LONDON SIG BILINGUALISM

DEVELOPING A CULTURALLY COMPETENT SERVICE

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Professional Standards
Royal College of Speech and Language Therapists
Communicating Quality 3 (pg 270)

Ensuring equal access and equal quality care for all members of the local population regardless of ethnic or linguistic background.

How does RCSLT Measure up?
   Cultural awareness is now a competency that must be met for rite of passage
   Equal opportunity policies
   Cultural competency frameworks

What is Culture?
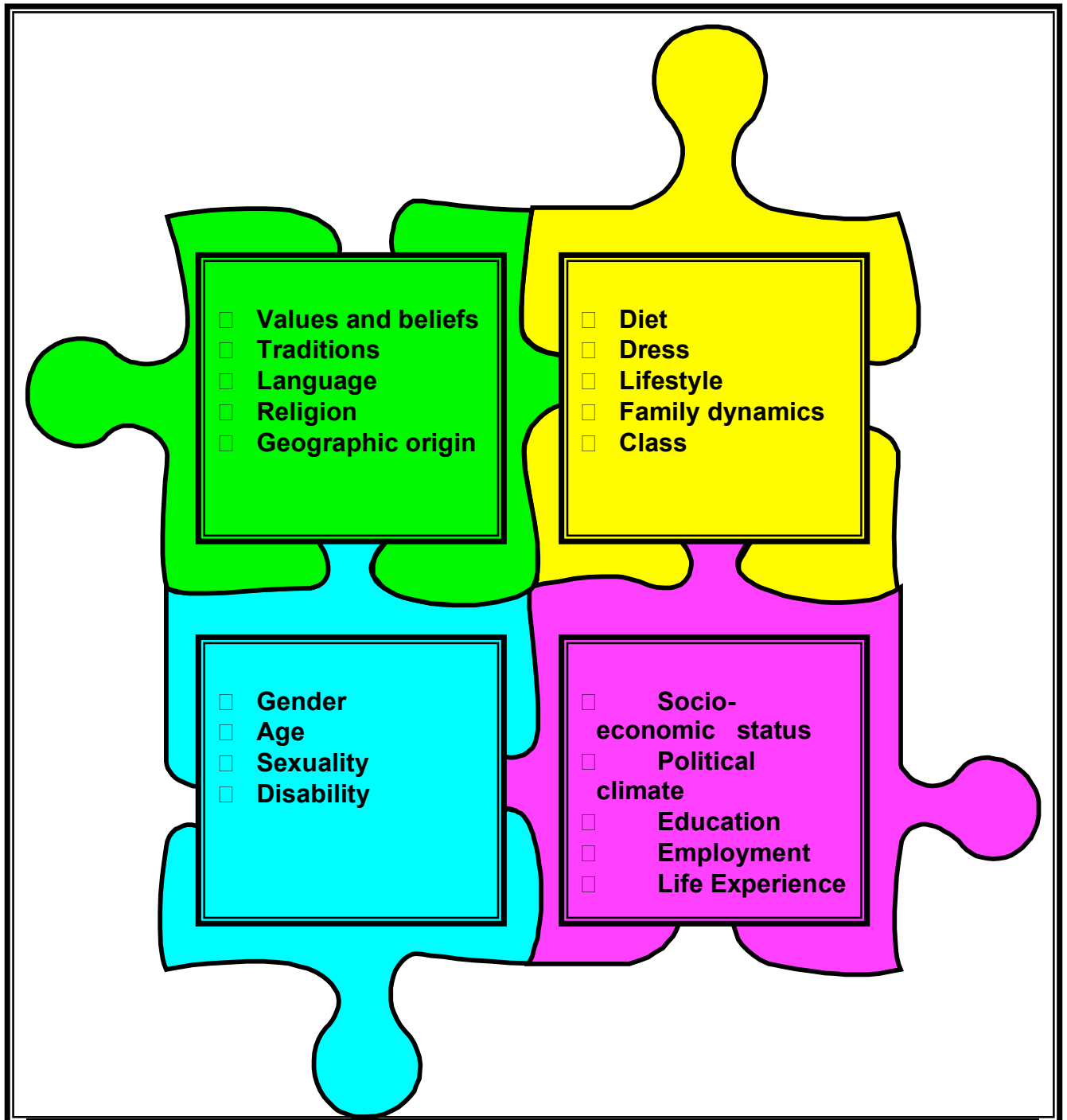Derived from latin word '*colere*': to build on, to cultivate, to foster.

