Integrating Cultural Competence Into Crisis Intervention Services
Harold Gates MSSW, CISW, HS-BCP
Midwest Center for Cultural Competence, LLC
haroldgates@charter.net

21st Annual Crisis Intervention Conference
Kalahari Resort and Conference Center
Wisconsin Dells, WI
September 28, 2017

Participant Objectives
1. Be able to define cultural competence & why it is important
2. Be able to have resources/tools to assist in assessing cultural competence
3. Be able to identify how cultural competence and crisis intervention intertwine
4. Be able to start an action plan to integrate cultural competence into standard crisis intervention practice.

Objectives
- Diversifying population trends
- Understand dimensions of diversity
- Discuss culture and how it affects us in all spheres of life
- Outline linguistic competence
- Review the cultural competence continuum
- Understand how you can work towards cultural competence as an individual and professional
- Case vignette discussions
- Self Assessment/Action Plan
A Few Ground Rules

- Respect for self and others
- Listen carefully
- Use "I" statements
- Honor confidentiality
- Value risk-taking
- Okay to express emotions
- Ask questions, engage in dialogue
- Turn off or put phone on vibrate
- Be present

Racial Mix of the United States- 2016

![Racial Mix of the United States](https://www.census.gov/quickfacts/fact/table/US/PST045216)

United States

- White
- Black
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or More Races

Diversifying U.S. Population

![Diversifying U.S. Population](http://www.amren.com/news/2015/03/official-census-bureau-projection-for-2060/)

Racial Mix of the United States

- 2014
- 2060
What is Diversity?

Diversity encompasses both differences and similarities: while we differ from others in important ways, we also share similar characteristics, values and beliefs that bring us together.

Dimensions of Diversity

- Race
- Gender
- Ethnicity
- Age
- Sexual orientation
- Physical abilities
- Partnership status
- Socio-economic status
- Education level
- Physical appearance
- Geographic location
- Rural/Urban
- Work background
- Parental status
- Family structure
- Cognitive ability
- Citizenship status
- Etc.

Self Reflection

- What dimensions of diversity have you encountered while providing crisis intervention services?
- Have you encountered any barriers/issues to helping someone in crisis that is different than your own diverse background?
- Were you able to work through those barriers/issues? If not, how could you have handled things differently?
Similarities and Differences

- Because of their culture, people often make assumptions about others in order to understand whom we are dealing with.
- This defining of others is rooted in the need for control in our lives.
- Relationship building is the key to cultural competence!

Culture: What is It?

- “Culture is the sum total of life patterns passed on from generation to generation within a group of people and includes institutions, language, religious ideals, habits of thinking, artistic expressions, and patterns of social and interpersonal relationships.” (Hodge, Struckman, and Trost, 1975)
- “Culture is man’s medium; there is not one aspect of human life that is not touched and altered by culture. This means personality, how people express themselves, the way they think, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function and are organized, as well as how economic and government systems are put together and function.” (Edward Hall, 1976)

Culture

- Everyone has culture
- Culture is learned and shared, and always subject to change.
- Culture is localized, created through discrete interactions among specific people.
- Culture is evaluative: values are embedded in behaviors and choices
- People often belong to many subcultures at once.
- Underlying cultural values change slowly
Culture: Iceberg Theory

More Visible Features
- Clothing
- Food
- Language

Less Visible Features
- Values
- Traditions
- Beliefs
- Attitudes
- Perceptions
- Communication Styles

Culture and Diversity

- Cultures are inherently diverse and represent many continuities and contradictions.
- Every cultural group has values about proper behavior. Many of these are beneficial and are geared toward the continuity of the group.
- Many, however, can be destructive.
- Appreciating diversity reduces destructive reactions to difference.

Culture Shapes Thinking

- Many of our assumptions about “the way things are”, that is our thoughts about the world, are below the level of conscious awareness.
- Thoughts/Values about how “things should be” are often diminishing and dismissive of others and reduce our capacity for empathy.
Relevance of Cultural Competence:

- To respond to current and projected demographic changes in the United States
- To eliminate long-standing disparities to the health status of people of diverse racial, ethnic and cultural backgrounds
- To improve the quality of service outcomes
- To meet legislative, regulatory and accreditation mandates
- To gain a competitive edge in the marketplace
- To decrease the likelihood of liability/malpractice claims

Cultural Competence

- "Cultural Competence is a set of congruent practice skills, attitudes, policies and structures which come together in a system, agency or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations."

