The Challenge of Culturally Competent Field Instruction

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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...
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
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
- 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
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...
LEGALIZACIÓN
Para todos los MIGRANTES
Cultural competence is an on-going, life-long process for every social worker!
Thank you!