

Self-Directed Learning Guide

Module 1: What is Cultural Competency?



Ethnic Communities Council of NSW and
NSW Community Options
2006



Department
of Ageing,
Disability &
Home Care



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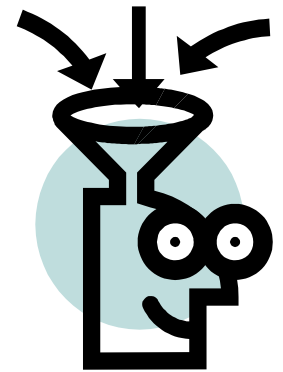
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- DISCLAIMER -

This training and the handouts are general in nature and give a broad overview of cultural competency within the context of providing community care case management services. This training package may not provide you with ALL the information you may need to know about this topic, or your role.

Independent professional advice should be sought about specific issues.

Learning Objectives and Assessment Tasks



Learning outcome

1. Identify and name your thoughts and feelings in response to a stimulus.
2. Discuss some attributes of culture
3. Analyse common responses and your individual responses to encountering diversity.
4. Formulate a knowledge and skill set required of a culturally competent case manager.

Assessment task

1. Identify and name your thoughts and feelings in relation to a piece of music.
2. Analyse three scenarios and:
 - identify some attributes of culture;
 - describe examples where behaviour is determined by cultural norms; and
 - discuss the feeling of not knowing the cultural norms of a particular group.
3. Read a case study and analyse your thoughts, emotions and assumptions in response to it.
4. Watch a video and compile a knowledge and skill set for cultural competency in case management.

Preparation Sheet

What is Cultural Competency?



Check List

Details

| | | |
|---------------|--------------------------------|--------------------------|
| Session Time: | 4 hours | |
| Equipment: | Computer with speakers | <input type="checkbox"/> |
| | or | |
| | Copy of slides and | |
| | Video player, TV and CD player | <input type="checkbox"/> |
| Handouts: | Self Assessment Sheet | <input type="checkbox"/> |
| | Evaluation Sheet | <input type="checkbox"/> |

NOTE: Notice there is a Self Assessment Sheet amongst your materials. Take a moment to fill it in now. You do not have to put your name on it.

At the conclusion of the Module complete an Evaluation Sheet.

Module 1

What is Cultural Competency?



SLIDE 1

Introduction

How do you respond to difference? How do you case manage or work with people who are different to you?

In this course, *Cultural Competency and Case Management*, you will be introduced to a range of ideas and strategies that will help you to work effectively in a cross-cultural environment.

If you think that you work in an area where there are few differences between people, then think again. Difference is all around you:

- Rich/poor;
- Old/young;
- Male/female;
- Straight/gay/bisexual; and
- English-speaking/German-speaking/Vietnamese-speaking.

This course explores the skills and knowledge you need to work in a context of diversity.

This is relevant to all of you as case managers because you are all different. There is also an increasing diversity in Australia and so case managers need to be skilled in working in this context.

Understanding and working with cultural competency is good practice because it requires you to focus on the client and their individual needs.

In this module, *Module 1: What is Cultural Competency?* you will be encouraged to explore the concepts of culture and diversity and to consider what skill and knowledge sets are required to work effectively across cultures.

Activity 1

Orientation

In this activity you are asked to identify your immediate thoughts and feelings in response to the music. This is an exercise to practice the first step in self-awareness.

- ✦ Play music by clicking the mouse. Music: *The last post*.

Record your immediate thoughts and feelings by answering the following questions.

Questions

What is the first word that comes to mind?

How do you feel?

What do you associate with that thought/feeling?

Discussion

This little activity demonstrated a few things that are important to the Cultural Competency and Case Management course and to this Module.

Firstly, we have a thought response and an emotional response to all encounters. It is an important skill to STOP. Think. And identify those thoughts and feelings before we act.

Second, culture is learned and shared. Those of us who know The Last Post and have an emotional response to it, share that experience. If you do not recognise it or have little emotional response to it, it sets you apart from the broader group and identifies you as 'different' simply because you do not share the common experience.

Today's lesson is about what is culture and difference. This will introduce you to the concept of cultural competency, which is a theoretical framework for working in a context of diversity.

Learning Outcomes and Structure

Learning outcome

2. Identify and name your thoughts and feelings in response to a stimulus.
2. Discuss some attributes of culture
3. Analyse common responses and your individual responses to encountering diversity.
4. Formulate a knowledge and skill set required of a culturally competent case manager.

Assessment task

1. Identify and name your thoughts and feelings in relation to a piece of music.
2. Analyse three scenarios and:
 - identify some attributes of culture;
 - describe examples where behaviour is determined by cultural norms; and
 - discuss the feeling of not knowing the cultural norms of a particular group.
3. Read a case study and analyse your thoughts, emotions and assumptions in response to it.
4. Watch a video and compile a knowledge and skill set for cultural competency in case management.

Throughout the session you'll be asked to explore concepts relating to diversity, how you respond to it, as well as your ideas on what you think competency means.

Ground Rules

Move onto the next slide.

TOPIC 1: What Is Culture?

SLIDE 5

Culture is a very broad and complex concept.

It is a learned set of behaviours that is shared with other people within a group.

Culture is:

“the integrated pattern of human behaviours that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious, or social group”.

(Wells & Black, 2000: 149)

Culture incorporates all aspects of our lives, both conscious and unconscious, material and non-material.

Material Culture

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Material culture includes cultural artefacts such as:

- Houses;
- Food;
- Utensils;
- Tools;
- Methods of transport;

SLIDE 7

- Clothes and dress codes;
- Artwork; and
- Language.

