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# Global Pathways: Cultural Competence Curriculum Presentation

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COLLEGE OF EDUCATION & BEHAVIORAL SCIENCES  
GLOBAL PATHWAYS

# Cultural Competence

# What is culture?



- *Culture* is typically described as the totality of learned behaviors of a people that emerges from their interpersonal interactions.
- Culture includes the ideals, values, and assumptions about life that are widely shared and that guide specific behaviors.
  - Objective culture
    - Visible: artifacts, food, clothing
  - Subjective culture
    - Invisible: values, attitudes, norms

# Culture



- Provides us with our identity, beliefs, values, and behavior.
- Is learned as a part of the natural process of growing up in a family and community and from participating in societal institutions.
- Is the conscious and unconscious content that a group learns, shares, and transmits from generation to generation that organizes life and helps interpret existence.

# Culture Gives Context & Meaning



- It is a **filter** through which people process their experiences and events of their lives.
- It influences people's values, actions, and expectations of themselves.
- It impacts people's perceptions and expectations of others.

# Culture & Cultural Groups



- People form a community and interact with each other. This can be formed around specific identities, geographies, beliefs, and daily practices.
  - ▣ Dominant groups set the parameters; have the greatest influence.
  - ▣ Subordinate groups must learn the parameters; have less influence.

# Dominant & Subordinate Cultures



- The meaning and nature of culture is derived out of the lived experiences of different social groups. From this comes a complex combination of dominant and subordinate cultures that serve the function of society.
- Culture → social power

# Cultural dynamics can include...



- Language
- Sanctions (penalties/rewards)
- Norms (appropriate/inappropriate behavior)
- Values (collective conceptions of what is desirable)





# Cultural Competence

# What is cultural competence?



- The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, **thereby producing better outcomes**
- The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity

# Cultural Competence



- The awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways.
- The ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served.

J. H. Hanley (1999) - Beyond the tip of the Iceberg: Five Stages toward cultural competence

# With cultural competence...



- One can be able to gain a broadening of perspective that acknowledges the simultaneous existence of differing realities that requires neither comparison nor judgment.
- One can be aware of likely areas of potential cross-cultural miscommunication, misinterpretation, and misjudgment; anticipate their occurrence (knowing what can go wrong); and have the skills to set them right.

# Pedersen's Developmental Model



- **Awareness** – consciousness of one's own attitudes and biases as well as the sociopolitical issues that confront culturally different youngsters.
- **Knowledge** – accumulation of factual information about different cultural groups.
- **Skills** – integration of awareness competencies to positively impact children from culturally distinct groups.
- **Attitude** – belief that differences are valuable and change is necessary and positive.

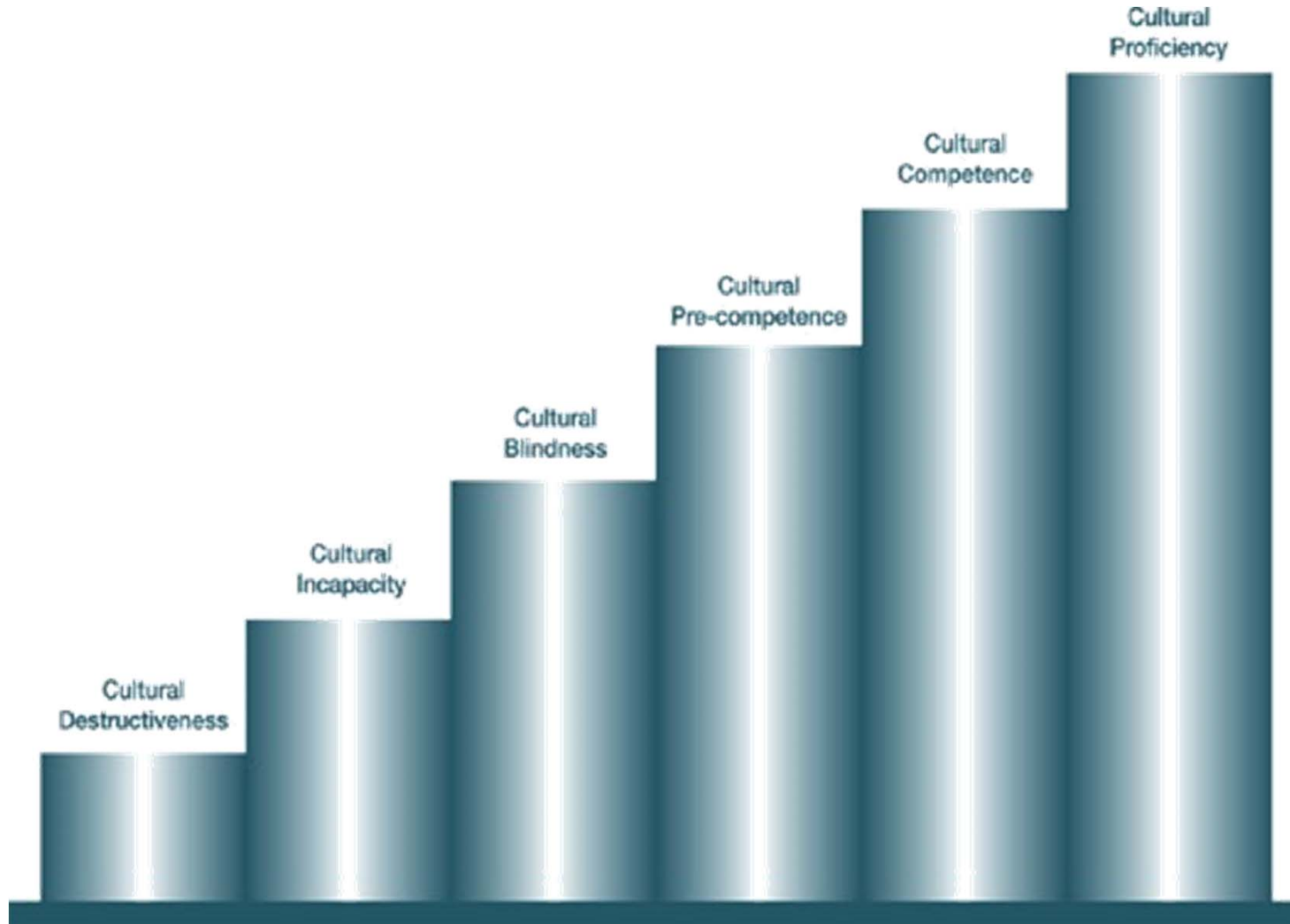
Each domain builds successively on the previous one such that mastery of an earlier domain is necessary before proceeding to subsequent domains.