Cultural Competence Continuum
Cultural Destructiveness Characteristics

- Negative end of the continuum characterized by valuing people differently based on differences in culture.
- Cultural differences seen as a problem or a threat.
- Engage in practices that purposely attempt to destroy a culture.

Cultural Destructiveness Examples

- Denying people access to their natural helpers or healers
- Removing children from their families on the basis of culture
- Risking the well-being of minority individuals by involving them in social or medical experiments without their knowledge or consent
- Advocating for laws, rules, processes, and practices that harm people based on cultural identity.

Cultural Incapacity Characteristics

- Lack the ability to help cultures from diverse communities
- Passively rather than actively cause harm
- Assume a paternalistic posture toward “lesser” groups.
Cultural Incapacity Examples

- Passively enforcing
- Maintaining stereotypes
- Discriminatory employment practices
- Inability to understand and or articulate disparate impacts based on culture
- Inability to match services with authentic needs

Cultural Denial Characteristics

- Belief that color or culture makes no difference and that all people are the same
- View selves as unbiased and believe that they address cultural needs
- Do not perceive or benefit from the valuable differences among diverse groups
- Very limited ability to address the needs of diverse groups

Cultural Denial Examples

- Melting Pot philosophy
- I treat everyone alike
- We’re beyond culture, language, race, gender, ability, class...
- No accountability measures linked to cultural attributes
- The playing field is even, differences in results are ALL about merit
Cultural Pre-Competence Characteristics

- Recognize weaknesses in attempts to serve various cultures
- Some efforts to improve the services offered to diverse populations
- Misconception that limited goals/practices fulfill the obligation to the community

Cultural Pre-Competence Examples

- Engage diverse cultures in staff/leadership; basic CC training
- Hire one or more workers from a racial or ethnic group and feel that they have done all that is necessary
- Hold pot lucks to learn about culture
- Learn about culture through superficial holiday celebrations

Cultural Competence Characteristics

- Value differences
- Define success in terms of equity in access, quality, and outcomes
- Ongoing learning about culture
- Reflective about process/outcomes related to cultural competence
- Accountability measures related to equity in place
- Multi-aspects of operations are assessed for CC
Cultural Competence Examples
- Participate in continuing self-assessment and client assessment
- Ongoing QI efforts
- Physical and social environment is welcoming
- Hiring process tries to identify unbiased employees
- Performance is measured based on CC
- Advice, consultation, and partnership sought from representatives of the cultures served in a non-exploitative way
- Support staff members’ comfort levels when working in cross-cultural situations

Cultural Proficiency Characteristics
- Hold diversity of culture in high esteem
- Actively promotes culturally responsive practice
- Seek to add to the knowledge base of culturally responsive practices
- Leadership reflects commitment to cultural and linguistic proficiency

Cultural Proficiency Examples
- Hire, retain, and develop staff members who are specialists in culturally competent practice
- Budgets address goals around culture
- Work plans and strategic goals focused on expanding cultural responsiveness
- Leadership reflects commitment to cultural and linguistic proficiency
Culturally Competent People

- Value and embrace diversity
- Continuous rigorous self-examination into the ways in which our world view influences our perceptions, assumptions, attitudes, and behavior toward those who are different
- Commitment to cultural encounters
- Development of cultural knowledge
- Learn cultural skills
- Involvement in a learning process designed to expand our knowledge about difference

The Role of Culture in Crisis Intervention

- The professional and client in crisis often come from different cultures (e.g., age, gender, race, ethnicity, language, income, occupation, nationality, education, mental and physical abilities).
- Crisis intervention often requires an immediate development of trust between two people from different cultures in order to restore the client’s coping mechanisms to a pre-crisis level of functioning.
- In order to build trust quickly, the professional will have to communicate, both verbally and non-verbally, a demeanor that one is knowledgeable about and accepting of cultural differences.

What is Linguistic Competence?

- Is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills, and individuals with disabilities.
- Requires organizational and provider capacity to respond effectively to the literacy needs of populations served.
- Insures policy, structures, practices, procedures and dedicated resources to support this capacity.
Intercultural Communication & Linguistic Competence

- **High Context**: The successful exchange of information depends on applying a shared framework for understanding. Meaning tends to be implicit and less literal. Heavy reliance on voice tone, body posture, facial expressions, eye contact, use of silence, and other non-verbal cues. Context is critical!

