

**Administration on Community Living (ACL) No Wrong Door System
Person-Centered Counseling (PCC) Training Program**

Course Title: Who We Serve

Lesson Number & Title: 4 Becoming More Culturally Competent

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Page No: 1

Narration:

Welcome to the lesson on Becoming More Culturally Competent. This lesson is part of the course Who We Serve in the Person-Centered Counseling Training Program. Please review the information on this screen and go to the next page when you are ready.

Text:

Welcome!

Here is a description of the lesson you are starting:

The No Wrong Door (NWD) system is designed to serve all people who need long-term services and supports regardless of their age, type of disability, income, or source of payer. In this lesson, Person-Centered Counseling (PCC) professionals will learn about the importance of cultural competency and diversity. They'll learn why it's necessary to constantly examine one's own cultural assumptions as part of the process of becoming more culturally competent. They'll also learn about different cultural perspectives, as well as ways to learn more about the cultural diversity around them.

Learning Objective:

After completing this lesson:

You will be able to describe how the process of becoming more culturally competent can help you not only to recognize and respect other cultural perspectives and differences, but also to recognize your own cultural assumptions.

To view course information, including On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click Lesson Information.

This course is one of the six foundational courses in the No Wrong Door System Person-Centered Counseling (PCC) Training Program meant to provide basic skill and knowledge related to the identified competencies for a PCC professional. Click on the box below to learn about how person-centered thinking approaches are infused throughout these courses.

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Narration:

Everyone seeking services in the No Wrong Door system is unique. You will work with people who represent many different cultures, backgrounds, experiences, ages, and disabilities, among other things. The key to working with diverse populations effectively is to become more culturally competent and to practice cultural humility and reciprocity. Let's review the five elements of cultural competence. Please review the information on the page. When you are ready, go to the next page.

Text:

Cultural Competence

Everyone seeking services in the No Wrong Door (NWD) system is unique. You will work with people who represent many different cultures, backgrounds, experiences, ages, and disabilities, among other things. The key to working with diverse populations effectively is to become more culturally competent and to practice cultural humility and cultural reciprocity. As you learned in the lesson on Working with Diverse Populations, cultural competence has five core elements. Let's review:

The Five Elements of Cultural Competence

1. Value diversity

Everyone is unique.

2. Assess the culture of the other person

Ask questions. Observe. Note how the person interacts and communicates.

3. Be aware of how culture influences situations

For example, direct questions might be seen as intrusive or offensive and might not be answered. In some cultures the focus on the individual might also seem inappropriate. In others, it might not be appropriate to ask the mother questions. Sometimes, the opinion of a person outside the family, such as a religious person, is just as important as that of the family. Therefore, depending on the person's culture, the Person-Centered Counseling (PCC) professional might need to change how they get to know them and gather information.

4. Learn and share information about other cultures

PCC professionals should have the ability to recognize different cultures and ask the right questions, in the right way. They should try to learn about diverse cultures and share that information with others, including their family, friends, co-workers, and others in the No Wrong Door (NWD) system. By doing this, everyone becomes more educated and culturally aware.

5. Change your behavior to meet others' needs

For example, some cultures might value family and community over individuals and therefore involve them in decisions. Person-Centered Counseling (PCC) professionals should accommodate this by involving the extended family and community as the individual decides is necessary.

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Narration:

Diversity is more than just differences in race, ethnicity, gender, age, disability, sexual orientation, religious beliefs, or socioeconomic status. It also includes different cultural meanings and beliefs shared among different groups of people. A cultural assumption is when we assume that people have particular values and attitudes based on their cultural background. The key is being aware of these assumptions and how they might impact interactions with the people you work with in the No Wrong Door system. To become more culturally competent, you need to continually reexamine your own assumptions about the populations you work with. You also need to think about how these assumptions can negatively impact on your work. Please review the information on the page. When you are ready, go to the next page.

Text:

Diversity and Cultural Assumptions

As a Person-Centered Counseling (PCC) professional, you can work on incorporating the five elements of cultural competence into your daily interactions. To value diversity, you need to understand that it's more than just differences in race, ethnicity, gender, age, disability, sexual orientation, religious beliefs, or socioeconomic status. It also includes different cultural meanings and beliefs shared among different groups of people. As a PCC professional, you may have extensive experience working with diverse populations, but no one is an expert. Every person you work with will have a unique background and lived experience and their own needs, which you

will learn about as you work with them.

A cultural assumption is when we assume that people have particular values and attitudes based on their cultural background. Everyone makes cultural assumptions, either consciously or unconsciously. The key is being aware of them and how they might impact your interactions with the people you work with in the No Wrong Door (NWD) system. To become a more culturally competent PCC professional, you need to continually reexamine your own assumptions about the populations you work with and how they can have a negative impact on your work. Also, keep in mind that just because people look, dress, talk, or act the same doesn't mean they have shared values, goals, or beliefs.

For example, someone might have some of the same cultural, racial, or religious characteristics as you. They might have the same disability as you. They might share some common experiences with you. These similarities don't necessarily mean that the person has the same values, goals, and expectations that you do.

