CULTURAL COMPETENCIES:
MANAGING PEOPLE
FROM DIVERSE BACKGROUNDS
THURSDAY, SEPTEMBER 1, 2016
OBJECTIVES:

Participants will:
1. Discuss the basic elements of culture, and cultural and linguistic competence,
2. Explain the relationship between culture and perspectives about seniors, and expectations for senior services,
3. Identify their personal views related to culture, language, and disability, and their impact on planning and implementing services for seniors, their families, and communities, and,
4. State five approaches to enhance cross-cultural awareness, knowledge and skills of agency personnel and volunteers.
Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to:

- communication
- rituals
- roles
- languages
- thought
- values
- relationships
- practices
- customs
- courtesies
- beliefs
- expected behaviors
- manners of interacting

Culture applies to racial, ethnic, religious, political, professional, and other social groups. It is transmitted through social and institutional traditions and norms to succeeding generations. Culture is a paradox, while many aspects remain the same, it is also dynamic, constantly changing.

**CULTURE IS ...**

Comprised of beliefs about reality, how people should interact with each other, what they know about the world, and how they should respond to the social and material environments in which they find themselves.

Reflected in religion, morals, customs, politics, technologies, and survival strategies of a given group. It affects how groups work, parent, love, marry, and understand health, mental health, wellness, illness, disability, old age, and end of life.

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**CULTURE**

*Culture* is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.

*(Lynch & Hanson 1992 Developing Cross Cultural Competence)*
The Common Cold

When you were growing up, what remedies did your parents or family use to cure the common cold?

INDIVIDUAL CULTURAL ACTIVITY

Everybody has a culture, even though they sometimes do not realize it. Think about the following questions:

1. What language(s) do you speak?
2. What is your religion?
3. What holidays and ceremonies are important?
4. What things do you believe are right and wrong?

Share your responses with your neighbor, and be prepared to share your reactions with the larger group.
DEMOGRAPHIC TRENDS: PEOPLE ARE LIVING LONGER

- The older population—persons 65 years or older—numbered 46.2 million in 2014 (the latest year for which data is available).
- They represented 14.5% of the U.S. population, or about one in every seven Americans.
- By 2060, there will be about 98 million older persons, more than twice their number in 2014. (Department of Health & Human Services, Administration for Community Living, May 2016)
- Persons reaching age 65 have an average life expectancy of an additional 19.3 years (20.5 years for females and 18 years for males). (Administration on Aging, Profiles of Older Americans: 2015)
DEMOGRAPHIC TRENDS FOR THE AGING POPULATION

- Older men were much more likely to be married than older women. 70% of men, 45% of women.
- In 2015, 34% of older women were widows.
- About 29% (13.3 million) of noninstitutionalized older persons live alone (9.2 million women, 4.1 million men).
- Almost half of older women (46%) age 75+ live alone.
- In 2014, about 554,579 grandparents aged 65 or more had the primary responsibility for their grandchildren who lived with them.

Administration on Aging: Profile of Older Americans 2015

DIVERSITY OF THE AGING POPULATION

- There were 72,197 persons aged 100 or more in 2014 (0.2% of the total 65+ population).
- Older women outnumber older men at 25.9 million older women to 20.4 million older men.
- Racial and ethnic minority populations have increased from 6.5 million in 2004 (18% of the older adult population) to 10 million in 2014 (22% of older adults) and are projected to increase to 21.1 million in 2030 (28% of older adults). (Administration on Aging, 2015)

Administration on Aging: Profile of Older Americans 2015
DIVERSITY OF THE AGING POPULATION

• In 2014, 22% of persons 65+ were members of diverse racial or ethnic populations—
  • *9% were African-Americans,
  • *4% were Asian or Pacific Islander,
  • *0.5% were Native American,
  • *0.1% were Native Hawaiian/Pacific Islander, and
  • *0.7% of persons 65+ identified themselves as being of two or more races.
• Persons of Hispanic origin (who may be of any race) represented 8% of the older population.

