

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

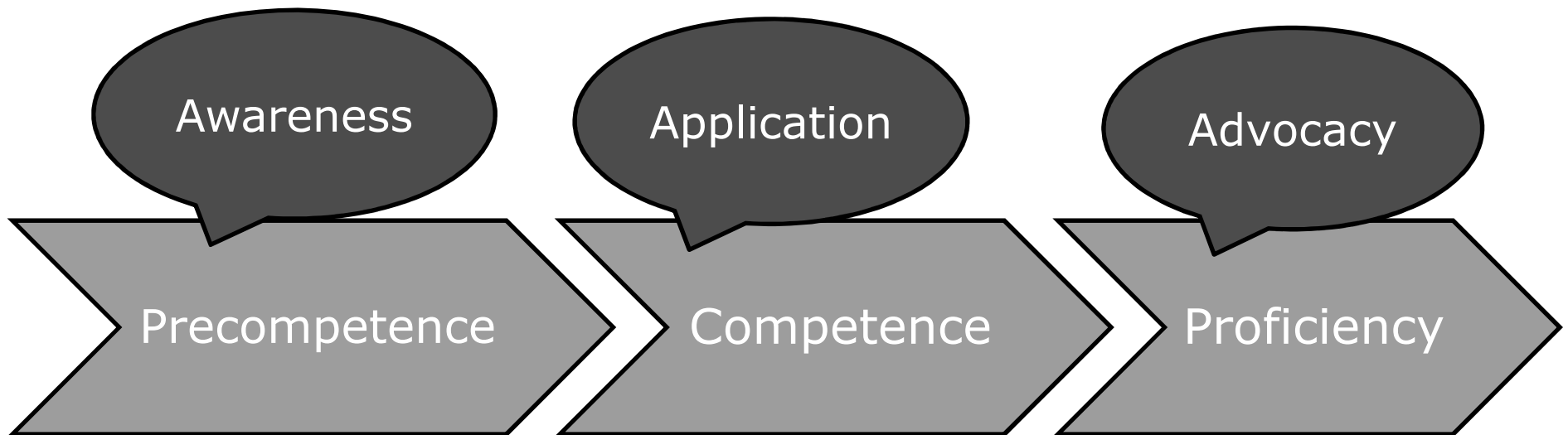


- Requires on-going self assessment & continuous expansion of cultural knowledge refined through cross-cultural encounters.