Culture………

   Is a set of accepted behaviour patterns, values, assumptions and shared common experiences.
   Defines social structure, decision making practices and communication styles.
   Dictates behaviour, etiquette, and protocol.
   Is something we learn, impacts everyone and influences how we act and respond.
   Is communication. It is a way people create, send, process and interpret information.
   Is how we do things around here.

Definitions
There are many different definitions of the word "culture", but broadly, it is representative of societal, personal and organizational attributes.

"Culture is a shared, learned, symbolic system of values, beliefs and attitudes that shapes and influences perception and behaviour of a group of people that are transmitted from generation to generation and that distinguish members from any one group from another." (Srivastava, 2007:14-5)

WHAT IS CULTURE?

Values and beliefs
Traditions
Language
Religion
Geographic origin

Diet
Dress
Lifestyle
Family dynamics
Class

Gender
Age
Sexuality
Disability

**Socio-
economic   status**
**Political
climate**
Education
Employment
Life Experience

RELATED CONCEPTS:

Ethnicity, culture, race, nationality

	Characteristics	**Determined by:**
Ethnicity	Refers to aspects of shared history, language and culture, a group identity defined from within.	Group identity, social pressures from the group linked to a psychological need to belong. Usually common ancestry and geographical origin.
Culture	Ideas, beliefs, vales, knowledge, behaviour, attitudes, traditions shared by a group.	Social experiences and education through upbringing and choice.
Race	Visible physical appearance.	Genetic ancestry
Nationality	Belonging to a country.	Status of belonging to a country or nation.

<u>The Iceberg</u>

Culture then is operating on several levels; The first, or surface layer, reflects behaviour and represents the explicit culture. It is what is seen and interpreted by others. The second, or deep layer, is more implicit and reflects values which form the core of a specific culture. This core is formed by basic assumptions which may be hidden to outsiders (and sometimes even to those who belong to the cultural group) (Groeschl & Doherty, 2000).
Thus, culture can be likened to an iceberg; some parts you can see, others you can't.

In the table below are examples of what we mean by surface and deep layers. Note though that some can have both surface and deep layers.

SURFACE What we can see	DEEP What we can't see
Music	Attitudes and Values
Literature	Child raising beliefs
Eating habits	Concept of beauty/fairness
Gestures	Importance of time
Food	Nature of friendship
Facial expressions	Touching and concept of personal space
Religious rituals	Religious beliefs
Child raising practice	Rules of social etiquette
Notions of modesty	Value of relationships
Negotiation style	Negotiation style
Style of dress	Concept of self
Holiday customs	Importance of time
Paintings	Notions of modesty
	Work ethic
	Concept of leadership
	Understanding of the natural world
	Adaptability to change

Legislation

> The Race Relations Act 1976 amended in 2000 makes it unlawful to discriminate against anyone on the grounds of race, colour, nationality, or ethnic and national origin.
> Sex discrimination
> Gender reassignment
> Pay discrimination
> Race relations RRAA2000
> Disability discrimination
> Human Rights Act 1998
> Religious and sexual orientation

Equal Access

Cross 1989 cited in Silkap Consultants training "All different all equal 2004"

> Creating relevant and appropriate access.
> Creating realistic choices for individual t participate in, contribute to, and receive services.
> Using policies and practices to address inequality, poor practice and offer support and protection to traditionally marginalised groups.
> Fairness, good practise and being respectful of individuals.

What is Cultural Competency

"Within the cultural competence model, culture is generally defined as, 'the integrated pattern of human behaviour that includes thought, communications, actions, beliefs, customs, values and institutions of a racial, ethnic, religious or social group'."

(Cross et al. 1989 cited in F. Husain - Cultural competence in family Support 2005 Page 5)
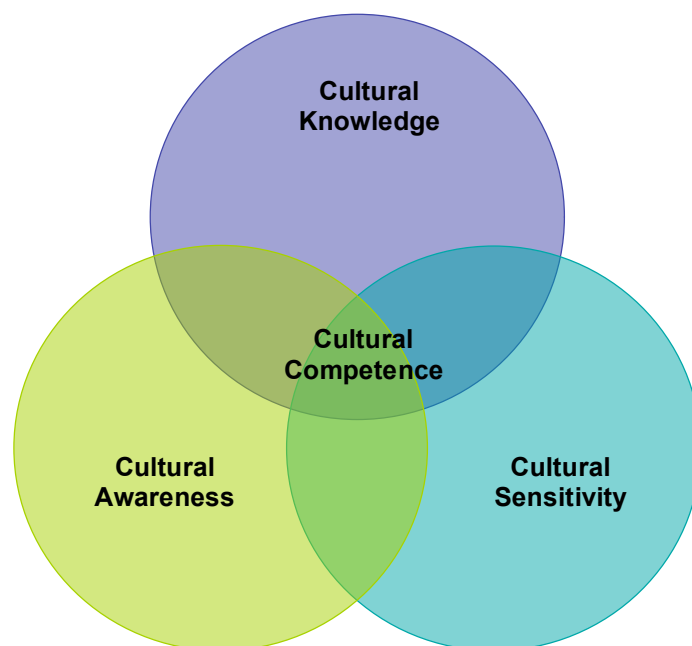
Cultural Knowledge
+
Cultural Awareness
+
Cultural Sensitivity
=
CULTURAL COMPETENCE

