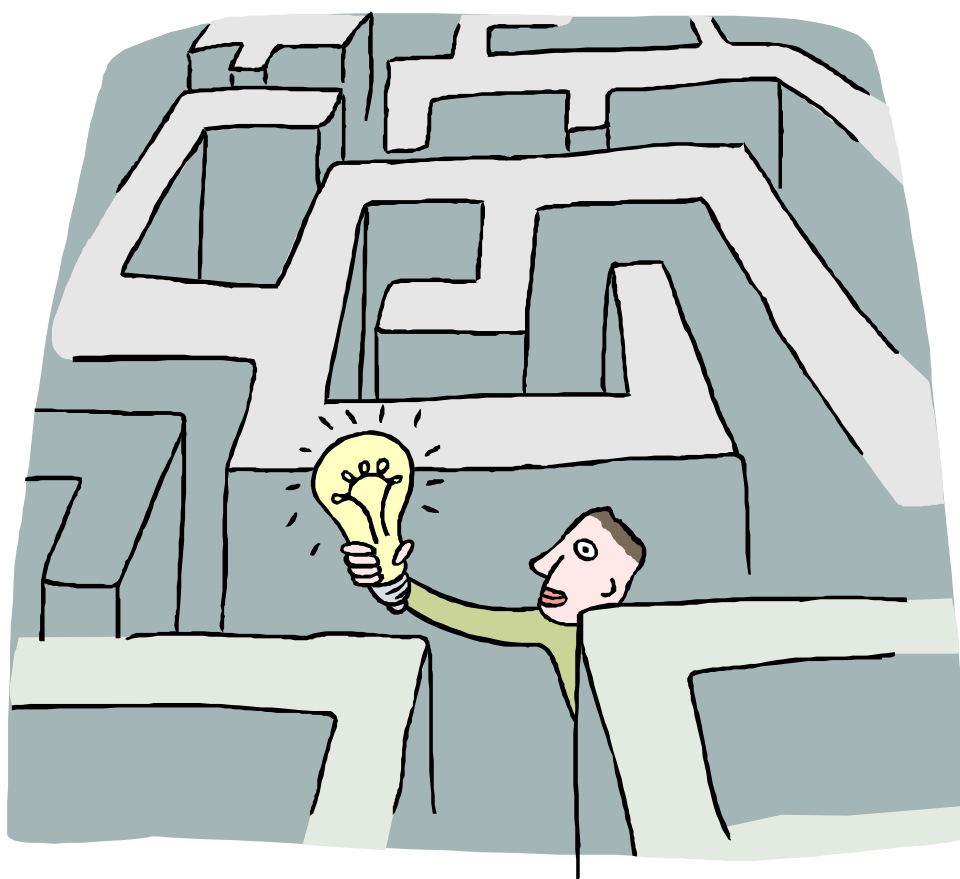


Trainer's Guide

Module 3: The Ethics of Culture in Case Management



Ethnic Communities Council of NSW and
NSW Community Options
2006



Department
of Ageing,
Disability &
Home Care



This training package was developed out of a research project auspiced by the Ethnic Communities Council of NSW (ECC). The project was initiated as a partnership between the ECC and NSW Community Options, and was directed by a project reference group made up of a variety of representatives (see acknowledgments). The project was funded by the Home and Community Care (HACC) Program through the NSW Department of Ageing, Disability and Home Care (DADHC).

The project was undertaken by Carrie Hayter and Jenny Bray, Community Services Consultants, who also designed this training package.

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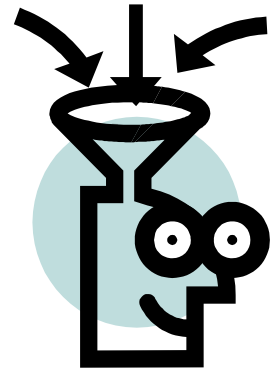
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- DISCLAIMER -

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

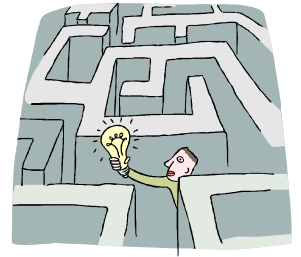
1. Define and describe the core purpose of the case management role.
2. Analyse and describe the cultural competency continuum.
3. Analyse and describe your own cultural values and discuss their effect on the practice of case management.
4. Formulate a personal position about the ethics of case management as it relates to cultural difference.

Assessment task

1. Define and describe the core purpose of the case management role.
2. Analyse and describe the cultural competency continuum by placing a series of statements onto the continuum, providing reasons for the placement position.
3. Analyse and describe your cultural values by completing a cultural heritage questionnaire and discussing the implications on your case management practice.
4. Compare the ethics of case management to a video discussion on the ethics of culture in the counselling setting. Formulate and discuss your position on the ethics of culture in case management.

