

Culturally Responsive Services for Women



Participant Guide

Presented by:

The California Women, Children and Families

Technical Assistance Project

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California Women, Children & Families
Technical Assistance Project (CalWCF)

CULTURALLY RESPONSIVE SERVICES FOR WOMEN

FAMILY TIES, STOCKTON, CA

FEBRAURY 23, 2007

AGENDA

Welcome and Introductions	9:30 – 10:10
Diversity and You	10:10 – 10:45
Break	
Stereotypes, Racism and other “Isms”	10:55 – 11:45
Lunch Break	11:45 – 1:00
Cultural Context Of Substance Abuse	1:00 – 1:20
Communicating Across Cultures	1:20 – 2:00
Break	
Program Design & Implementation	2:10 – 2:40
Celebrating Our Differences	2:40 – 3:00



AGREEMENTS

To allow for a positive and productive experience, we agree to:

- ☞ Respect ourselves, each other and the community space we are creating together
- ☞ Trust in the Process
- ☞ Not use Zingers
- ☞ Speak in the first person: "I statements"
- ☞ Practice Listening
- ☞ Stay Present in the Room
- ☞ Have One Voice at a Time
- ☞ Use Inquiry instead of Advocacy
- ☞ Watch our Assumptions
- ☞ Respect Differences
- ☞ Not Hold Sidebar Conversations
- ☞ Maintain a Safe Environment

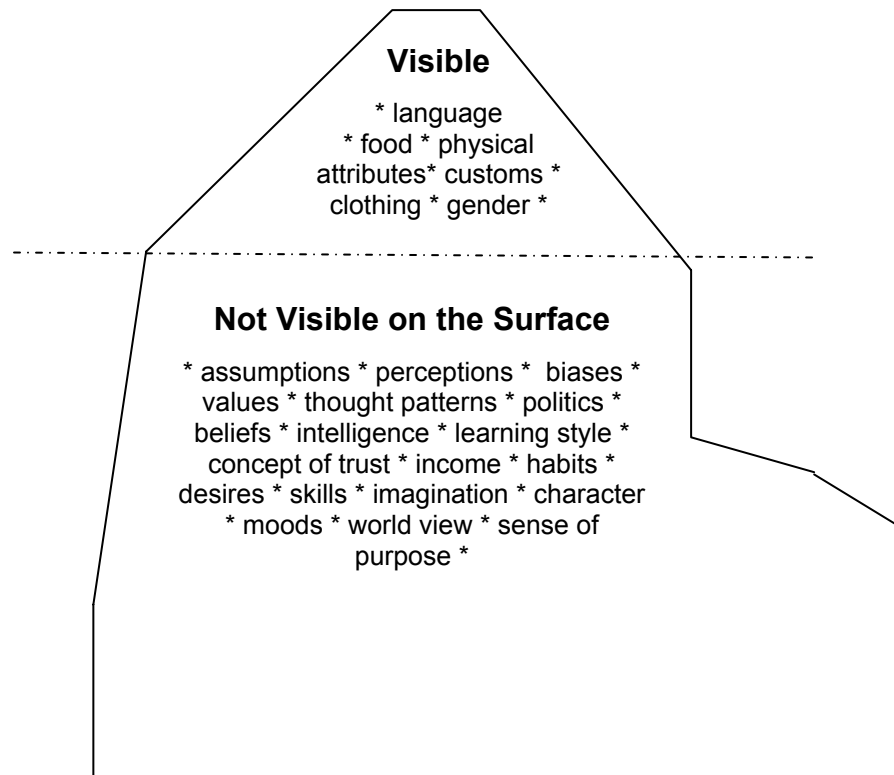


The Werner Hartman Group, 2004 debwerner@earthlink.net

Diversity and You

The Culture Iceberg

Culture is like an iceberg. The portion above the water line represents what is immediately noticeable. The portion below the water line represents what is not visible – out of people’s immediate awareness. These hidden areas are heavily laden with emotion. Generally, people are more attached to the areas that are out of reach.



