am Break*
- 11:45am The culture of poverty: Ruby Payne*
- 12:15pm Working lunch: 1:1 conversations, best skills, etc.*
- 1:30pm Break*
- 1:45pm Café conversations: Healers, hope and courage*
- 2:15pm Allies*
- 3:30pm Takeaways and feedback*
- 4:00pm Adjourn*

Homework

1. *Call a Friend: Ask What's Right and What's Helped?*
2. *Implicit Association Test: Complete a couple of tests*
<https://implicit.harvard.edu/implicit>

Conversation Guidelines

- A. *"Oops": Instead of what I said, I meant...*
- B. *"Ouch": Pause the conversation - signals that a statement was offensive yet unintentional*
- C. *Open Minded*
- D. *"Vegas Rules": Request that what I'm about to say not leave this room*
- E. *Mindful of each other*
- F. *Resist the Fixing Impulse*
- G. *Others?*

Basic Tenets of Cultural Competency

1. *Everything that we do exists in a cultural context and is a cross-cultural enterprise.*
2. *Becoming culturally competent is a process - there is no endpoint.*
3. *A central part of working across cultures is becoming aware of your own personal cultural filters.*
4. *To-dos, how-tos, and cookbook approaches to cultural competency promote stereotyping.*
5. *However, stereotyping is a natural part of what we as "people" do = perception.*
6. *We all have a role to play.*
7. *No one here is to blame.*
8. *No one here is responsible for institutional bias.*
9. *Showing up is the first step to cultural competence!*

Healing Dialogues

Dyads: Two minutes each

1. *How did you come to be here today?*
2. *What are you passionate about?*
3. *A. Preference; B. Prejudice; C. Power*
 - A. *can be benign, causing no harm*
 - B. *an emotional commitment to a particular point of view that is not swayed by contradictory evidence*
 - C. *the element in all "isms" to affect another person's life*

What and Why of Cultural Competence

Key Terms and the National Culturally and Linguistically Appropriate Services (CLAS) Standards

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>

Cultural Competence

- A. *Being an expert regarding the particular languages, behaviors, and beliefs of diverse communities*
- B. *The ability to speak the same language as the populations served*
- C. *A set of knowledge, skills, attitudes, policies, practices and methods that enable care providers and programs to work effectively with culturally diverse communities*
- D. *Being of the same ethnic background as the population served*

What and Why of Cultural Competence (cont.)

The Need for CLAS: Informs how services are provided at every point of contact

- *Staff training - hiring*
- *Community engagement*
- *Organizational policies*
- *Effective services and supports*
- *Funding*
- *Board development*

Why is There a Compelling Need for Cultural and Linguistic Competence?

Social Justice and Business Standards to...

- *Respond to current and projected demographic changes in the US*
- *Eliminate long-standing disparities in the health status of people of diverse racial, ethnic and cultural backgrounds*
- *Improve the quality of services and primary care outcomes*
- *Meet legislative, regulatory and accreditation mandates*
- *Gain a competitive edge in the market place*
- *Decrease the likelihood of liability/malpractice claims*

Everyone needs Cultural Competence

- *Everyone will work with people outside of our own cultural groups; so we must be able to learn about, relate to, and communicate with people who are different from ourselves.*
- *It helps to build trust and rapport.*
- *It increases your effectiveness.*

What and Why of Cultural Competence (cont.)

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services. Adoption of these Standards will help advance better health and health care in the United States.

Culture: Defined as the integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups, as well as with religious, spiritual, biological, geographical, or sociological characteristics. Culture is dynamic in nature, and individuals may identify with multiple cultures over the course of their lifetimes.