Delivery Methods

The Ethics of Culture in Case Management



Group Delivery

Target Groups: Case Managers



Managers



Session Time: 6 hours

Group Size: 12-15

Resources: Data projector, laptop, speakers
or
Overhead projector, video, TV & CD player

AND

Flip chart paper or whiteboard

Participant Materials

Evaluation and Self Assessment Sheets

Trainer Skills: This training deals with values and ethics. This Module also contains language that some may find offensive. The nature of the language is DIRECTLY RELATED to an activity that deals with prejudices. A trainer experienced in managing sensitive training topics is required for this Module.



This module does not include a Self-Directed Learning component.

Preparation Sheet

The Ethics of Culture in Case Management



Checklist

Details

Session Time: 6 hours

Equipment: Flip chart paper or whiteboard

Data projector, laptop, speakers

or
Overhead projector and
Video player and TV

Handouts: Participant Materials _____ copies

Venue Details

Address: _____

Contact: _____

The area is the traditional land of the
_____ People.

Housekeeping Details

Toilets _____

Smoking Area _____

Hazards _____

Exits _____

Assembly Point _____

Lesson Plan

The Ethics of Culture in Case Management



Introduction (2 mins)

SLIDE 1



Introduce yourself as the trainer and provide the course title:
The Ethics of Culture in Case Management.

Acknowledge the traditional custodians of the land on which you are meeting, who are the _____

Housekeeping (5 mins)

Amenities: toilets _____

smoking areas _____

Safety: hazards _____

exits _____

assembly point _____

registration document _____

Breaks _____

Materials: Has everyone got everything?

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 training, you will complete an Evaluation Sheet. Please make sure you complete an Evaluation Sheet even if you have to leave early.

Course Introduction (3 mins)

Practising cultural competency involves using skills to “move beyond the bounds of our own cultural interpretations” in order to try to understand the world from someone else’s cultural perspective (Walker, 1991). It means addressing our inherent cultural biases.

To practise cultural competency means to take on a process of lifelong learning. It requires us to explore our perceptions, behaviours and communication patterns, as well as attempt to understand those of others.

Today’s lesson is about exploring:

- the culture of case management;
- your own culture; and
- the ethics regarding culture in case management practice.

The purpose of the day is for you to identify and discuss your own personal values, as well as the professional values related to case management.

We’ll start by looking at motivation and how our motivations are affected by culture. Then we’ll look at how cultural competency is a continuum and where we are placed on that continuum. In this module we will be using two case studies to explore these issues.

Activity 1 Participants Introduce Themselves (15 mins)

But before we go any further, let’s get to know each other.

Would you please introduce yourselves, by telling us:

- your name;
- the service you work for and the programs you case manage in; and
- what you’d like to get out of the day, or what you expect of the day?



15 minutes

Orientation (3 mins)

SLIDE 2

Remember the cultural competency continuum?

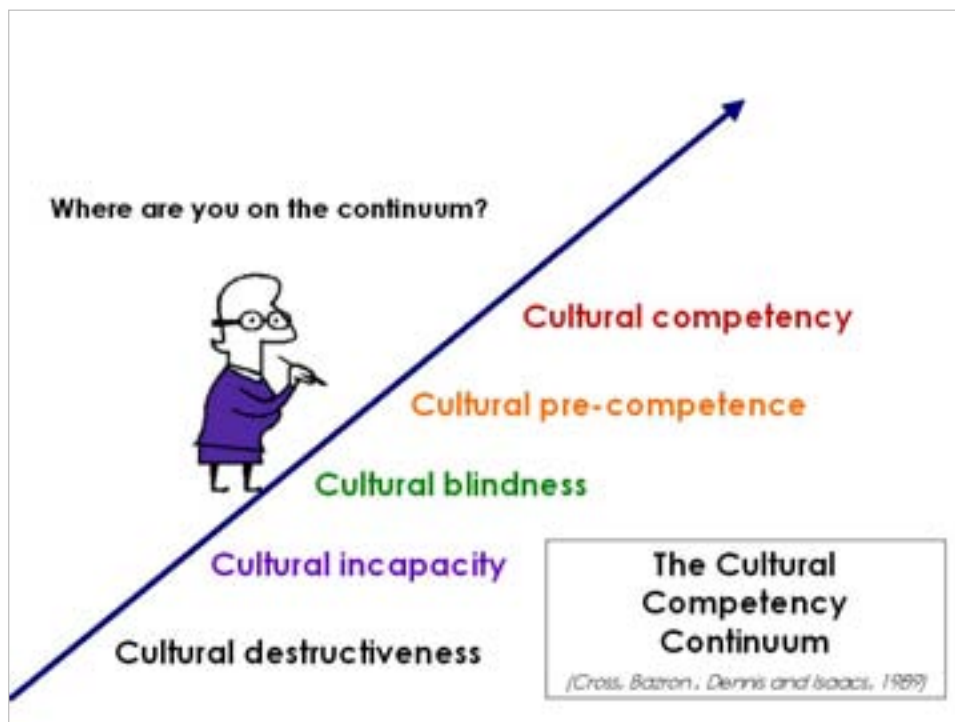
You may remember in Module 1: What is Cultural Competency?, it was said that for a system or a person to become more culturally competent, five elements are required. They should:

- 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 that reflect an understanding of diversity between and within cultures.