(*represents of non-Hispanic origin)

Administration on Aging: Profile of Older Americans 2015

TOGETHER WE RISE
MEALS ON WHEELS
ANNUAL CONFERENCE AND EXPO

DIVERSITY OF THE AGING: FOREIGN-BORN POPULATION

• 12.4% of the population of individuals 65 and over are foreign-born
• Compared with the native born and foreign born from other regions, the proportion of people aged 65 and older was highest among those born in Europe.
• Over 28 percent of the population born in Europe was aged 65 and older.
• 25% of individuals 65 and over were born in North America, and
• 17.2% of seniors aged 65 and over were born in the Caribbean.


TOGETHER WE RISE
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ANNUAL CONFERENCE AND EXPO
OLDER AMERICANS: POVERTY

- Over 4.5 million older adults (10%) were below the poverty level in 2014.

In 2011, the U.S. Census Bureau also released a new Supplemental Poverty Measure (SPM) which takes into account:
- regional variations in the living costs,
- non-cash benefits received, and
- non-discretionary expenditures but does not replace the official poverty measure.

- In 2014, the SPM shows a poverty level for older persons of 14.4% which is more than 4 percentage points higher than the official rate of 10%.

Administration on Aging: Profile of Older Americans 2015

Which states have the greatest share of seniors?

[Map showing different states with varying colors indicating the percent of persons 65+ in 2014 by state.]

Legend:
- 17.8% to 10.1% (3)
- 15.1% to 16.9% (27)
- 13.3% to 14.6% (24)
- 9.4% to 10.0% (2)

Source: U.S. Census Bureau, Population Estimates
Exploring the Multiple Dimensions

CULTURE

- is applicable to all peoples
- is value laden & rooted in belief systems
- is active & dynamic
- is multilayered & multidimensional
- exists at conscious & unconscious levels
- is often viewed as thick, thin, or compartmentalized
- provides group member identity
- structures perceptions & shapes behaviors
- varies in expression both among and between individual group members
- permeates every aspect of life


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Diversity and Differing World Views

“Culture is the lens by which we view the world.”

Multiple Cultural Identities

Race or Ethnicity
Age
Gender or Gender Identity
Profession or Discipline

POINT IN TIME & CONTEXT
CULTURAL CONTINUITY AND CULTURAL CHANGE

- **Cultural continuity** is defined as the desire for a people to maintain core elements of their culture by adapting to changes over time.

- All cultures adapt as events either benefit or threaten their ability to retain their cultural identities. (Abbe Museum • Bar Harbor, Maine 2006)
SOCIETAL VALUE OF THE ELDERLY

• “The value that different societies place on the elderly has a lot to do with how they are cared for later in life.” (Jared Diamond, Ted Talk, 2012)

• “Although older adults serve as essential resources to their communities, they face a great risk of marginalization.” (International Federation of Social Workers, 2014)

• “Elder care-giving varies by race, ethnicity, gender, and socio-economic status.” (Bookman & Kimbrel- Families and Elder Care in the Twenty-first Century)

CULTURAL DIVERSITY AND DIFFERING WORLD VIEWS

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CULTURAL DIVERSITY

The term *cultural diversity* is used to describe differences in ethnic or racial classification & self-identification, tribal or clan affiliation, nationality, language, age, gender, sexual orientation, gender identity or expression, socioeconomic status, education, religion, spirituality, physical and intellectual abilities, personal appearance, and other factors that distinguish one group or individual from another.

CULTURAL PERSPECTIVES ON AGING

The Markers of Old Age
% saying that a person is old when he or she ...

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turns 85</td>
<td>79</td>
</tr>
<tr>
<td>Can't live independently</td>
<td>76</td>
</tr>
<tr>
<td>Can't drive a car</td>
<td>66</td>
</tr>
<tr>
<td>Turns 75</td>
<td>62</td>
</tr>
<tr>
<td>Frequently forgets familiar names</td>
<td>51</td>
</tr>
<tr>
<td>Find's his/her health is failing</td>
<td>47</td>
</tr>
<tr>
<td>Has trouble walking up stairs</td>
<td>45</td>
</tr>
<tr>
<td>Has bladder control problems</td>
<td>42</td>
</tr>
<tr>
<td>Is no longer sexually active</td>
<td>33</td>
</tr>
<tr>
<td>Turns 65</td>
<td>32</td>
</tr>
<tr>
<td>Retires from work</td>
<td>23</td>
</tr>
<tr>
<td>Has grandchildren</td>
<td>15</td>
</tr>
<tr>
<td>Has gray hair</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: Asked of all 2,969 adults in the survey.
CULTURAL PERSPECTIVES ON AGING

