CULTURALLY RESPONSIVE MENTAL HEALTH SERVICES

Janine Jones, PhD, NCSP

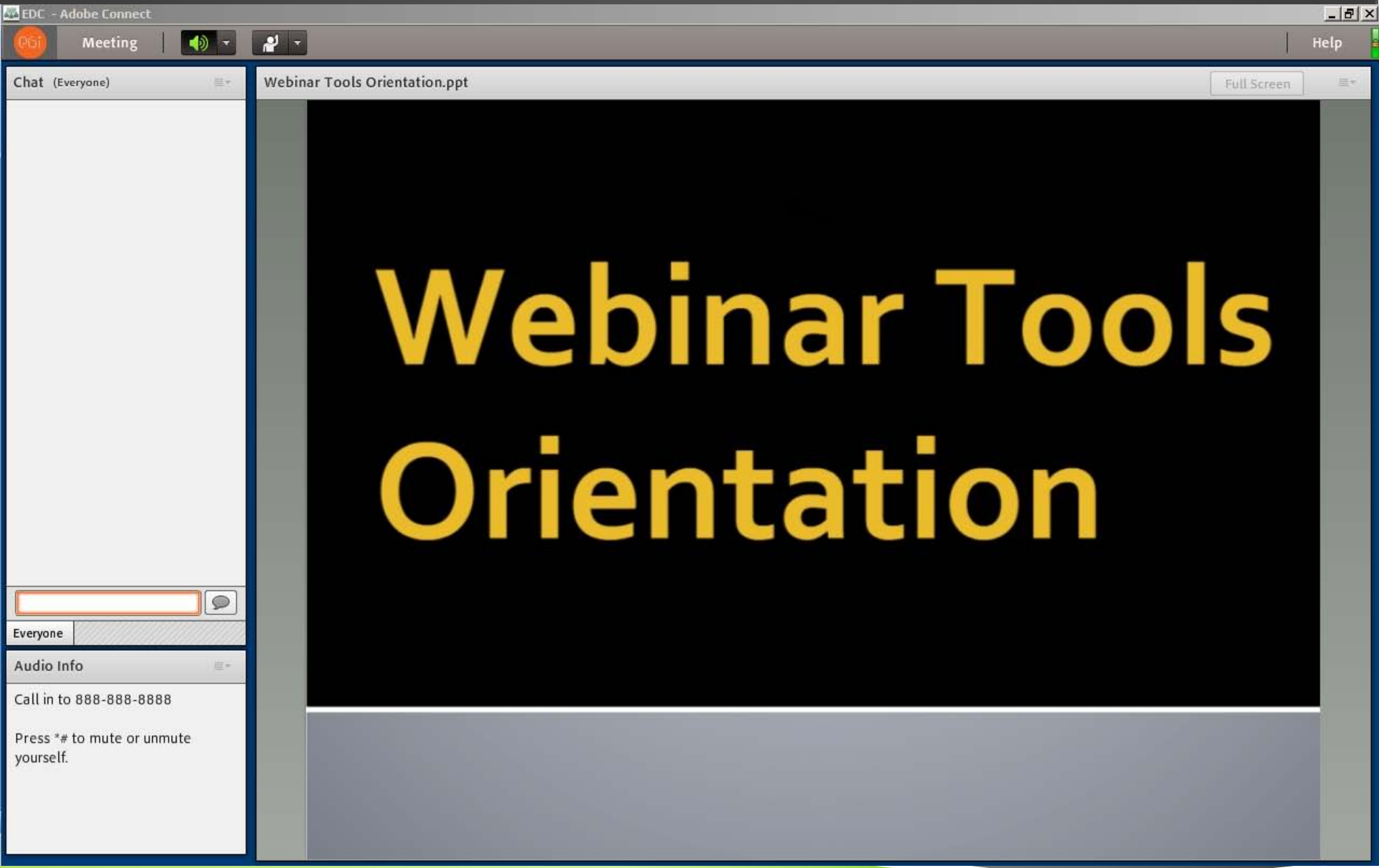
Presentation for the
National Center for Mental Health Promotion and Youth Violence Prevention