(National Centre for Cultural Competence, 2005)

Many cultural competency theorists say that to begin looking at cultural competency, we have to place ourselves and our systems or organisations on the cultural competency continuum (Wells and Black, 2000; Wintz and Cooper, 2000-3).

Do you wonder where you would be placed on this continuum? Well, that is one of the activities we will do today.



Learning Outcomes and Structure (3 mins)

SLIDE 3

Learning outcome

1. Define and describe the core purpose of the case management role.
2. Analyse and describe the cultural competency continuum.
3. Analyse and describe your own cultural values and discuss their effect on the practice of case management.
4. Formulate a personal position about the ethics of case management as it relates to cultural difference.

Assessment task

1. Define and describe the core purpose of the case management role.
2. Analyse and describe the cultural competency continuum by placing a series of statements onto the continuum, providing reasons for the placement position.
3. Analyse and describe your cultural values by completing a cultural heritage questionnaire and discussing the implications on your case management practice.
4. Compare the ethics of case management to a video discussion on the ethics of culture in the counselling setting. Formulate and discuss your position on the ethics of culture in case management.

Today's lesson involves a large number of activities and interactions. The purpose is for you to identify and discuss your own personal values, as well as the professional values related to case management.

Ground Rules

SLIDE 4

If we are going to get the maximum benefit out of the day, we need to feel free to engage and explore our personal ethics. This will involve exploring some of our emotions and motivations, as well as discussing issues that relate to our values and beliefs. To be able to do this, we will need to feel safe and supported.

Having ground rules is the best way to ensure this.

Activity 2

Ground Rules (5 mins)



If this group has worked together previously and has developed ground rules, ask the group if they are happy to continue with the existing ground rules. Read them out and ask for any amendments. Otherwise continue below:

I would like each of you to take a few minutes to record in your workbooks, what ground rules you feel should be set, so that we can get the most benefit from the session.

After a few minutes, I'll ask you to share your points with the group.



Write the learner identified rules on flip chart paper and pin up for the duration of the session.

Draw out ideas like:

confidentiality;
listening to others;
you don't have to participate;
take time out if you need it.

TOPIC 1: The Role of the Case Manager (5 mins)

SLIDE 5

Motivation

If you have completed Module 2: Self-Awareness, you'll know that self-awareness is one of the core skills of cultural competency. This includes the choice and ability to be aware of our own emotions and motivations.

Motivations are fundamental to our relationships with clients. Ask yourself the following:

- Why am I in the client's life?
- What do I get out of my work on a personal level?
- Why does the client allow me into his or her life?
- What does the client want?

These motivations drive the interaction between client and case manager and lie at the core of case management practice.

Engine Room

SLIDE 6

Our motivations are affected and expressed by our culture.

When we walk through the client's door as case managers, we carry with us the culture of the service sector, the culture of the country and all the other elements in our individual 'culture bubble'.

All of these come together in your role as case manager. So we must ask ourselves, what are the motivations of a case manager? And what are our individual motivations in our job?

Activity 3 Define the Role of Case Management (5 mins)

We are going to do an activity where you'll be asked to define the role of the case manager. The object is to identify the motivations that are built into the job, as well as to examine some of your personal motivations for choosing such work.

We'll then consider the cultural implications of these observations.

Turn to Activity 3 in your workbook and spend 5 minutes answering the following questions:

- What is the role of the case manager?
- Why do we have case managers?
- What factors cause case management to be delivered in the way that it is?
- What do you get out of your job?

Activity 3 Feedback (15 mins)



Ask for feedback from the group. It is the PROCESS of identifying motivations that is the important element, more than the actual motivations identified. You may draw out discussion on how culturally specific these motivations are.

Draw out ideas such as:

ROLE OF CASE MANAGER

*maintain independence / promote individual choice;
assist client to live in their community and according to their
culture;
advocate; and
link to services.*

WHAT I GET FROM MY JOB

*money;
helping people;
helping those less able than myself; and
I feel good about helping people.*

Write these points, along with the group's other points on the board in a mind map.

