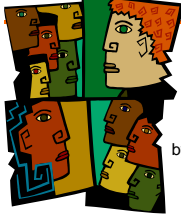


Supervising Culturally Competent Family Support Practice



Committed to Excellence
through Supervision
National Resource Center
for Family Centered Practice
University of Iowa School of Social Work
by Diane Finnerty, M.S. and Lisa D'Aunno, J.D.

© Copyright 2009 The University of Iowa

Learning Objectives

- A. Identify the elements of culturally competent practice and the strategies for adapting practice to specific cultural values
- B. Identify motivations, challenges and strategies for supervising culturally competent practice
- C. Review individual and organizational cultural competence readiness assessment

© Copyright 2009 The University of Iowa

2

Definition of Individual Cultural Competence

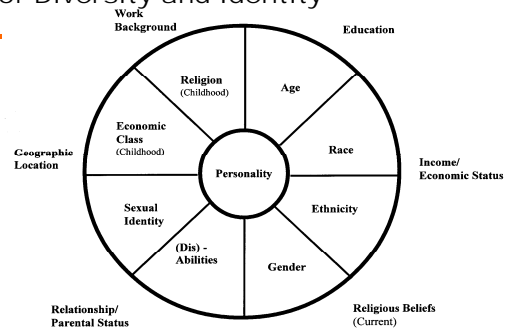
- The ability to work effectively and respectfully with people of various backgrounds, cultures, and identities. (Cross, 2007)



© Copyright 2009 The University of Iowa

3

Primary and Secondary Dimensions of Diversity and Identity



Adapted from Loden and Rosener (1991)
© Copyright 2009 The University of Iowa

4

Three-legged Stool of Cultural Competence

- Awareness (heart)
- Knowledge (head)
- Skills (hands)



© Copyright 2009 The University of Iowa

5

Supervision Approach

- A. Understand workers' **values**: Accept that these values come from their diverse cultural experiences
- B. Inform workers/support acquisition of **knowledge** of culture (self and others)
- C. Develop workers' **behaviors**: Expect, support and model c. c. behavior; challenge/counsel behaviors which are disrespectful, harmful



© Copyright 2009 The University of Iowa

6

Supervision Approach

- D. Support culturally competent models of practice
- E. Understand and work for institutional and societal change

© Copyright 2009 The University of Iowa

7

Culturally competent practice: Five Conditions

- Cultural self-awareness
- Awareness and appreciation of difference
- Understanding the dynamics of difference
- Developing cultural knowledge
- Adaptation of practice skills to fit the cultural context of diverse families
 - (Green, 1982; Cross, 2002)

© Copyright 2009 The University of Iowa

8

Supervising for Cultural Awareness

- Culturally competent workers “are able to identify their own cultural lenses, see clients for who they really are, drop assumptions and misperceptions in response to conflicting information, and demonstrate appreciation for the cultural attributes of each client”
– Pinderhughes, 1995

© Copyright 2009 The University of Iowa

9

Case example

- The Lopez family is Mexican-American. According to the worker, Mr. Lopez, continually challenged worker's reason for needing to visit in the home. She said he exhibited “macho” behavior that intimidated the worker and kept Mrs. Lopez off task. The worker tried to schedule visits during a time when Mr. Lopez would not be in home, but was unsuccessful.

© Copyright 2009 The University of Iowa

10

Acquiring Cultural Knowledge

- The starting point is the “ability to elicit and accept [the family's] stories without imposing the worker's assumptions, biases, or interpretations” (Miley, O'Melia, & DuBois).
- The worker frames the conversation without overriding the client's perspective

© Copyright 2009 The University of Iowa

11

Cultural Competence and Domestic Violence

- Denise is a 34 year old married woman with three children ages 3-10. Denise has a disability that prevents her from working. Denise admits that her husband has repeatedly hit her but that she has never feared for her life and feels “safe enough”. The worker reports that “I keep telling her to get away from him, but she just doesn't listen”

© Copyright 2009 The University of Iowa

12

Cultural Knowledge, contd.

- Using strength-based, family centered assessments
- Asking solution focused questions to families
- Develop personal multicultural competence through reading literature, using cultural guides, attending cultural events
- Use professional and organizational strategies for gaining knowledge and competence (training/reading/colleagues)

© Copyright 2009 The University of Iowa

13

Skills and Competencies

- “Denotes the ability to transform knowledge and cultural awareness into INTERVENTIONS that support and sustain healthy family-system functioning within the appropriate cultural context “(McPhatter, 1997)

© Copyright 2009 The University of Iowa

14

Fong (2001) on Developing a Culturally Competent PRACTICE

- Workers should *assess how the family's cultural values function as strengths in the family's system*
- The worker should then incorporate interventions and services that *support the identified cultural values*
- The worker continues a process of inductive learning, seeking solutions which include indigenous interventions, and matching the family's cultural values to available interventions

© Copyright 2009 The University of Iowa

15

Example: African American Family

- **The Johnson Family is African-American. The worker believes Mrs. Johnson is depressed and you agree. Mrs. Johnson refuses all referrals for mental health assessment or treatment. The Johnson children are age 2, 6, and 9. The 9 year-old has begun acting out at school. The six year old is overeating and has recently been diagnosed with Type 2 diabetes.**

© Copyright 2009 The University of Iowa

16

Cultural Competence: Organizational

A set of congruent **values, behaviors, practice skills, policies and structures**, which come together in a system or agency for staff to work effectively in the context of cultural difference.



