

CULTURAL DIVERSITY

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Ground Rules

- ▣ Listen actively
- ▣ Respect others when they are talking
- ▣ Use “I” statements
- ▣ Value and respect diverse opinions
- ▣ Do not be afraid to ask questions
- ▣ Focus on the idea – refrain from personal remarks
- ▣ Remain open to all ideas.
- ▣ Be conscious of body language and non-verbal responses.
- ▣ What is said here – stays here.

The ultimate goal is not to all agree. This is about hearing and exploring different perspectives.

Purpose of Training

- ▣ To comprehend the challenges & opportunities of dealing with people from different cultures.
- ▣ Understand different cultures, values, beliefs & norms and how these shape our behaviors and belief system
- ▣ To do away with biases based on lack of knowledge and prejudice and replace them with more accurate perceptions based on knowledge and tolerance.
- ▣ To learn how other cultures believe, manage and respond to mental illness.
- ▣ To promote a change in philosophy and perception which will allow LEO to deal more sensitively with all people and will help them develop a sense of mutual trust and respect with minority communities.

Statistics

- ▣ By 2025 35% of US population will be members of ethnic minority groups.
- ▣ Ethnic minority children will be 48% of all the children residing in the US.
- ▣ Latino Americans are now the largest minority group.
- ▣ In early 1900 most immigrants came from Europe and Canada; now they come from Latin America and Asia.
- ▣ Ethnic minorities are more likely to belong to high risk groups (drug related crimes, gangs, homeless, HIV, untreated mental health population).
- ▣ Ethnic minorities are more likely to have contact with law enforcement.

Activity

Cross-Cultural Quiz

The Movement

- ▣ Cultural diversity, cultural sensitivity, or race relations training are becoming central components of many recent proposals pro reform in the areas of police-community relations.
- ▣ Often in response to grievous incidents in interactions between police and racial, ethnic and cultural minorities.
- ▣ Police-minority relations across the nation have been characterized by tensions that typically remain just below the surface until something happens to bring it to the forefront of community and, at times, national concern.
- ▣ The growing movement reflects recognition among law enforcement administrators and experts that the situation is becoming untenable.

The Movement - cont

- ▣ LESC – the law enforcement steering committee is an organization made up of representatives of the police executive research forum (PERF), the federal law enforcement officers association, the fraternal order of police, the international brotherhood of police officers, the Major Cities chiefs, the national association of police organizations, the national organization of black law enforcement executives (NOBLE), the national troopers coalition, and the police foundation.
- ▣ A central recommendation of this committee was that police departments should initiate “cultural bias training” programs “to enable officers to do their jobs better”

The Movement - cont

- ▣ The cultural diversity training movement is further institutionalized within the newly formed National Law Enforcement Cultural Awareness Association, complete with a quarterly newsletter that goes out to members across the United States.

The Culture Project explores the shift in the US Army to train soldiers in cultural awareness in the Middle East.

<http://vimeo.com/14069648>

Police-community relations (PCR)

- ▣ Refers primarily to relations between the police and racial/ethnic minorities.
- ▣ According to research, 90 percent of the major civil disorders that have occurred in the United States resulted from police-citizen conflicts, many of which could have been avoided.
- ▣ Conflict between the police and racial ethnic minority communities is one the most serious issues facing American policing.

Police-community relations (PCR) - cont

- ▣ People can have profoundly different experiences of the same event.
- ▣ These perceptions are influenced by a number of factors – How they see the police in their country.
- ▣ Research shows that the criminal justice system does not affect minority members the same way it affects people in the majority groups
- ▣ Some say is the result of systematic biases in the administration of the criminal justice systems; others say from differential rates of criminality among different groups; or as is more likely – some combination of the two.

