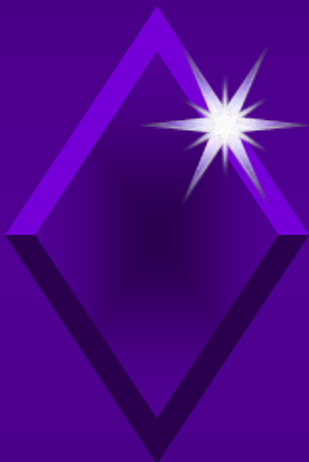


*The Challenge of  
Culturally Competent  
Field Instruction*



**June 27, 2008**

**Stockton College**

**Field Instruction Conference**

**Carmen Ortiz Hendricks, DSW**



# *Today's goals...*

- ◆ ***Teaching & modeling cultural competence***
- ◆ ***Getting to the layers of diversity***
- ◆ ***Preparing students for global social work practice***
- ◆ ***Instilling social justice and human rights perspectives***



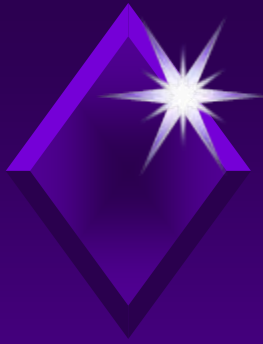
## *Why discuss diversity?*

- ◆ *Diversity factors impact directly on practice & supervision*
- ◆ *Field placements are natural laboratories*
- ◆ *Field instructors model how to integrate cultural competence into practice*



*Why discuss diversity?*





***What happens in one part of the world affects us all...***





## *DIFFERENCES & SIMILARITIES (Pinderhughes, 1989)*

- ◆ ***Attention only to similarities without attention to differences reinforces the orientation that “all people are the same” and ignores or denies difference.***
- ◆ ***Attention only to differences without attention to similarities reinforces distancing, separation, and barriers between people.***



## ***First steps toward CCFI...***

- ◆ ***Create a climate where cultural differences & similarities are discussed openly & freely***
- ◆ ***And where diversity is viewed as a normal & regular part of the field instruction agenda***





## ***More first steps...***

- ◆ ***Examine diversity between field instructors & students, students & clients, clients & agency staff***
- ◆ ***Seek opportunities to teach about diversity***
- ◆ ***Place diversity as central to students' practice & field performance***





## ***And finally...***

- ◆ ***Manage the anxieties, fears, & projections that emerge***
- ◆ ***Do not resist discussions to avoid feelings of discomfort***
- ◆ ***Model how to create a space for diversity discussions in agencies & in supervision.***



***Stand if...***



*FIVE STAGES IN THE  
LEARNING & TEACHING  
OF CULTURALLY  
COMPETENT SOCIAL  
WORK PRACTICE*

*(Journal of Teaching in Social Work, 2003, 23(1/2), 73-86.)*



# *STAGE I*

- ◆ *I am so embarrassed!*
- ◆ *I'm afraid of saying the wrong thing!*
- ◆ BEGINNING SELF-AWARENESS



## *STAGE II*

- ◆ *I plunge in for better or worse  
with the right intentions!*
- ◆ DEVELOPING CULTURAL  
SENSITIVITY



## *STAGE III*

- ◆ *Somehow, what I do works!  
I handle diversity  
encounters quite well, but I  
cannot explain why!*

- ◆ BEGINNING CULTURAL  
COMPETENCE



## ***STAGE IV***

- ◆ ***I understand what I am doing!  
I employ a range of  
knowledge, skills, and values  
that enhance my cultural  
competence!***

◆ **RELATIVE MASTERY OF  
CULTURAL COMPETENCE**



# *STAGE V*

- ◆ *I can teach others to be culturally competent practitioners or supervisors!*
- ◆ TEACHER/LEARNER OF CULTURAL COMPETENCE





# *FIVE STAGES OF CCSWP...*

- ◆ ***STAGE I SELF-AWARENESS***
- ◆ ***STAGE II CULTURAL SENSITIVITY***
- ◆ ***STAGE III BEGINNING CCSWP***
- ◆ ***STAGE IV RELATIVE MASTERY***
- ◆ ***STAGE V TEACHER/LEARNER***



# *Evolution of Culturally Competent Social Work Practice*

- ◆ ***Code of Ethics (1996) makes  
CCSWP an ethical responsibility***
- ◆ ***Standards for Cultural Competence  
in Social Work Practice (2001)***
- ◆ ***Indicators for the Achievement of  
the Standards (2007)***