Non-Material Culture

SLIDE 8

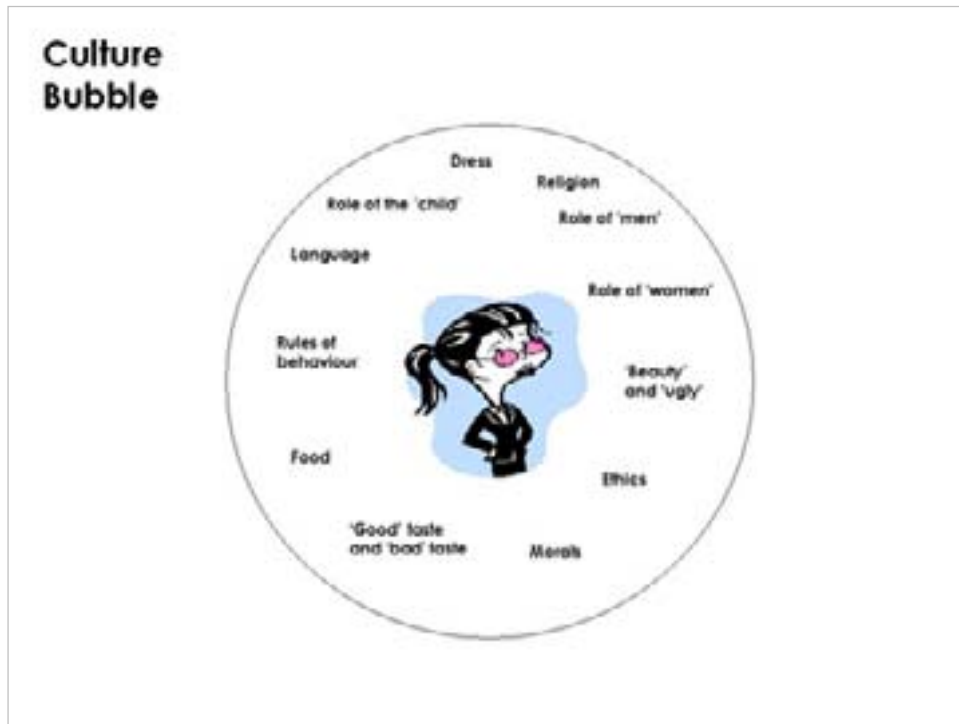
Non-material culture includes:

- Beliefs;
- Values and Attitudes;
- Belonging;
- Rules of behaviour; and
- Language (which is both material and non-material).

Culture Creates Meaning

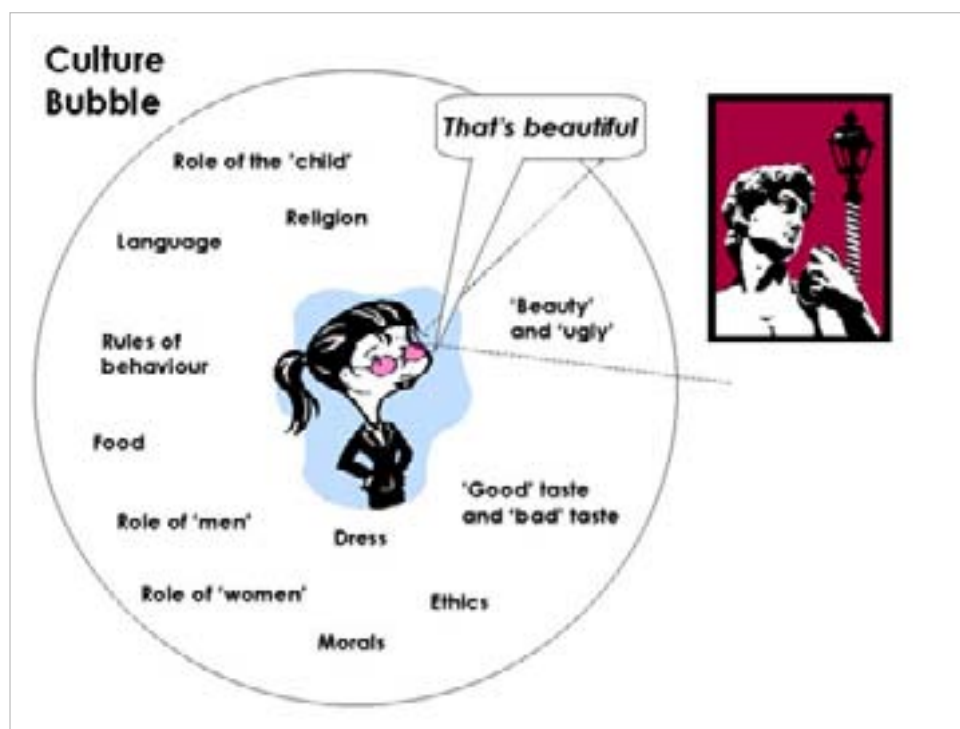
SLIDE 9

Our culture has been developed and will continue to develop through a lifetime of learned and shared experiences. This creates a 'culture bubble' that surrounds us and through which we interpret the world and define our place in it.



Culture shapes our attitudes, beliefs, values and behaviours (Randall-David, 1989:5). It shapes the way people make sense of the world.

We interpret everything we encounter through the filter that is our culture.



Culture is a difficult concept to define but it is clear that it is:

- learned;
- shared; and
- constantly changing.

Culture also affects the way that we:

- behave;
- perceive things; and
- adapt to the world.

In fact, culture is a factor in all human behaviour.

Activity 2 (Attributes of Culture)

This activity is designed to demonstrate how culture affects our understanding of what are the rules of appropriate or respectful behaviour and the strategies we use to cope and adapt to a situation that is unfamiliar to us. The activity will also introduce you to some of the thought processes that occur automatically when we are placed in a situation of difference.