Police-community relations (PCR) - cont

- ❑ Changes in the nature of crime itself – most importantly the rising of hate crimes – require police officers to become educated and enlightened in psychological areas that they previously might have considered irrelevant.
- ❑ Hate motivates crimes that represent a “psychological as well as physical assault” on victims. Effective police officers will have to become sensitive to the specific factors that motivate such assaults.
- ❑ Obviously, officers who harbor biases of their own will find it extremely difficult to develop a sense of empathy toward the victims.
- ❑ No training program automatically can change attitudes, but, with appropriate education and consistent reinforcement, agencies will encourage a positive change in behavior.
- ❑ Be aware of how our own values, feelings, affect how we see people and how other people see us.

Cultural Awareness Activity

Equity & Diversity Awareness Quiz

Cultural Awareness

- ▣ Involves continually developing your awareness of your own and other's cultures to assist in the performance of your professional duties.
- ▣ Requires that one understands one's own experiences, values and interpersonal abilities, and how these affect our motivation, behaviors and thoughts.
- ▣ Requires that one has the necessary skills to build relationships with and learn from other groups.
- ▣ Requires sensitivity and understanding toward members of other ethnic groups.
- ▣ Our own community history affect how we view other communities – local issues, high publicity cases.
- ▣ The ability to step outside our biases and accept that other cultures have different ways of perceiving the world.

Cultural Competence

- ▣ Refers to the ability to understand, communicate with and to interact effectively with people of different cultures.
- ▣ Four components: (a) Awareness of one's own cultural world view; (b) Attitude towards cultural differences; (c) Knowledge of different cultural practices and world views; and (d) cross-cultural skills.
- ▣ Cultural and linguistic competence is a set of congruent behaviors, attitudes and policies that come together for effective work in cross-cultural situations.

The Competent Professional

Use the RESPECTFUL model:

R – Religious/spiritual identity

E – Economic class / background

S – Sexual identity

P – psychological development

E – Ethnic / racial identity

C – Chronological disposition – age

T – Trauma / threats to their personal well-being

F – Family History

U – Unique physical characteristics

L – Language and location of residence

Cross-cultural communication

- ▣ Knowledge and Active listening
- ▣ Understand the potential problems of cross-cultural communication.
- ▣ Assume that efforts will not always be successful.
- ▣ Be patient and forgiving, rather than hostile and aggressive.
- ▣ Do not jump to the conclusion that you know what is being thought and said.
- ▣ When things seem to be going badly stop, listen and think → Often misinterpretation is the source of the problem.

<http://www.youtube.com/watch?v=GxuEBUXJ2rQ>

Cross-cultural communication .

cont

- ❑ Beware of assumptions stemmed from potentially devastating ignorance and can lead to much frustration for members of both cultures.
- ❑ Slow Down
- ❑ Separate Questions
- ❑ Avoid Negative Questions
- ❑ Take Turns
- ❑ Write it Down
- ❑ Be Supportive
- ❑ Avoid Slang
- ❑ Watch the humor
- ❑ Maintain Etiquette

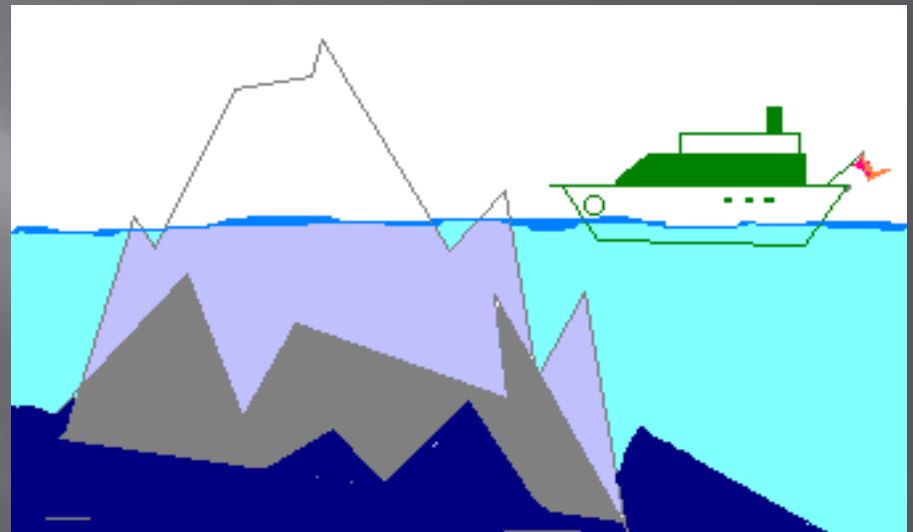
Cross-cultural communication - Cont



The Iceberg Metaphor

Above the water line:

- ▣ Cultural aspects that are explicit, visible and taught. i.e. formal lessons, manners, how to baked bread.

