

Culturally Relevant Services: understanding what it means

Presented by

Paula Chapulis, Professional Certified Coach, Aiyana Coaching

Evie Campbell, Minnesota Chippewa Tribe, Human Services Director

Learning objectives:

1. Understand the role of culturally responsive care with disadvantage, marginalized groups of people and their communities.
2. Understand professional skills for working effectively with disadvantage, marginalized groups of people and their communities.

Sensitivity
Care
Humility
Services
Cultural
Responsive
Culturally
Competence
Awareness

Cultural Humility/Awareness/Sensitivity

The ability to be more effective cross-culturally is captured in many terms similar to cultural competence.

Cultural Knowledge: being familiar with selected *cultural characteristics, history, values, belief systems, and behaviors* of the members of another ethnic group (Adams, 1995).

Cultural Awareness: developing sensitivity and understanding of another ethnic group. This usually involves internal changes in terms of attitudes and values. Cultural awareness must be supplemented with cultural knowledge (Adams, 1995).

Cultural Skills

Respect
Understanding
Support
Empathy
Being open to new ideas
Being willing to accept
differences
Other ideas?



To provide culturally responsive care to disadvantaged, marginalized groups you must:

- Understand and appreciate diversity among and within different populations
- Know the history, cultural and contemporary realities of specific groups
- Have strong skills in patience, listening and tolerance of silence
- Be aware of his or her own biases and need for wellness
- Display humility and a willingness to learn
- Be respectful, nonjudgmental and open-minded
- Values social justice and decolonize his or her own thought processes

(Weaver, 1999)

Examples of Cultural Differences

| Ojibwe Values | Majority Values |
|---------------------------------------|--------------------------------|
| Cooperative | Competition |
| Community | Individual Ownership |
| Time: always with us (fluid) | Time: use every minute (fixed) |
| Sharing & Generosity-giving it away | Saving & Material Comfort |
| Listening/Observation/Silence | Verbal skills |
| Oral history | Written history |
| Personal integrity | Individual Rights (my opinion) |
| Cooperative with nature | Controlling nature |
| Extended family | Nuclear family |
| We're all related/all connected | Individualism |
| Religion is way of life | Religion is segmented |
| Indirect requests/criticism | Direct requests/criticism |
| Non-interference/Natural consequences | Interference |

Self Reflection

- Must be self-reflective and to recognize biases within themselves (Weaver, 1998).

What you can do:

Practice cultural humility/awareness/sensitivity by becoming aware, realize that:

- We are not all the same
- Similarities and differences are both important
- There are multiple ways to reach the same goal and to live life

(Quappe, 2007)

What you can say:

It can be challenging to know what to say. Some ideas...

- What's important for me to know about your cultural background or social identities?
- How might your cultural background or social identity influence this right now?
- I am working on not making assumptions.
- I am committed to continuing to learn about my own biases and committed to embracing all parts of your identity – shared or not yet shared.

**Be related, somehow, to everyone
you know.**

Ella Deloria, Dakota

Embracing Cultural Differences:

- The first step is to **recognize** and not fear it.
- Since everyone is the product of their own culture, we need to **increase both self-awareness and cultural competence**.
- Knowing that **we don't know everything**, that a situation does not make sense or that our assumptions may be wrong, is part of the process of becoming culturally aware. Assume differences, not just similarities.
- **Suspend judgments.** Collect as much information as possible so you can describe and assess the situation accurately before acting.

(Quappe, 2007)

Embracing Cultural Differences:

- In order to understand another person, try standing in his/her shoes. Through **empathy** we learn how other people would like to be treated by us.
- Ask your colleagues for feedback and constantly **check your assumptions** to make sure that you clearly understand the situation.
- **Become comfortable with ambiguity.** The more complicated and uncertain life is, the more we tend to seek control.
- **Assume that other people are as resourceful as we are and that their way will add to what we know.**

(Quappe, 2007)

Becoming an Ally

- Create open, respectful and supportive environments
- Be a *safe and approachable* person
- Develop *culturally informed practices*
- *Acknowledge, appreciate, and celebrate differences* among individuals and within groups
- Knowing facts, statistics, laws, policies, and culture help you to be an effective practitioner and ally.

Such awareness can be gained through *conversations* with American Indian individuals, *reading* about American Indians and their lives, *attending* cultural events, and by *self examination*

Compassion is a verb.

Thich Nhat Hahn

Mi'iw
(That's all)

Miigwech
(Thank you)

Resources

Adams, M., Bell, L., and Griffin, P. (1997). *Teaching for diversity and social justice: A source book*. New York: Routledge.

Adams, D. (Ed.). (1995). *Health issues for women of color: A cultural diversity perspective*. Thousand Oaks: SAGE Publications.

Brave Heart, M.Y.H. (1991). Oyate Ptayela: Rebuilding the Lakota Nation through addressing historical trauma among Lakota parents. *Journal Human Behavioral and the Social Environment*, 2(1/2), 109-126.

Camera, C. (2015, Nov. 6). Native American Students Left Behind. *US News & World Report*.

CECP (2001). How is cultural competence integrated in education? CECP website

@http://cecp.air.org/cultural/Q_howdifferent.htm

Cross, T. L., Bazron, B.J., Dennis, K.W., & Isaacs, M.R. (1989). *Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed*. Washington, D.C. CASSP Technical Assistance Center, Georgetown University Child Development Center.

IHS, n.d.

Sue, D.W., Capodilupo, C.M. Torino, G.C. Bucceri, J.M. Holder, A.M.B., Nadal, K.L. & Esquilin, M. (2007) Racial Aggressions in Everyday Life. Implication for clinical practice. *American Psychologist*, 271-286.

Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competency: A critical distinction in defining physician training outcomes in multi-cultural education. *Journal of Health Care for the Poor and Underserved*, 9 (2), 117-125.

Texas Department of Health, National Maternal and Child Health Resource Center on Cultural Competency. (1997). *Journey towards cultural competency: Lessons learned*. Vienna, VA: Maternal and Children's Health Bureau Clearinghouse.

Quappe, S. & Canatore, G. (2007). *What is cultural awareness anyway?* The Curiosity Group, LLC website @ <http://www.culturoosity.com/articles/whatisculturalawareness.htm>

Wilkenson, Charles. (2005). *Blood Struggle*. New York: W.W. Norton & Company.

All materials were adapted from Cross, et al. unless otherwise noted.