- **Low Context**: Reliance is placed upon explicit meanings, often written. Words are taken literally, and non-verbal communication is often ignored. Documentation is prevalent.

- Face-to-face vs. e-mail

Cultural Ways of Knowing

- Different cultural priorities: achievement, social harmony (saying no, bad news), etc.
- Knowing: analytic, holistic, sensing, etc.—linear thinking not shared worldwide
- Relationships or Results
- Is age valued or devalued?

Cultural Translation

- Idiomatic expressions are very culture-bound and difficult to translate.
- How would you translate these idioms to someone from another culture?
  - Break the ice
  - Blow the whistle on
  - Bone to pick
  - Sit on the fence
  - Tip of the iceberg
  - Beat around the bush
  - Face the music
  - Read the riot act
Providers’ Role

How does preconceptions of the client’s race, ethnicity and culture impact (positively or negatively) providers’ assessment and decision making?

Providers’ Contribution to Disparities

- Subconscious strategy to simplify decision making and lessen the level of effort by using “categories” or “stereotypes”
- We apply expectations and beliefs about individuals in these groups (race, gender, age)
- Strategy used most when multitasking or stressed

Probing Questions

1. Do caregivers provide the same quality of care to all clients?
2. Do assumptions, biases, and stereotypes impact the delivery of services in a crisis situation?
3. Is speaking the client’s language or sharing their race sufficient to ensure culturally competent services?
How do we get there?

- Self Knowledge and Self Assessment
- Cultural Awareness (switch off cultural “cruise control”)
- Stereotypes, Prejudices, and History
- Racial, Ethnic, and Cultural Identities
- Cultural Knowledge
- Cultural Appropriateness
- Cultural Skill—behavioral adaptations to intercultural situations

Self Knowledge and Self Assessment

- Be aware, explore, and identify own cultural heritage
- Become mindful of values, assumptions, and biases
- Understand how your culture and values shapes your perceptions
- Identify how it shapes perceptions of normality/abnormality within counseling process
- Tools:
  - Goode’s Self-Assessment Checklist...

Cultural Awareness

- Providers who are aware of their own backgrounds are better able to:
  - Acknowledge and explore the cultural backgrounds of their clients
  - Understand client’s cultural group(s) to explore role in the therapeutic process
  - And are less likely to unwittingly use their own experiences to clinically filter, assess, and diagnose client’s relationship and presenting clinical problems
Cultural Awareness
- Awareness of
  - the diversity of those around us
  - the culture of those around us
  - our own biases and prejudices
  - Racism, individual and institutional
- Actions
  - Intentionally putting ourselves in diverse/cultural situations
  - Seeking relationship with those different than ourselves

Stereotypes, Prejudices, and History
- Need to self-explore and examine direct and indirect affects of individual, organizational, and societal stereotypes, prejudice, and discrimination to avoid minimizing the relevance and bias in assessment and counseling process
- Examine how these attitudes may influence presenting issues and be detrimental to clients in the treatment process

Racial, Ethnic, and Cultural Identities
- Are not static
- Not always apparent, not only factor into conscious processes for counselor or client
- Help individuals make sense of themselves and the world around them
- “The frame in which individuals identify consciously or unconsciously with those with whom they feel a common bond because of similar traditions, behaviors, values, and beliefs” (Chavez and Gooden Fellowship 1999, p. 61)
Intersections of Identities

- Intersectionality: the blending and mixing of identities.
- Example: Former President Obama does not have just one identity. Although most people knew him as the President, his identity of President also mixed with his identities of being a father, son, husband, Christian, biracial, and a male.
- When understanding other people culturally, it is best to see their identities a mixture rather than separate entities. This helps you to understand a person as an individual and avoid stereotypes or large classifications.