Cultural Knowledge
(F. Husain - Cultural competence in family Support 2005 Page 6)
In order for Health Professionals to work with culturally diverse communities, they need to be aware of the background of the families and communities they will be serving.

"Cultural knowledge entails seeking information about culturally patterned behaviour, values, belief systems, history of communities and processes of migration and settlement."

"However, working solely on the basis of cultural knowledge without simultaneously developing cultural awareness and sensitivity carries the risk of stereotyping individuals and families, and essentialising cultural practices."

Cultural Awareness
(F. Husain - Cultural competence in family Support 2005 Page 7)
"Within the family support context, organisation and practitioners need to use cultural knowledge in a constructive manner. A positive and open attitude enables service providers and practitioners to value diversity and respect difference."

Cultural Sensitivity
(F. Husain - Cultural competence in family Support 2005 Page 7)
"Cultural sensitivity is the ability to change working practices and develop skills and strategies to work positively with cultural differences.

Principles/Indicators of a Cultural Competent Organisation
(Cross 1989 cited in Silkap Consultants training "All different all equal 2004")

Understand, accept and respect cultural differences.
Accessible.
Appropriate.
Credible.
Expands cultural knowledge and resources.
Adapts their service models/method to accommodate needs.
Inclusiveness.
Reflecting diversity of the community served.
Valuing cultural differences.
Employment equity.
Service equity.
Adopting a participatory model/method.
Continuous self assessment.
Skills and training.
Community consultation and communication.
Welcoming to all.

Barriers for Speech and Language Therapists Delivering a Culturally Competent service
(LSB Training)

- Access to and knowledge of available services
- Generalisation of language/skills from school to home setting and vice versa
- Understanding written correspondence
- Terminology interpretations (rehabilitation & autism)
- Medical versus cultural models of "cure"
- Lack of parental concern
- Lack of knowledge about how Additional Language (AL) learners learn English
- Lack of culturally appropriate material and resources
- Differences between SLT & Child (Culture, religion, language & gender)
- Different dialects of interpreter/support staff
- Lack of sufficiently trained support staff

Other Communication Barriers
(Cross 1989 cited in Silkap Consultants training "All different all equal 2004")

Class

Expectations and culture

Beliefs about causes of illness and pain/effective remedies

Conventions about what can be discussed with strangers/men and women.

Discrimination

Misinterpretation of non-verbal signs

Convention of courtesy

Paralinguistic features

Unwritten rules….
(A, Mathur Dec. 2008)

Think they know best

Think the patient wont like it/wont understand/wont go ahead with it

Don't admit mistakes

Think everyone understands the jargon

Think it is wrong to be wrong and it is wrong to admit to being wrong

Unwritten rules are not accepted as the norm anymore

Evaluation and focus groups now informs service frameworks

Clients are involved more in decision making

Complaints and litigation process is so much more accessible

Cycle of Oppression

(model by: Femi Otitoju of Challenge training cited in R. Lutaaya's Cultural Competency
Training Oct. 2008)