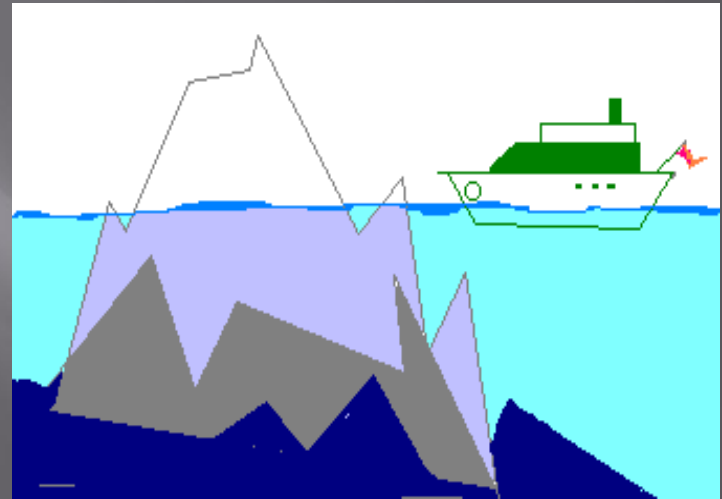


- ▣ Tangible aspects from the cultural markers such as French Bread or Guatemalan weaving to how people dress, food seasonings, home furnishings.

The Iceberg Metaphor - cont

At the water line:

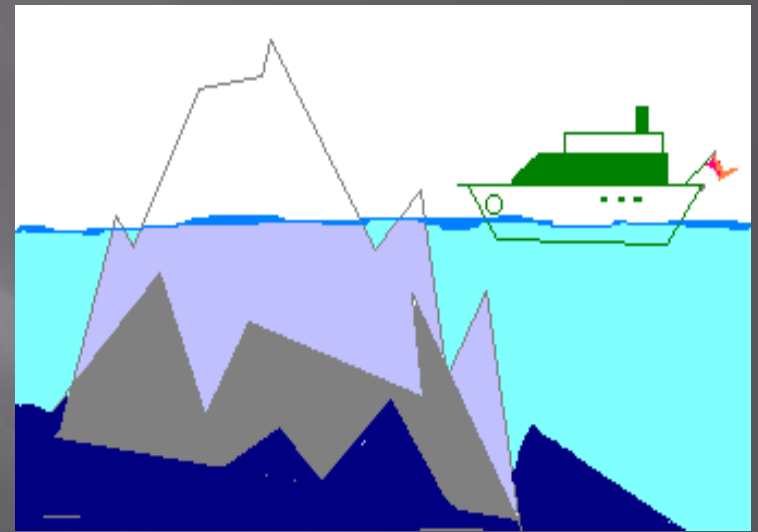
- ▣ “Now you see it now you don’t”
- ▣ Implicit understandings become talked about, mystical experiences are codified into creed.
- ▣ The area where official explanations and teachings becomes irrational, contradictory, inexplicable
- ▣ Theology becomes faith



The Iceberg Metaphor - cont

Below the water line

- ▣ Hidden culture: habits, assumptions, understandings, values, judgments that we know but cannot articulate.
- ▣ Not taught directly
- ▣ Learned by osmosis
- ▣ Since judgment is “underwater” – just feels “right” – we don’t question or try to explain.



Individualism - Collectivism

Individualism:

- ▣ Implies loose ties.
- ▣ Look after one self or immediate family.
- ▣ Value personal time, freedom, and rewards at work.
- ▣ Value honesty, truth, talking things out, use guilt to achieve behavioral goals, maintaining self-respect.
- ▣ Individual socio-economic interest over group.
- ▣ Strong rights to privacy, nurture strong private opinions, profess the ideologies of self-actualization, and self-government.