There are three scenarios you are asked to consider:

- Have dinner with the Queen and Prince Phillip in Buckingham Palace;
- Attend a Jewish wedding; and
- Conduct an assessment with an elderly man who is a Muslim.

For each scenario, answer the question at the top of the column and jot down your answers in the table. Don't worry if you have no experience of any of these situations. Think about how you would cope or adapt to the situation.

| | How would you behave? Where did you get these rules of behaviour? | What would you wear or not wear? Where did you get these rules of dress? | What do you know, guess or assume about this situation? | Where did you get that knowledge or those assumptions from? |
|---|--|---|---|---|
| The Queen and Prince Phillip at Buckingham Palace | | | | |
| Attend a Jewish Wedding | | | | |
| Conduct an assessment with an elderly Muslim man. | | | | |

Discussion

In each of these scenarios you drew on your LEARNED experiences to help you to abide by (or guess at) rules of behaviour.

Consider your answers. Were there situations in which you felt confident or knew how to behave? If so, why was this? Where did you learn those rules? If you did not know how to behave, what knowledge or assumptions did you draw on? Where did you get these ideas? From books? Movies? Things you have heard? Even if you drew on indirect sources, did those sources colour your understanding of this situation?

Often, when we are in unfamiliar situations, we will try to draw on any and all associations with the new concept in an attempt to adapt and cope. We may use, for example, things that have been observed, heard about, or seen in a movie etc. These may or may not be factual.

If the situation is familiar, it is because the rules have been LEARNED from somewhere. Culture is learned and shared.

TOPIC 2: Diversity and Responding to Difference

As the previous activity demonstrated, we share certain learned behaviour with other people. We know this as 'our culture'. When we encounter behaviour that is not part of our culture, we experience difference.

Culture Creates Diversity

As the previous activity demonstrated, we share certain learned behaviour with other people. We know this as 'our culture'. When we encounter behaviour that is not part of our culture, we experience difference.

However, just as culture creates shared meaning and belonging, it also creates difference.

For example, if you know The Last Post and associate it with the ANZACs and honouring service men and women who died in war, then you share this with many other Australians and New Zealanders. If you did not know it, this would set you apart from the mainstream group.

Difference is the consequence of culture and belonging.

We Belong To Many Cultures

Each of us may belong to different cultural groups.

You may have parents who were born in different countries while you were born and brought up in Australia. So it's likely that you'll be influenced by all these different cultures.

There are also sub-cultures within cultures. A sub-culture is "a set of people with distinct sets of behaviour and beliefs that differentiate them from a larger culture of which they are a part" (Wikipedia, 2006).

For example, the cultural mores of some Muslim women mean that they will refuse to shake a man's hand. However, some Muslim women in a business environment may choose to do so.

Similarly, there can be an infinite number of differences within groups, such as disability type, sexual preference, wealth, social class, or religion.

The particular collection of cultures that we, as individuals belong to or adopt is unique. This makes us culturally diverse in terms of, for example:

- language;
- religion;
- gender;
- age;
- sexual preference; and others.

Visible Cultural Groups

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Not all diversity is immediately obvious or apparent to us.

Some difference is visible, for example, people who are in a wheelchair appear obviously different to those who are not. Difference may also be apparent because of codes of dress, or because of physical or behavioural characteristics particular to a specific group

Invisible Cultural Groups

SLIDE 16

Examples of invisible cultural groups include a person's religion or beliefs, or their sexual preference. Some disabilities are also invisible such as brain injury.

When we talk of diversity, we are not just talking about language or race. As case managers, you are likely to encounter both visible and invisible forms of diversity and need to be able to work with these.

There are some common responses to diversity that we need to be aware of, such as stereotyping and prejudice. These need to be monitored, as they are not constructive.

Other responses, such as a sense of curiosity, admiration and a desire to show respect can be very constructive.

Invisible groups



Religion



Some disabilities



Sexual preference

Activity 3 (Responding to Difference)

This activity gives you an opportunity to focus on and analyse how you respond to difference both cognitively and emotionally.

Read the case study below. Once you have read it, answer the questions on the next page.

CASE STUDY

Mr Ali is an 80 year old man who was born in Turkey. He lives with his 55 year old daughter, Asmaa, who was born in Australia. Both Mr Ali and Asmaa speak English.

Asmaa has a physical disability and she also has Turners Syndrome. Mr Ali tells you, in front of Asmaa, that she is "stupid, retarded". Asmaa has lived all her life with her parents and Mr Ali says she has no friends. "Look at her", he says, "people would not want to be seen with her."

Mr Ali says they have never "needed help from anyone" and that the only reason he let you in was because he was told the government would take Asmaa away if he did not. He tells you he has never used any services before, "What for? Would this make her better? No! Of course not, she is as she is, but she is my responsibility", he says.

There is no record of the family accessing any services or specific medical attention for Asmaa since she was 14. That was when she had a heart operation. Asmaa had attended the local school for a few years and then went to a disability specific school. There are very few records relating to her schooling and you are told she is unable to read or write.

Nine months ago, Mr Ali's wife died. She had been completely responsible for the cooking and cleaning of the house. Since her death, Asmaa has had to take over these duties, which she appears to be doing adequately.

Throughout the visit, you ask Asmaa for her opinion. "Yes", is all she says and, "It is as Father says". She looks at the floor the entire time with a neutral expression on her face.