*NASW Code of Ethics:  
1.05 Cultural Competence  
& Social Diversity*

- ◆ ***Culture as a strength***
- ◆ ***Knowledge of clients' cultures & culturally sensitive service delivery***
- ◆ ***The nature of social diversity & oppression***



*NASW Code of Ethics: 6.04  
Social & Political Action*

- ◆ *Expand choice & opportunity for all people*
- ◆ *Promote respect for diversity*
- ◆ *Prevent & eliminate domination, exploitation & discrimination*



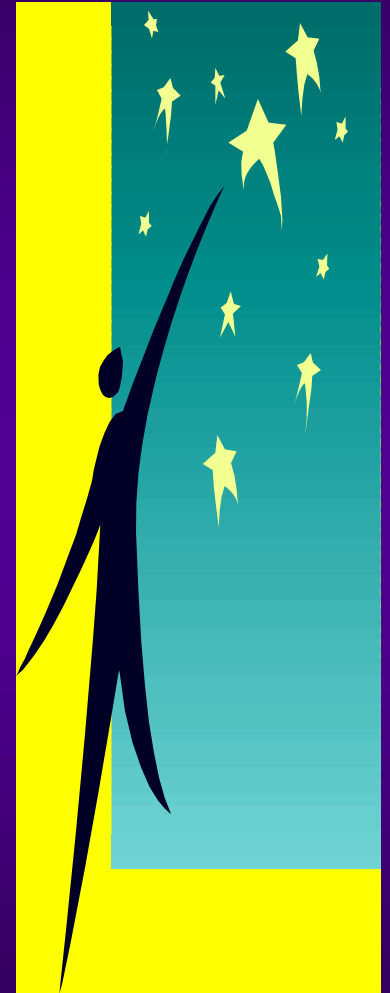
## *Diversity Factors...*

- ◆ ***Race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, & mental or physical disability.***



# ***NASW'S STANDARDS FOR CCSWP...***

- ◆ I. ***ETHICS & VALUES***
- ◆ II. ***SELF-AWARENESS***
- ◆ III. ***KNOWLEDGE***
- ◆ IV. ***SKILLS***
- ◆ V. ***SERVICE DELIVERY***





# ***NASW'S STANDARDS FOR CCSWP...***

- ◆ ***VI. ADVOCACY***
- ◆ ***VII. DIVERSE WORKPLACE***
- ◆ ***VIII. EDUCATION***
- ◆ ***IX. LANGUAGE DIVERSITY***
- ◆ ***X. LEADERSHIP***



# *Indicators for CCSWP...*



For each standard there are indicators that say:

Culturally competent social workers should...





## *Standard 4: Cross Cultural Skills...*

- ◆ ***Social Workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.***



***Question #1: "I can work with a wide range of people who are culturally different or similar to me, and establish avenues for learning about the cultures of these clients."***

- 1 Strongly disagree***
- 2 Somewhat disagree***
- 3 Undecided***
- 4 Somewhat agree***
- 5 Strongly agree***



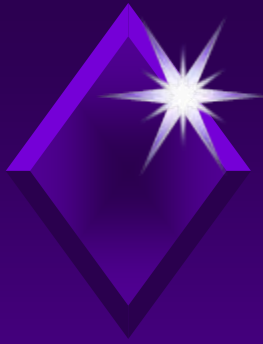
***Question #2: "I can assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues."***

- 1 Strongly disagree***
- 2 Somewhat disagree***
- 3 Undecided***
- 4 Somewhat agree***
- 5 Strongly agree***



## *Standard 4: Indicators of Cross Cultural Skills...*

- ◆ *Engage culturally different/similar*
- ◆ *Discuss differences*
- ◆ *Understand the role of language*
- ◆ *Assess cultural norms & behaviors*
- ◆ *Develop culturally appropriate intervention plans*



## *Standard 4: Indicators of Cross Cultural Skills...*

- ◆ *Use methods attuned to clients' cultures*
- ◆ *Use verbal/nonverbal communication skills*
- ◆ *Consider the cultures of the social worker, the client, the agency, & community*
- ◆ *Employ clients' natural support systems*



## *Standard 4: Indicators of Cross Cultural Skills...*

- ◆ *Employ advocacy/empowerment skills*
- ◆ *Identify appropriate service delivery systems*
- ◆ *Seek feedback & monitoring*
- ◆ *Seek new techniques, research & knowledge for work with diverse groups*