Individualism – Collectivism - cont

Collectivism

- ▣ integration into strong cohesive group that protects them in exchange for loyalty.
- ▣ Value training, physical conditions, skills and the intrinsic rewards of mastery.
- ▣ Value harmony more than honesty and truth, silence more than speech, use shame to achieve behavioral goals, strive to save face.
- ▣ Collective socio-economic interests over individual, may invade private life, favor laws and rights for groups, dominate the economy, control the press and profess the ideologies of harmony, consensus, and equality.

<http://www.youtube.com/watch?v=4uFa0hBPqOY&feature=related>

Stereotyping

Stereotyping

- ▣ Generalizing about a person while ignoring individual differences.
- ▣ Generalizations are made based on inaccurate or incomplete information.
- ▣ Can be positive or negative but both can have negative consequences for the person or group.
- ▣ Learned from TV, music, movies, peers and family.

<http://comedians.jokes.com/barry-sobel/videos/barry-sobel---untrue-stereotypes>

Stereotyping – cont

Police stereotypes (humor)

- ❑ **Narcotics units** - Immediately grow facial hair, tell everybody you were ordered to.
- ❑ **SWAT units** - Wear team T-shirts, Oakley sunglasses and boots everyday.
- ❑ **Traffic units** - Write tickets to EVERYBODY.
- ❑ **K-9 Units** - Show pictures of your latest dog bite
- ❑ **Patrol Units** - Has nerves of steel.
- ❑ **Patrol Sergeant** -Remembers very well "how we used to do it."
- ❑ **Trainee** - Watches every episode of Cops.
- ❑ **FEDS** - After participating in your first warrant service (as outside cover) make plans to join the agency SRT, SWAT, etc, to "properly utilize your superior tactical skills."
- ❑ **New Corrections Officers** - Show up for work 15 minutes early.

SEE ATTACHMENT IN THE BACK.

Acculturation & Assimilation

Acculturation

- ▣ Members of one cultural group adopt the beliefs and behaviors of another group – usually the minority group adopts patterns of the dominant group.
- ▣ Implies a mutual influence in which elements of two cultures mingle and merge.
- ▣ The focus is on the group rather than the individual

Four possible outcomes: **a) assimilation** -movement towards the dominant culture; **b) integration** - synthesis of the two cultures; **c) rejection** – reaffirmation of the original culture; **d) marginalization** – alienation from both cultures

Acculturation & Assimilation - cont

Assimilation:

- ▣ Absorption of the minority into the dominant culture.
- ▣ New customs and attitudes are acquired through contact and communication.
- ▣ Not a one-way process → each group contributes of its own cultural traits to the new society.
- ▣ Gradual change that takes place is varying degrees.

<http://www.youtube.com/watch?v=ZSTdGC4z6io>

http://www.youtube.com/watch?v=wtcLWrt9NeI&feature=watch_response

The melting Pot Concept True or False?

- ▣ Vision that the United States is not only a land of opportunity but is seen as a society where individuals of all nations are melted into a new race of men, whose labor and success will one day cause changes in the world.
- ▣ Is the US still “The Melting pot”?

“Melting Pot” vs. “Ethnic Stew”

- ▣ The “Melting pot” → become one common culture (usually the dominant culture). *“I thought it was mixed vegetable soup but I can only taste tomato”*
- ▣ “Salad Bowl” theory → groups keep their differences while maintaining relations among each other. *“Where is the salad dressing to cover it all?”*
- ▣ The “Ethnic Stew” → higher degree of distinctiveness. All mixed ingredients but each still keeps it’s solid structure. *“Nice goulash”*

Culture and Mental illness

- ▣ Definitions of normal and abnormal behavior vary widely from culture to culture, within any given group, and are dependent on demographic factors.
- ▣ Behaviors that may be perceived as abnormal at one time may be regarded as normal at other times – i.e. during carnivals..