Cultural Considerations

Ethnicity

Race

Country of Origin

Gender Identity

Age

Socio-economic Status

Primary Language

English Proficiency

Affectional Orientation

Spirituality / Religion

Literacy Level

Sexual Orientation

Employment

Geographic Location

Physical Ability/Limitations

Immigration Status

Criminal Justice Involvement

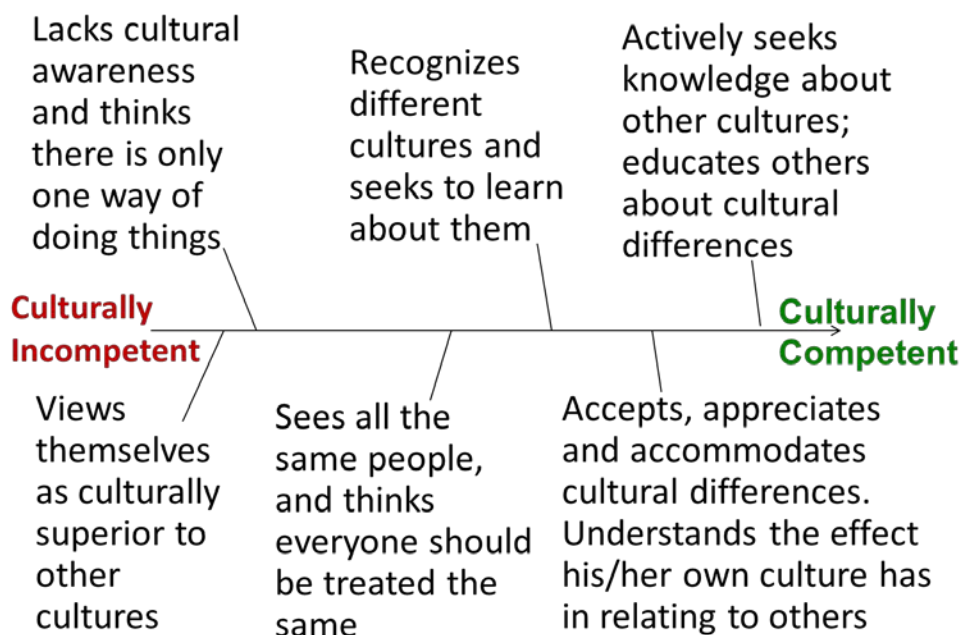
Political Climate

What and Why of Cultural Competence (cont.)

Key CLAS Terms

- ❖ *Race*
- ❖ *Class - Poverty and Wealth*
- ❖ *Privilege*
- ❖ *Equity*
- ❖ *Equality*
- ❖ *Inclusion*
- ❖ *Integration*

