

Overcoming Unintentional Racism: *Cross Cultural Competencies in Helping Professions*

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Objectives:

- Gain awareness of own social identity group memberships
- Examine some of the effects of unintentional racism in helping relationships
- Learn indicators of a professional who is striving for cultural competency (competencies)
- Explore clinical considerations related to culturally competent practice
- Share resources for future study

Competencies:

- DOH Counselor Competencies:
 - Cultural Diversity
 - Professional Ethics and Responsibilities
 - Service Coordination
- NAADAC Code of Ethics:
 - Principle #1: Non-Discrimination

"The NAADAC member shall not discriminate against clients or professionals based on race, religion, age, gender, disability, national ancestry, sexual orientation or economic condition."

Premise:

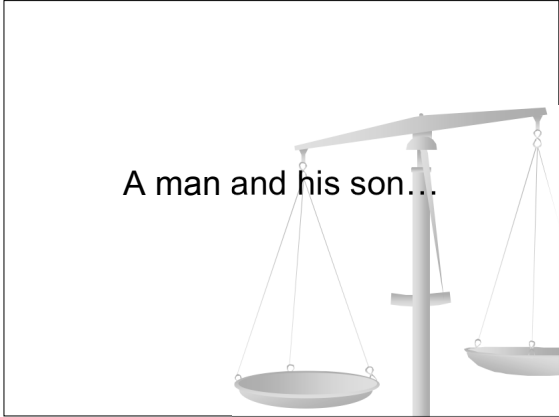
- You already have cross-cultural skills
- You have altered or adapted skills in a cultural context

Limitations:

- Lifetime process: no instant "competence"
- Breadth vs. depth
- Challenges and risks involved in exploring this topic– may be first time
- Complex subject with emotionally charged history and meaning
- Success will depend on *RISK & ACTION*...

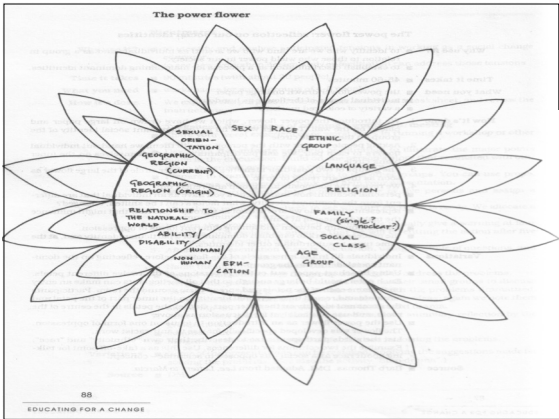
Reflection Exercise:

Exploring and learning about
each other's experiences...



“Unconscious?”

- Individual
 - Relationship assumption of heterosexuality
 - Treatment retention/selection
- Organizational/Institutional
 - Holidays celebrated
 - Posters only represent one social identity
- Societal
 - Standards of beauty
 - Work ethic tied to economic success leads to belief that poor are lazy



Behavioral Consequences of Unintentional Racism:

- Retention/participation in tx
- Dx: inaccurate, over or both
- Staff assignment
- Tx planning/research
- Utilization/advocacy needs
- Misunderstood family dynamics and cultural beliefs

Consider Effects of:

- “Colorblindness”
- Overconfidence/over identification
- Stereotyping/dualistic thinking
 - Acculturation and assimilation
- Individual vs. collective identity
- Who gets “named”: the creation and perpetuation of “otherness”
- “Underprivileged”
- “Teach me” syndrome: risk, power & invasive questioning

Consider Effects of UR:

- Ignorant of—or ignoring—organizational/professional culture and hx
- “Reverse” discrimination/affirmative action
- Collusion/passivity
- “Multiethnic” practice (agenda)
- Exclusive language and examples in tx
- “Politically correct” (agenda)

Cross Cultural Competencies

1. Accepts the fact that they have much to learn about self and others; takes responsibility for learning about own and target group heritage, culture, and experience and how oppression works in everyday life—is aware of differences
2. Feels good about own social group membership; aware of own cultural values and contextual forces influencing choices and feelings

3. Listens to and respects the perspectives and experiences of target group members; integrates into learning and tx objectives—has the ability to alter or adapt practice to the cultural context of the patient (use of skills in cultural context)
4. Views diversity as resource—*not* as a problem to be solved
5. Works to eliminate or change privilege into rights that target group members also enjoy

6. Is willing to take risks, make mistakes, try new behavior and act in spite of own fear and resistance from other agents
7. Is willing to be confronted about own behavior and attitudes; organizationally, is willing take cultural assessment
8. Considers how cultural knowledge is acquired
9. Understands connections among various forms of social injustice

10. Has ability to obtain culturally relevant information in the patient/caregiver relationship
11. Understands that helping and healing are culturally specific activities
12. Practices self-care

"The doctor cures the disease, the indigenous healer heals the illness."

~Conjoint Therapy

Confronting Oppression:

(Griffin, P. & Harro, B., 1992)

- Actively Participating
- Denying
- Recognizing: No Action
- Recognizing: Action
- Education Self
- Educating Others
- Supporting, Encouraging
- Initiating, Preventing

Supporting Oppression

Confronting Oppression

Some Clinical Considerations:

- Physical space
- Posture/body language
- Sharing the expert role
- Tone, cadence, volume/address
- Cultural values: family in healing, time, agendas
- Motivation for tx and pt beliefs about disease
- Use of self disclosure
- Use of jargon

Clinical Considerations Cont...

- Invasive questions, how helpful clinically?
- Use of statements as questions— "help me understand..."
- Consider translations, interpretations and contexts
- Inclusive language and examples
- Use of Jargon
- Other historical, cultural & ecological factors

Cultural Assessment

Aurthur Kleinman, 1978
Kleinman A, Eisenburg L, Good B, Culture, Illness, and Care. AIM, 1978;88:251.

"Every illness is a personal story"

- What do you call the problem?
- What do you think has caused the problem?
- Why do you think it started when it did?
- What do you think your sickness does to you? How does it work?
- How severe is your sickness? Will it have a short or a long course?
- What kind of treatment do you think you should receive? What are the most important results you hope to achieve from these treatments?
- What are the problems your sickness has caused?
- What do you fear the most about your sickness?

Next Steps:

- What action do you want to take to increase cultural competency and/or disrupt racism in your practice and/or organization?
- What resources or materials, if any, would you need to achieve your goal?
- What behaviors or steps would taking this action entail?
- What is a realistic timeline for carrying out the steps involved in this action plan?

Next Steps Cont...

- What hazards or risks are involved?
- What obstacles might you encounter?
- What could you do to overcome these obstacles?
- What supports do you have?
- Where could you find more support?
- How could you evaluate your success?

Resources/References:

- <http://xculture.org/>
- <http://ethnomed.org/>
- www.tolerance.org
- <http://www.diversityrx.org/>
- "What Language Does Your Patient Hurt In?", Salimbene, S.
- "A Peoples History of the United States," Zinn, H., New York: Perennial, 2001.
- "Race, Class, and Gender in the United States," Rothenberg, P. (Ed.), New York: Worth Publishers, 2001.
- "Pedagogy of the Oppressed," Freire, P., New York: Continuum, 2002.
- The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and Collision of Two Cultures by Anne Fadiman
- "Educating for a Change," Arnold, Burke, James, Martin, Thomas, Toronto: BTL, 1991.
- Film: "The Color of Fear," Butler, R.
- Film: "The Way Home," Butler, S. Oakland, CA.: World Trust, 2002.

Thank You
I Honor Your Work!

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