Racial and Cultural Identity Development

- Racial/Cultural Identity Development (R/CID) Model (Sue and Sue 1999b)
- White Racial Identity Development (WRID) Model (Sue 2001)

Cultural Knowledge

- Other people's culture
- Importance, ramifications of, competition, individualism, materialism
- Other's help seeking behaviors
- Role of language, speech patterns and communication styles
- Geographic location
- Family and kinship
- Gender roles
- Socioeconomic status and education
- Immigration, migration, acculturation stress
- Sexuality
- Health, illness, and healing
- Invest time to know clients and their cultures through ongoing interactions, outside resources, cultural training, programs, cultural events, professional consultations, clinical supervision
Cultural Appropriateness

- Use culturally appropriate references and address presenting issue in terms of cultural group value
- i.e. Is there anyone in your family or community that you feel safe checking in with when you are feeling depressed? (value community/family)
- i.e. What are some some strategies you can use in order to remain safe when you are around your abusive partner? (value independence)
- Acknowledge cultural context
- Respect and incorporate client's help seeking behaviors and beliefs in healing
- Know and follow expectations for personal space, touch, and non-verbal communication
- Adjust communication style to client's culture

Cultural Skill

- Skill Development
- Worldview/Clinical Worldview
- Dialogue vs. Debate
- Effective cross cultural communication
- Cultural gathering of information
- Cultural clinical practice and interventions
- Practice, practice, practice!

Worldview

- "Lens" through which one interprets the world
- Shaped by culture, values, attitudes, beliefs, experiences, challenges, behaviors
- Shapes our definitions of family, priorities, responsibilities, self, community, religion, beliefs, views of successes/failures, etc.
Clinical Worldview

- Invisible but powerful
- Influenced by education, clinical training, and work experiences, counselors are introduced into a culture that reflects specific training modalities, and general office practices
- Shapes counselor’s beliefs pertaining to nature of wellness, illness, and healing; interviewing skills and behavior; diagnostic impressions and prognosis


Dialogue vs. Debate

**Dialogue:**
1. Inquire
2. Unfold shared meaning
3. Integrate multiple perspectives
4. Uncover and examine assumptions

**Debate:**
1. Tell, sell, persuade
2. Gain agreement on one meaning
3. Evaluate/select the best
4. Justify/defend assumptions

Building Dialogue

- Suspend judgment
- Identify assumptions
- Listen
- Seek clarification
- Inquire and reflect
Small Group Discussions

Vignettes
If the client was a different race, gender, age, or ethnicity, would I do things differently?

Case #1: Ana’s Story

You are meeting with a 40 year old female who moved here from Ethiopia 5 years ago to be with her husband. She reveals that she is having difficulty breathing and is crying uncontrollably during the call. You find out that her husband is both physically and verbally abusive to her and her children and that she does not want to leave her husband for fear of being judged by family. She wants help with the stress she is experiencing because it “feels like a heavy weight is on my shoulders and I can’t breath”. She shares with you that she has considered “leaving this world” in the past but does not want her children to grow up without a mother.

Discussion

How do you assess and address the crisis she is experiencing?
What are some next steps you can assist her with once you have assessed the situation?
What are some of the barriers she faces?
Case #2: John’s Story

You respond to a call from a 27-year-old Hmong American male that is expressing suicidal thoughts. He says he has a plan to “follow through this time” and that he “has nothing or no one to live for”. He shares that he identifies as a transgender male and his family will not talk to him until he “goes back” to being female. You learn that he also uses substances to help cope with the emotional pain he experiences and that he has no desire to stop his substance use. He shares that he has tried therapy and has been told by therapists he is not taking treatment seriously because he continues to use substances.

Discussion

- How do you assess and address the crisis he is experiencing?
- What are some next steps you can assist him with once you have assessed the situation?
- What are some of the barriers he faces?

Action Plan

- Consider Self-Assessment Results
- Complete Action Plan Worksheets
- Consider what is within your sphere of influence versus your sole discretion
References


Questions? Comments?

Harold Gates, MSSW, CISW, HS-BCP
Midwest Center for Cultural Competence, LLC
haroldgates@charter.net
Cultural Competence Checklist: Personal Reflection

This tool was developed to heighten your awareness of how you view clients from culturally and linguistically diverse (CLD) populations. Please answer with the following scale.