Activity 3 (Continued)

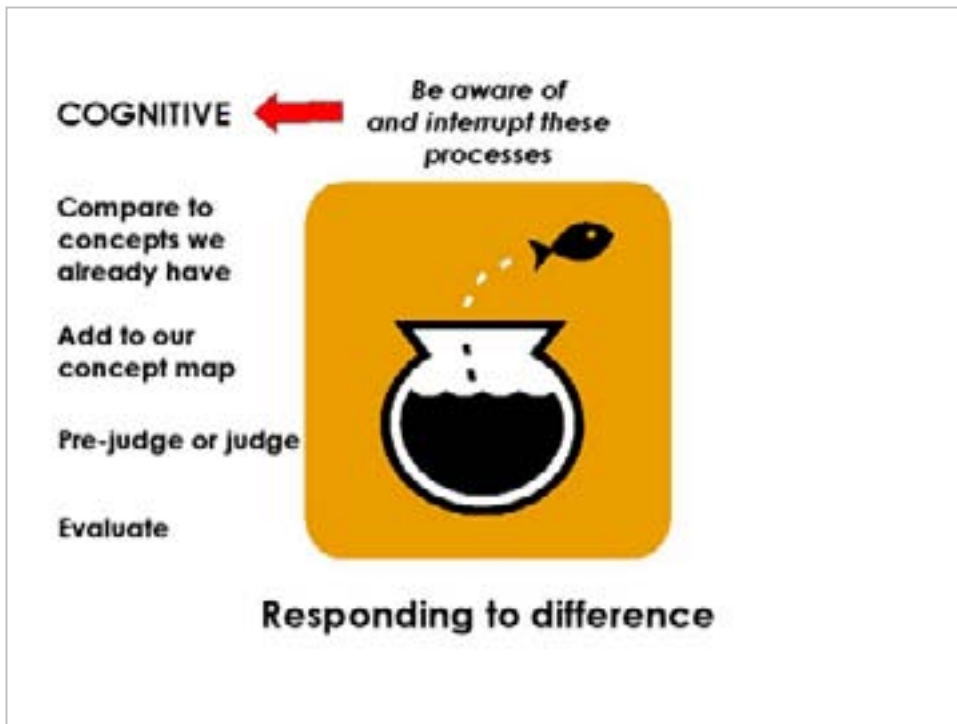
Fill in the following table by answering the questions in each column.

| | What are your immediate thoughts and feelings about this person? | What do you know, guess or assume about this person? | Where did you get that knowledge or those assumptions? |
|--------|--|--|--|
| Mr Ali | | | |
| Asmaa | | | |

Discussion

The purpose of this activity was to analyse your thoughts, emotions and assumptions in response to encountering a situation of difference. If you have a Turkish heritage, your understanding of the situation may be very different, because you may be better able to sort through what may be cultural influences and what is individual to this family. For other workers, you may assume EVERYTHING you see as being the result of 'being Turkish'.

When we identify characteristics that are 'different' to our own, it is important to 'step outside yourself' and observe your own thoughts, feelings and assumptions, because these may or may not be correct. Your mind automatically compares the new situation to ANY concept, experience or piece of information it has picked up that is even remotely related. Further, in doing this we can sometimes also transfer all sorts of emotions and characteristics, simply because of the comparison.



Automatic Thought Processes

SLIDE 18

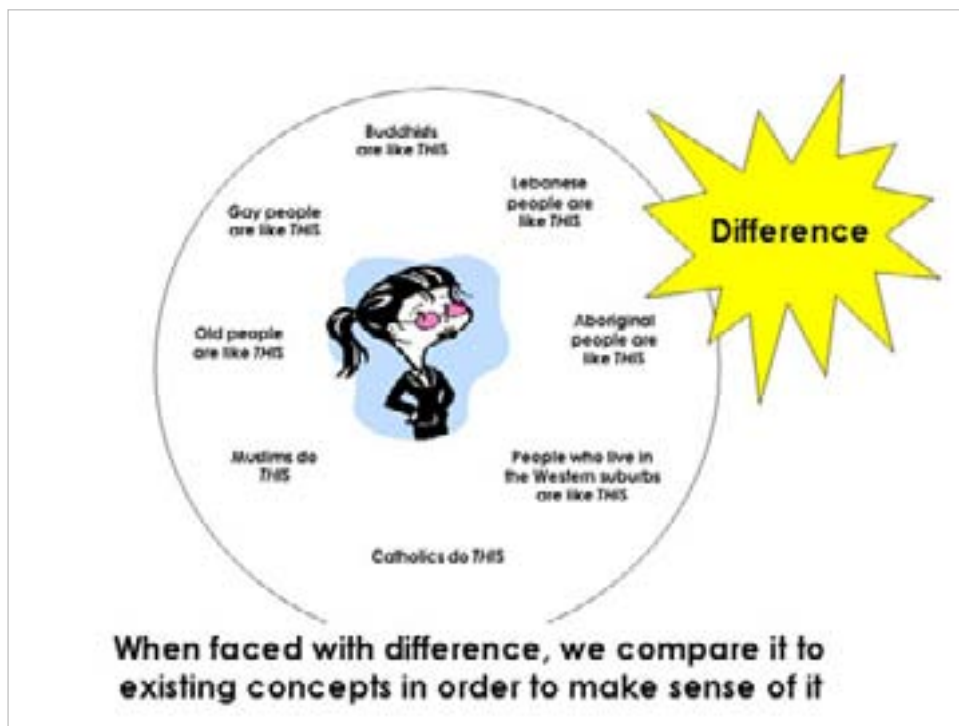
We encounter diversity when a new concept does not align with our culture bubble.

The only way we can encounter difference, others and the world is through the FILTER of our culture bubble.

When confronted with difference, we immediately compare things to the bank of concepts we have built up in our own culture bubbles.

This is an automatic process.

These are AUTOMATIC cognitive processes, but they can be problematic and get in the way of us working effectively in a cross-cultural environment.



Stereotyping

SLIDE 20

Here, Trudy assumed John and David were homosexuals because she observed physical contact that did not accord with the concepts in her culture bubble.

This is a form of stereotyping. Trudy compared what she saw - in this case, men touching each other - with her concepts of how men behave and rules of physical contact. Trudy generalised from the specific traits that she observed.