Exercise: My Cultural Identity

"People only see what they are prepared to see."
- Ralph Waldo Emerson

Creating a Multi-Cultural Community

What do you see as the benefits and losses when a community is more like a fruit salad?

What do you see as the benefits and losses created by a community that is a melting pot?

Diversity is our recognizing appreciating valuing and utilizing the unique talents and contributions of all individuals.

Benefits of Diversity

- ✓ A 360° view brings new perspective
- ✓ Stimulates creativity
- ✓ Enjoyment of surprises
- ✓ Stimulates creativity
- ✓ Prevents “blind spots”
- ✓ More fun, increased enthusiasm
- ✓ Increases talent pool



HOW DO YOU Celebrate Diversity ON A PERSONAL LEVEL?

Stereotypes, Racism & Other "Isms"

Racism, prejudice and stereotypes result in persecution for some and privilege for others.

ABC's PrimeTime Live presented dramatic evidence that racial discrimination is a present-day disease, not merely a "legacy." Producers dispatched two evenly matched, well-dressed, well-spoken college graduates -- one white, one black -- to seek jobs through the same employment agency, apartments from the same landlords, a car from the same dealer. Again and again, hidden cameras recorded how the black man was lied to or turned away.

Common Displays of Stereotypes and Prejudice At Work

- _____ 1. Ethic, racial, or gender slurs or jokes or demeaning terms.
- _____ 2. Resistance to working with members of another ethnic, racial, or cultural group.
- _____ 3. Little or no social interaction with members of different groups.
- _____ 4. Negative comments or expectations regarding the work habits of members of other groups.
- _____ 5. Prejudicial or stereotypic comments about other groups.
- _____ 6. Display of symbols offensive to ethnic, gender, racial, or religious groups.
- _____ 7. Complaints about other cultural, racial, or gender groups.
- _____ 8. Assumption of favoritism, preferential treatment or reduced capability.
- _____ 9. Overt or covert favoritism.

Adapted from *The Diversity Tool Kit*, Lee Gardenswartz and Anita Rowe

The Platinum Rule
Treat others as they would like to be treated.

- unknown -

Cultural Exclusion, Integration, Assimilation and Other Stressors

Individuals moving to another country, or those immersing ourselves into a new environment do so for a variety of reasons. What is common to all is that you begin your new life in the host society or group as strangers. Many of your previously held beliefs, taken-for-granted assumptions, and routine behaviors are no longer relevant or appropriate. This creates a high level of uncertainty or anxiety, and stress to cope with. It is important to keep in mind that human nature is to progress toward comfort. Therefore we need to become aware as service providers the stage of integration ourselves, co-workers, family, customers, etc. are experiencing, as well as having an understanding of their cultural background and stressors.

- **Cultural Shock**
- **Isolation**
- **Acculturation**
- **Deculturation**
- **Bi-Culturalism**
- **Integration**
- **Assimilation**

Institutionalized Racism and Prejudice.

History:

- Slavery
- Massacre of Native American Indians
- Japanese Internment Camps
- Jim Crow laws

Present:

- Why is the Senate 94% white?
- The role of the media?

- Internalized Oppression

- Exposure to overt and covert racism, discrimination, stereotyping and prejudice results in increased health problems.

What do you see as current examples of institutionalized racism?

Small Group Exercise.

Cultural Context of Substance Abuse

Women start using alcohol and drugs for different reasons than men; experience different consequences for their use; have different motivations for seeking help; face different barriers to treatment; have different treatment needs; relapse for different reasons and have different on-going recovery support needs.

Likewise, cultural background has a profound impact on risk factors, protective factors, drugs utilized, outreach, treatment access and barriers, treatment needs and on-going recovery support needs.

Some Erroneous Stereotypes over the Years.

- Latinas do not have alcohol and drug problems.
- African American women are more likely to drink.
- Crack cocaine and methamphetamine are the primary drugs impacting infants.
- Asian women do not need treatment services.
- White women are rich and have private insurance.