# Cultural Competence includes



- Self-awareness
- Cultural understanding
- Multiple perspectives
- Intercultural communication
- Relationship building
- Flexibility/adaptability
- Intercultural facilitation/conflict resolution skills
- Multicultural organizational development skills

# Cultural Competence





## Cultural Competence: Understanding Each Level



# Cultural Destructiveness



- **Cultural Destructiveness** - The dehumanization of specific cultures or individuals signifying an underlying bias toward the superiority of the dominant or majority group.
- There is an *intention* to ignore issues affecting minorities and promote policies and standards that have an adverse impact on them.

# Cultural Incapacity



- **Cultural Incapacity** - The inability to work with diverse populations.
- There is not an *intention* to ignore issues or promote policies and standards that have an adverse impact on minorities; instead, their practices are based on a lack of understanding and ignorance.

# Cultural Blindness



- **Cultural Blindness** - Approaches used by and for the majority are perceived as relevant for all others. Practices are adopted for "the greater good", which is generally the majority perspective.
- This level is characterized by *inability* to examine or even recognize existing biases in approaches to practices, education, and research that perpetuates the continued existence and development of models that support stereotypes of diverse populations and thus further promotes prejudice.

# Cultural Pre-Competence



- **Cultural Pre-Competence** - Recognition of potential weaknesses and biases within practices and a decision to take action to address the problem.
- Although this phase is a positive movement, false "comfort" may set in after making only minimal efforts to be responsive to diverse populations. The efforts may only be peripheral and not sufficient to truly address cultural issues.

# Cultural Competence



- **Cultural Competence** - A demonstrated commitment to diverse populations in all aspects of the structure and functions of the organization.
- The commitment is characterized by a sustained, systematic integration and evaluation at all levels of significant collaboration from diverse populations into the infrastructure of the organization.

# Cultural Proficiency



- **Cultural Proficiency** - Is demonstrated by the centrality of an organization's commitment to diversity and by its external expertise, leadership, and proactive advocacy in promoting appropriate care for diverse populations.

# The Cultural Competency Continuum



- Progress along the cultural competency continuum requires a continual assessment of an organization's /one's ability to address diversity, celebrating successes, learning from mistakes, and identifying opportunities for rediscovery.
- An important point to remember is that actions taken at one point in time may not be sufficient to address diversity issues at another point in time. Today's changing environment demands that efforts to move toward cultural proficiency are more than the "right" and "good" thing to do - they are the essential component of effective service/care.

# Collectivism/Individualism



**Individualism** refers to the attitude of valuing the self as a separate individual with responsibility for one's own destiny or actions (e.g., taking care of own one's needs over the group's, self-interest is an appropriate goal).

**Collectivism** emphasizes common interests, conformity, cooperation and interdependence (e.g., taking care of the group's needs over one's individual needs).





## Cultural Intelligence AND The CQ

# Defining Cultural Quotient (CQ)



- It is one's ability to function effectively in a variety of cultural contexts.
- In addition to understanding different cultures, it focuses on problem solving and effective adaptations for various cultural settings.
- It is an overall capability you can take with you anywhere.

# CQ Knowledge



- The extent to which you understand the role of culture in how people think and behave and your level of familiarity with how cultures are similar and different.

# Why CQ?



- There is widespread globalization— People of different cultures today live together everywhere in the world.
- There are more opportunities to interact with foreigners in many aspects (e.g., domestically, business, and work).
- One would need to know the customs of other cultures, especially the taboos or risk offending people.
- People with higher CQ would be able to interact with people from other cultures easily and more effectively.