

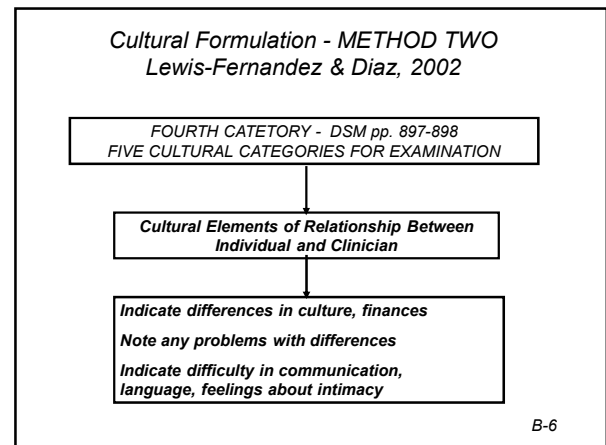
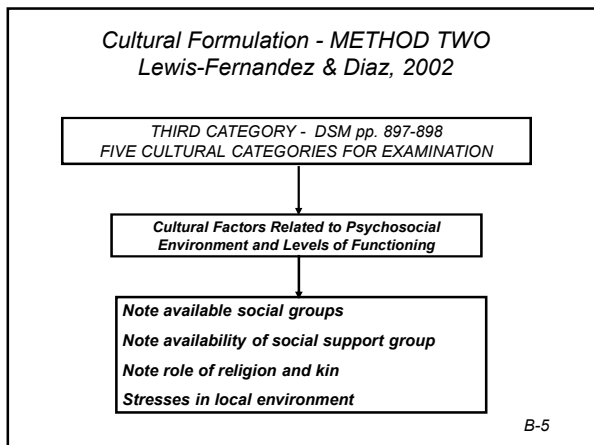
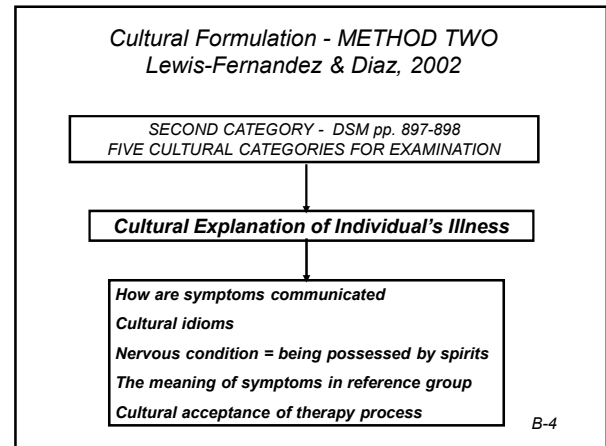
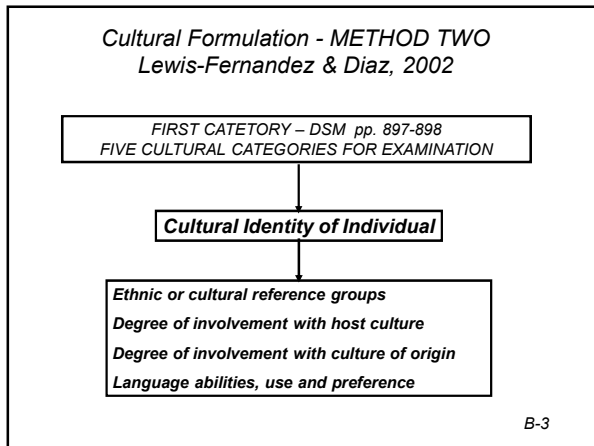
Ethnic & Cultural Sensitivity
Method One

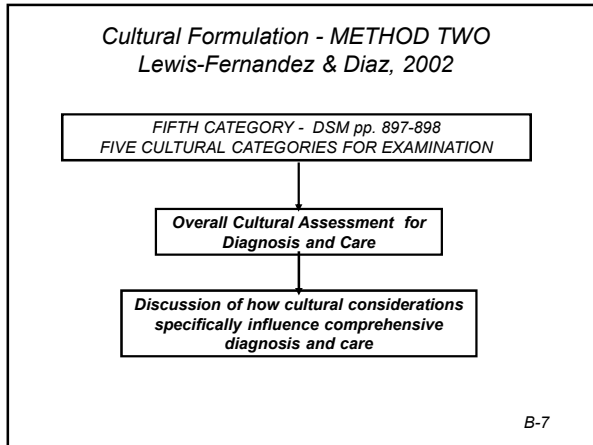
Specific Culture, Age, and Gender Features

Clinicians assessing the symptoms of Schizophrenia in socioeconomic or cultural situations that are different from their own must take cultural differences into account. Ideas that may appear to be delusional in one culture (e.g., sorcery and witchcraft) may be commonly held in another. In some cultures, visual or auditory hallucinations with a religious content may be a normal part of religious experience (e.g., seeing the Virgin Mary or hearing God's voice). In addition, the assessment of disorganized speech may be made difficult by linguistic variation in narrative styles across cultures that affects the logical form of verbal presentation. The assessment of affect requires sensitivity to