*Standard 5 & 7:  
Indicators for  
Culturally Competent  
Service Delivery...*

- ◆ ***Culturally competent programs, organizations, and service systems build culturally competent organizations through:***



Culturally competent  
field instruction  
*involves teaching a range  
of professional  
knowledge, skills, and  
values that address the  
complex cultures  
emerging in a society  
from the interplay of*

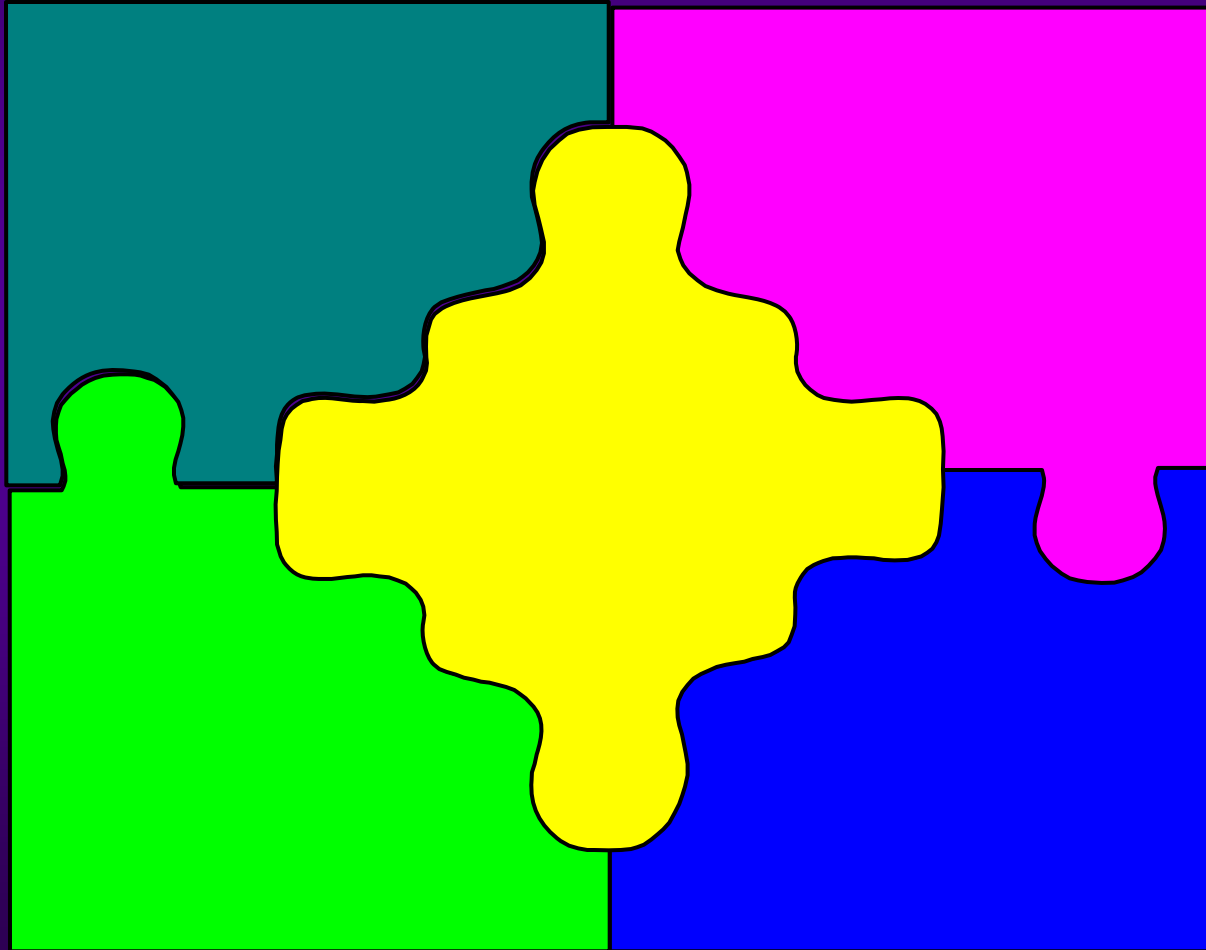


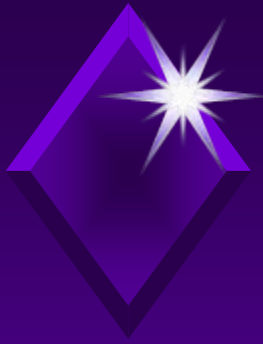


**power, privilege &  
oppression *associated  
with gender & sexual  
orientation, race &  
ethnicity, religious &  
spiritual beliefs,  
social class & status,  
age and abilities.***