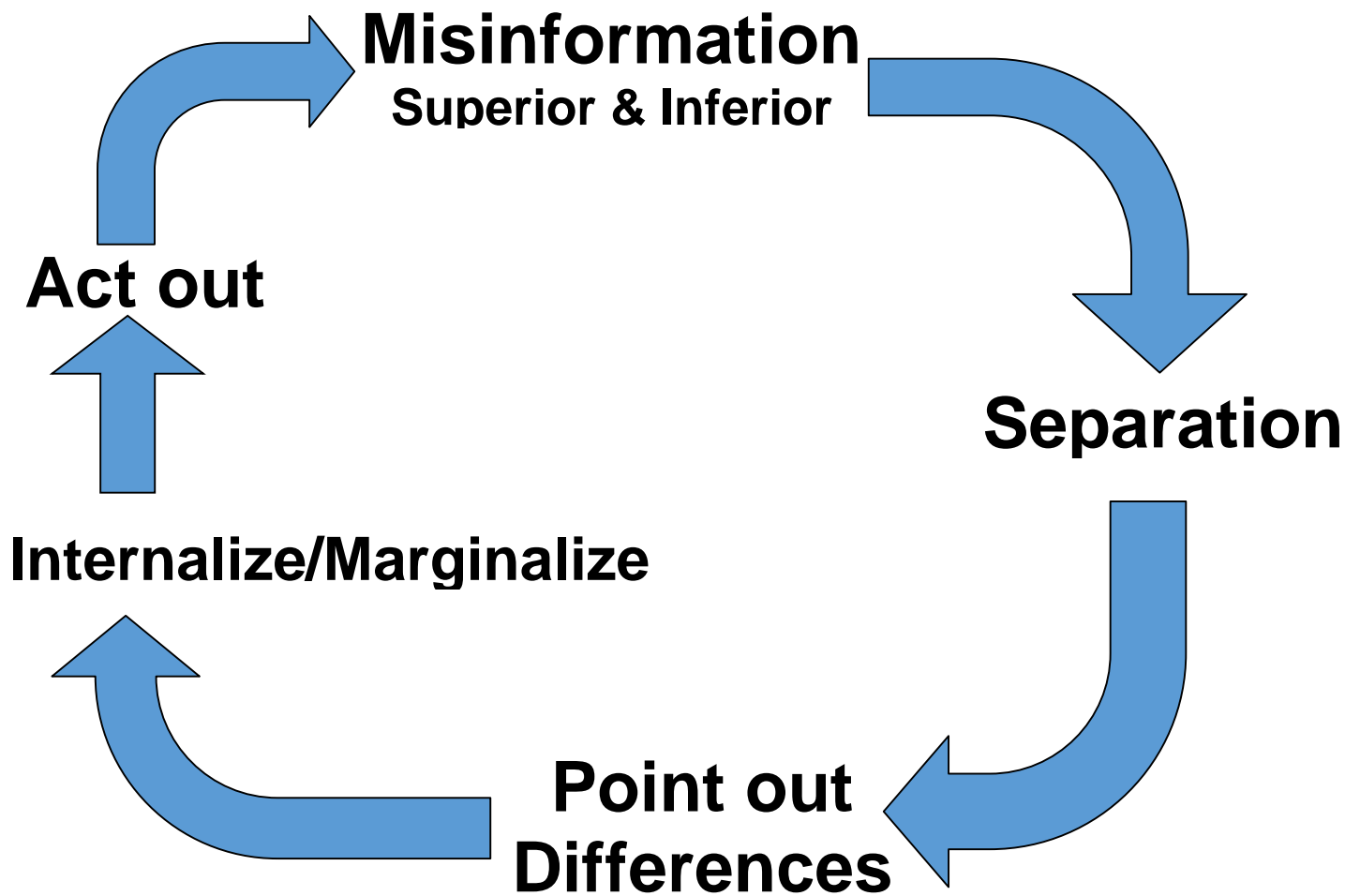
The Process of Gaining Cultural Competence



Conditioning that Creates Discrimination

The Learning Discrimination Cycle

- *Prepare with misinformation*
- *Separate groups*
- *Point out differences*
- *Justify marginalized group's behavior*
- *Continue cycle-reinforced stereotypes*



Jane Elliott: A Class Divided

<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=fr0l02p66&continuous=1>

During the film:

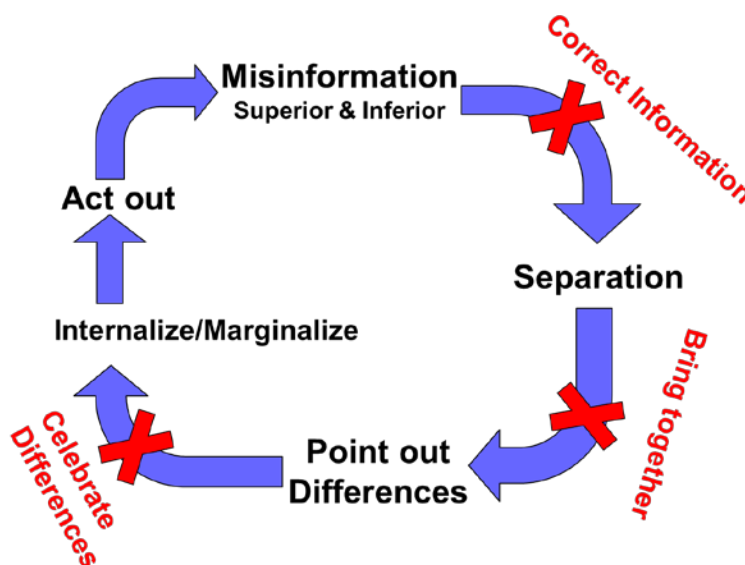
- *Is this cycle familiar?*
- *Do you see it in society today?*
- *How can we interrupt the cycle? Take notes.*