- **METHOD ONE**
 - In text discussion
 - p. 306

B-2





APA 3 - Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

CAMFT 3.6, 3.7
AAMFT 1.1, 3.1
ACA A.2, E.5b
NASW 1.05, 4.0

B-8

B&P Code 125.6
Discrimination by Licensed Professionals

License is subject to disciplinary action for refusal to treat due to:

- *Race, color, sex, religion, ancestry, physical handicap, marital status, or national origin*
- *Nothing in this section directs one to work with a person who poses a "direct threat" that cannot be eliminated by auxiliary aids and services*
 - *restraints, medication, hospitalization*

B-9

APA Guidelines on Multiculturalism
APA, 2003

DEFINITIONS

Culture

... "the belief systems and value orientations that influence customs, norms, practices, and social institutions, including psychological processes, language, care taking practices, media educational systems and organizations." (p. 2)

B-10

APA Guidelines on Multiculturalism
APA, 2003

APA DEFINITIONS

Culture

- *Acknowledgement all individuals are cultural beings*
 - *Have ethnic, cultural, racial heritage*
- *Influenced by history, economics, politics*
- *Culture is fluid and dynamic*
 - *Specific and universal values and beliefs*

B-11

APA Guidelines on Multiculturalism
APA, 2003

APA DEFINITIONS

Race

- *Socially constructed rather than biologically determined*

"Race, then, is the category to which others assign individuals on the basis of physical characteristics such as color or hair type the generalizations and stereotypes made as a result. Thus, 'people are treated or studied as though they belong to biologically defined racial groups on the basis of such characteristics.'" (p. 3)

B-12

APA Guidelines on Multiculturalism
APA, 2003

APA DEFINITIONS

Ethnicity

"Ethnicity is the acceptance of the group mores and practices of one's culture of origin and the concomitant sense of belonging." (p. 3)

- *May have multiple ethnic identities*
- *Race, religion, sexual orientation, gender, etc.*

B-13

APA Guidelines on Multiculturalism
APA, 2003

APA DEFINITIONS

Multiculturalism and Diversity

- *Generally used interchangeably*
- APA will "use the term multiculturalism narrowly to connote interactions between racial/ethnic groups in the U.S. and the implications for education, training, research, practice and organizational change."*
- (p. 3)*

B-14

APA Guidelines on Multiculturalism
APA, 2003

APA DEFINITIONS

Multiculturalism and Diversity

- *Generally used interchangeably*
- Diversity originally used in employment settings*
- *Increase visibility of women and persons of color*
 - *Evolved to address all underrepresented individuals and groups*

B-15

APA Guidelines on Multiculturalism
APA, 2003

APA DEFINITIONS

Culture-centered

- *Use a "cultural lens" in professional work*
- *Recognize culture influences all interactions*
- *Awareness of stereotypes*
 - *Worldview*
 - *Personal view*

B-16

APA Guidelines on Multiculturalism
APA, 2003

Six Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

1. *"Psychologists are encouraged to recognize, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves." (p. 4-5)*

B-17

APA Guidelines on Multiculturalism
APA, 2003

Six Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

2. *"Psychologists are encouraged to recognize the importance of multicultural sensitivity / responsiveness, knowledge, and understanding about ethnically and racially different individuals." (p. 5-6)*

B-18

APA Guidelines on Multiculturalism
APA, 2003

Six Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

3. "As educators, psychologists are encouraged to employ the constructs of multiculturalism and diversity in psychological education." (p. 6-7)

B-19

APA Guidelines on Multiculturalism
APA, 2003

Six Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

4. "Culturally sensitive psychological researchers are encouraged to recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds." (p. 7-8)

B-20

APA Guidelines on Multiculturalism
APA, 2003

Six Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

5. "Psychologists strive to apply culturally-appropriate skills in clinical and other applied psychological practices." (p. 8-9)

B-21

APA Guidelines on Multiculturalism
APA, 2003

Six Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

6. "Psychologists are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices." (p. 9-10)

B-22

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Age

- Age and generational influences
- "Ageism"
- Discrimination: Older adults

B-23

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Disability

- Physical challenges
- Mental challenges
- Discrimination: People with disabilities

B-24

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Religion

- Anti-Semitism
- Fear of terrorism
- Discrimination: Religious target groups

B-25

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Ethnicity

- Racism
- People of color
- Immigrants
- Discrimination: Underrepresented populations, minority groups

B-26

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Social Status (SES)

- People of lower status
- Less education
- Rural populations
- Discrimination: Classism

B-27

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Sexual Orientation

- Sexual minorities
- LGBTQ
- Discrimination: Homophobia, heterosexism

B-28

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

Indigenous Heritage

- National origin
- Native people
- Discrimination: Racism

B-29

Cultural Awareness
Hays, 2001

THE "ADRESSING" MODEL

National Origin

- Refugees
- Immigrants
- International students
- Discrimination: Racism, colonialism

