


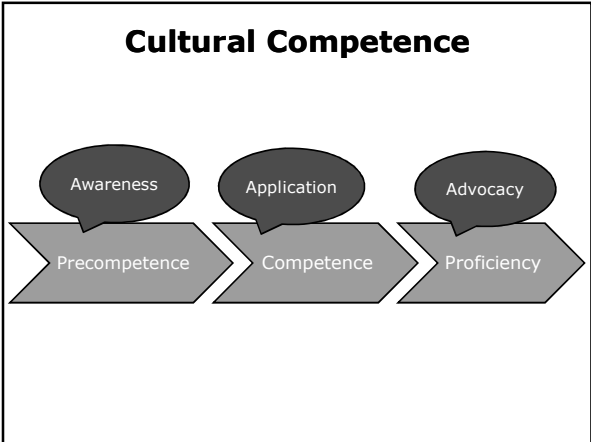
**Cultural Competence:**

The evidence is in the practice  
Part 1

- Agenda**
- Define "Cultural Competence"
  - Communication & Culture
  - Cultural Dimensions in Clinical Practice

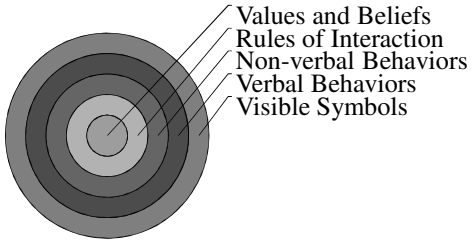
- Cultural Competence**
- A developmental process that evolves over time
  - Requires on-going self assessment & continuous expansion of cultural knowledge refined through cross-cultural encounters.
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- Cultural Competence**
- "Culture"- integrated pattern of human behavior that includes thoughts, communications, actions, beliefs, and values of a racial, ethnic, religious, or social group.
  - "Competence"- the capacity to function effectively



- Cultural Competence**
- Rationale:
    - Respond to projected demographic changes
    - Eliminate health care disparities
    - Improve quality of services
    - Meet legislative & regulatory mandates
    - Gain competitive edge
    - Decrease likelihood of liability / malpractice claims (Cohen et al, 2003)

## Communication & Culture



Hofstede, G. (1991)

## Values & Beliefs

- Right vs. Wrong
- Human equality
- Disability



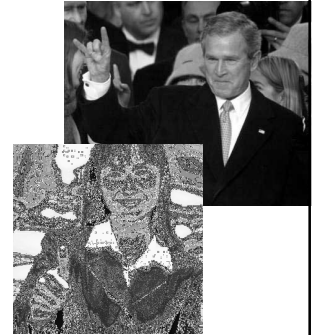
## Rules of Interaction



- Turn-taking
- Interruption
- Silence
- Conversation

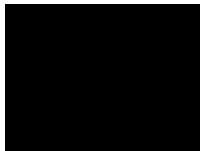
## Non-verbal Behaviors

- Eye Contact
- Spatial Relationships
- Body Movements



## Verbal Behaviors

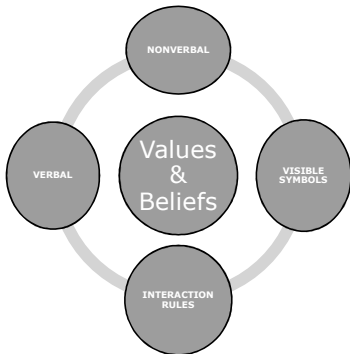
- Language / Dialect
- Prosodic Features 🗣️
- Speech



## Visible Symbols



## Communication & Culture



## PERSONAL REFLECTION

## Cultural Dimensions

### Individualism

- Values individual over the group
- Raised in nuclear families (Parent/child)
- Values autonomy, emotional independence, & individual initiative

### Collectivism

- Values the group over the individual
- Raised with extended family
- Values group identity, emotional dependence, & group solidarity

## Cultural Dimensions

### High Power Distance

- Respect for parents and elders
- Children expected to be obedient toward parents
- Independent behavior from children not encouraged

### Low Power Distance

- Children are treated as equals
- Encourage children to take control of their own affairs
- Active experimentation is encouraged

## Cultural Dimensions

### Masculinity

- Emotional gender roles are distinct.
- Men are assertive, tough, focused on material success.
- Women are modest, tender and concerned with quality of life.
- Compete openly; it's important to be the best

### Femininity

- Emotional gender roles overlap.
- Both genders expected to be modest, tender, and concerned with quality of life.
- Equal sex roles
- Assertiveness and displaying excellence is frowned upon.

## Cultural Dimensions

### High Uncertainty Avoidance

- Greater need for rules and predictability
- Students favor structured learning with precise objectives, detailed assignments, strict timetables.
- Teachers are the experts

### Low Uncertainty Avoidance

- Tolerant of opinions different from what they are used to
- Students prefer open-ended learning situations, vague objectives, no timetables.
- It's ok for teacher to say, "I don't know"

## The Individual

- Every person is a unique individual with their own set of beliefs, values, and experiences that shapes their communication style.
- You must account for "acculturation"

## The Evidence is in the Practice

- What we know:
  - We assess for potential communication disorders
  - We treat communication disorders
  - We are not ESL instructors
  - We can provide elective services if requested by the individual (not covered by insurance)

## The Evidence is in the Practice

- Every interaction occurs across cultural lines
- Avoid stereotyping
- Flexibility is critical
- Partnership between all parties involved
- Culture requires that our competence be dynamic

## Now what?

- Increase self-awareness
- Gain knowledge of culture-specific information
- Develop skills that enable successful interaction
- Come back for Part 2

**Thanks!**

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## References & Resources

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- Roseberry-McKibbin, C. (2008). Culturally and linguistically diverse students with special language learning needs: Practical strategies for assessment and intervention, 3<sup>rd</sup> edition. Oceanside, CA: Academic Communication Associates.