Stereotyping also includes assuming a person from a particular cultural group is like everyone else in that group. However, as we have found, great diversity can exist within cultures.

Prejudice and Discrimination

SLIDE 21

Prejudice is related to stereotyping. It is literally pre-judging.

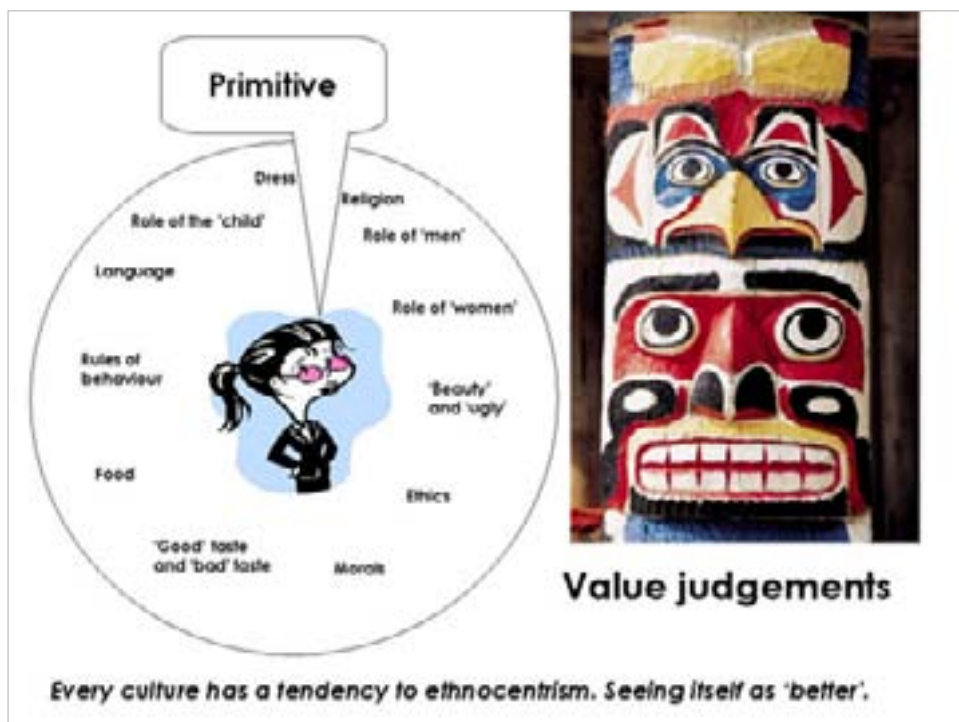
Prejudice is related to our thoughts and values, while discrimination relates to our behaviour.

Here, Trudy has prejudged this woman and has decided that she is oppressed because of preconceived ideas of the woman's culture.

Value Judgements

SLIDE 22

When we encounter new things, we compare it with our culture and almost automatically make VALUE JUDGEMENTS about them. Here, Trudy made the value judgement that the totem pole was primitive.



Encountering Difference

SLIDE 23

As you will learn throughout this cultural competency training package, cultural competency requires a high degree of self-awareness.

The first element is the awareness of how we encounter and respond to diversity or difference. Some processes are 'built into' the way humans think and process information.

When we encounter difference, on a cognitive level we:

- compare the NEW to existing concepts;
- use the encounter to add to our concept map (culture bubble);
- pre-judge or judge the new encounter; and
- make value judgements, or evaluate the new encounter.

Case managers need to be aware of these thought processes, be able to interrupt them and be prepared to challenge them.

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On the emotional level, when we encounter difference or diversity we may experience a range of responses that may include feeling:

- uncomfortable;
- curious;
- fearful or afraid;
- excited; or
- embarrassed.

We need to be aware of our emotional responses because they affect our behaviour.

Iceberg Model of Culture

SLIDE 25

This is the iceberg model of culture.

The iceberg model reminds us that what we see of a person's cultural being is just the very tip of the iceberg.

Above the surface, we have immediate items such as ethnicity, country of birth, language spoken at home. These correspond to the items that we are generally required to collect for a data set.

But just accommodating the tip of the iceberg is not enough. To be effective case managers we need to get below the surface level. If we are truly going to tailor our service delivery to individual needs and preferences, then for each person we need to understand and appreciate the deeper levels of a person's cultural being.

This takes skill, knowledge, commitment and a willingness to challenge ourselves.

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The iceberg model of culture is widely used in the public domain. See for example the Peace Corps and Gender in Peacekeeping (www.peacecorps.org or www.genderandpeacekeeping.org). It also appears very effectively in the National Center for Cultural Competency (2005).

Cultural Competence Introduction

We've now looked at what is culture. We've also looked at difference and how we automatically respond to difference.

We're now going to think about what it takes to be able to work in a context of cultural diversity. What defines a competent case manager in this context?

TOPIC 3: What is Cultural Competence?