Dyads:

- *What did you notice about yourself and your reactions?*
- *What feelings came up for you?*
- *What do you think happened to these kids?*
- *Anything surprise you?*
- *How do you see this in your work?*

Lessons from Jane

- *Learn from History*
- *Use history in a positive way*
- *Talk, experience, share*



Breaking the Cycle: Ideas for Creating Change

- *Give accurate information*
- *Celebrate commonalities*
- *Embrace differences*
- *Eat (break bread) together*
- *Communicate with everyone*
- *Share information - Use social media to network*
- *Recognize that we are all in this together*
- *Share recovery-success stories*

Resources

Micro-agressions

<http://www.microaggressions.com/>

<http://www.apa.org/monitor/2009/02/microaggression.aspx>

Tim Wise

<http://www.youtube.com/watch?v=prBWAz7WNBc&feature=related>

<http://www.youtube.com/watch?v=-uqKEHLCXCI&feature=related>

Like a Girl Campaign:

<https://www.youtube.com/watch?v=XjJQBJWYDTs>

A girl like me

<http://www.understandinggrace.org/lived/video/index.html>

Jane Elliott

<http://www.janeelliott.com/>

<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1>

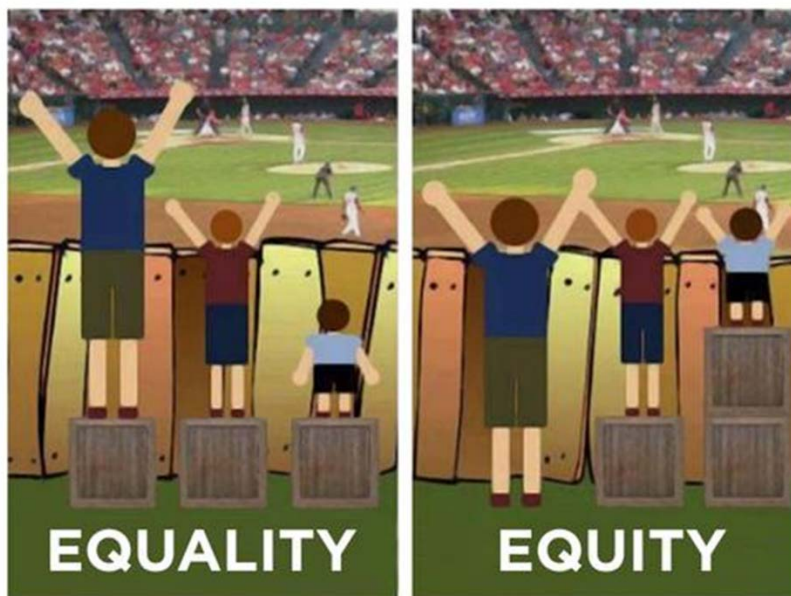
The Gardner

<http://www.youtube.com/watch?v=ktj4jGmUs6Y>

Red Roses, Pink Roses

- *How do you understand these different levels of racism?*
- *How can we create equity?*
- *Who has the ability to decide, act and control resources?*

Equality does not Equal Equity: The Difference Matters



Additional Terms

Inclusion

Internalized "isms"

