Title: Cultural Competency

OBJECTIVES:

Participants will be able to:

1. Define the conceptual framework of cultural competency.
2. Describe the rationale for cultural competency in home visitation.
3. Demonstrate the skills that enhance cultural competency in home visitation.

AGENDA:

<table>
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<tr>
<th>TIME</th>
<th>PRESENTATION</th>
<th>FACILITATORS/ SPEAKERS</th>
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<tbody>
<tr>
<td>8:00-8:30 am</td>
<td>BREAKFAST AND REGISTRATION</td>
<td>Terrie Anciano, BS</td>
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<tr>
<td>8:30-10:45 am</td>
<td>Welcome and Introduction</td>
<td>Myisha Driver, LMFT</td>
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<td></td>
<td>• Session Objectives and Process</td>
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<td>• Establishing Ground Rules</td>
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<td>• Introductions: Getting Acquainted Icebreaker</td>
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<td>• Cultural Quilt Activity: <em>Exploring Our Own Culture</em></td>
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<td>• Culture &amp; Caregiving</td>
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<td>• Values Beliefs &amp; Assumptions Activity</td>
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<tr>
<td>10:45-11:00 am</td>
<td>BREAK</td>
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<tr>
<td>11:00-12:00 pm</td>
<td>• Our Culture &amp; Our Work (discussion)</td>
<td>Myisha Driver, LMFT</td>
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<td></td>
<td>• Power of Historic Trauma, Racism, &amp; Privilege (discussion)</td>
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<td>• Role Play Dialogues</td>
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<td>• Wrap Up &amp; Evaluations</td>
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<tr>
<td>12:00 pm</td>
<td>LUNCH AND REGISTRATION FOR AFTERNOON SESSION</td>
<td>Terrie Anciano, BS</td>
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Title: Cultural Competency

OBJECTIVES:

Participants will be able to:

1. Define the conceptual framework of cultural competency.
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<td>LUNCH AND REGISTRATION</td>
<td>Terrie Anciano, BS</td>
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<td>2:45-3:00 pm</td>
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<td>3:00-4:00 pm</td>
<td>• Our Culture &amp; Our Work (discussion)</td>
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<tr>
<td>4:00-4:15 pm</td>
<td>WRAP UP FOR THE DAY</td>
<td>Terrie Anciano, BS</td>
</tr>
</tbody>
</table>
Myisha Driver, M.A., M.F.T, is a Licensed Marriage and Family Therapist and has been endorsed as an Infant-Family and Early Childhood Mental Health Specialist and Reflective Practice Facilitator II by the California Center for Infant-Family and Early Childhood Mental Health. She worked as a therapist and supervisor in community mental health for more than 10 years providing services to children and their families in multiple settings including, outpatient, school settings, community settings, residential treatment facilities, and day treatment intensive programs. She has experience working with culturally diverse populations and with underserved populations including families with DCFS involvement, victims of domestic violence, and newly immigrated families. Her management experience includes 5 years as the coordinator of an intensive day treatment program in South Los Angeles with a staff of 17 professionals and paraprofessionals and 36 children. She has been a clinical supervisor since 2007 and continues to provide supervision and consultation to clinical staff in various settings.

Her specialized clinical training includes, Reflective Supervision, evidence based practice models, Trauma Focused Cognitive Behavioral Therapy and Triple P, as well as extensive training in Infant and Early Childhood Mental Health. Myisha currently works as a trainer and private mental health consultant, for community mental health agencies and organizations such as the Children’s Law Center of Los Angeles, Los Angeles County Department of Mental Health, and ZERO TO THREE. She has presented at local and national conferences including the California Association for Play Therapy’s Second Annual Southern California Regional Play Therapy Conference in June 2007 and at the Georgetown National Training Institutes in Nashville, Tennessee in July 2008. Myisha has also been a guest lecturer for students at National University Psychology Department, Southwest Community College, graduate Social Work students at California State University Long Beach and USC. In addition, Myisha authored continuing education materials on the subject of Infant Mental Health to be used for an online course for Gerry Grossman Seminars.