1 Strongly Agree 2 Agree 3 Neutral 4 Disagree 5 Strongly Disagree

General
___ I treat all of my clients with respect for their culture.
___ I do not impose my beliefs and value systems on my clients, their family members, or their friends.
___ I believe that it is acceptable to use a language other than English in the U.S.
___ I accept my clients' decisions as to the degree to which they choose to acculturate into the dominant culture.
___ I provide services to clients who are GLBTQ (Gay, Lesbian, Bisexual, Transgender, or Questioning).
___ I am driven to respond to others' insensitive comments or behaviors.
___ I do not participate in insensitive comments or behaviors.
___ I am aware that the roles of family members may differ within or across culture or families.
___ I recognize family members and other designees as decision makers for services and support.
___ I respect non-traditional family structures (e.g., divorced parents, same gender parents, grandparents as caretakers).
___ I understand the difference between a communication disability and a communication difference.
___ I understand that views of the aging process may influence the clients'/families' decision to seek intervention.
___ I understand that there are several American English dialects. I recognize that all English speakers use a dialect of English.

I understand how culture can affect child-rearing practices such as:
___ Discipline
___ Dressing
___ Toileting
___ Feeding
___ Self-help skills
___ Expectations for the future
___ Communication

I understand the impact of culture on life activities, such as:
___ Education
___ Family roles
___ Religion/faith-based practices
___ Gender roles
___ Alternative medicine
___ Customs or superstitions
___ Employment
___ Perception of time
___ Views of wellness
___ Views of disabilities
___ The value of Western medical treatment

I understand my clients' cultural norms may influence communication in many ways, including:
___ Eye contact
___ Interpersonal space
___ Use of gestures
___ Comfort with silence
___ Turn-taking
___ Topics of conversation
___ Asking and responding to questions
___ Greetings
___ Interruptions
___ Use of humor
___ Decision-making roles

*There is no answer key; however, you should review responses that you rated 5, 4, and even 3.

## Stages of Racial and Cultural Identity Development

<table>
<thead>
<tr>
<th>R/CID Model</th>
<th>WRID Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conformity:</strong> Has a positive attitude toward and preference for dominant cultural values; places considerable value on characteristics that represent dominant cultural groups; may devalue or hold negative views of own race or other racial/ethnic groups.</td>
<td><strong>Naiveté:</strong> Had an early childhood developmental phase of curiosity or minimal awareness of race; may or may not receive overt or covert messages about other racial/cultural groups; possesses an ethnocentric view of culture.</td>
</tr>
<tr>
<td><strong>Dissonance and Appreciating:</strong> Begins to question identity; recognizes conflicting messages and observations that challenge beliefs/stereotypes of own cultural groups and value of mainstream cultural groups; develops growing sense of one’s own cultural heritage and the existence of racism; moves away from seeing dominant cultural groups as all good.</td>
<td><strong>Conformity:</strong> Has minimal awareness of self as a racial person; believes strongly in the universality of values and norms; perceives White American cultural groups as more highly developed; may justify disparity of treatment; may be unaware of beliefs that reflect this.</td>
</tr>
<tr>
<td><strong>Resistance and Immersion:</strong> Embraces and holds a positive attitude toward and preference for his or her own race and cultural heritage; rejects dominant values of society and culture; focuses on eliminating oppression within own racial/cultural group; likely to possess considerable feelings, including distrust and anger, toward dominant cultural groups and anything that may represent them; places considerable value on characteristics that represent one’s own cultural groups without question; develops a growing appreciation for others from racially and culturally diverse groups.</td>
<td><strong>Dissonance:</strong> Experiences an opportunity to examine own prejudices and biases; moves toward the realization that dominant society oppresses racially and culturally diverse groups; may feel shame, anger, and depression about the perpetuation of racism by White American cultural groups; and may begin to question previously held beliefs or refority prior views.</td>
</tr>
<tr>
<td><strong>Introspection:</strong> Begins to question the psychological cost of projecting strong feelings toward dominant cultural groups; desires to refocus more energy on personal identity while respecting own cultural groups; realigns perspective to note that not all aspects of dominant cultural groups, one’s own racial/cultural group or other diverse groups, are good or bad; may struggle with and experience conflicts of loyalty as perspective broadens.</td>
<td><strong>Introspection:</strong> Begins to redefine what it means to be a White American and to be a racial and cultural being; recognizes the inability to fully understand the experience of others from diverse racial and cultural backgrounds; may feel disconnected from the White American group.</td>
</tr>
<tr>
<td><strong>Integrative Awareness:</strong> Has developed a secure, confident sense of racial/cultural identity; becomes multicultural; maintains pride in racial identity and cultural heritage; commits to supporting and appreciating all oppressed and diverse groups; tends to recognize racism as a societal illness by which all can be victimized.</td>
<td><strong>Integrative Awareness:</strong> Appreciates racial, ethnic, and cultural diversity; is aware of and understands self as a racial and cultural being; is aware of sociopolitical influences of racism; internalizes a nonracist identity.</td>
</tr>
<tr>
<td><strong>Commitment to Antiracist Action:</strong> Commits to social action to eliminate oppression and disparity (e.g voicing objection to racist jokes, taking steps to eradicate racism in institutions and public policies); likely to be pressured to suppress efforts and conform rather than build alliances with people of color.</td>
<td></td>
</tr>
</tbody>
</table>
## Cultural and Linguistic Competence: Action Planning

