

Culture and Human Services: Weaving the Threads of Culture Throughout Service Provision

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Session Overview

- Topics covered
 - Culture
 - Cultural Humility
 - Cultural Responsiveness
 - Intersectionality
- Use of group activities
- Open space for questions—we are all here to learn

Culture

- The beliefs, values, customs, traditions, and practices that guide and influence a person's way of thinking, feeling, and behaving. One's culture can be informed by and/or expressed through their race, ethnicity, gender, sexual orientation, religion, ability level, education experiences, and socioeconomic status.

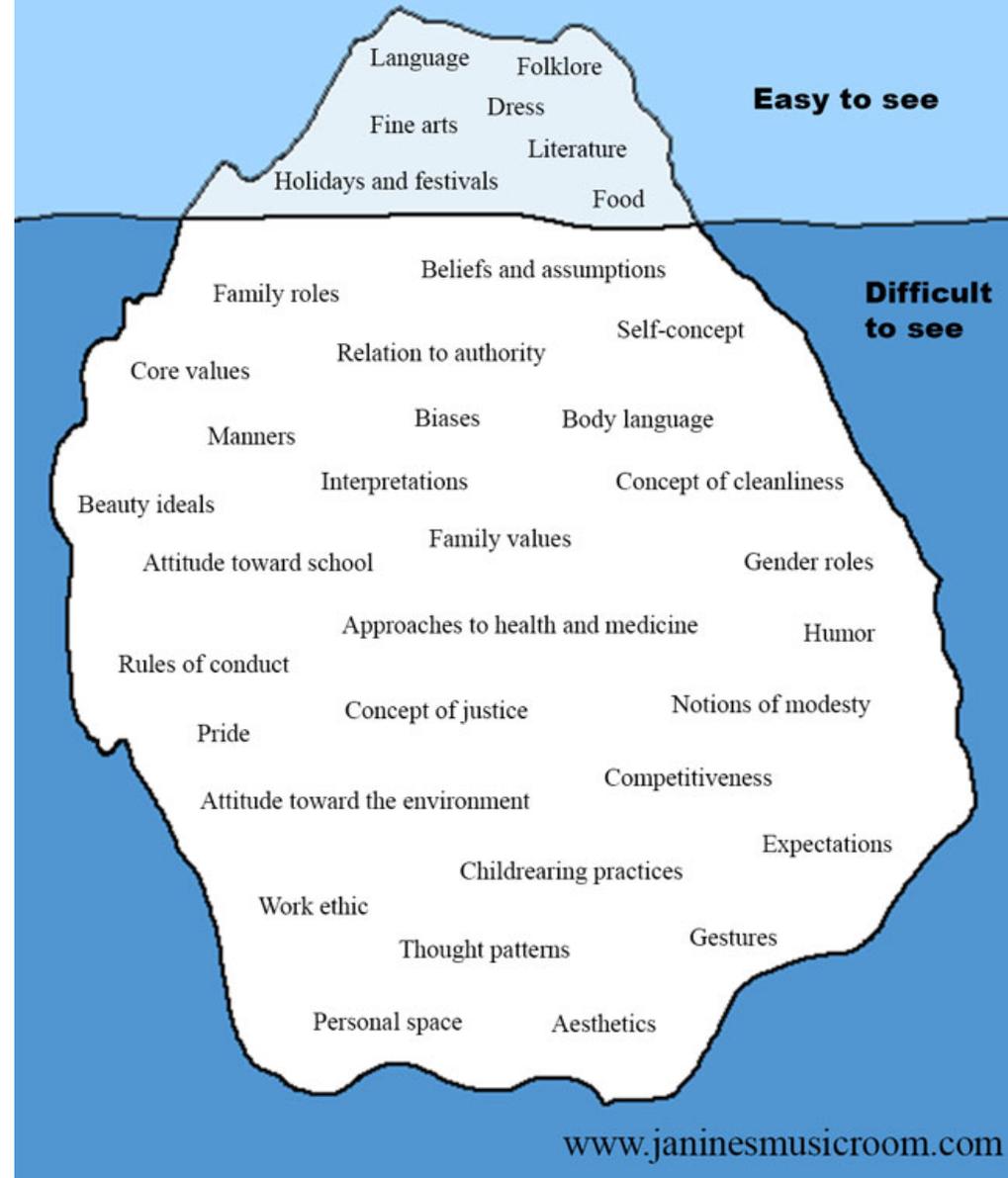


Small Group Activity

- Above the surface:
 - What are cultural aspects and identities that you can easily identify?
- Below the surface:
 - What are aspects and identities that do not readily present?

