Components of Cultural Formulation

ETHNIC & CULTURAL SENSITIVITY

TWO METHODS TO ADDRESS

IN TEXT DISCUSSION

5 CATEGORIES AND GLOSSARY

Cultural Formulation - METHOD TWO
Lewis-Fernandez & Diaz, 2002

FIRST CATEGORY - DSM pp. 897-898
FIVE CULTURAL CATEGORIES FOR EXAMINATION

Cultural Identity of Individual

Ethnic or cultural reference groups
Degree of involvement with host culture
Degree of involvement with culture of origin
Language abilities, use and preference

Cultural Formulation - METHOD TWO
Lewis-Fernandez & Diaz, 2002

SECOND CATEGORY - DSM pp. 897-898
FIVE CULTURAL CATEGORIES FOR EXAMINATION

Cultural Explanation of Individual’s Illness

How are symptoms communicated
Cultural idioms
Nervous condition = being possessed by spirits
The meaning of symptoms in reference group
Cultural acceptance of therapy process

Cultural Formulation - METHOD TWO
Lewis-Fernandez & Diaz, 2002

THIRD CATEGORY - DSM pp. 897-898
FIVE CULTURAL CATEGORIES FOR EXAMINATION

Cultural Factors Related to Psychosocial Environment and Levels of Functioning

Note available social groups
Note availability of social support group
Note role of religion and kin
Stresses in local environment

Cultural Formulation - METHOD TWO
Lewis-Fernandez & Diaz, 2002

FOURTH CATEGORY - DSM pp. 897-898
FIVE CULTURAL CATEGORIES FOR EXAMINATION

Cultural Elements of Relationship Between Individual and Clinician

Indicate differences in culture, finances
Note any problems with differences
Indicate difficulty in communication, language, feelings about intimacy

Legal and Ethical Considerations

Ethnic & Cultural Sensitivity

Method One

Specific Culture, Age, and Gender Features

Ethnic assessment of symptoms of schizophrenia in socioeconomic or cultural situations that are different from those that must take cultural differences into account. What may appear to be delusional in one culture (e.g., somatic and illness) may be necessarily held in another. In some cultures, visual and auditory hallucinations with a religious context may be normal part of religious experience (e.g., seeing the Virgin Mary or hearing God's voice). In addition, the assessment of therapeutic speech may be made difficult by linguistic variations across cultures that affect the literal form of verbal communication. The assessment of effect requires sensitivity to

METHOD ONE

– In text discussion
– p. 306
Legal and Ethical Considerations

Cultural Formulation - METHOD TWO
Lewis-Fernandez & Diaz, 2002

FIFTH CATEGORY - DSM pp. 897-898
FIVE CULTURAL CATEGORIES FOR EXAMINATION

1. Overall Cultural Assessment for Diagnosis and Care
2. Discussion of how cultural considerations specifically influence comprehensive diagnosis and care

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.

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

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)

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

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)
### APA Guidelines on Multiculturalism

**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.

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**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)

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**Multiculturalism and Diversity**

- Originally used in employment settings
- Increase visibility of women and persons of color
- Evolved to address all underrepresented individuals and groups

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**Culture-centered**

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

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**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)

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

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)

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)

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)

Cultural Awareness
Hays, 2001

THE “ADRESSING” MODEL

Age
• Age and generational influences
• “Ageism”
• Discrimination: Older adults

Cultural Awareness
Hays, 2001

THE “ADRESSING” MODEL

Disability
• Physical challenges
• Mental challenges
• Discrimination: People with disabilities
Cultural Awareness
Hays, 2001

THE “ADDRESSING” MODEL

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

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

Social Status (SES)
• People of lower status
• Less education
• Rural populations
• Discrimination: Classism

Sexual Orientation
• Sexual minorities
• LGBTQ
• Discrimination: Homophobia, heterosexism

Indigenous Heritage
• National origin
• Native people
• Discrimination: Racism

National Origin
• Refugees
• Immigrants
• International students
• Discrimination: Racism, colonialism
Cultural Awareness
Hays, 2001

THE “ADDRESSING” MODEL

Gender
• Women
• Transgendered individuals
• Bicultural people
• Language differences
• Discrimination: Sexism

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

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
APA VI.a Responsibilities to the Community
See future slides

LEGAL AND ETHICAL CONSIDERATIONS

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

<table>
<thead>
<tr>
<th>Client Race/Ethnicity</th>
<th>Gender</th>
<th>Satisfaction</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian (Japanese)</td>
<td>Female</td>
<td>Satisfied</td>
<td>White</td>
</tr>
<tr>
<td>Asian (Chinese)</td>
<td>Female</td>
<td>Unsatisfied</td>
<td>White (German)</td>
</tr>
<tr>
<td>Asian (Chinese American)</td>
<td>Male</td>
<td>Ununsatified</td>
<td>White (Russian)</td>
</tr>
<tr>
<td>Black (Black, born in Africa)</td>
<td>Female</td>
<td>Ununsatified</td>
<td>White</td>
</tr>
<tr>
<td>Black (Black)</td>
<td>Female</td>
<td>Ununsatisfied</td>
<td>White (Greek)</td>
</tr>
<tr>
<td>Black (Black, born in Africa)</td>
<td>Female</td>
<td>Ununsatisfied</td>
<td>White (Jewish)</td>
</tr>
<tr>
<td>Black (Black-American)</td>
<td>Male</td>
<td>Satisfied</td>
<td>White</td>
</tr>
<tr>
<td>Black (Black-American)</td>
<td>Female</td>
<td>Satisfied</td>
<td>White</td>
</tr>
<tr>
<td>Latino (Puerto Rican)</td>
<td>Female</td>
<td>Satisfied</td>
<td>White (Hispanic)</td>
</tr>
<tr>
<td>Latino (Puerto Rican and Black)</td>
<td>Male</td>
<td>Served</td>
<td>White (Yugoslavian)</td>
</tr>
<tr>
<td>Latino (Mexico and Hispanic)</td>
<td>Male</td>
<td>Served</td>
<td>White</td>
</tr>
<tr>
<td>Latino (Puerto Rican)</td>
<td>Male</td>
<td>Served</td>
<td>White (Jewish)</td>
</tr>
<tr>
<td>Multiracial (Chinese and White)</td>
<td>Female</td>
<td>Ununsatified</td>
<td>White</td>
</tr>
<tr>
<td>Multiracial (White-Latin and Jewish)</td>
<td>Male</td>
<td>Served</td>
<td>White (Jewish)</td>
</tr>
</tbody>
</table>

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

APA 3 - Human Relations

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Examples of California Law
B&P Code 125.6
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  - restraints, medication, hospitalization

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

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

Goal Two: IMPROVED KNOWLEDGE
- Understand how client is culturally different than oneself
- Reduces therapeutic error
  - Increases therapeutic alliance
  - Increases trust

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

Bibliography
Bibliography


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B-43