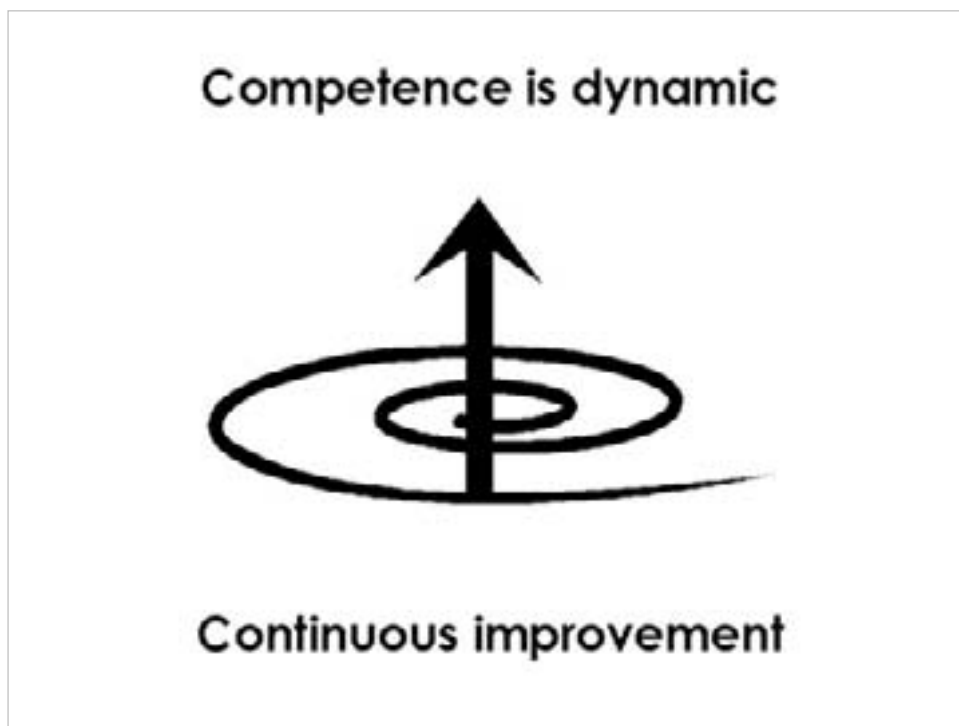
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What is Competence?

On the material or measurable level, competence is having the necessary skills, knowledge and experience for a certain purpose.

Competence can have an emotional component. This is when we feel confident and in control of what we're doing. This includes the confidence in our abilities and the self-esteem to feel comfortable challenging ourselves to improve by looking at our strengths and weaknesses.

A critical component of competence is to be engaged in a continual process of reflection, challenge and change.



What is Cultural Competence?

SLIDE 28

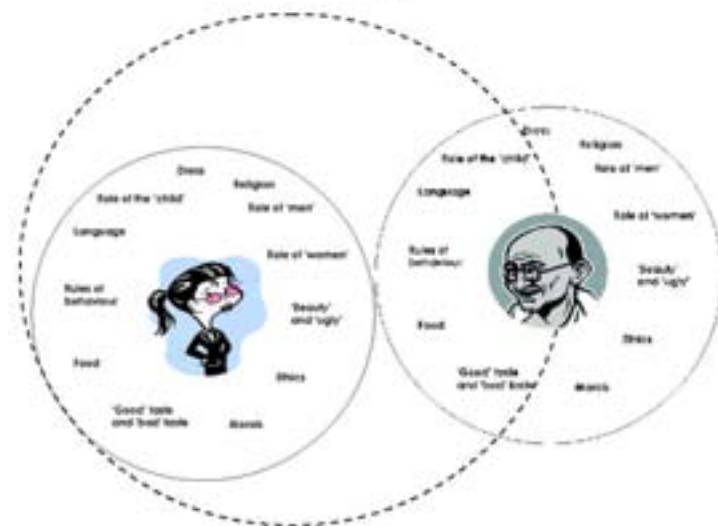
Cultural competence means having the skills, knowledge and experience that enable us to work productively within a context of diversity. It also involves continual development of such necessary skills, knowledge and experience (Wells & Black, 2000:147).

What are these knowledge and skill sets?

SLIDE 29

One cultural competence theorist (Walker, 1991) defines cultural competence as the ability to see beyond the bounds of our own cultural interpretations.

Cultural Competence



"To see beyond the boundaries of your own cultural interpretations"
(Adapted from Walker, 1991)

For example, a woman was sitting in church when she saw a man enter. He looked like a Pacific Islander and was not wearing shoes. She immediately assumed he was poor and then ran to the opportunity shop to bring him a pair of shoes.

A culturally competent person would allow for the possibility that his behaviour may be part of his cultural framework. As it turned out, the gentleman had removed his shoes in order to show respect and humble himself in the House of God.

Cultural competence is the ability to maintain objectivity when faced with difference (Walker, 1991). This often means challenging our automatic cognitive processes, as well as the emotional components of our thoughts, beliefs and values.

Cultural competence is being able to interpret and understand the behaviour of people different to us, by interrupting our automatic thought processes and judgements. We are then better able to identify and challenge our biases.

For a system or a person to become more culturally competent, five elements are required. They should:

- value diversity;
- have the capacity for cultural self-assessment;
- be conscious of the dynamics that can occur when cultures interact;
- work to institutionalise cultural knowledge; and
- develop adaptations to service delivery reflecting an understanding of diversity between and within cultures.

(National Centre for Cultural Competence, 2005).

Each of these elements is addressed in all the Modules in this course.

Cultural Competency Pyramid



(Adapted from the National Centre for Cultural Competence, 2005)

The Cultural Competency Continuum

SLIDE 33 (★★★★★★)

The cultural competency continuum is an important aspect of many theories of cultural competency (Cross, Bazron, Dennis, & Isaacs, 1989; Goode and Harris 2004). The continuum relates directly to the second element that we mentioned, the capacity for cultural self assessment.

Cultural competency is a developmental process that occurs along a continuum. There are five possibilities, starting from one end and building toward the other.

✦ Cultural destructiveness

Cultural destructiveness is where there is an active process to destroy or replace another. An example is where one culture invades another and the dominant culture deliberately sets about replacing and destroying the pre-existing culture by banning the speaking of language and the practice of rituals. People in this stage see their own culture as fundamentally superior and think others would be 'better off' if they assimilated. In this context, culture can be seen as 'a problem' or 'something to get around'.