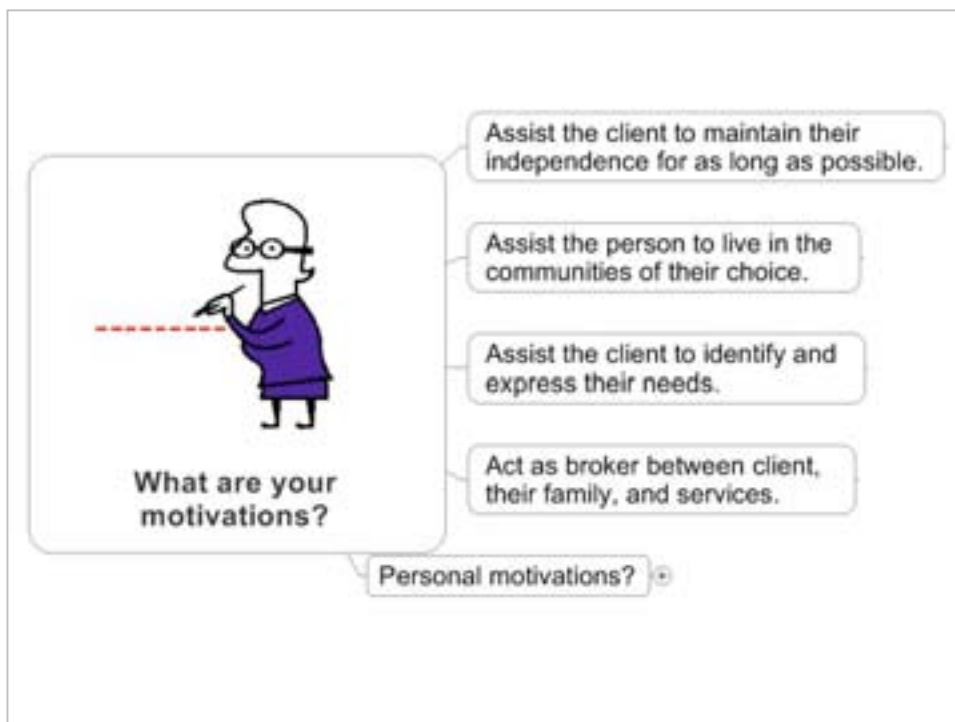
Our Motivations are Culturally Specific (15 mins)

SLIDE 7

There are many descriptions of the role of the case manager. Drawing on the common elements within the Australian context, the role of the case manager includes to:

- assist the client to maintain their independence for as long as possible;
- assist the client to live in the communities of their choice;
- assist the client to identify and express their needs;
- act as broker between client, their family and services; and
- personal motivations – why you have chosen to work in this field.

But remember in *Module 1: What is Cultural Competence?*, we learnt that EVERYTHING is affected by culture. The same is true of these motivations. Our motivations are culturally specific.



For example: "Assist the client to maintain their independence for as long as possible."

Does this mean that being independent is seen in the same way by all cultures, by all individuals and in all circumstances?

Can you think of a situation you have encountered where your client did not have the same focus as case managers may have on independence and individualism?



Encourage examples from the group. If no examples are forthcoming, provide an example of your own.

"Assist the client to live in the communities of their choice."

Whose choice are we talking about? How are decisions made in the client's family? How does the client make decisions?

Can you think of a situation where choices about your client involved more than one person? And where the reasons for this were culturally prescribed?



Encourage examples from the group. If no examples are forthcoming, provide an example of your own.

"Assist the client to identify and express their needs."

Many cultures and individual families strongly believe that attending to the needs of the family is a private matter and not that of 'government' or 'services'.

Can you think of a situation that you have encountered where this was the case?



Encourage examples from the group. If no examples are forthcoming, provide an example of your own.

Motivations are Influenced by Culture

SLIDE 11

So you can see that even the underlying purpose of case management is infused with cultural mores and traditions. These may not align to the prevailing culture of your client's family or to the client themselves.



BREAK



TOPIC 2: The Cultural Competency Continuum (15mins)

SLIDE 12

Cultural competency theorists, Shirley Wells and Roxie Black (2000:147) say that cultural competency is:

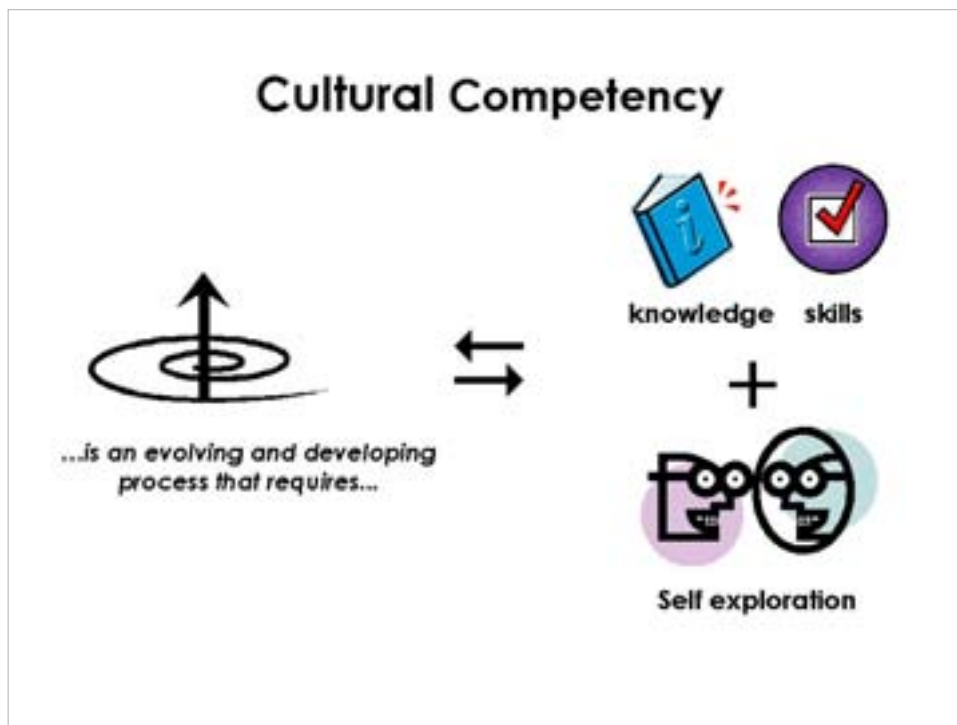
“lifelong learning, designed to foster constructive relations between people of various cultures and differences.”

SLIDE 13

Cultural competency is an evolving and developing process that involves knowledge, skills and the process of self-exploration.

The development of these knowledge and skill sets are, in essence, much like that of a proficient case manager, who is engaged in continually developing their generic professional skills.

However, the process of self-exploration is a more complicated matter, for this means having to grapple with our identity and to be willing and capable of exploring beyond our cultural interpretations.

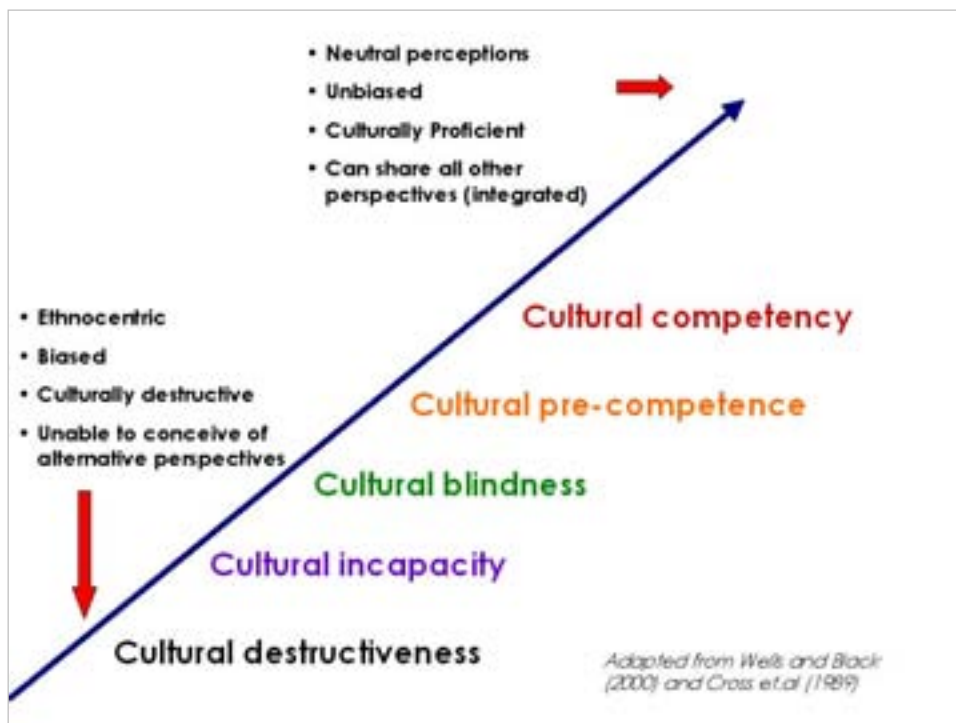


Wells and Black (2000:147) describe the process of self-exploration by saying that as we move towards cultural competency our "attitudes become less ethnocentric and biased ... and perceptions become more neutral and appreciative of all persons".

◆ At the bottom of the continuum we have the 'culturally destructive' end. At this end we are completely culture-bound by ethnocentrism. Ethnocentrism is judging other cultures by the standards of our own culture, which we believe, either consciously or unconsciously, to be superior (US National Centre for Cultural Competency, 2005).

Incidentally, ALL CULTURES have a tendency towards ethnocentrism because of the way we think and construct our identities. And because we believe our way of perceiving the world to be correct and true, we continue to hang onto those beliefs and cultural biases which, in turn, support those views. Otherwise we would have to change our views.

In other words, ethnocentrism is the complete opposite of cultural competency. And it is something we ACTIVELY have to challenge in ourselves at a very deep level.