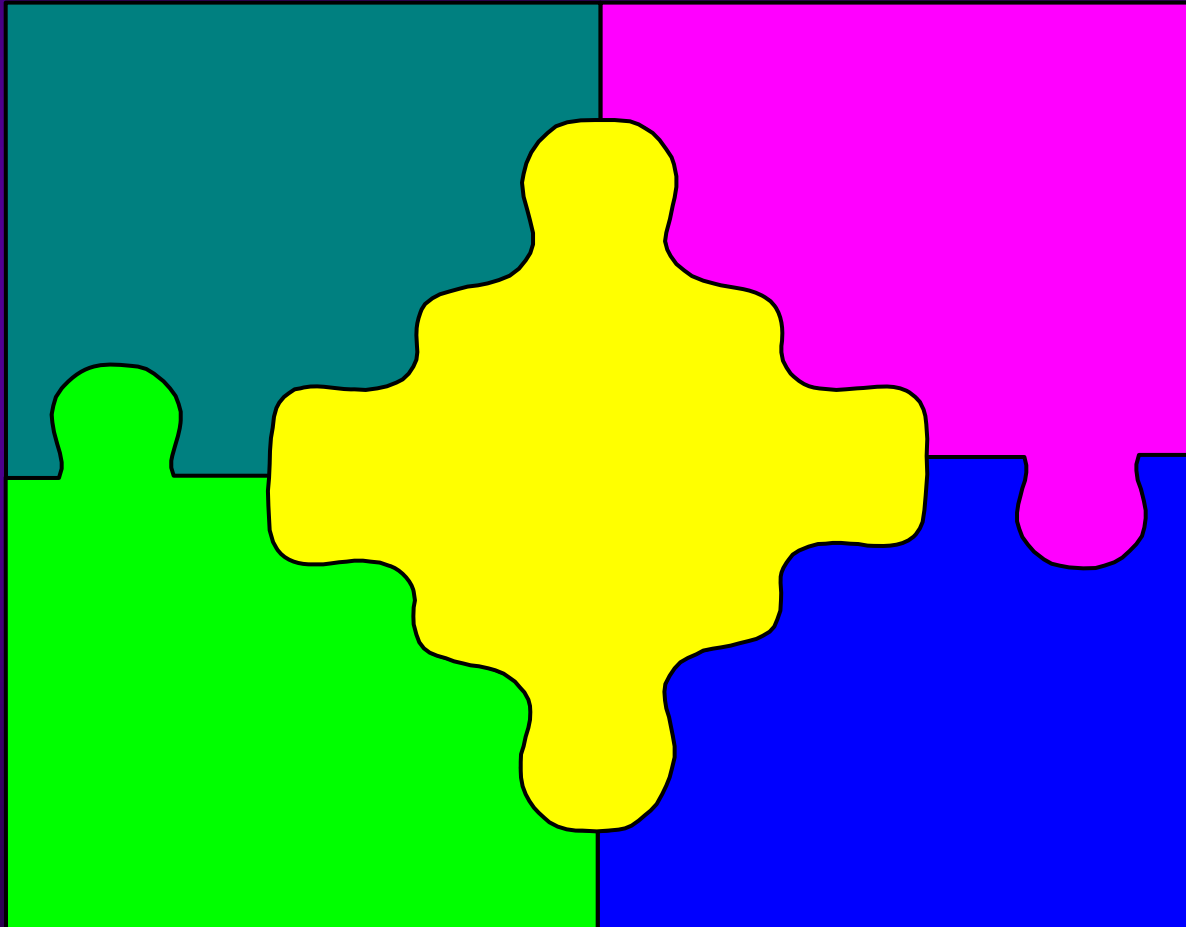


# *Diversity within Gender...*



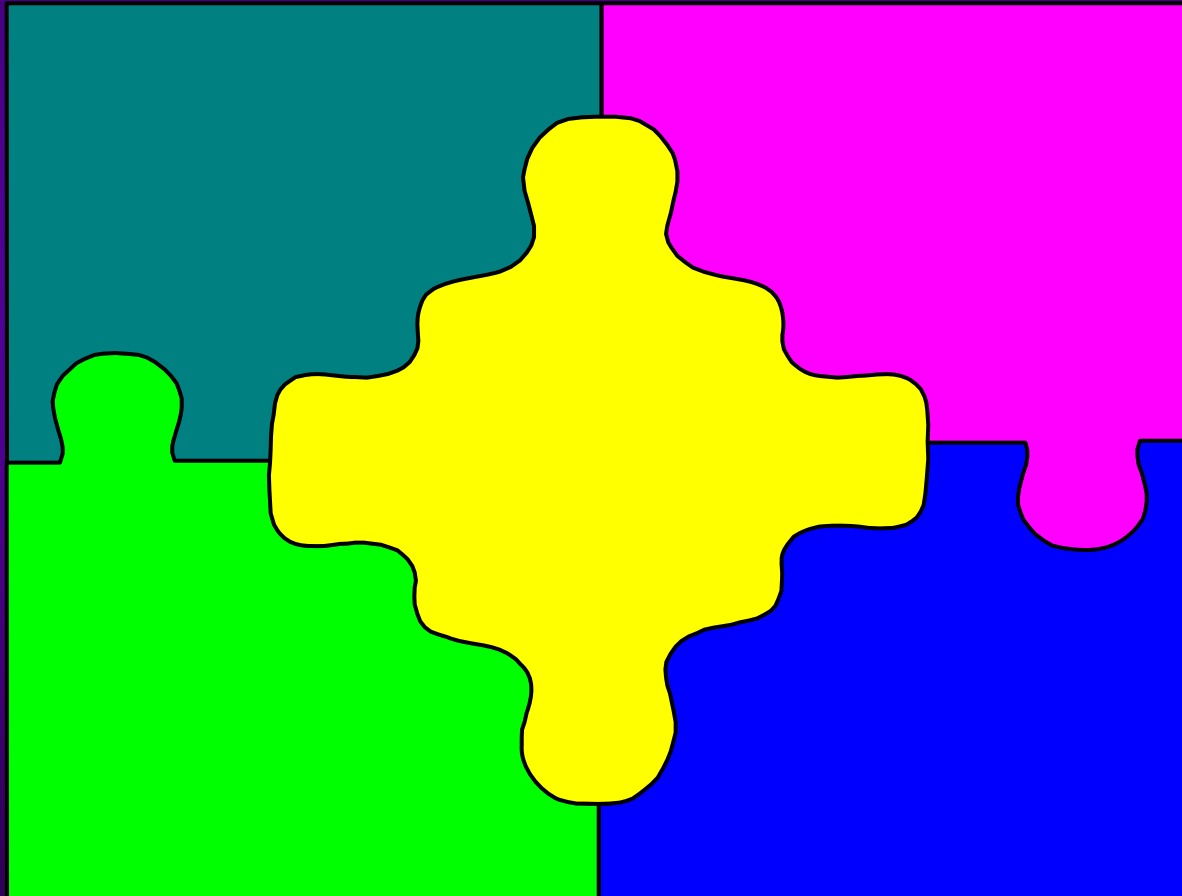


# *Diversity within Sexual Orientation...*





# *Diversity within Race & Ethnicity...*





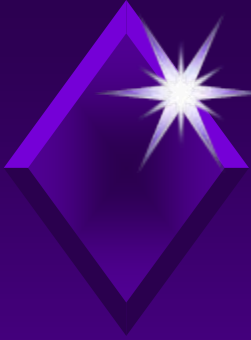
***The U.S. is undergoing dramatic demographic changes in age & racial and ethnic composition due to:***

- ◆ ***Fertility***
- ◆ ***Life expectancy***
- ◆ ***Immigration/migration***
- ◆ ***Globalization***



***Latinos are the largest & fastest growing racial/ethnic group in the U.S.!***

- ◆ ***12.5% or over 35 million (2000)***
- ◆ ***58% growth in ten years or from 22.4 million to 35.3 million***
- ◆ ***Approaching 15% (2008)***
- ◆ ***Projected increase to 97 million by 2050 or 1/4 of U.S.***



## ***Current population trends in the U.S....***

- ◆ ***“If current trends continue, the population of the United States will rise to **438 million in 2050**, from 296 million in 2005, and **82%** of the increase will be due to immigrants arriving from 2005 to 2050 and their U.S.-born descendants” (Pew Hispanic Center, February 11, 2008).***



## ***Latino population in the U.S.***

***The report further states that the Latino/Hispanic population, already the largest and fastest growing minority group in the U.S., will triple in size to 29% of the U.S. population in 2050 compared to 14% in 2005.***