Use the PCC skills and tools you have learned to find out what's uniquely important *to* and *for* each person seeking services in the NWD system.

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Narration:

Your point-of-view is based on your own culture and experiences and what is familiar to you. Even if you share characteristics or the same culture with someone else, their experiences may not be the same as yours. In fact, their experiences might be quite different from yours. As a Person-Centered Counseling professional, it's important to continually recognize and value this diversity of experience. Please review the information on the page. When you are ready, go to the next page.

Text:

Valuing Diversity of Experience

Your point-of-view is based on your own culture and experiences and what is familiar to you. Even if you have some similar characteristics or share the same culture with someone else, it's important not to assume that their experiences will be the same as yours. In fact, their experiences might be quite different from yours. As a PCC professional, it's important to continually recognize and value this diversity of experience.

Reflection Activity: Recognizing Your Own Assumptions

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Narration:

Every culture will have its own unique perspective on what it means to have a disability. Some might see it as a blessing, others as a punishment. It's important that Person-Centered Counseling professionals are aware of how disability is commonly viewed in other cultures. The table on this page compares "traditional" or Western views of disability with other cultural perspectives. Please review the information on the page. When you are ready, go to the next page.

Text:

Perspectives on Disability from Other Cultures

Every culture will have its own unique perspective on what it means to have a disability. Disability might also represent different things in different cultures. Some might see it as a blessing, others as a punishment. Keep in mind that differences in social expectations can also change the perception of disability. For example, reading skills are only important in cultures where most people can read and reading is valued. If a culture does not read or write, then someone who cannot do either would not be seen to have a disability.

Also, many cultures do not emphasize developmental milestones in the same way that the American culture does. Other cultures may believe that until a child is a certain age, it is impossible to decide if the child truly has a disability. They may resist early labeling and early intervention and have different expectations for when a child is ready to do things.

As a Person-Centered Counseling (PCC) professional, you should be aware of how disability is commonly viewed in other cultures. In a previous lesson, you learned about the medical model of disability, whereby disability is seen as something to be fixed or cured. You also learned about the social model of disability, whereby the environment doesn't accommodate people's unique abilities and characteristics. The table below compares how different cultures view disability, including "traditional" or western views.

Please note: Use of the term "other cultures" is not meant to assume that all non-American cultures are the same or hold the same views on disability. These are some very broad examples of possible differences in views.

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Narration:

Not only do perspectives on disability differ among cultures, but there are also other cultural differences in family dynamics, roles, and status that might present themselves while you are working in the No Wrong Door system. Here are some other things for you to keep in mind during your interactions with the many diverse people and cultures you may encounter. Please review the information on the page. When you are ready, go to the next page.

Text:

Cultural Differences

Not only do perspectives on disability differ among some cultures, but there are also other cultural differences in family dynamics, roles, and status that might present themselves while you are working in the No Wrong Door (NWD) system. Here are some other things for you to keep in mind during your interactions with the many diverse people and cultures you may encounter.

In some cultures:

- <bullet> The grandparents are the primary decision-makers when it comes to raising grandchildren.
- <bullet> Having a family member born with a disability brings shame on the mother, the father, or the whole family.
- <bullet> Relationships go beyond the nuclear family. Important members

include all of the extended family members. Hispanic families often include special friends not related by blood or marriage. These special friends are often called *compadre*, and they are literally part of the family.

<bullet> It would be inappropriate to talk about childbirth or women's health with a man. Even using a male translator would be inappropriate.

<bullet> Such as in some parts of India, women ask their hostess for permission to leave by making a motion with their heads. If the hostess doesn't respond with a similar motion, the women will stay until they have permission to go.

<bullet> Such as in the southern United States, it is common for people to use the words “ma'am” or “sir” when speaking to elders, strangers, or people of status. This is a sign of good manners. In the northern states, this type of greeting is uncommon and may be seen as insincere.

Additionally, what is seen as rude in one culture may be acceptable in another. For example, in some cultures, it's rude to:

<bullet> Try to help someone with a physical disability without asking them first (United States).

<bullet> Brag about your credentials during a job interview (Netherlands).

<bullet> Not let your friend smell your breath (some Arab cultures).

<bullet> Strongly admire someone else's possession (some Middle Eastern countries).

<bullet> Look someone in the eye when they are speaking (some parts of Africa).

<bullet> Smile at customers (Russia).

<bullet> Bring white flowers to a host's house (China).

Learning about these types of cultural differences is another important step that can help you become a more culturally competent Person-Centered Counseling (PCC) professional.

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Narration:

Becoming more culturally competent is a process that does not happen overnight. We all make cultural assumptions, but by recognizing them we can work to overcome them. By continually incorporating the elements of cultural competence into your work, you'll reduce the cultural assumptions you make and, in the process, become more culturally competent. Please review the information on the page. When you are ready, go to the next page.

Text:

Practice in Cultural Competence

Over the next four pages you will get a chance to read and respond to scenarios.

Activity: Competency vs. Assumptions #1

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Narration:

Here is another scenario to try. Please review the information on the page.
When you are ready, go to the next page.