What does being culturally destructive mean? On a political level, this may include genocide or where one culture deliberately attempts to replace an existing culture.

For example: Henry VIII banned people who only spoke Welsh from holding public office in Wales. In Australia, the deliberate attempts to stamp out Aboriginal language, law and customs can be seen as another example of cultural destruction (Tatz, 1999).

Yet another element of being culturally destructive is the inability to acknowledge perspectives and ways of thinking other than our own.

✦ At the other end of the cultural competency continuum we are totally unbiased, have neutral perceptions, display cultural proficiency and can integrate another cultures' perspective (Wells and Black, 2000:147).

✦ The continuum is infinite because the hypothetical end point is an ideal of perfection and as such, beyond our reach. However, when we see cultural competency as an on-going and life-long process, we can strive to become as culturally competent as possible.

Think of athletes who train for 100m athletic sprint. They strive to be faster and faster every year. But there is no 'end point' to this goal. The end point would be to finish as soon as the starter's pistol had gone off. This is impossible and an ideal, however it does not stop the athlete from striving towards this goal.

In order to move towards cultural competency, we have to identify where we are on the cultural competency continuum (Cross et.al, 1989; Goode et.al, 2004).

This can be a challenge to our egos. And sometimes we are just not ready to challenge our views or our identity in this way. Keep this in mind as we do the next activity.

Activity 4 Discuss Cultural Competency Continuum (30 mins)

Form into small groups.

Each group is required to draw the cultural competency continuum on a piece of flip chart paper. There is an example in your workbooks. On the following page you will find a description of each stage on the continuum for your reference.

Each participant is to write the following statements on a 'sticky note' and place it on the continuum at the point where they think it belongs. For each statement, justify why you have placed the statement at that point on the continuum.

- All clients should be treated the same;
- Australia. Love it or leave it;
- Aboriginal people should have preferential access to services; and
- Services are delivered regardless of race, ethnicity, religion or sexual preference.

If there are differences of opinion in your group about where the statements are placed, examine these differences. Differences of opinion are OK. You do not have to reach consensus. Please respect the diversity in your own group.

The purpose of this activity is to enable you to become more familiar with the cultural competency continuum and to apply the concepts by relating them to a series of statements. **THERE ARE NO RIGHT OR WRONG ANSWERS.**

Activity 4 Feedback (30 mins)



Discuss the experience of the activity.

Draw out the fact that where participants place the statements on the continuum can depend on their point of view. We want to **VALUE DIVERSITY** and agree to disagree.

LUNCH BREAK



TOPIC 3: Exploring Difference and the Culture of Case Management (2 mins)

The United States National Centre for Cultural Competency says that 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).

In addition, in order to move towards cultural competency, we have to identify where we are on the cultural competency continuum.

Activity 5 Cultural Self-Assessment (30 mins)

The culture you were raised in has a great influence on your views and attitudes. In order to appreciate difference, value diversity and practice self-awareness, you need to have a good understanding of your own deeply held beliefs.

We are going to complete a cultural self-assessment. The following questionnaire has been adapted from similar tools designed by Elizabeth Randall-David (1989) and Witz and Cooper (2000-2003). The strategy of completing a cultural self-assessment is now a widely used technique in cultural competency training.

Some of the questions you may find very challenging. The questionnaire was DESIGNED to evoke thoughts and emotions, so that you can develop self-awareness about those responses. Try to be an observer to your own responses. Try to name those thoughts and feelings from an 'outsiders' point of view.

You may find there are some responses that you believe you SHOULD give, but deep down, you feel you may have a different response. Be as honest with yourself as you can be.

You will not be asked to share your answers



30 mins

Make sure you have a copy of the workbook to answer questions.

Challenging Our Cultural Identity (2 mins)

SLIDE 15

Challenging our cultural identity can be difficult because:

“We are all vulnerable. So anything that probes our identities is likely to prove threatening. We like to think of ourselves as autonomous and not governed involuntarily by elements embedded in us by our cultural heritage. Awareness is an EMOTIONAL event rather than an intellectual process.”

(Hoopes 1979 cited in Wells and Black, 2000:155)

Resistance to self-learning in this area stems from an emotional and/or unconscious level (Wells and Black, 2000: 147).

It can prove destabilising and we therefore need to feel safe and comfortable in order to allow this process to occur.

This fact needs to be acknowledged. Supervisors need to take this into consideration when assisting case managers on their personal journey towards cultural competency.

Challenging our self-view

We are all vulnerable. Anything that probes our identities is threatening.

Awareness is an **EMOTIONAL** event, rather than an intellectual process.



We like to think of ourselves as autonomous and not subject, against our will, to forces buried within us by our cultural heritage.

Resistance to self learning in this area lies at an emotional, unconscious level.

(Wells and Black, 2000:147)

TOPIC 4: Putting It All Together – Culture and Case Management

SLIDE 16

We're now going to apply all the concepts that we've been discussing so far in this module, as well as apply some of the skills discussed in previous modules.