### Describe a client population you are committed to improving the quality of your service delivery with:

### What would be an advantage to the population of your efforts?

### What would be a personal motivation for improving the quality of service delivery?
Please describe ways you might improve the physical environment, materials, and resources for the population you identified:

<table>
<thead>
<tr>
<th>Physical Environment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Please describe ways you might strengthen communication styles with the population you identified:

What beliefs, values, and attitudes of your own will you need to be more aware of to avoid bias and deliver services in a culturally competent manner?

<table>
<thead>
<tr>
<th>Belief(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Please identify one thing you still need to learn about engagement, trust, relationship building with your population of interest:

<table>
<thead>
<tr>
<th>Engagement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trust:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship Building:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Please describe one thing you still need to learn about assessment and problem definition with your population of interest:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Assessment:

Problem Definition:

<table>
<thead>
<tr>
<th>Please describe one thing you still need to learn about contracting and goal setting with your population of interest:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracting:</td>
</tr>
<tr>
<td>Goal Setting:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please describe one thing you still need to learn about development of interventions with your population of interest:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Please describe one thing you still need to learn about evaluation of success and failure with your population of interest:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success:</td>
</tr>
<tr>
<td>Failure:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please describe one thing you still need to learn about termination with your population of interest:</th>
</tr>
</thead>
</table>
Appreciating Diversity
Individual Action Plan to the Learning Process

This plan has been developed to help individuals create a personal plan to value diversity, strengthen awareness and appreciate differences. The following stages assume a readiness to become personally sensitive and culturally literate. Some individuals may need to return to steps one and two as new experiences and issues arise.

1.) Information Gathering-Educate Yourself
- Do not expect to confirm what you already know. Admit that your knowledge of other racial or ethnic groups may be extremely limited.
- Begin to do research on history and current events through books, magazines, newspapers, films and television documentaries.
- Develop a healthy skepticism about the dominant culture’s historical perspective: Who and what is left out of the picture?

2.) Exposure
- Assess the cultural influences that have affected you and the value you place on them. What cultural influences and experiences were part of your upbringing, that you take for granted?
- Do you assume that everyone has experienced the same similar cultural influences?
- Attend events involving racial and ethnic groups.
- Try to identify, understand and appreciate differences as well as commonalities between groups.
- Look at daily interactions through a cultural lens.
3.) Experiential Activity

- Include in your regular routine an activity (lunch, exercise, an ongoing program) in a setting dominated by a racial or ethnic group different from your own.
- How comfortable are you? What do you experience? How do you feel? What can you learn from these experiences that will increase your appreciation of diversity?
- Initiate contact with someone from a different racial group that you are focusing on and solicit their help in broadening your understanding of their culture.
- Do not assume that just because you are ready to learn, someone is required or grateful to educate you.

4). Internalization

- Explore how your assumptions/prejudices may inhibit your appreciation of people who are from different racial or ethnic groups. Consider whether you need to devote more time to gathering information.
- Build relationships with individuals of different racial or ethnic origins - show your appreciation, do not appear to take their efforts for granted. Recognize to yourself and affirm to others that becoming knowledgeable about other cultures is a necessity in today’s world.
- Incorporate knowledge/perspectives from other racial ethnic groups into your frame of reference. Revise your assumptions about history and cultural influences.

5.) Lifelong Assimilation

- Regularly take stock of how your new awareness of the values of diversity are manifested in your daily life. Consider what you might do in the future to build your own knowledge base.
- Be a teacher, by example, to those of your own background.
- Reflect on your own bias and learn from it.
- When practical, incorporate other cultural perspectives in business or political discourse in a way that may force others to think outside of Eurocentric frames of reference.
- From time to time, assess how increased cultural literacy has enhanced yourself self-respect and enriched your life experiences.