Elders are viewed as:
• Wise and experienced,
• Valued leaders,
• Knowledge beacons,
• Pillars of the community,
• Having more free time to spend with family,
• Engaging in hobbies, travel, or seek a second career
• Unfamiliar with current trends,
• Dealing with many age related challenges,
• Isolated, and in ill-health

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CULTURAL TRADITIONS: CARING FOR THE ELDERLY

Cultural Traditions that value living with and caring for the elderly among diverse populations:
• Filial piety or respect for elders- culturally mandated Asian expectation that elders in need will be cared for by their children.
• Similar commitment shared by Latinos, Native Americans and African Americans to provide care for their aging family members themselves.
• Some such traditions are changing due to multiple factors including –geographic differences, working spouses.

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NEW CULTURAL TRADITIONS: CARING FOR THE ELDERLY

- Cultural preferences, linguistic differences, and lower income may explain some of the lower use of formal senior services by some diverse populations (AARP Public Policy Institute, FS Number 119)
- More Latinos entering nursing homes, and increased desire for Latino serving facilities, as well as Spanish speaking home health aids
- Difficulty finding Khmer and other Asian speaking home health aids, increased need for nursing homes, assisted living and community based services for Asian seniors,
- Retirement communities for Asian-Americans are becoming increasingly popular.


ORGANIZATIONAL CULTURE

Organizational culture is a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

Convergence of Cultural Contexts: A Focus on Senior Services

ARE WE ON THE SAME PAGE?

Culturally Aware
Culturally Competent
Culturally Relevant
Culturally & Linguistically Competent
Multicultural Competence
Culturally Appropriate

Cultural Humility
Cultural Sensitivity
Culturally Effective
Cultural Proficiency

Cultural Responsiveness

T.D. Goode
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Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989.)

CULTURAL COMPETENCE CONCEPTUAL FRAMEWORK

TOGETHER WE RISE

MEALS ON WHEELS
ANNUAL CONFERENCE AND EXPO

FIVE ELEMENTS OF CULTURAL COMPETENCE
INDIVIDUAL LEVEL

Acknowledge cultural differences
Understand your own culture
Engage in self-assessment
Acquire cultural knowledge and skills
View behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)

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CULTURAL COMPETENCE CONTINUUM

(Cross, Bazron, Dennis and Isaacs, 1989)

CULTURAL FACTORS THAT INFLUENCE DIVERSITY AMONG INDIVIDUALS AND GROUPS

- Internal Factors
  - Cultural/Racial/Ethnic Identity
  - Tribal Affiliation/Clan
  - Nationality
  - Acculturation/Assimilation
  - Socioeconomic Status/Class
  - Education
  - Language
  - Literacy
  - Family Constellation
  - Social History
  - Military Status
  - Perception of Time
  - Health Beliefs & Practices

- Health & Mental Health Literacy
- Beliefs about Disability or Mental Health
- Lived Experience of Disability or Mental Illness
- Age & Life Cycle Issues
- Gender, Gender Identity & Expression
- Sexual Orientation
- Religion & Spiritual Views
- Spatial & Regional Patterns
- Political Orientation/Affiliation

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CULTURAL FACTORS THAT INFLUENCE DIVERSITY AMONG INDIVIDUALS AND GROUPS

External Factors

- Institutional Biases
- Racism & Discrimination
- Community Economics
- Intergroup Relations
- Group & Community Resiliency
- Natural Networks of Support
- Community History
- Political Climate
- Workforce Diversity
- Community Demographics

Adapted with permission from James Mason, Ph.D., NCCC Senior Consultant

LINGUISTIC COMPETENCE FRAMEWORK

Goode & Jones, Revised 2009, National Center for Cultural Competence

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LINGUISTIC COMPETENCE

- Is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served ensures policy, structures, practices, procedures and dedicated resources to support this capacity.

Goode & Jones, Revised 2009, National Center for Cultural Competence

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LANGUAGE AND CULTURE ARE INEXTRICABLY LINKED

Culture is encoded in language through forms of expression, communication preferences, and the way words are used.

Values, beliefs, and attitudes and a broad array of nuances are enmeshed in words and symbols, forming the base of knowledge and a system for communicating within every culture.