B-30

Cultural Awareness
Hays, 2001

THE “ADRESSING” MODEL

Gender

- *Women*
- *Transgendered individuals*
- *Bicultural people*
- *Language differences*
- *Discrimination: Sexism*

B-31

SELF REPORT: Participant characteristics stratified by race/ethnicity, gender, and treatment satisfaction – Client & therapist provided ethnicity in own words

Client Race/Ethnicity:	Gender	Satisfaction	Therapist Race/Ethnicity:
Asian (Japanese)	Female	Satisfied	White
Asian (Chinese)	Female	Unsatisfied	White (German)
Asian (Chinese American)	Male	Unsatisfied	White (Russian)
Black (Black, born in Africa)	Female	Unsatisfied	White
Black (Nubian)	Female	Unsatisfied	White (Greek)
Black (African-American)	Female	Satisfied	White
Black (African-American)	Male	Unsatisfied	White (Jewish)
Black (African-American)	Male	Satisfied	White (Greek)
Black (African-American)	Male	Satisfied	White
Latino (Puerto Rican)	Female	Satisfied	White (Ukrainian)
Latino (Basque/Spanish/American)	Female	Satisfied	White (American, British)
Latino (Puerto Rican and Black Portuguese)	Male	Unsatisfied	White (Yugoslavian)
Latino (Mixed Black and Hispanic)	Male	Unsatisfied	White
Latino (Puerto Rican)	Male	Satisfied	White (Jewish)
Multiracial (Chinese and White)	Female	Unsatisfied	White
Multiracial (White-Latino and Jewish)	Male	Satisfied	White (Jewish)

B-32

“RESPECTFUL”
Cartwright & D’Andrea, 2004

R – Religious and spiritual affiliations and beliefs

E – Economic Class: SES issues and how they enter into the client’s worldview

S – Sexual Identity and its impact

P – Psychological Maturity and ability for insight

E – Ethnic Racial Identity: Values, shared beliefs, competing identities

C – Chronological Age and Development

T – Traumatic Experiences: Loss of loved one, employment

B-33

“RESPECTFUL”
Cartwright & D’Andrea, 2004

F – Family Identity: Shared beliefs, country of origin issues

U – Unique Physical Characteristics: Scars, physical challenges, appearance

L – Location of Residence: High risk? Gang? Poverty or wealthy? Quality of schools, supplemental resources (hospitals, recreation facilities)

and

L – Language Differences: Language being spoken at home. Which language is being used in therapy

B-34

Diversity ~ Discrimination ~ Competence

Ethics Codes that Apply

AAMFT Principle III Professional Competence and Integrity

ACA B.1.a Multicultural/Diversity Considerations

CAMFT 1.1 Non-Discrimination

3.6 Cultural Sensitivity

3.7 Therapist’s Cultural Values

CSWA 4a-c Competence

VI.a Responsibilities to the Community

APA

See future slides

B-35

APA 3 - Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

AAMFT 1.1
 CAMFT 1.1
 NASW 1.05
 CSWA VI.a

B-36

*Example: California Law
B&P Code 125.6
Discrimination by Licensed Professionals*

License is subject to disciplinary action for refusal to treat due to:

- Race, color, sex, religion, ancestry, physical handicap, marital status, or national origin
- Nothing in this section directs one to work with a person who poses a "direct threat" that cannot be eliminated by auxiliary aids and services
 - restraints, medication, hospitalization

B-37

Multiculturalism
Harley et al., 2002

Strategies for Incorporating Multiculturalism

1. Take "integrative" approach
 - Most people of color do not consider race, class, gender as separate issues
2. Ask culturally relevant questions
 - Know the research
 - Include in all phases of treatment

B-38

Multiculturalism
Vinson & Neimeyer, 2003

Goals of Multicultural Practice

Goal One: IMPROVED SELF-AWARENESS

- Acknowledge own values, biases and personal assumptions
- Self-reflect
- Research:

More advanced levels of racial identity development

↓

Higher levels of multicultural competency

B-39

Multiculturalism
Vinson & Neimeyer, 2003

Goals of Multicultural Practice

Goal Two: IMPROVED KNOWLEDGE

- Understand how client is culturally different than oneself
- Reduces therapeutic error
 - Increases therapeutic alliance
 - Increases trust

Greater Understanding of Cultural Issues

↓

Reduction of Therapeutic Errors

B-40

Multiculturalism
Sue, 1996

Goals of Multicultural Practice

Goal Three: IMPROVED SKILLS

- Develop skills and intervention strategies
- Modify conventional methods to fit
 - Deal with societal oppression, discrimination, and marginalization
- Alternative roles:
 - Patient advocate, consultant, social change agent, liaison with existing support system

B-41

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