✦ Cultural incapacity

In this stage, people lack cultural awareness and skills. They may have been brought up in a homogenous environment and have never questioned the way they think or behave. In this stage there can be a tendency to see one's own culture as 'better'. And incidentally, we all start at a disadvantage because all cultures have a tendency to view themselves as the 'right' culture. If we didn't think we were being 'right' in our culture, we would change to other practices and beliefs.

People in this stage might maintain stereotypes and/or take on a 'paternalistic' position.

✦ Cultural blindness

In this stage, a person believes in 'treating people the same'. In this stage, a person assumes all people think the same and that their needs are fundamentally the same. They may also believe that treating everyone the same is the ultimate ideal in service delivery.

✦ Cultural pre-competence

In this stage, individuals begin to realise that others can see the world completely differently from themselves. They may start to educate themselves about differences. At this stage, individuals may also become a bit 'complacent' just learning enough to get through, learning enough to adapt their service according to what they know about the tip of their client's culture iceberg.

✦ Cultural competency.

Cultural competency is the start of the continuous process of learning. There is no 'end point' where you say "ah-ha! I'm competent. No more learning for me". At the basic end of this stage, individuals:

- accept, appreciate and accommodate cultural differences;
- value diversity and accept and respect differences;
- accept the influence of their own culture
- can start to manage the dynamics of interacting with diverse cultures; and
- are willing to explore cross-cultural interactions.

Beyond this position, an individual may actively seek out new knowledge and skills when working in a context of diversity and start educating others about cultural differences.

✦ At the Pre-Competence stage, you are akin to the Learner Driver. You may have your 'L' Plates in terms of beginning to understand and respond openly to diversity. You will still need a bit of guidance to keep developing and to be able to enter the realms of 'competency'.

✦ Once you move into the competency stage, you have your 'Provisional' plates. Developing and working on the skills, knowledge, values and attitudes required for working really successfully in a context of diversity may require a bit of effort.

✦ You then begin your life long journey of learning. Reaching the competency stage is just the beginning. Times change, people change, your skills need to change, develop, broaden and deepen. By this stage, you're 'hooked' and enjoying the process.

Many cultural competency theorists say it is very important for agencies and individuals to assess where they fall along the continuum (Randall-David, 1989:5). We will be looking at this in *Module 3: The Ethics of Culture in Case Management*.

The Rose Analogy

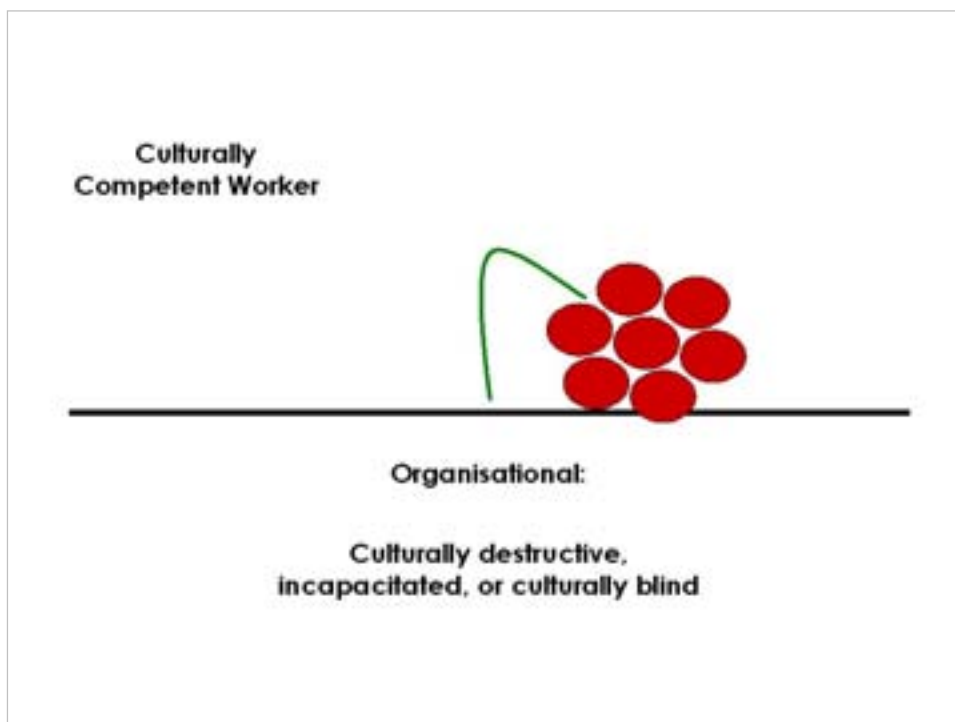
SLIDE 34

Cultural competency should ideally manifest at every level of the service delivery system – from the individual through to the system and organisation levels. It needs to be reflected in attitudes, structures, policies and services with all of these working in tandem.

A case manager who practices cultural competency is most effective when operating in an organisation or environment that embodies cultural competency. The organisation supports the worker with compatible supervision, policies, systems and resources that reflect the attitudes and values of cultural competency.

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Without this environment, a case manager who practices with cultural competency will not be as effective and certainly will not flourish.



Cultural Competency and Case Management

SLIDE 36

For the individual case manager, cultural competence is having and continually improving, the skills, knowledge and experience needed to provide case management to a diverse range of clients.

It is possessing high level of skills and knowledge that you are able to TRANSFER from one group to another. Having these knowledge and skill sets means you can also FEEL competent when faced with DIFFERENCE.

There is a saying:

“Give a man a fish and you will feed him for a day. Teach him to fish and you will feed him for life.”

You may know how to work with a PARTICULAR community, but is the associated knowledge and skill set TRANSFERABLE to all situations that involve difference?

Cultural competence knowledge and skills relate to those elements that enable you to respond constructively to all encounters involving difference.



For the organisation and management, cultural competency is having and continually improving on the attributes that enable the organisation to reflect diversity and provide services within a diverse context.