Presentation of Mental Illness

- ▣ Cross-cultural studies indicate that major mental disorders like schizophrenia and depression, for example, occur worldwide.
- ▣ Schizophrenia: form of the disorder remains constant, culture determines the content of the illness and the way that it is expressed. Delusions and hallucinations draw on the symbols and images of the patient's cultural milieu.

Presentation of Mental Illness - cont

- ▣ For example, in the West delusions often relate to technology (such as electricity being put into the brain, or being controlled by computer).
- ▣ In Africa and India it is more common for delusions to have a religious basis (involving being taken over or harmed by gods or spirits).

Presentation of Mental Illness - cont

- ▣ *Depression:* Among people from the Far East and from lower socioeconomic groups in Western cultures, may present primarily as physical symptoms (somatisation).
- ▣ Patients from such backgrounds might complain of lethargy and joint pains rather than low mood.

Culture Bound Syndromes

- ▣ These are culturally determined syndromes of behavior patterns or beliefs that are specific to a particular culture or geographical region, reflect core cultural themes and have a wide range of symbolic meanings - social, moral, and psychological.
- ▣ Disorders recognized in the West such as anorexia nervosa, agoraphobia, and parasuicide, for example, may also be regarded as culture bound syndromes expressing notions of the role of women in Western society.

Culture Bound Syndromes - cont

- ▣ **Obeah** - A prevalent belief among immigrants from rural (and sometimes urban) communities of Africa and Asia is that it is possible to influence the health or wellbeing of another person by action at a distance. Is a form of witchcraft containing elements of Christianity, animism, folk medicine, and personal malevolence
- ▣ **Possession** - takeover of a person's mind and body by an external force such as a spirit or ancestor. The force controls the patient's thoughts and actions and deprives him or her of responsibility for these actions. In many parts of the world people freely admit to being possessed and to having spirits speak and act through them. The possessed person seems to be in a trance-like state and may perform actions that are totally out of character.

Culture Bound Syndromes - cont

- ▣ *Amok*: A spree of sudden violent attacks on people, animals, or property affecting men in Malaysia
- ▣ *Koro*: A belief that the penis is shrinking into the abdomen
- ▣ *Evil Eye*: A belief among Latin Americans that illness is caused by the stare of a jealous person
- ▣ *Susto*: A belief in the loss of the soul in Latin America
- ▣ *Latah*: Syndrome of increased suggestibility and imitative behavior found in South East Asia

Cultural beliefs and MH

- ▣ Until not too long ago cultural factors were excluded from traditional approaches to assessment of MH.
- ▣ Profound influence of culture on the experience and expression of symptoms, creating distress and behavioral patterns unique to cultures and subcultures.

Cultural beliefs and MH - cont

- ▣ Each culture provides its members with ways of explaining mental illness, attempting to answer questions about why, and under what circumstances, someone becomes mentally ill.
- ▣ In the West, emphasis is placed on psychological factors, life events, and the effects of stress, but in many other parts of the world explanations of mental illness may include spirit possession, witchcraft, the breaking of religious taboos, divine retribution, and the capture of the soul by a spirit.

Cultural beliefs and Mental Health - cont

Hispanics:

- ❑ New immigrants are more prone to mental distress than those who have lived in the US for several years – or once the excitement and dazzle of America ends, the new immigrant may find himself in conflict with himself and his cultural roots.
- ❑ Limited access to MH care due to cultural barriers, stigma, lack of education.
- ❑ MI is associated with danger and violence and is often attributed to lack of character or to punishment from God.
- ❑ More likely to turn to primary care clinicians.
- ❑ Increasing rates of depression, SA, anxiety disorders, and behavioral disturbances in H youth.
- ❑ H young women higher rates of sadness , hopelessness and suicidality → 7.3% W; 7.6% AA; 14.9% H have attempted suicide

Cultural beliefs and Mental Health - cont

Asian

- ▣ Are likely to express psychological distress as physical complaints.
- ▣ Language – 43 different ethnic groups and more than 100 languages and dialects.
- ▣ Typically takes 3 generations to assimilate to western culture and western medical care.
- ▣ Religious beliefs affects the understanding of disease causation → discourage open display of emotions, must maintain social and familial harmony, avoid exposure or personal weakness, saving face, fear of social stigma and shame, may be seen as punishment for the actions of ancestors.
- ▣ MI is stigma → reflects poorly on family lineage, may influence suitability for marriage