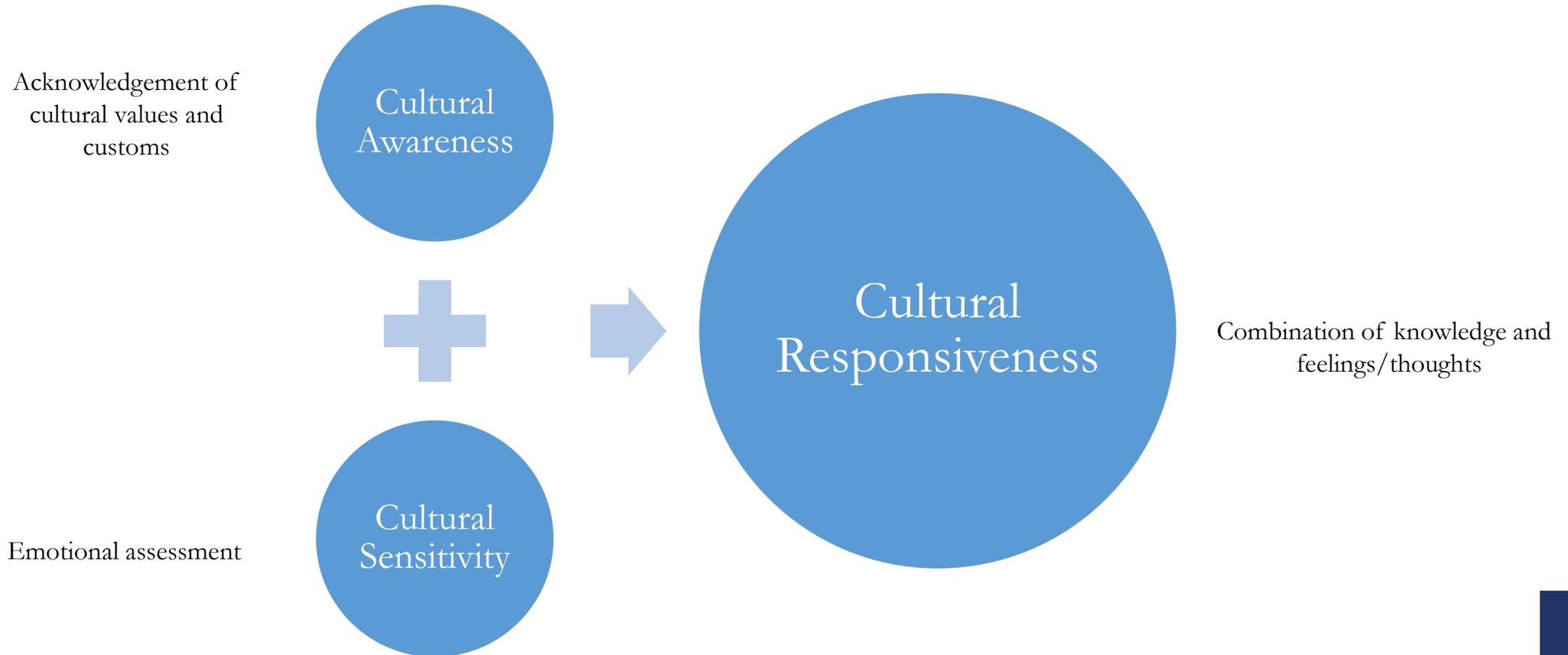


The Cultural Iceberg



Attributes	Cultural Competence	Cultural Humility
View of Culture	<ul style="list-style-type: none"> • Group traits • Group label associates group with a list of traditional traits and practices • De-contextualized 	<ul style="list-style-type: none"> • Unique to individuals • Originates from multiple contributions from different sources • Can be fluid and change based on context
Culture Definition	Minorities of ethnic and racial groups	Different combinations of ethnicity, race, age, income, education, sexual orientation, class, abilities, faith and more
Traditions	Immigrants and minorities follow traditions	Everyone follows traditions
Context	Majority is the normal; other cultures are the different ones	Power differences exist and must be recognized and minimized
Results	Promotion of stereotyping	Promotion of respect
Focus	Differences based on group identity and group boundaries	Individual focus not only of the other but also of the self
Process	A defined course or curriculum to highlight differences	<ul style="list-style-type: none"> • An ongoing life process • Making bias explicit
Endpoint	Competence/expertise	Flexibility/humility