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

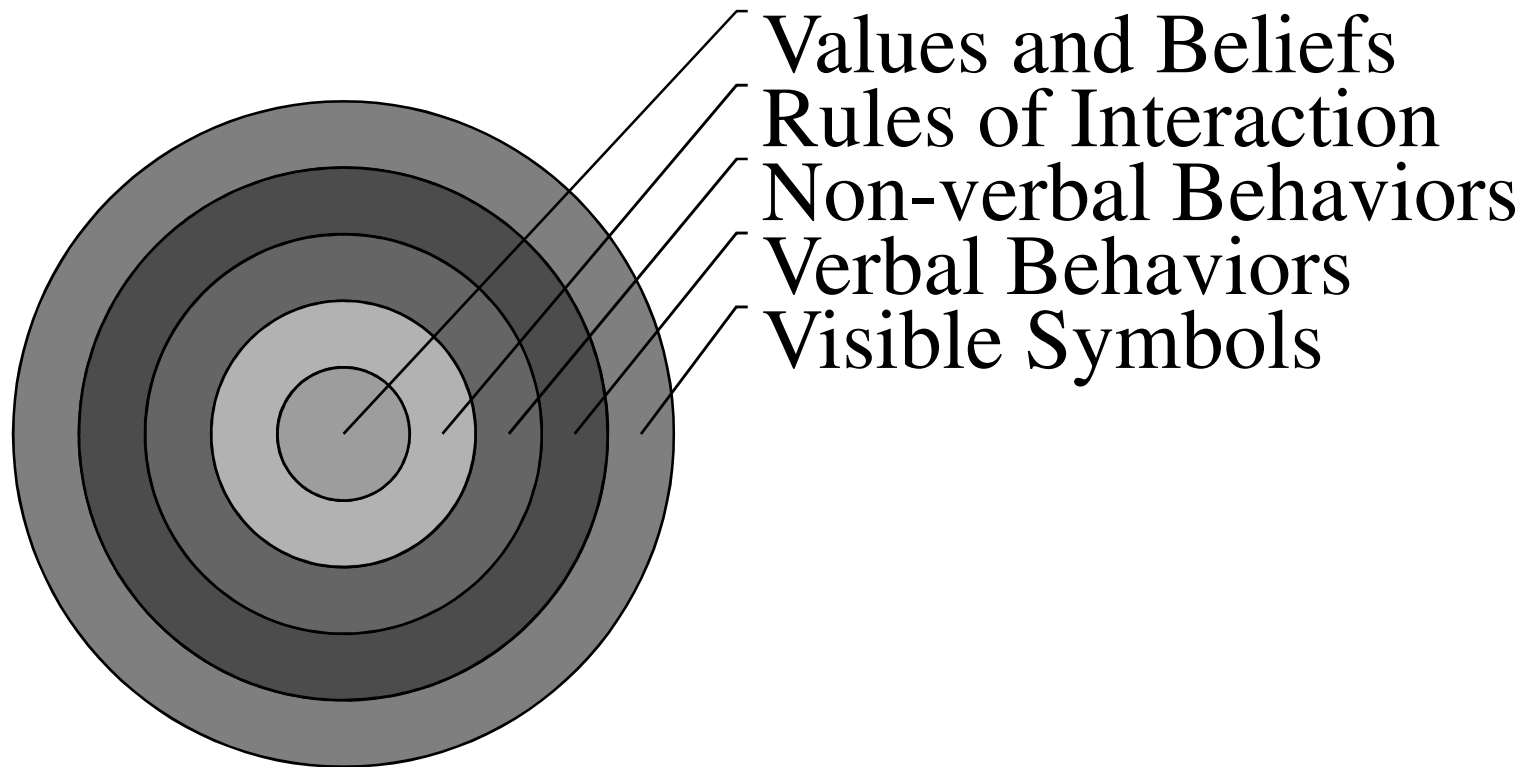
Cultural Competence



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



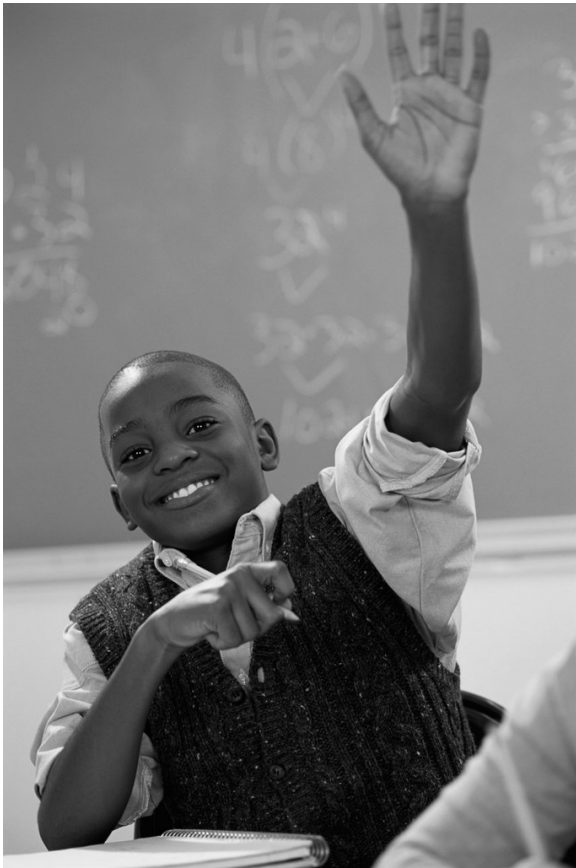
Hofstede, G. (1991)