Myisha is a native of Los Angeles and is also a doctoral student in Clinical Psychology at Fielding Graduate University.
Providing culturally competent home based services

Myisha Driver, LMFT
IFECMHS Reflective Practice Facilitator

Learning Objectives

• Define the conceptual framework of cultural competency
  ▫ Develop working definition of culture to assist participants as they develop skills to incorporate elements of family culture into their work
  ▫ Describe the rationale for cultural competency in home visitation
  ▫ Describe how personal cultural values influence professional behavior and responses to families
• Demonstrate the skills that enhance cultural competency in home visitation
  ▫ Participants will identify skills to discuss cultural differences with families and colleagues.
**My Culture & Values**

- Ethnicity, Nationality, & Race
- Education & Profession
- Geographic Influences
- Important Affiliations

**Reflective Questions**

- How do I identify as a professional?
- How does that influence the way I understand and talk about families/determine interventions?
- How do I identify culturally?
- What are my cultural values/beliefs about the care of young children (crying, tantrums, choices, co-sleeping)?
- How will I feel if my values/beliefs conflict with the families I serve?

**Distinguishing Terms**

- **Race** – a social construct defined by a government or other organizing group to classify individuals with similar physical traits
- **Ethnicity** - Classification of people based upon common ancestry (real or assumed); the group holds a collective understanding of customs (religious, linguistic, tribal, behavioral or cultural).
What is Cultural

- Culture is learned in families, relationships, and social interactions.
- Demonstrated culture is a balance between the macro culture and the individual/mini culture.
- Culture is the method through which development flows.
- Culture is not a thing but a way of being.
- Cultural values are not tangible.
- Everyone has Culture.
Influence of Culture

Values Beliefs & Assumptions

- Values- How important something is
- Beliefs – Ideas we accept as true
- Assumptions- Ideas based on our past experiences

Culture influences how we express emotions, what emotions we express, and how we manage (regulate) our emotions when they become too strong.
Our Culture & Our Work

- Culture is the method through which skills of relationships are taught
- Social emotional development cannot be separated from one's culture
- The family’s culture defines mental wellness and life success
- The nuances of cultural behaviors are learned within the context of relationship
- Is the dominant culture or the professional culture the right fit for every family?

- Relationship-based service models require that we are attuned to our personal values, beliefs, and interpersonal expectations.
- Due to the wide variability of parenting practices, influenced by cultural beliefs, professionals are constantly challenged with managing our interactions with clients.
  - As professionals we are bound by our professional culture and role.
  - Cultural conflicts exist when the professional culture and personal culture do not match.
Power of Historical Trauma

Conversations about Historical Trauma
1. How did your family arrive to the US?
2. What traditions and rituals remain from your home country?
3. Who in your family of origin is the holder of the cultural traditions?
4. How do you educate your children in your cultural traditions?
5. How do you balance your child’s exposure to cultural traditions from other groups?
6. In what ways do you share your cultural traditions with others?

Influence of Racism

• Perceived racism has an effect of physiology & mental health
  • Dysregulation of normal biologic functions correlated to disease.
  • Racial Socialization- study of how children are socialized to understand/perceive racism
    • Cultural pride reinforcement
    • Preparation for bias
    • Promotion of mistrust
    • Egalitarianism

• Conversations about racism/discrimination
  • Have you experienced racism/discrimination?
  • How do you think this may influence your parenting?
  • What strategies will you use to prepare your child to navigate the world?

Conversations about Privilege
• White Privilege
• Financial Privilege
• Professional Privilege
Cultural Reciprocity

- Two way process of information sharing and understanding initiated by the service provider.
- 4 Steps
  - Learning about our own culture
  - Learning about another person’s culture
  - Explaining the basis of our recommendations to families,
  - Collaborating with families to resolve and cultural differences.