Communicating Across Cultures

Effective Conversation Requires:

COURAGE to make the necessary effort to participate

MODERATION in managing one's emotions

JUSTICE by giving the other person her or his due

Cultural Boundaries

A boundary is a sense of separateness and individuality that prevents people from being too close to us, but also allows for closeness when needed. Some boundaries allow or prevent physical closeness, like someone standing too close to us. Other boundaries deal with more personal things for example someone asking you if your parents fight at home or whether you have ever been kicked out of school. These kinds of boundaries are personal boundaries.

People often have specific boundaries on sensitive topics in their community – cultural boundaries. We may choose to talk about these topics with others who share their cultural identity but not with others. When speaking about sensitive topics with people who do not share our cultural identity, we may feel pressured to explain or justify certain actions or behaviors. We may experience feelings of personal shame and guilt.

When asked about a sensitive question about race:

- ◆ What is this person's motivation? Why did he/she ask this question? (racist, insensitive, stereotyping, sincere question, making a statement, ignorant)
- ◆ Response options include: make a joke, don't answer the question and change the subject, answer the question but also tell the person that the question is close to being racist or a stereotype; refuse to answer question and tell them how the question makes you feel.

Adapted from Peter Bell, Growing up Black and Proud

Some Common Areas of Cross-Cultural Miscommunication

- Dependence on Verbal Communication
- Language and Terms
- Formality and respectful address
- Meanings of Silence
- Eye Contact
- Cultural Boundary Sensitivity
- Definition of an "Authority" and appropriate communication with Authorities
- Time Schedules and Importance of Punctuality
- Time View – immediate, short-term, long-term view
- Importance of individual (individual centered, family centered, group centered)
- Cooperation, competition
- Need to know why
- Science (Cause and effect) orientation or spiritual orientation
-
-

Improving Cross-Cultural Communication



- Recognize differences
- Build Your Self-Awareness
- Describe and Identify, then Interpret
- Don't assume your interpretation is correct
- Verbalize your own non-verbal signs
- Share your experience honestly
- Acknowledge any discomfort, hesitation, or concern
- Give your time and attention when communicating
- Don't evaluate or judge
- Try to meet the expectations of your communication partner
- Develop trust
- Respect boundaries

Program Design & Implementation

Areas to Consider in Assessing Cultural Capacity

Who is the target group? What do you know about them? Who can participate?

Agency History

- Trust of Agency with leaders in target community
- Agency Community Involvement
- Outreach

Physical Environment

- Location
- Residential and group environments
- Office environments
- Social features (food, recreation)
- General ambiance

Staffing

- Board of Directors
- Upper Management
- Middle Management
- Line Staff

Organizational Policy Making

- Who Participates
- How Decisions are Made
- Inclusive Policies

Programs

- What educational/counseling services are offered?
- Do curriculum address the target group?
- Are curriculum relevant to target group?
- Is group process culturally appropriate?
- Where are cultural issues addressed?

Evaluation

- Is data collection relevant including needs, utilization and outcomes for this population?
- Are services evaluated to identify effectiveness for this population?

Building Multi-Cultural Skills in Staff and Clients

A multicultural philosophy is one that promotes the acknowledgement, appreciation and usage of cultural differences as a critical factor in the development and implementation of any system, institution, program or curriculum. It utilizes an inclusionary process for development and dissemination rather than an exclusionary one.

The philosophy recognizes that "differences" is the key element because there are significant differences within each individual cultural group (e.g. geographic location, economic level, age, generation, gender, religion, sexual orientation, education etc.)

A student who has successfully participated in a multicultural educational system will be literate in all the following areas:

- **Academic:** The ability to successfully meet the skill and knowledge standards for the system. (for education able to read, write and compute math equations sufficiently to gain employment or entrance to an institution of higher learning.
- **Systemic:** The ability to comprehend the designs and procedures of America's systems, institutions and bureaucracies well enough to obtain a standard of living commensurate to their skills and priorities.
- **Cultural:** The ability to recognize and appreciate differences in cultural groups existing in America the skills to communicate and collaborate without fear, anxiety or prejudice.

