VIRGINIA STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK PROGRAM

FIELD INSTRUCTOR ORIENTATION TRAINING

Online Module 8 Training 2022+

MODULE 8

CROSS-CULTURAL EDUCATION AND PRACTICE IN THE FIELD PRACTICUM

•WHAT IS CULTURAL COMPETENCE?

◦ "Cultural competence comprises behaviors, attitudes, and policies that can come together on a continuum that will ensure that a system, agency, program, or individual can function effectively and appropriately in diverse cultural interactions and settings.

◦ It ensures an understanding, appreciation, and respect of cultural differences and similarities within, among, and between groups. "

◦ Of all the social work values, cultural competence is perhaps one of the most complexes.

◦ Can one truly be competent in a culture different from one's own? Is "Informed" or "Aware" a better description?

CAN CULTURAL COMPETENCY EVER BE ACHIEVED?

❑There is never a point at which one, despite training, experience, or interest, can achieve full competency in another person's culture.

❑Culture, with its complexities and nuances, is far too multifaceted to be simplified to a specific demonstration of understanding.

❑Social work is particularly complex in that our practice is not separate from cultural competence.

❑The ability to engage with another person, the building of a relationship through empathy, is at the heart of social work practice, and effectiveness cannot be separated from elements of cultural competency.

❑Cultural competence also is described by some as too binary a construct, implying that if one is not culturally competent, he or she is implicitly incompetent, and perhaps not equipped to interact professionally with members of particular groups.

CULTURAL HUMILITY

❖In 2015, the National Committee on Racial and Ethnic Diversity added cultural (as well as intersectionality) to the definition and operationalization of cultural competence.

❖*Cultural humility (CH)* "refers to the attitude and practice of working with clients at the micro, mezzo, and macro levels with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings" (NASW, 2016, p. 16).

CH, "A LIFELONG COMMITMENT"

- According to Tervalon and Murray -Garcia, "Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances … and to developing mutually beneficial and non -paternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations" (1998, p. 117).

- Moncho (2013) notes, "To practice, cultural humility is to maintain a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture. Rather, what you learn about your clients' culture stems from being open to what they themselves have determined is their personal expression of their heritage and culture."

Cultural Competency vs. Cultural Humility

◦"Cultural humility/cultural competence is not an either/or but rather a both/and. I accept cultural humility to be the ability to maintain an interpersonal stance that is other-oriented (or open to others) while accepting cultural competence as the ability to interact effectively with people of different cultures — more of a learned/taught condition."

◦"Cultural humility is a spiritual attribute, drawing from the ability to be humble and couched in a state of selflessness, while cultural competence hinges on a deliberate engagement in cultural knowledge transfer." Ella Greene -Moton

CULTURAL COMPETENCY

Goals	Values	Strengths
To build an understanding of minority cultures to better and more appropriately provide services.	• Knowledge; Training • Enforces the idea that there can be 'competence' in a culture other than one's own **SHORTCOMINGS** •Supports the myth that cultures are monolithic. •Based upon academic knowledge rather than lived experience. Believes professionals can be "certified" in culture.	•Allows for people to strive to obtain a goal. •Promotes skill-building.

CULTURAL HUMILITY

Goals	Values	Strengths
• To encourage personal reflection and growth around culture in order to increase awareness of service providers	• Introspection; Co-learning **SHORTCOMINGS** - Challenging for professionals to grasp the idea of learning with and from clients - No end result, which those in academia and medical fields can struggle with.	.Encourages lifelong learning with no end goal but rather an appreciation of the journey of growth and understanding. • Puts professionals and clients in a mutually beneficial relationship and attempts to diminish damaging power dynamics.

CSWE COMPETENCIES AND FIELD PRACTICUM

"SOCIAL WORK COMPETENCE IS THE ABILITY TO INTEGRATE AND APPLY SOCIAL WORK KNOWLEDGE, VALUES, AND SKILLS TO PRACTICE SITUATIONS IN A PURPOSEFUL, INTENTIONAL, AND PROFESSIONAL MANNER TO PROMOTE HUMAN AND COMMUNITY WELL-BEING."

- **Competency 2: Engage Diversity and Difference in Practice**
  - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.
  - The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
  - Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
  - Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
  - Social workers: ∘ apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
  - Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
  - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- **Helping Students Operationalize (measure, observe, etc.) Competency #2 – *"Engage Diversity and Difference in Practice"***

- "Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity (EPAS, 2015)."

- **Cultural Competence**: Provide students with articles, interviews, webinars, and videos to help them become more aware of clients, client systems, and organizations that they are working with.

Helping Students Operationalize (measure, observe, etc.) Competency #2 – "*Engage Diversity and Difference in Practice*"

Cont'd.

- "The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status" (EPAS, 2015).

- **Cultural Humility**: Discuss differences, layers of power and privilege, dominant culture and the impact on the individual, individual identification, and intersectionality. Reinforce that the client is the expert of their lived experience.

STUDENTS WHO ARE NOT FROM THE DOMINANT CULTURE

- As a Field Instructor take time to Identify your own personal biases.
- Does the difference of a student with a different culture impact the supervision?
- Have you made assumptions about the student based on Cultural Competence overgeneralization?
- Be aware of generalizations and Microaggressions

MICROAGGRESSIONS

- Microaggression (noun) ◦ a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

- a term used for brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group.

- More serious and in-depth explanation of the impact of microaggression, and other ways people feel isolated and demeaned through microaggression. https://www.youtube.com/watch?v=Z7I194OXxYo

- Microaggression includes people with disabilities as well as people of color https://www.youtube.com/watch?v=cPqVit6TJjw

MICROAGGRESSIONS OF PEOPLE IN THE LGBTQ COMMUNITY

- Making assumptions of characteristics based on heteronormative perspectives like;

  ◦ Lesbians assign roles like butch or fem in their relationships

  ◦ Gay men are effeminate and are good at decorating or all gay men are promiscuous

  ◦ People who are bisexual participate in relationships with multiple partners at the same time

  ◦ Being a Good Ally https://www.nextavenue.org/5-ways-to-be-an-lgbtq-ally/

- **<u>Gender Identity</u>**

  ◦ Non-Binary https://www.youtube.com/watch?v=7pvLDHFCEWk

  ◦ Transgender https://www.youtube.com/watch?v=2NHV4Az-EzY

  ◦ Personal Pronouns https://www.youtube.com/watch?v=-_VJ9m3yajU

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- Eible, L. Lewis, J. Cultural humility and empathy — Steps on the Journey of cultural competence, The New Social Worker, https://www.socialworktoday.com/news/pp_031519.shtml

- Greene-Moton, E. Minkler, M. (2019) Cultural Competence or Cultural Humility? Moving Beyond the Debate. Health Promotion Practice, 21(1), 2020.

- The University of Maine, School of Social Work

- And Numerous Tedtalks

THANK YOU FOR KEEPING OUR STUDENTS SAFE

THIS ENDS MODULE 8
YOU CAN PRINT THIS INFORMATION TO REFER TO, AS NEEDED