Adapted from Cross, T. L., Bazron, B. J. & Benjamin, M. P. (1996).

Graphic Source: SHRM

© Copyright 2009 The University of Iowa

17

Cultural competence continuum (Mason, 1993)

Cultural destructiveness
Cultural incapacity
Cultural blindness
Cultural pre-competence
Cultural competence

© Copyright 2009 The University of Iowa

18

Cultural Competence?

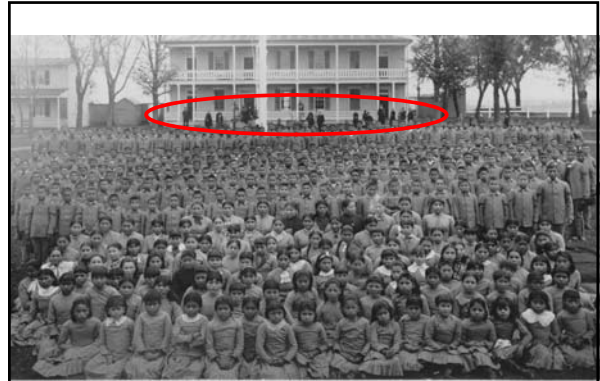


Tom Torlino (Navajo) as he appeared upon arrival to the Carlisle Indian School October 21, 1882



Tom Torlino three years later

from Adams, David Wallace, *Education for Extinction: Indians and the Boarding School Experience 1875-1928* American
© Copyright 2009 The University of Iowa



"Pratt Pupils in Front of Pratt's Quarters" Carlisle Indian School, [state] - 1885L

© Copyright 2009 The University of Iowa

Motivations and Challenges

- What is the greatest motivation for your program— as an organization and as individuals – to strive toward cultural competence?
- What are some of the greatest challenges facing your organization in doing so?
- How might those motivations and challenges differ on the individual, team, and program levels?

© Copyright 2009 The University of Iowa

21

How does one assess readiness to change?

© Copyright 2009 The University of Iowa

22

Organizational Change Model

Stages of Change

- Precontemplation
- Contemplation
 - Preparation
 - Action
- Maintenance

Strategies for Change at Three Levels

- Organizational
- Interprofessional
- Individual

© Copyright 2009 The University of Iowa

23

Individual and Organizational Self-Assessments
See National Center for Cultural Competence Website

<http://www11.georgetown.edu/research/gucchd/NCCC/foundations/assessment.html>

© Copyright 2009 The University of Iowa

24

Activities for Staff



© Copyright 2009 The University of Iowa

25

Exploring One's Own Culture

- Immigration/migration story
- Family traditions (foods, celebrations, etc.)

© Copyright 2009 The University of Iowa

26

Over Fifty Ways Culture Influences Us

- Etiquette and Behavior
- Beliefs and Values
- Time
- Communication
- Human Relations

© Copyright 2009 The University of Iowa

27

Suggested Staff Activity

- Use cultural diversity wheel to:
 - Identify one's own cultural identifications
 - Estimate cultural identifications of client population
- Compare the staff's cultures to the clients' and discuss possible implications

© Copyright 2009 The University of Iowa

28

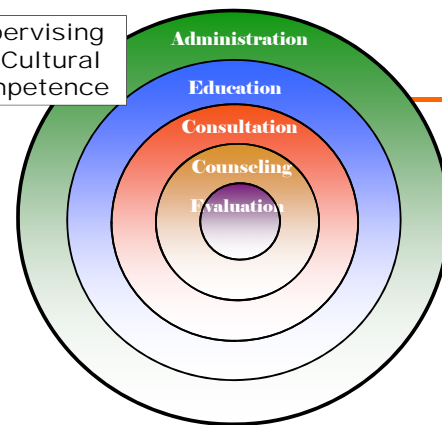
Learn about/discuss:

- Racial disparities in child welfare
- Projects to address racial disparities
- Perspectives of youth of color in the child welfare system, e.g, "Knowing Who You Are" video (Casey Family Programs)
- Disproportionate minority youth confinement (State/local DMC conferences)

© Copyright 2009 The University of Iowa

29

Supervising for Cultural Competence



© Copyright 2009 The University of Iowa

30