From Byron Kunisawa MULTICULTURALISM AN EDUCATIONAL PERSPECTIVE

Culturally Relevant Treatment

- Honors traditions and values
- Acknowledges cultural pain and racism
- Builds appropriate efficacy and support
- Staff, management and Board reflective
- Respects individuals
- Differentiates drug culture from culture itself
- Helps people learn cultural traditions
- Relational

Program Components

Creating a Safe Welcoming Environment

- ❖ Accessible
- ❖ Approachable
- ❖ Accepting
- ❖ Responsive
- ❖ Inclusive

A Meaningful Assessment

- ❖ Acknowledging Experiences
- ❖ Asks about cultural, religious, background and resources
- ❖ Is inclusive of prejudicial trauma
- ❖ Is delivered in a culturally respectful manner (staff, location, participants)

An Array of Service Options

- ❖ Outreach and Engagement
- ❖ Staffing
- ❖ Language Fluidity
- ❖ "Women of Color" Support Groups
- ❖ Trauma
- ❖ Role and definition of family
- ❖ Inclusive of non-traditional resources, assets and tools
- ❖ Stigma
- ❖ Home-based services
- ❖ Does not rely solely on verbal group experiences

Respecting Traditions and Norms

- ❖ Authority
- ❖ Values
- ❖ Relationships
- ❖ Rituals and Practices

Community Support and Relapse Prevention

- ❖ Employment Support and Job Development
- ❖ Housing Options and Families
- ❖ Range of relapse prevention services
- ❖ Addresses relapse triggers
- ❖ Builds culturally appropriate self-care
- ❖ Role of family, churches, elders and other resources
- ❖ Follow-up

Celebrating Our Differences

Embracing our Diversity Exercise

Reflection

What is one thing do next week that will use the experience you have had today?

Next Steps Together

- M**ake time to mutually discuss/dialogue around situations where differences arise.
- E**xplore and acknowledge differences.
- E**ncourage respect for each other's perspective.
- T**ake responsibility to change behavior.

Evaluations and Post tests

Resource Materials

Definitions

Definitions

CULTURE – the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. Culture has an internal logic because people’s personal values, their religious and social values, the way they have been socialized, their belief systems, all drive their behavior and make sense. A distinctive way of living built up by a group of people. Culture determines who we define as “family.” Culture determines who is inside the boundaries and who is outside the boundaries of a family. Culture is a *powerful* determinant of the roles and relationships within a family.

CULTURAL COMPETENCE – Describes a circumstance in which a program, system or professional has the capacity to effectively work with people from a particular culture.

CULTURALLY RESPONSIVE OR RESPECTFUL SERVICES are relevant and respectful to the cultural background of clients. Services are provided within the context of the client’s culture. Approaches are programs are selected and may be adapted based on individual needs and resources.

CULTURAL SENSITIVITY – The ability to be open to learning about and accepting of different cultural groups.

DISCRIMINATION –To make distinctions on the basis of preference or prejudice. It involves any situation in which a group or individual is treated differently and sometimes unfairly, based on something other than individual reason, usually their membership in a socially distinct group or category. Such categories would include race, ethnicity, gender, religion, age, sexual orientation or disability.

DIVERSITY – The condition of being different. No one is excluded – diversity is all of us. We come from different backgrounds, beliefs, cultures, races, creeds, ages and experience.

ETHNICITY – Sharing a strong sense of identity with a particular religious, racial, or national group. It is a form of shared historical experience often tied to a place of national origin.

ETHNOCENTRISM – To judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true universal and the other culture in a negative way. The tendency to believe and act on the belief that one’s own cultural value system is superior to others.

HETEROSEXISM – A belief in the inherent superiority of one pattern of loving over all and thereby the right to dominance.

INSTITUTIONAL RACISM - Programs, policies and arrangements that deny equal rights and opportunities to, or differentially harm, members of particular groups.

INTERNALIZED OPPRESSION – A subconscious belief in negative stereotypes about one’s group that results in an attempt to fulfill those stereotypes and a projection of those stereotypes onto other members of that group. Results in fear, anxiety, and uncertainty about challenging institutions.

MULTICULTURALISM – The recognition and acknowledgement that society is pluralistic. In addition to the dominant culture, there exists many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.