Activity 6 Motivations, Difference, and Attitudes (20 mins)

In this activity we'll look at a case study and consider the motivations behind the situation, the behaviour and the perceptions of the people involved.

We'll also begin to identify and discuss elements of culture in the context of case management. This will prepare us to consider the ethics of accommodating and acknowledging culture in case management.

Form into groups. Read the case study in Activity 6 of the workbook.

Discuss the questions with your group. Fill out the table, then report back on what the group has discovered to the main group.

Case Study: Roni

Stephanie works as a case manager for a Community Options Service. She recently received a referral from a Lebanese family where there are three children with muscular dystrophy.

Sam, Mohammed, and Jim are aged 6, 10, and 12 respectively. All have high care needs. Mohammed and Jim are both in wheelchairs, and it's likely that Sam will also need a wheelchair soon, as it's becoming increasingly difficult for him to walk.

Their mother, Jana, cares for the children full-time and gets some support from her mother, who also lives with her. Jana speaks some English but prefers to speak Farsi. She spends most of her day at home caring for the children and her husband, Roni, who runs his own home-based plumbing business. He expects Jana to help run the business as well as care for the children.

Stephanie undertook the initial visit with an accredited interpreter. During the assessment she felt uncomfortable because the father, Roni, remained standing throughout the interview. Roni is over 6 feet and is a large man with a strong physical presence. Jana, the three boys, and the grandmother were all very quiet during the interview. Whenever Stephanie asked Jana or the grandmother a question, Roni would answer while the women would lower their eyes.

Activity 6 Motivations, Difference, and Attitudes (continued)

Case Study: Roni (continued)

After the interview and discussions, which were primarily with Roni, it was agreed that Community Options would provide brokerage respite in the home for three hours a week. Roni explained that it would be an ideal arrangement as during the respite, Jana could then work in the business.

About six weeks after the respite care has been provided, Stephanie receives a phone call from the Manager of the respite service. The manager reported that her worker is refusing to go back into the home because Roni was physically and verbally threatening her. The worker had reported that Roni would stand over her when she was assisting the boys. He would yell, point, and shake his hand at her. The worker felt intimidated and was concerned for her own safety. As a result, she has refused to work in such an environment.

Stephanie requested that the organisation detail their concerns in writing and agreed to suspend services while she went and visited the client. She decided to discuss this with her manager, Sue, and they agreed to visit the family together.

When they visited the home a few days later, Roni appeared angry, was verbally abusive and swore at them. Both Stephanie and Sue felt physically intimidated. Sue explained to Roni that they could not continue the visit if he kept on threatening them. When he continued the abusive behaviour, Stephanie and Sue left.

The next day Roni called Sue to apologise for his outburst. He said that he wanted to discuss what had been going on. Sue and Stephanie made another visit and explained the concerns of the respite provider and why the worker would not be returning.

Roni explained that he did not mean to be intimidating but he just wanted the best for his boys and he felt the worker was not giving them the right activities. He said that while the doctors had said the boys had muscular dystrophy he believed that with a physical program they would get better and be able to run his business, eventually taking over when he'd retire. He had spoken to members from the local mosque and they assured him that prayer would make his boys better.



Activity continues on next page.

Activity 6 Motivations, Difference, and Attitudes (continued)

Case Study: Roni (continued)

Stephanie and Sue agreed to look at the respite program to develop a more appropriate program for the boys. They also agreed to act as Case Managers for the family and as the contact point should they need further services or information. Sue explained that workers should not have to deal with intimidation or feeling threatened. Roni agreed to try and be less critical and to allow the worker to do her job.



Make sure you have a copy of the workbook to answer questions.



20 minutes

Activity 6 Feedback (20 mins)

What factors may be motivating this person?

In what ways is this person 'different' to the others?

What attitudes or values might this person have that 'clashes' with the other people?

What can we see as the culture of the service delivery system?



Write up the points in a chart on flip chart paper. Discuss the responses as one group.

SLIDE 17

This slide demonstrates some of the ways in which the culture of case management is very culturally specific and can be very different to the cultural views of the client.



Read out the slide and draw similarities and differences to the answers the participants gave.



TOPIC 5: Discuss the Ethics of Culture in Case Management

SLIDE 18 (+)

Activity 7 Ethics and Culture in Case Management 1 (28 mins)

In today's final session you will be asked to formulate a position on the ethics of culture in case management. You'll be required to take a personal position on this topic because this is something that you will encounter every day.

We'll do this by watching a video titled *Counselling Across Cultures*, which was made by the Fremantle Migrant Resource Centre in Western Australia, for counsellors working in the context of family therapy. However, just about all the concepts can apply to your profession, case management in community care.

The speakers in the video are psychologists, psychiatrists and counsellors, who offer a number of perspectives on the ethics of culture in family therapy.