Cultural beliefs and Mental Health - cont

African American:

- ▣ African Americans tend to rely on family, religious and social communities for emotional support, rather than turning to health care professionals, even though this may at times be necessary.
- ▣ Across a recent 15 year span, suicide rates increased 233% among African Americans aged 10 to 14.
- ▣ Somatization occurs at a rate of 15% among African Americans and only 9% among Caucasian Americans.

Cultural beliefs and Mental Health - cont

Muslims:

- ❑ View mental illness as a defective relationship with God, as a punishment from God, or simply, as the result of God's will.
- ❑ Believed to be a divine test of the level of piety, devotion, and loyalty of the faithful.
- ❑ Considered a part of human suffering and often regarded as a way of atoning for sins. Reward may be greater if suffering is endured with patience and prayer.
- ❑ Believe in devil possession of mentally ill persons causing hallucinations, delusions, and disorganized behavior.
- ❑ Devout Muslims typically believe that adherence to the principles outlined in the Qur'an and the Hadith serve as prevention and treatment for emotional disturbances.
- ❑ May Muslims seek informal help from imams on a variety of issues, including mental distress.

Help-seeking behavior

- ▣ Ethnic minorities are less likely to seek professional mental health treatment.
- ▣ For example: whites are 1.5 times more likely to voluntarily seeks mental health care than are African Americans.
- ▣ Islamic tradition fosters the idea that there is a cure for every disease. Hence,
- ▣ Muslims tend to have positive attitudes toward professional help-seeking behavior
- ▣ Ethnic minorities are more likely to lack health insurance:
 - 14% of white are uninsured
 - 23% of Asian Americans are uninsured
 - 26% of African Americans are uninsured
 - 38% of Latinos are uninsured

Help-seeking behavior - cont

- ▣ Asian Americans and Native Americans report lower rates of utilization of mental health services, higher dropout rates, and poorer treatment outcomes.
- ▣ Reasons for underutilization: shame, loss of face, fear of a system not set up to deal well with cultural differences (Asian Americans).
- ▣ Individual encouraged to rely on own willpower to confront problems (African Americans)
- ▣ Stigma as well as political factors, including immigration status and fear of discrimination, detention or deportation may hinder use of mental health services.
- ▣ Cause of mental disturbances attributed to evil spirits (Latinos)

Help-seeking behavior - cont

- ▣ **Americans:** nurse, physician, exercise, medications, modified diets, amulets, religious healing rituals.
- ▣ **African Americans:** elderly women healers, “community mother” or granny, “root doctor”, voodoo healer, spiritualist. Herbs, roots, oils, poultices, rituals, talismans.
- ▣ **Hispanics:** curandero, espiritualista, yerbero, brujo, sobadora, santiguadora, hot/cold foods, herbal teas, prayers and religious medals, massage, azabache, “three baths” ritual.
- ▣ **Asians:** herbalist, physician, hot/cold foods, herbs, soups, cupping, pinching, rubbing, meditation, acupuncture, acupressure, tiger balm, energy to restore balance between yin and yang.

So....

- ▣ Good communication – message delivery and message reading.
- ▣ Awareness of how we project to others
- ▣ Lumping cultures into races and nationalities does not prepare officers to deal with many of the challenges and conflicts of which they may become a part of.
- ▣ The cultural diversity training movement for police officers and criminal justice personnel is arising out of a growing sense of urgency regarding the tensions in police – minority relations

So....

- ❑ Cultural awareness and competence is the main ingredient for service providers and consumers to come together without cultural differences hindering the relationship.
- ❑ Can help reduce barriers with police and service utilization.
- ❑ Facilitates the development of trust – rapport building - between police and community which is critical for service delivery.
- ❑ Services that are respectful of and responsive to communities' cultural and linguistic needs bring positive outcomes.