<table>
<thead>
<tr>
<th>How You Are</th>
<th>What You Do</th>
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<tbody>
<tr>
<td>Be open to examining assumptions</td>
<td>Listen calmly &amp; respectfully when questioned or challenged</td>
</tr>
<tr>
<td>Acknowledge awareness of your race/cultural and its meaning in your life</td>
<td>Express awareness that an experience you had may have been shaped/influenced by race/culture</td>
</tr>
<tr>
<td>Interest in building connections</td>
<td>Be curious</td>
</tr>
<tr>
<td>Collaborative Approach</td>
<td>Be curious</td>
</tr>
<tr>
<td>How You Are</td>
<td>Be curious</td>
</tr>
<tr>
<td>Acknowledge awareness of your race/cultural and its meaning in your life</td>
<td>Believe that families have strengths then identify them.</td>
</tr>
<tr>
<td>Interest in building connections</td>
<td>Sharing expertise and respecting families' knowledge &amp; experience</td>
</tr>
<tr>
<td>Collaborative Approach</td>
<td>Find ways to incorporate the family’s culture</td>
</tr>
</tbody>
</table>

References

- "Racism and Child Health" webinar DC Baltimore Research Center on Child Health disparities. December 5, 2016.
Thank You!

Myisha Driver, LMFT IFECMHS Reflective Practice Facilitator II
myishadriverlmft@me.com
Handout 5.1  Culture Quilt

ETHNICITY, NATIONALITY, AND RACE

EDUCATION AND PROFESSION

Continues on next page
UNIT 5: THE INFLUENCE OF CULTURE ON CAREGIVING

Handout 5.1 continued from previous page

GEOGRAPHIC INFLUENCES

(Hometown, current community, immigration history, etc.)

IMPORTANT AFFILIATIONS

(Those that involve shared values)
Here are some issues to keep in mind when learning about a family’s immigration experience (Based on Sluzki, 1979).

- **Why did the family move?**
  a. How did the family decide to move?
  b. Was it an emergency or carefully planned?
  c. How did family members say good-bye to friends and family?

- **What was the experience of immigration like?**
  a. Was it frightening or dangerous?
  b. How did the family travel?

- **What did family members leave behind?**
  a. Who came with the family? Did some family members stay behind?
  b. What did the family bring to the U.S.?
What did family members arrive to find?

- Did the family immigrate to a place where they have friends or family?
- Did the family immigrate to a place where people speak the same language or are from the same country or culture?
- Were family members able to find jobs similar to jobs they had before?
- What is the family’s new community like?

Questions about immigration experiences can seem very threatening to illegal immigrants. It is important to explain that your job does not require you to report anyone to the Immigration and Naturalization Service (INS). It also is best to use open-ended questions, such as “Would you like to tell me about your family’s move to the U.S.” which the family may answer as directly or indirectly as they feel comfortable.

REFERENCE

Handout 5.3  

Values, Beliefs, and Assumptions

Culture—Culture is the set of values, beliefs, and assumptions that families share and pass down to children and grandchildren. Culture affects parents’ child-rearing decisions (Christensen, Emde, & Fleming, 2004).

Values—Values are those things that a culture considers very important. This can include traits, routines, rituals, and behaviors. For example, the mainstream culture in the United States values independence in children.

Beliefs—Beliefs are ideas that people accept as true. People are very attached to their beliefs and are unlikely to change them. For example, one person may believe in the existence of a higher being and another person may believe, equally strongly, that there is no such thing. People may not be able to explain their beliefs.

Assumptions—Assumptions are the ideas that people form on the basis of previous experiences. People usually can explain their assumptions and are more likely to change these ideas with new information. For example, some parents assume that answering a young baby’s cries too quickly will lead to spoiling him. When they learn that holding a crying baby helps him learn to soothe himself, parents are often willing to change this assumption.

REFERENCE

Handout 5.8  Parents’ Goals and Expectations

At what age should a child be…

- Potty trained
- Sleeping through the night
- Helping the family out by doing simple chores
- Walking