As you watch the video, substitute 'therapist' with 'case manager' and 'family therapy or counselling' with 'case management'.

We'll then have a brief discussion on the ethics of culture in case management before moving on to our final case study.



▶ Play the video insert in the slide presentation or play the VHS (8 mins)



20 minutes for discussion

Activity 7 Feedback (20 mins)



The object of this activity is to encourage participants to take a personal position on the ethics of culture in the practice of case management. Participants must do this in order to achieve the learning outcome.

What did you think of the video?

One family therapist said it is the role of the family therapist to accept all the values and culture of a client, as well as to assist the client to adapt to the 'dominant' culture. Do you think this is true for the case manager? How and in what ways? Or why not?

Do you think it is the role of the case manager to accept anything and everything of a client's culture? Where would you 'draw the line'? What would you do if you found you did not accept something of a person's culture?

Activity 8 Ethics and Culture in Case Management 2 (30 mins)

In this activity I would like you formulate a personal position about the ethics of case management as it relates to cultural difference.

Divide into groups and consider the case study in Activity 8 of your workbook.

Discuss the aspects listed in the left hand column of the table in your workbook. Under "*Mrs Hanoun's culture*" list what you think would be Mrs Hanoun's view on this issue. Under "*case management culture*" list the predominate view of the community care sector. In the final column, decide what aspects of culture should be accommodated in service delivery and what should not. Provide reasons for your views.

Case Study: Kayla

Sharon is a case manager who has received a referral from a local disability service for Kayla Hanoun – a 19 year-old Kurdish woman who has an intellectual disability. Kayla had been attending the recreation and peer support program but recently she stopped attending.

Kayla lives at home with her parents. The family were refugees from Iraq, and have been in Australia for two years. She lives in a two bedroom Department of Housing unit with her family, which includes her mother, father, and two brothers. They do not have any relatives in Australia but have some friends who are also Kurdish.

The family fled Turkey because of racial persecution. Kayla and her parents had been tortured. Kayla and her mother were both raped. In addition, she had seen one of her cousins doused with petrol and set alight.

Kayla's extended family became victims of a poison gas attack on a small village in Iraq during the reign of Saddam Hussein. Kayla often has nightmares and wets her bed. The disability service provider is worried about how Kayla has coped with what happened while they were living in Turkey.

Sharon undertakes a home visit and meets with Kayla and her mother, Mrs. Hanoun, who raises her concern about Kayla undertaking activities with boys at the centre. She is worried about her daughter's safety. Mrs. Hanoun said she had explained to the manager that her daughter was a Muslim and it was important that the Centre respect Muslim practices. The manager had said the Centre would accommodate Kayla's needs but Mrs. Hanoun does not believe this will happen.



Activity continues on next page.

Activity 8 Ethics and Culture in Case Management 2 (continued)

Case Study: Kayla (continued)

Mrs Hanoun decided not to send her daughter back to the service stating that she would prefer that Kayla stay at home with her, as her daughter could also help around the house. Mrs. Hanoun said that this would be better for Kayla. During the interview Kayla said that she liked going to the Centre and that she missed her friends. She did not want to stay at home all day with her mother because she gets bored.



30 minutes

Activity 8 Feedback (30 mins)



This activity requires participants to take a personal position on the ethics of culture in the practice of case management. This is required in order for the learning outcomes to be achieved.

Discuss the Activity questions:

The roles and behaviour of women

in Mrs Hanoun's view?

in the dominant view within case management culture?

what should be accommodated? What not? Why?

Individual rights of adults who have a disability

in Mrs Hanoun's view?

in the dominant view within case management culture?

what should be accommodated? What not? Why?

Summary (5 mins)

SLIDE 19

Today we have examined and explored our professional and personal motivations as case managers. We've discussed in what ways case management is an expression of cultural norms and how our role reflects our own cultural perspectives and biases.

We discovered that motivations are heavily influenced by culture.

SLIDE 20

We then explored the ways in which cultural competency requires not just a set of knowledge and skills, but also an ability and willingness to engage in a life-long process of self-exploration.

SLIDE 21 (✦)

We emphasised the point that cultural competency is not fully attainable. It is an ideal, which is an on-going process of self-development.

✦ Being asked to position yourself on the cultural competency continuum challenges you to consider to what extent you can step outside your own culture bubble. This is an ethical position where you assess where culture appears in your practice and how you respond to difference.

Finally, we looked at how cultural competency requires us to work at a deep level of our identity. In doing so, we become aware of what a challenging process we face. Some people will simply not be ready to undertake the journey or be willing to progress further on their journey.

SLIDE 22

Resistance to such self-development is not unusual and often comes from an emotional unconscious level (Wells and Black, 2000: 147).



Review the learning outcomes, giving feedback.

Be available for any Participants who may have issues raised by the training.

SLIDE 23

Evaluations

- END -