Cultural Responsiveness



Practice Prompts: WWYD



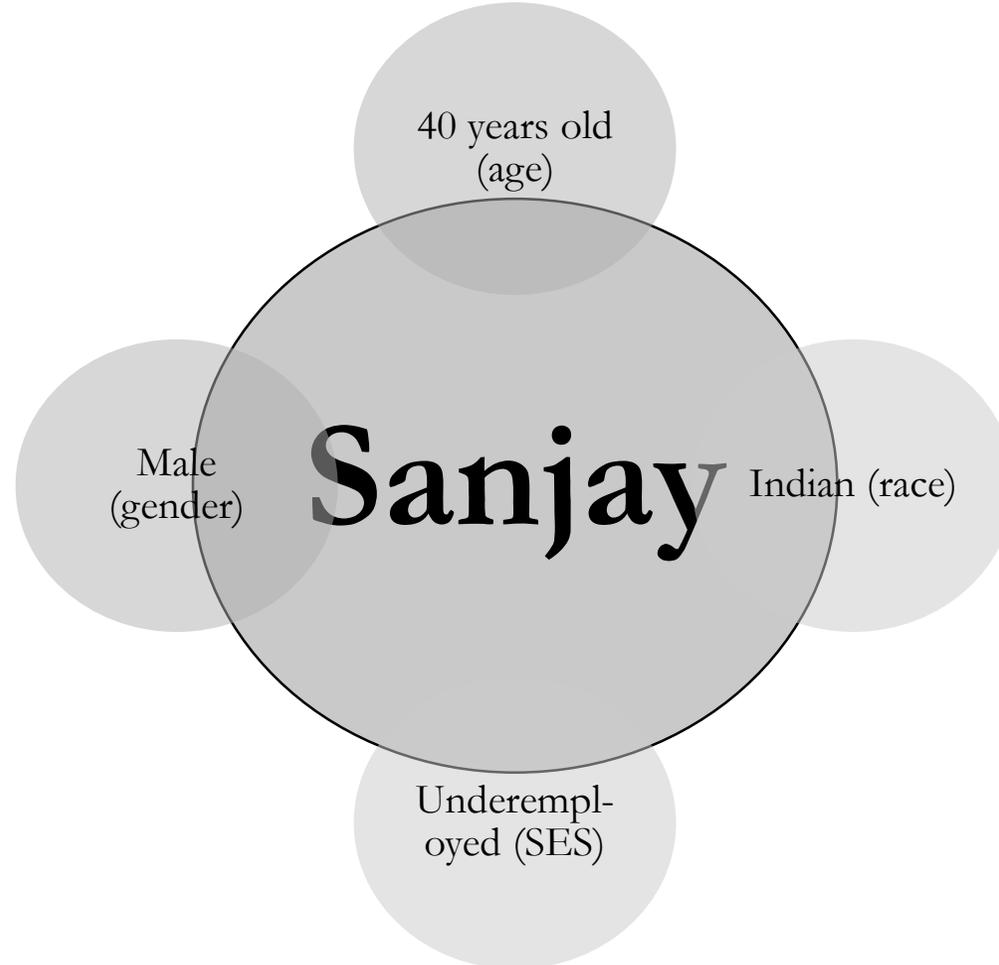
You are completing intake forms with a client who does not identify with any of the gender options on the form

Your client uses a wheelchair but your building doesn't have a working elevator for him to meet you on the second floor

Your Sikh client is anxious every time he goes through airport security, fearful that he'll be profiled

**Your client was assaulted, but is scared to go to the police
because she is an undocumented immigrant**

Intersectionality



Mini Vignette: Aiko

- Samantha's mother Aiko is 76 years old and was diagnosed with a form of dementia. Aiko visits your adult day center but does not participate in any of the activities because her native language is Japanese and she knows very little English. You try your best to make conversation with her and from what you can piece together, she recently told you that Samantha—her caregiver—is overbearing and does not allow her to do anything by herself, including return to live in her own apartment. She feels she's being held hostage. You share this with Samantha but she brushes it off as a sign of her dementia and points out that her mom often wakes up in the middle of the night and tries to leave the house, so she must be closely monitored.

Mini Vignette: Nathan

- Nathan, a 13-year old Black student, has a cognitive deficit (IQ of 65) and attends special education classes at his school. He receives average grades. Nathan's peers often make fun of his cognitive delays, but he is usually able to ignore it. Recently, though, he stood up in class and yelled at a classmate to stop. The teacher instructed him to sit back down. He did not, and the school resource officer handcuffed him and took him to the principal's office. Nathan is now in danger of being kicked out of school. He is upset by this because he doesn't want to lose his spot in the school band. Nathan's parents support him and feel he was punished because of his race. They scheduled a meeting with his principal.

Takeaway Points

- Ask questions
- Transformational change requires us to learn about, and work with, the person as a whole
- Human-centered approach
- Lifelong learning—no finite endpoint of expertise



Thank you!

Questions or Comments?

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