Wealth

Assimilation

Oppression

Poverty

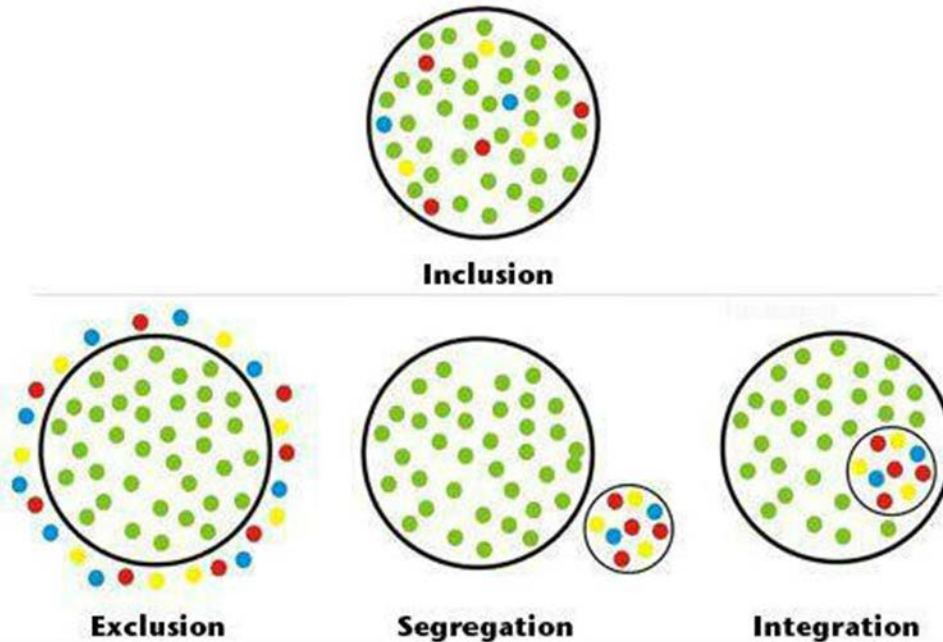
Integration

Discrimination

Stigma

Acculturation

Disparity



What if the Impact of Power were Subtle? Microaggressions

What kind of Asian are you?

<https://www.youtube.com/watch?v=DWynJkN5HbQ>

Racial micro-aggressions: brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.

Micro-aggression examples

“Where are you from?”

“Where were you born?”

“You speak good English.”

“America is a melting pot.”

“When I look at you, I don’t see color.”

“There is only one race, the human race.”

Micro-aggression examples (cont.)

“I’m not racist. I have several Black friends.”

“As a woman, I know what you go through as a racial minority.”

Micro-insults: communications that convey rudeness and insensitivity and demean a person’s racial heritage or identity

Examples:

Ascription of intelligence

Second class citizen

Pathologizing cultural values/communication styles

Assumption of criminal status

Micro-invalidations: communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.

Resources

- <http://www.microaggressions.com/>
- Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin (2007)
- DeAngelis, T. (2009). Unmasking racial micro-aggressions
<http://www.apa.org/monitor/2009/02/microaggression.aspx>

Teenagers

- <https://www.youtube.com/watch?v=8RfwnibEd3A>

Healing Invisible Wounds

- *Listen and believe*
- *Recognize the power our expectations/ Labels*
- *Create opportunities for sharing across different perspectives*
- *Start with a different question (open ended questions: what's right, what's worked, what's your passion)*

Day 2 Overview

- *What happened last night?*
- *An activity*
- *Ruby Payne*
- *Power of Stories: A Lakota ally*
- *Café conversations*
- *What's right in GA?*
- *What one person can do!*

What Helped?

<i>Family</i>	<i>Meaningful work/career</i>
<i>Support</i>	<i>Time</i>
<i>Friends</i>	<i>Education</i>
<i>Forgiveness</i>	<i>Hope</i>
<i>*Faith</i>	<i>New beginnings</i>
<i>Compassion</i>	<i>Taking action</i>
<i>Resiliency</i>	<i>(Information and</i>
<i>*Helping others</i>	<i>relationships)</i>

What's Right with Georgia and Recovery-oriented Systems of Care (ROSC)

ROSC Vision

- *Where do we want to be in __ years?*
- *Thinking about:*
 - *No smoking campaign*
 - *Seat belts*
 - *Civil Rights Movement*
 - *HIV/AIDS Activism*

ROSC Successes

- *Raise awareness - People died* *Over 25 million Americans in recovery*
- *New:* *Attitudes:*
 - *Attitudes* *Prevention*
 - *Behaviors* *Treatment + Recovery*
 - *Policies* *Hope*
- *Vigilance* *2008 MH Parity and Addiction Equity Act*
- *Advocacy* *DD, MH & AD Advocacy Voices*

A Definition of Recovery

- *Living an ordinary, meaningful life guided by choices in a local community or neighborhood*

What helped you come back from something difficult?