Values & Beliefs

- Right vs. Wrong
- Human equality
- Disability



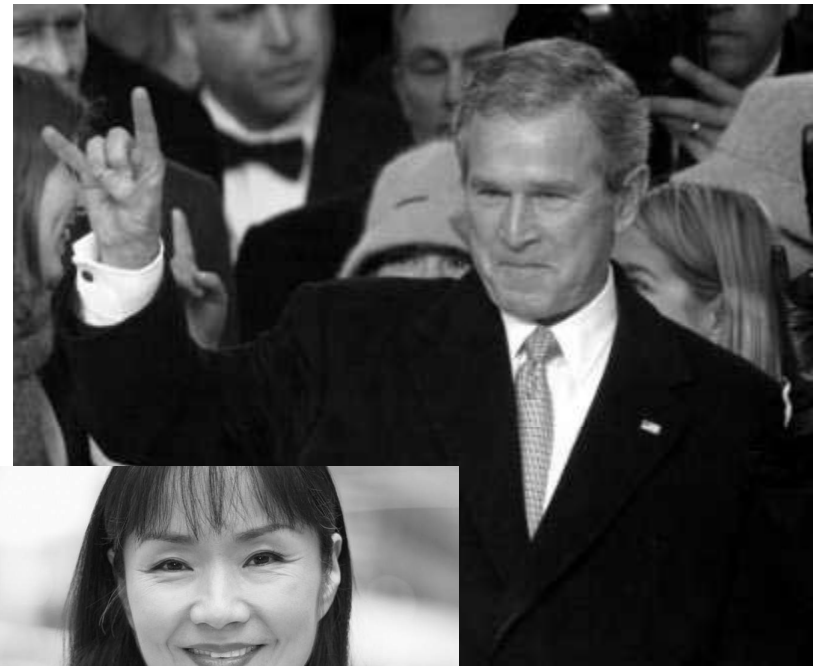
Rules of Interaction



- Turn-taking
- Interruption
- Silence
- Conversation

Non-verbal Behaviors

- Eye Contact
- Spatial Relationships
- Body Movements

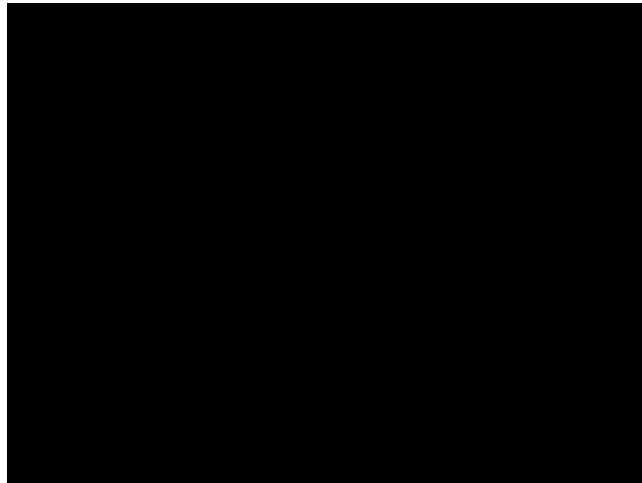


Verbal Behaviors

- Language / Dialect

- Prosodic Features 

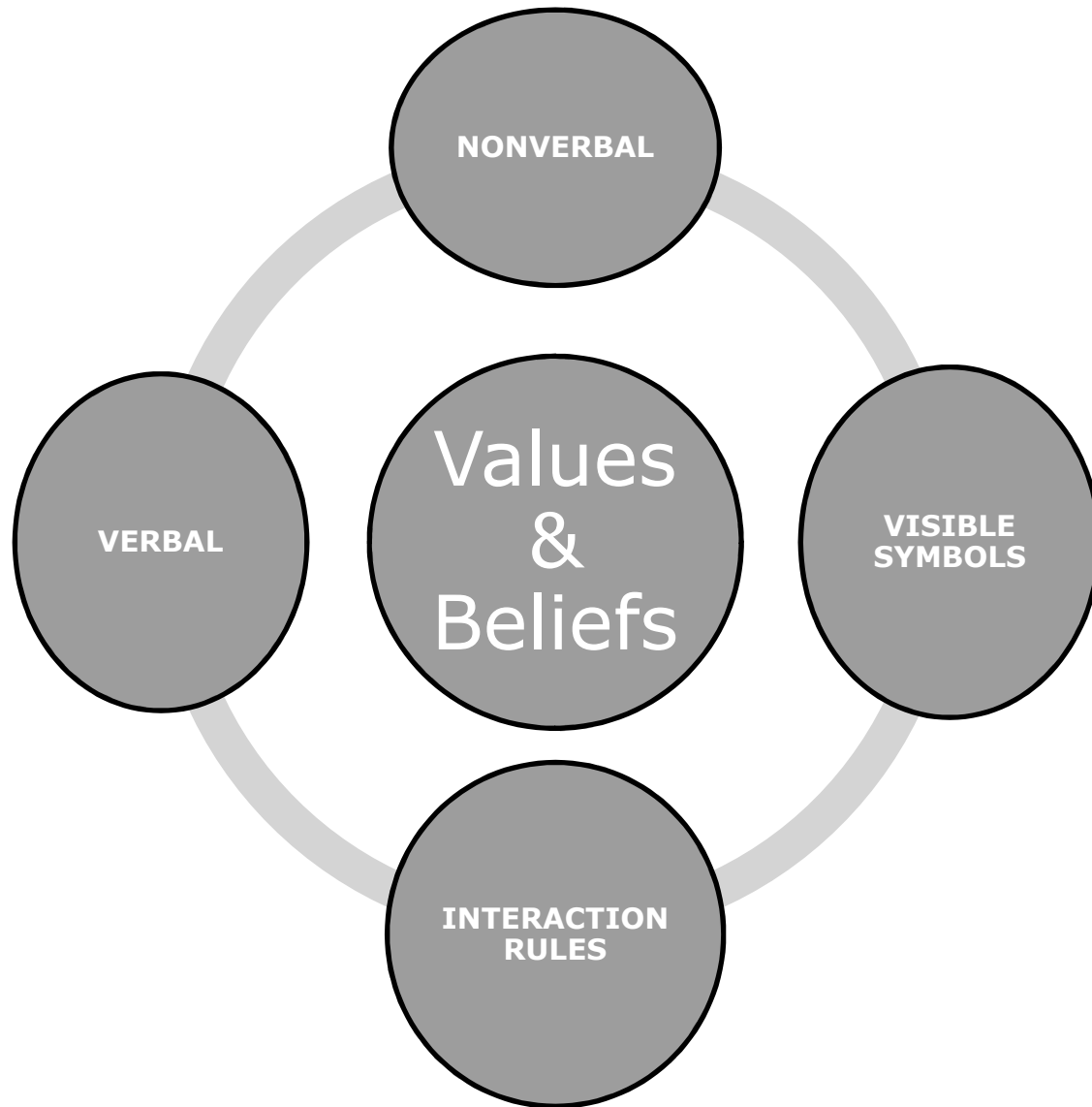
- Speech



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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