Stereotyping

Monitoring

Oppression

Prejudice

Discrimination
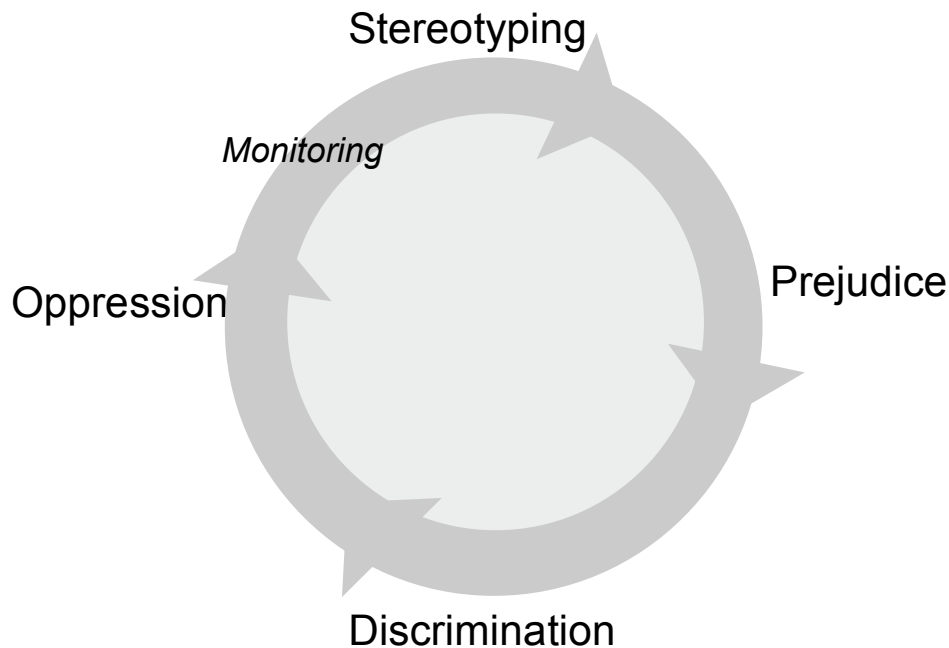
Stereotyping

Messages (positive images)

Over simplified generalisation about an entire group of people.

Our regard to the individual differences.

The stereotypes that we hold form the platform of our prejudices.

Prejudice

Thoughts (challenging)

Conscious or unconscious negative beliefs about a whole group of
people and its individual members

When the person holding the prejudices also has and uses power to
deny opportunities, resources or access to a person because of their
group memberships there is discrimination.

Discrimination

Action (policies and procedures)

Discrimination = prejudice + power

Discrimination can take the form of racism, sexism, ableism, ageism
etceteras.

Many acts of discrimination build up over time, perpetuated against one
relatively less powerful social group by a more powerful social group,
lead to a group of People being in a state of oppression

Oppression

The system (Sharing power)

The systematic subjugation of a group of people by another group of
people with access to social power, the result of which benefits one
group over the other and is maintained by social beliefs and practices.

Target group members often internalise the messages of the oppressor

Equality Versus Diversity
(R. Lutaaya's Cultural Competency Training Oct. 2008)

Equality means equality between individuals
Diversity means the fact that individuals are different

Equality	Diversity
Based on principles of fairness/being just, respect, on merit, needs. Equitable treatment as a two way process. Creating a level playing field for people to compete. Keeping the element of competition. Ensuring the best person gets the job and appropriate systems for this to occur consistently. Recognising effects of (past) discrimination. Mostly driven by legislation. Reactive or outside in.	Using differences and similarities in the achievement of organizational goals/vision. Having goals and objectives that everyone is expected to contribute to – by flexible means, innovation and creativity. Tapping into the widest pool of talent regardless of age, education, sexuality, ability, lifestyle. Helping all staff to reach their potential. Fostering inclusive team working and other collaborative processes through self and group awareness. Holistic and customer led approach. Proactive or inside out.
The Golden Rule – treat people the way **you** wish to be treated.	**The Platinum Rule** – treat people the way **they** wish to be treated.

<u>Final Note:</u>
(R. Lutaaya's Cultural Competency Training Oct. 2008)

By recognising the differences and similarities between people and valuing them as individuals we can use the following underlying principles:

The **FRESH** Code:

Fairness
Respect
Equitable treatment
Self awareness
w**H**ole Group awareness

The road to cultural competency is long, but here are some suggested ways to begin. The **LEARN** model is a well known tool to create and raise awareness levels in cultural competency.

Listen with empathy and understanding to the patient's perception of the problem.

Explain your perception of the problem and your strategy for treatment.

Acknowledge and discuss the differences and similarities between these perceptions.

Recommend treatment while remembering the patient's cultural parameters.

Negotiate agreement. It is important to understand the patient's explanatory model so that medical treatment fits in their cultural framework.

References:

Husain, F (2005) *Cultural Competence in Family Support.* National family and parenting institute.

R. Lutaaya's Training Oct. 2008 RCSLT "Developing a culturally Competent Service".

Srivastava Rani, H – The Health Care Professional's Guide To Clinical Cultural Competence. 2007 Mosby

Kapasi Rukshana 2004, Silkap Consultants training "All different all equal"