## ***Who's the minority?***

- ◆ ***The term “minority” may be a misnomer since these immigrant groups are growing rapidly, and together are beginning to outnumber all other populations in the U.S.***
- ◆ ***By 2050, the non-Hispanic white population will become the minority or 47% of the U.S. population.***



# *LATINO PROFESSIONALS...*

- ◆ *4.6% of physicians*
- ◆ *4% of psychologists*
- ◆ *7% of social workers*
- ◆ *2.4% of nurses*
- ◆ *84% mental health workers &  
65% of substance abuse workers  
are non-Hispanic white*



## *Supply & Demand for Hispanic Social Workers...*

- ◆ ***Small numbers of Latinos in BSW, MSW & Ph.D. programs***
- ◆ ***Small % of Latino faculty***
- ◆ ***Social work curricula does not teach enough about working with Latinos***



# ***Making appropriate student assignments...***

- ◆ ***Middle-aged Hispanic social worker of Puerto Rican heritage***
- ◆ ***Young Dominican male who is HIV positive***
- ◆ ***Will they engage in a cross-cultural experience?***



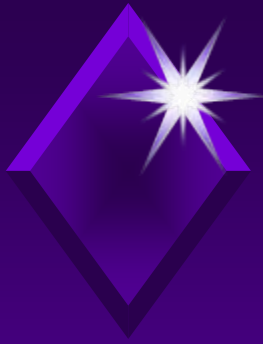
*All students need to  
know the importance of...*

- ◆ ***Maintaining cultural & spiritual traditions***
- ◆ ***Keeping language alive***
- ◆ ***Restoring strong family ties***
- ◆ ***Seeking political sovereignty & economic development***



*NASW Code of Ethics: 6.04  
Social & Political Action*

- ◆ *Expand choice & opportunity for all people*
- ◆ *Promote respect for diversity*
- ◆ *Prevent & eliminate domination, exploitation & discrimination*



# ***U.S. Immigration policy...***





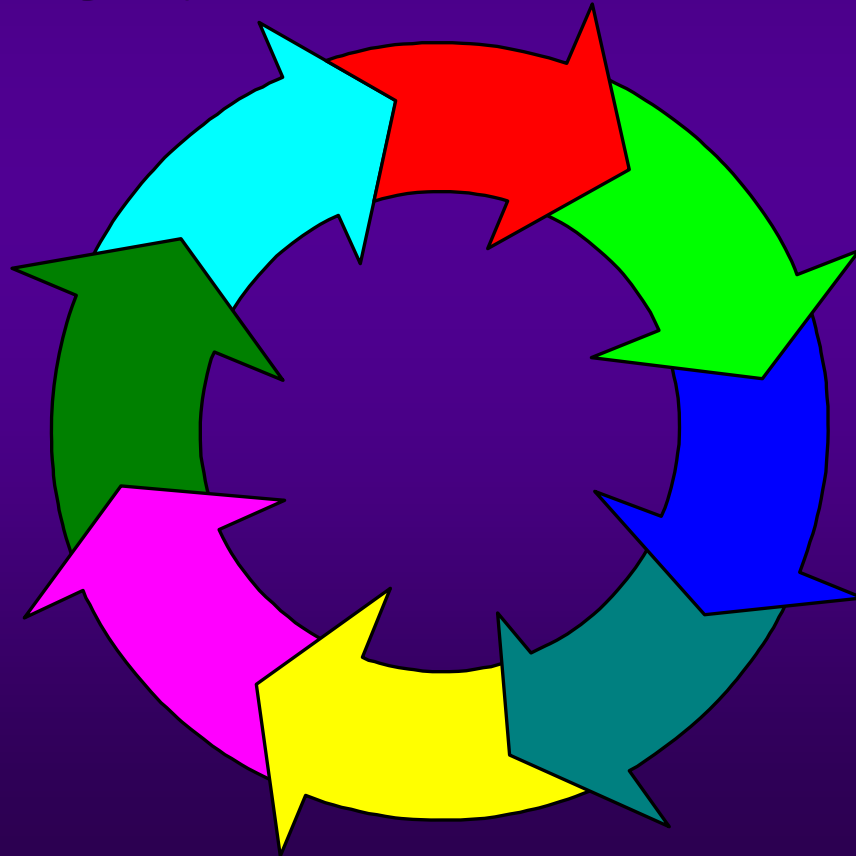








*Cultural competence is  
an on-going, life-long  
process for every social  
worker!*







*Thank you!*