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MANAGING THE DYNAMICS OF DIFFERENCE

THE DEVELOPMENTAL MODEL OF ETHNO-SENSITIVITY

(Source: Bennett, M., 1986)

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GOING DEEPER: ASSESSING BIAS

The Institute of Medicine (IOM) concluded in 2002 that “bias, stereotyping, prejudice, and clinical uncertainty on the part of health care providers may contribute to racial and ethnic disparities in health care”.


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- A bias is a preference for one thing, person or group over another.
- We all have biases.
- Bias becomes a concern when it becomes a prejudice against certain people or groups in ways that are unfair and lead to discrimination.

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HOW IS YOUR STAFF, VOLUNTEERS AND AGENCY VIEWED?

ESSENTIAL ELEMENTS OF CULTURALLY RESPONSIVE SENIOR SERVING ORGANIZATIONS

*Cultural responsiveness* in senior services is using the cultural characteristics, experiences, and perspectives of ethnically diverse seniors, their families and communities as conduits for learning how to support them more effectively including:

- Developing a knowledge base about cultural diversity
- Including ethnic and cultural diversity content in staff and volunteer training, and senior services and supports
- Demonstrating caring and building opportunities for learning communities
ESSENTIAL ELEMENTS OF CULTURALLY RESPONSIVE SENIOR SERVING ORGANIZATIONS

*Cultural responsiveness* in senior services is using the cultural characteristics, experiences, and perspectives of ethnically diverse seniors, their families and communities as conduits for learning how to support them more effectively including:

- Communicating effectively with ethnically diverse elders and their families
- Responding to ethnic diversity in communications with families about expectations

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LEARNING ABOUT CULTURAL PREFERENCES AND EXPECTATIONS OF DIVERSE SENIORS

- An open approach
- Genuine interest and sensitive inquiry
- All aspects of culture
  - What strategies does your agency/organization use to learn about the preferences and needs of seniors from diverse cultural groups in its catchment area?
  - What has been most useful?
  - How does your agency/organization partner with ethnic, faith-based, or other organizations to plan and implement programs for seniors?
  - How does your organization obtain input from elders?

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ETHNOGRAPHIC STRATEGIES FOR LEARNING ABOUT CULTURAL VALUES, AND PRACTICES IN SENIOR CARE

• Reading and research
• Interviewing
• Cultural informant
• Participant observer
• Community involvement
• Cultural broker

CULTURAL BROKER

Someone who is knowledgeable in two realms, negotiates them daily, and can serve as a liaison, a cultural guide, a mediator, or a catalyst.

A cultural broker has:
• The trust and respect of the community
• Cultural knowledge of both realms
• Experience navigating early care and education and relevant community services and systems

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“For them to help us, they need to understand our culture and we need to teach them our culture in their language.”

Emily Majorie Ah Mat
Murray, Mer Island Woman
Born in 1919 in Torres Strait, Australia

CULTURALLY AND LINGUISTICALLY COMPETENT SENIOR SERVICE PROVIDERS

• Learn about and appreciate diversity and/or represent the diversity of the community.
• Employ cultural continuity in senior services.
• Honor languages spoken by the communities it serves.
• Reflect the traditions and customs and current realities of the community it serves.
• Provide professional development that helps staff and volunteers understand/appreciate differences and promotes anti-bias perspectives.
CULTURALLY AND LINGUISTICALLY COMPETENT SENIOR SERVICE PROVIDERS

• Involve community members as decision makers with opportunities for sharing cultural perspectives.

• Have policies that support cultural and linguistic diversity in planning and implementing responsive senior services.

• Demonstrate measurable outcomes that are culturally relevant and linked positive outcomes for seniors.

PROMISING PRACTICES

• Engage with ethnic media, doctor’s offices, and faith-based organizations,

• Create a welcoming environment,

• Involve elders and the community in focus groups,

• Engage cultural brokers and community liaisons,

• Inform seniors about availability and types of senior services.
As a culturally competent ________
I am capable of interacting positively with people who do NOT

look like, talk like, move like, think like, believe like, act like, love like...

cultural and linguistic competence is journey … not a destination.
It is a life-long commitment to how we think about and provide services and supports to individuals and families and the communities in which they live.

Safe travels!
CONTACT US

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