MULTICULTURAL AGENCY – Has a set of congruent behaviors, attitudes, and policies that come together in a system, or among professionals that enable people to work effectively in cross-cultural situations.

PREJUDICE – Usually an unfavorable attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason. The distinguishing characteristic of a prejudice is that it relies on stereotypes (oversimplified generalizations) about the group against which the prejudice is directed. Prejudice implies inferiority, leads to suspicion and is detrimental to communication and interpersonal relations.

PRIVILEGE – The ability to move freely with a society or group based on personal characteristics, i.e., race, class, sexual orientation, religion, etc. The difference between power and powerless.

RACE – As a biological concept, it defines groups of people based on a set of genetically (physical) transmitted characteristics.

RACISM – A belief that racial differences produce an inherent superiority of a particular race.
RACE+PREJUDICE+POWER = RACISM – The theory or idea that there is a casual link between inherited physical traits and certain traits of personality, intellect, or culture and, combined with it, the notion that a race is inherently superior to others. Racism is a socially constructed system of domination, which benefits certain groups of people at the expense of other groups of people.

SEXISM – The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

STEREOTYPE – An exaggerated belief or fixed idea about a person or group that is held by people and sustained by selective perception and selective forgetting.

United States Congressional Demographics

Gender

- Male 83%
- Female 17%

There are 74 women serving the U.S. House and 16 in the U.S. Senate. This is the highest number of women to hold Congressional office in the United States at one time.

Race/Ethnicity

Senate

- Caucasian 94%
- Hispanic 3%
- African American 2%
- Asian/Pacific Islander 1%
- American Indian 0%

House of Representatives

- Caucasian 83%
- Hispanic 5%
- African American 10%
- Asian/Pacific Islander 1.5%
- American Indian <1%

Religious Demographics

At present the top six denominations in the Congress (House and Senate) are:

- Roman Catholic 28%
- Baptist 11%
- Methodist 11%
- Episcopalian 11%
- Jewish 8%
- Presbyterian 8%

- 10 of the 539 members did not state their affiliation (2%), 1 member is unaffiliated with a religion, 1 member is Muslim, 2 are Buddhist, 0 Hindu.

From www.congress.org 2007

US Household Income

Median Household Income

All US Households	\$46,326
Asian Household	\$57,518
White non Latino Household	\$48,977
Hispanic Household	\$34,241
African American Household	\$30,134

Distribution of Household Income

Lowest 25%	<\$22,500
Middle 50%	\$22,500 – \$77,599
Top 25%	\$77,500+
Top 1.5%	\$250,000+
Top 5%	\$157,000
Bottom 5%	< \$5,000
Bottom 10%	<\$10,500

*Note – this includes all households regardless of size.

Source: US Census Bureau, 2006

Some Statistics

Births by Race/Ethnicity of Mother		
	California	San Joaquin
Total Births	544,685	11,010
Mother of 2+ races	1.3%	2.0%
Latina mother	50.5%	48.0%
American Indian mother	0.4%	0.3%
African American mother	5.3%	7.1%
Asian Mother	11.4%	14.2%
Pacific Islander mother	0.5%	0.5%
White	29.2%	27.3%
Other/unknown	1.4%	0.7%

California Birth Records, 2004
<http://www.dhs.ca.gov/hisp/chs/ohir/tables/datafiles/vsofca/0233.xls>

Demographics of San Joaquin County, 2004	
2 or more races	3.9%
Latinos	34.8%
American Indian	0.9%
African American	7.1%
Asian	14.3%
Pacific Islander	0.5%
White	40.7%

Race/Ethnicity of Treatment Admissions, 2004

California	TEDS Percent of Female Admissions	Perinatal Program Annual Report*
Alaskan Native (Aleut, Eskimo, Indian)	0.2	0.0
American Indian (Other than Native Alaskans)	1.9	2.2
Asian or Pacific Islander	2.0	1.8
Black	15.8	18.0
White	47.2	48.7
Other single race	4.1	0.0
Hispanic (all races)	28.8	29.3