Text:

Practice in Cultural Competence

Here is the opportunity to try another scenario.

Activity: Competency vs. Assumptions #2

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Narration:

Here is another scenario to try. Please review the information on the page.
When you are ready, go to the next page.

Text:

Practice in Cultural Competence

Here is the opportunity to try another scenario.

Activity: Competency vs. Assumptions #3

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Narration:

Here is another scenario to try. Please review the information on the page.
When you are ready, go to the next page.

Text:

Practice in Cultural Competence

Here is the opportunity to try another scenario.

Activity: Competency vs. Assumptions #4

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Narration:

As you have learned, different cultures may view status, family roles, and family dynamics differently. They may also view disability and sickness and the causes of them differently. As a Person-Centered Counseling professional, it's important that you're respectful of different opinions that you might encounter. Please review the information on the page. When you are ready, go to the next page.

Text:

Respecting Other Cultural Perspectives

As you have learned, different cultures may view status, family roles, and family dynamics differently. They may also view disability and sickness and the causes of them differently. As a Person-Centered Counseling (PCC) professional, it's important that you're respectful of different opinions that you might encounter.

Reflection Activity: Comparing Your Culture to Other Cultures

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Narration:

Learning about others reminds us that not everyone is the same. It can help Person-Centered Counseling professionals understand how culture and diversity affects choices and interactions and how to identify any biases about other cultures. Keep in mind that everyone is unique, regardless of how they look or speak, their age, or their disability. Value everyone's diversity, ask questions, and learn about their culture as you continue to practice the five elements of cultural competence. There are also other things you can do as you work to become more culturally competent. Please review the information on the page. When you are ready, go to the next page.

Text:

Diversifying Your Cultural Knowledge

Learning about others reminds us that not everyone is the same. It can help Person-Centered Counseling (PCC) professionals understand how culture and diversity affects choices and interactions and how to identify any biases about other cultures.

Each person is unique, regardless of how they look or speak, their age, or their disability, so treat them with respect. When practicing PCC, value everyone's diversity and continue to ask questions and learn about their culture. Keep practicing the five elements of cultural competence.

In addition, here are some suggestions to help you as you work to become

more culturally competent:

- <bullet> Take a cooking class and learn how to prepare foods that are different from what you usually eat
- <bullet> Go to a play that is written, produced, and acted by a cultural group you are not familiar with
- <bullet> Listen to a different type of music
- <bullet> Watch a foreign or independent film
- <bullet> Read a book by a person who has a different culture from you
- <bullet> Surf the web and learn about people from different parts of the world
- <bullet> Learn sign language or another, new language
- <bullet> Go to cultural festivals and parades in your community, such as a gay pride parade
- <bullet> Ask a friend to share more about their religion or culture
- <bullet> Join an ethnic dance group
- <bullet> Attend ethnic festivals and eat the food
- <bullet> If possible, travel and discover new places

Keep in mind that people from different cultures aren't obligated to teach or share their culture with you just because you ask them to. Be aware and explore with a sense of cultural humility.

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Narration:

Congratulations! You have now finished the lesson. Let's take a few moments to review the key ideas and learning objectives.

It's important for Person-Centered Counseling professionals to be mindful of the diversity of the populations they serve and their own cultural assumptions about these populations. Everyone seeking services in the No Wrong Door system is unique. Respect differences in opinions, beliefs, and actions and value everyone's diversity as you work towards becoming more culturally competent.

Please review the information on this page. You can also review the content as needed by using the "Left Arrow" icon at the bottom of the screen. This will take you back through the lesson. You may take the test now, later, or as requested by your employer. Good luck and thanks for completing the lesson!

Text:

Conclusion and Lesson Review

<bullet> The key to working with diverse populations is to try to become more culturally competent.

<bullet> Person-Centered Counseling (PCC) professionals need to be mindful of the diversity of the populations they serve and their own cultural assumptions about these populations.

<bullet> Everyone makes cultural assumptions, either consciously or unconsciously, but the key is being aware of them and how they might impact interactions with people seeking services in the No Wrong Door (NWD) system.

<bullet> It's important that PCC professionals are aware of the many different cultural perspectives on disability, family dynamics, roles, and status.

Reflection on Learning Objective

Directions: Review the objective(s) on this page. When you are done click on the “My Notes” icon to use the electronic journal or use your own notebook. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?
2. What will you do differently because of the content in this lesson?

Learning Objective

After completing this lesson, you will be able to describe how the process of becoming more culturally competent can help you not only to recognize and respect other cultural perspectives and differences, but also to recognize your own cultural assumptions.

If you are ready to take the test, click on the “Take Test” tab. You can also take the test later: It will be available from your “Personal Page.” To access it, click on the “My eLearning Lessons View” button. Choose the lesson title from the list of assignments, and then click on the “Start the Lesson” button at the bottom of the screen. Click the “Take Test” tab to start the test.

We recommend that you complete the On-the-Job Training Assessments and Portfolio Assignments for this lesson. They will help you demonstrate competencies for the ideas presented. To view On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click “Lesson Information.”

Again, congratulations and good luck!