Frequent answers:

<i>Family</i>	<i>Meaningful work/career</i>
<i>Support</i>	<i>Time</i>
<i>Friends</i>	<i>Education</i>
<i>Forgiveness</i>	<i>Hope</i>
<i>*Faith</i>	<i>New beginnings</i>
<i>Compassion</i>	<i>Taking action</i>
<i>Resiliency</i>	<i>(Information and</i>
<i>*Helping others</i>	<i>relationships)</i>

Georgia's Definition of Recovery

- *Recovery is a deeply personal, unique and self-determined journey through which an individual strives to reach her/his full potential. Persons in recovery improve their health and wellness by taking responsibility in pursuing a fulfilling and contributing life while embracing the difficulties one has faced*
- *Recovery is not a gift from any system. Recovery is nurtured by relationships and environments that provide hope, empowerment, choices and opportunities*
- *Recovery belongs to the person. It is a right, and it is the responsibility of us all*

Recovery-oriented Systems of Care (ROSC)

ROSCs are not:

A model

Primarily focused on the integration of recovery support services

Recovery-oriented Systems of Care (ROSC)(cont.)

ROSC are not (cont.):

Dependent on new dollars for development

A new initiative

A group of providers that increase their collaboration to improve coordination

An infusion of evidence-based practices

An organizational entity

A closed network of services or supports

ROCS are:

Values-driven approaches to behavioral health systems and networks of services and supports

Framework to guide the development of services and supports

ROSC Elements

- *Person-centered & strength-based*
- *Inclusive of family and other ally involvement*
- *Individualized and comprehensive services across the lifespan*
- *Systems anchored in the community*
- *Continuity of care*
- *Culturally and personal belief system responsive*
- *Partner-consultant relationships*
- *Commitment to peer recovery services*
- *Inclusion of voices and experiences of recovering individuals and their families*
- *Integrated services*

ROSC Elements (cont.)

- *System-wide education and training*
- *Ongoing monitoring and outreach*
- *Outcome-driven/informed*
- *Research-based*
- *Adequately and flexibly financed*

Recovery-focused Language

- *Purge language that:*
 - *perpetuates myths, misunderstandings and stigma*
 - *grew out of moral models of addiction (dirty-clean)*
 - *dirty - clean*
- *Replace with words and phrases that convey respect, hope, and multiple pathways*
- *Clarify with drug-free, abstinent, sobriety and recovery*
- *Define recovery for you!*
 - *Living a meaningful life in the community...*

ROSC Strategies

- *Something is working here*
- *What you focus on you will find more of...*
- *Redefine resources*
- *Build trust*
- *Model recovery*
 - *What's right with you?*

ROSC Strategies (cont.)

- *Share success stories*
- *Lift up lived experience*

ROSC Strategies for Service Providers

- *Expand composition of your service team*
- *Ask a different question*
- *Advocate*
- *Optimize your service delivery approach, for example... train ALL staff to be welcoming*

ROSC Strategies for People in Recovery (PIR) and Family Members

- *Recovery messaging with Legislators: Addiction Recovery Awareness Day at the Capitol every February - see www.gasubstanceabuse.org*
- *Tell your story!*
- *Raise expectations for recovery-oriented care*
- *Learn about your options and rights*
- *Develop advocacy skills*
- *Assume your way is the right way*
- *There are many pathways to recovery*
- *Assume that each person is doing the best with what s/he knows*

An Activity

Dyad Conversation

- *What happened at your table?*
- *What can we learn from this exercise?*
- *What might have made this go differently?*