Some elements of cultural competency may include:

- boards reflect the diversity of the community;
- having cultural networks;
- encouraging and supporting staff to be culturally competent;
- ensuring the workforce reflects the diversity of the community; and
- encouraging and facilitating culturally competent partners, including brokered services and government agencies.

(Dreachslin, 1999: 427-439)



Diversity and Cultural Competency

SLIDE 38

Just as diversity exists on many levels, so too, can cultural competency. For example, Judy is a Wiradjuri Woman and an Aboriginal community care worker. She is not diverse from many people in her community, but if she moves north and works with the Biripi community, she will need to use her cultural competency skills and knowledge.

At a policy level, diversity is often referred to as diversity from an unspoken concept of mainstream culture. So when policies use the term “Culturally and Linguistically Diverse”, it means culturally and linguistically diverse from English speaking Australian mainstream culture. The paradox here is that ‘mainstream culture’ can never be defined because it is made up of too much diversity.

This training package relates only to the individual level and the manager and organisational level.



In this activity you are asked to watch a video scenario and to think about the knowledge and skills a case manager would need to work in this context. What knowledge and skills do you think are needed to get below the surface of the 'iceberg' of the client's culture?

Think about how competent the worker is. What makes them competent or incompetent? How is culture playing a part in the scenario?

Once you have watched the video and answer the following questions.



Play the video by clicking the mouse on the middle of the screen.

Questions

What did you think of the worker undertaking the visit?

What was good about what they did?

What do you think could be better?

What did your group list as the competencies required of this worker?

Skill and Knowledge Sets

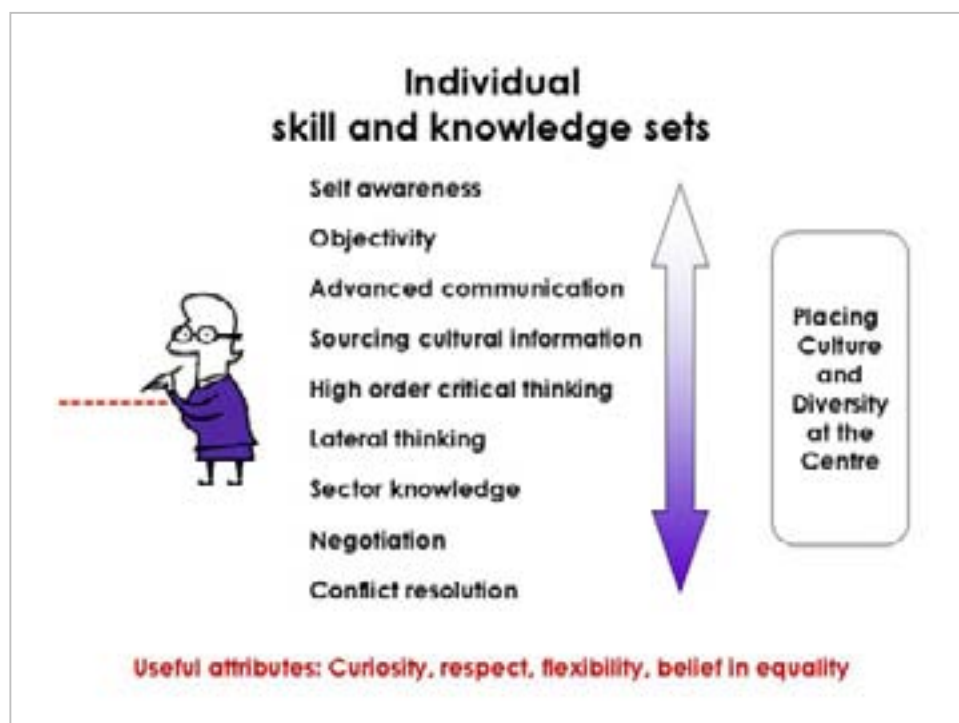
The following slide provides a brief list of some of the individual knowledge and skill sets that are required for cultural competency. In the rest of the Modules in this course we will be exploring these skills and perhaps, identifying and developing others. It will be an interesting exercise for you to watch this video again after having completed the training package to see how your knowledge and skills have changed.

The following skill and knowledge sets will be highlighted and practiced throughout the training package. They include:

- self awareness;
- objectivity;
- advanced communication;
- the ability to source cultural information;
- high order critical thinking skills;
- lateral thinking;
- sector knowledge;
- negotiation skills; and
- conflict resolution skills.

In order to be culturally competent, we need the understanding of culture and diversity - how we respond to it, how we can learn to respond to it – to become the focal point of everything we do.

There are also useful personality traits that we will explore, such as curiosity, respect, flexibility and a belief in equality. These cannot be taught, but are essential characteristics of a culturally competent case manager.



Summary

SLIDE 41

In this module we have considered the concept of culture and the attributes of culture, specifically that culture is:

- learned;
- shared; and
- constantly changing.

And that culture affects how each of us:

- behaves;
- perceives things; and
- adapts to the world.

The module then began to build the concept that we each have our own unique 'culture bubble' which acts as a filter through which we make sense of the world.

In exploring the concept of diversity, the module touched upon how we respond to difference at the cognitive and the emotional levels. The need to make these processes explicit was also highlighted.

The module then focussed on competency and defined it as having and continually developing, the required knowledge, skill and experience to fulfil a particular function.

Finally, the module defined cultural competency as having and continually improving on, a set of TRANSFERABLE knowledge and skills that enable us to work within any context of diversity. It was also noted that cultural competency must exist not only on the individual level but also on the organisational and systemic levels.

For details on developing the knowledge and skill sets that constitute cultural competency, work through the *Cultural Competency and Case Management* training package.



Please complete an evaluation.

- END -