Poverty

Let's Take a Test - Silently

1. *I know which grocery stores' garbage bins can be accessed for thrown away food.*
2. *I know how to get a library card.*
3. *I fly in my own plane or my company plane.*
4. *I know how to get a gun, even if I have a police record.*
5. *I know how to place an order in a nice restaurant.*
6. *I can read a menu in French, English and another language.*
7. *I have at least two or three "screens" that keep people whom I do not wish to see away from me.*
8. *I know how to bail someone out of jail*
9. *I can entertain friends with just my personality and stories.*
10. *I get my children into Little League, piano lessons, and soccer.*
11. *I can move in half a day*
12. *I am on the board of at least two charities*
13. *I can read a corporate balance sheet and analyze my financial statements*
14. *I can set a table properly*
15. *I talk to my children about going to college*
16. *I repair items in my house almost immediately after they break, or I know a repair service and call it*

Ruby Payne: The Culture of Poverty

<https://www.youtube.com/watch?v=cRj24PCVjA0>

Payne, R. (1996). *A Framework for Understanding Poverty*.

Defining Poverty: "the extent to which an individual does without resources"

- *Financial*
- *Emotional*
- *Mental*
- *Spiritual*
- *Physical*
- *Support Systems*
- *Relationships/ Role models*
- *Knowledge of Hidden Rules*
- *Coping Strategies*

Hidden Rules by Economic Class

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into the norms of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and past history most important. Decisions made partially on basis of tradition decorum.

Allies and Stories

- *Appreciative stories*
- *Lift up what is working*
- *Give voice to voiceless*
- *Nothing about us...*

Characteristics of an Ally

- *Listens openly.*
- *Actively pursues a process of self-education. Learns about the history and culture of target groups.*
- *Acknowledges and takes responsibility for one's own socialization, prejudice and privilege.*
- *Willing to examine and relinquish privileges.*
- *Learns about and takes pride in one's own identities.*
- *Identifies one's own self-interest in acting as an ally.*
- *Makes friends with people who are different.*
- *Knows resources about and for target groups.*
- *Educates others.*
- *Takes a public stand against discrimination and prejudice.*
- *Interrupts prejudice and takes action against oppression even when people from the target group are not present.*
- *Accepts and embraces that we all have similar hopes, feelings and dreams*
- *Seeks opportunities to be a role model, and to be inclusive in all community events*
- *Risks discomfort!*

Characteristics of an Ally (cont.)

- *Is not self-righteous with others (especially other dominant group members).*
- *Challenges the internalized oppression of people in target groups.*
- *Supports the value of separate meetings/events/activities for members of target and agent groups.*
- *Holds high expectations for all people.*
- *Understands children's curiosity.*
- *Understands the impact of stigma - speaks up against it.*
- *Takes time to show appreciation when the media is inclusive.*
- *Has a vision of a healthy multicultural society.*

Honor the Treaties

Aaron Huey: http://www.ted.com/talks/aaron_huey.html

One on One Conversations

- *What do you consider to be your best work?*
- *What skills do you have?*
- *What 2 gifts, talents or skills do you have that make you a trusted co-worker or friend?*
- *What unique gifts do you bring to your work, your team?*

Café Conversations

- *What can one person do to unlock the potential of children, staff, families or communities?*
- *Share examples of Courage*
- *What are your next steps?*
- *How does Cultural competence and trauma informed care connect?*
- *One more....*

Large-group Conversations

- *Introduce your partner*
- *What have you learned?*
- *What assets are in your group?*
- *How might you begin to connect what you have learned?*

The Dangers of a Single Story: Chimamanda Adichie

<https://www.youtube.com/watch?v=D9Ihs241zeg&feature=youtu.be>

Additional Resources

- www.Quickfacts.census.gov/qfd/states/2400.html
- www.Nccc.georgetown.edu
- *The Office of Minority Health:*
www.Minorityhealth.hhs.gov/templates/browse
- *Health Resources and Services Administration*
www.hrsa.gov/culturalcompetence/index.html

*Please complete and turn in the workshop feedback form
found on the next page.*

Things I Liked

1.

2.

3.

4.

My Key Takeaways

1.

2.

3.

4.

*Tarusa, Tony, George and Dietra
thank YOU for your attendance and participation!*