Safe Schools Healthy Students & Project LAUNCH

QUESTIONS

1. **What are your current challenges in providing mental health services that are culturally competent? (answer in the chat box on the left)**
2. **What information do you most want to know about providing direct mental health services that are culturally competent?**

   (answer in the chat box on the left)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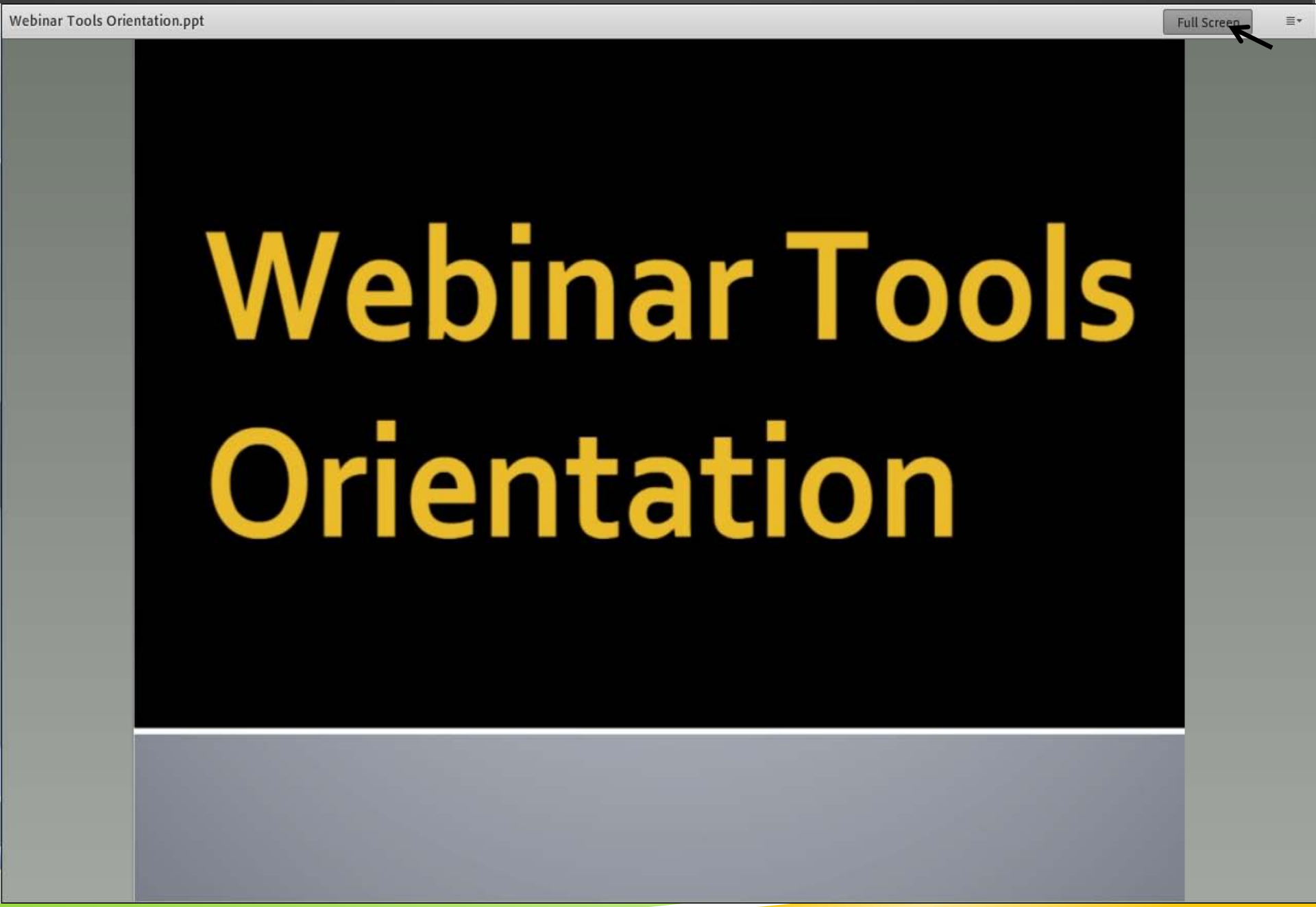
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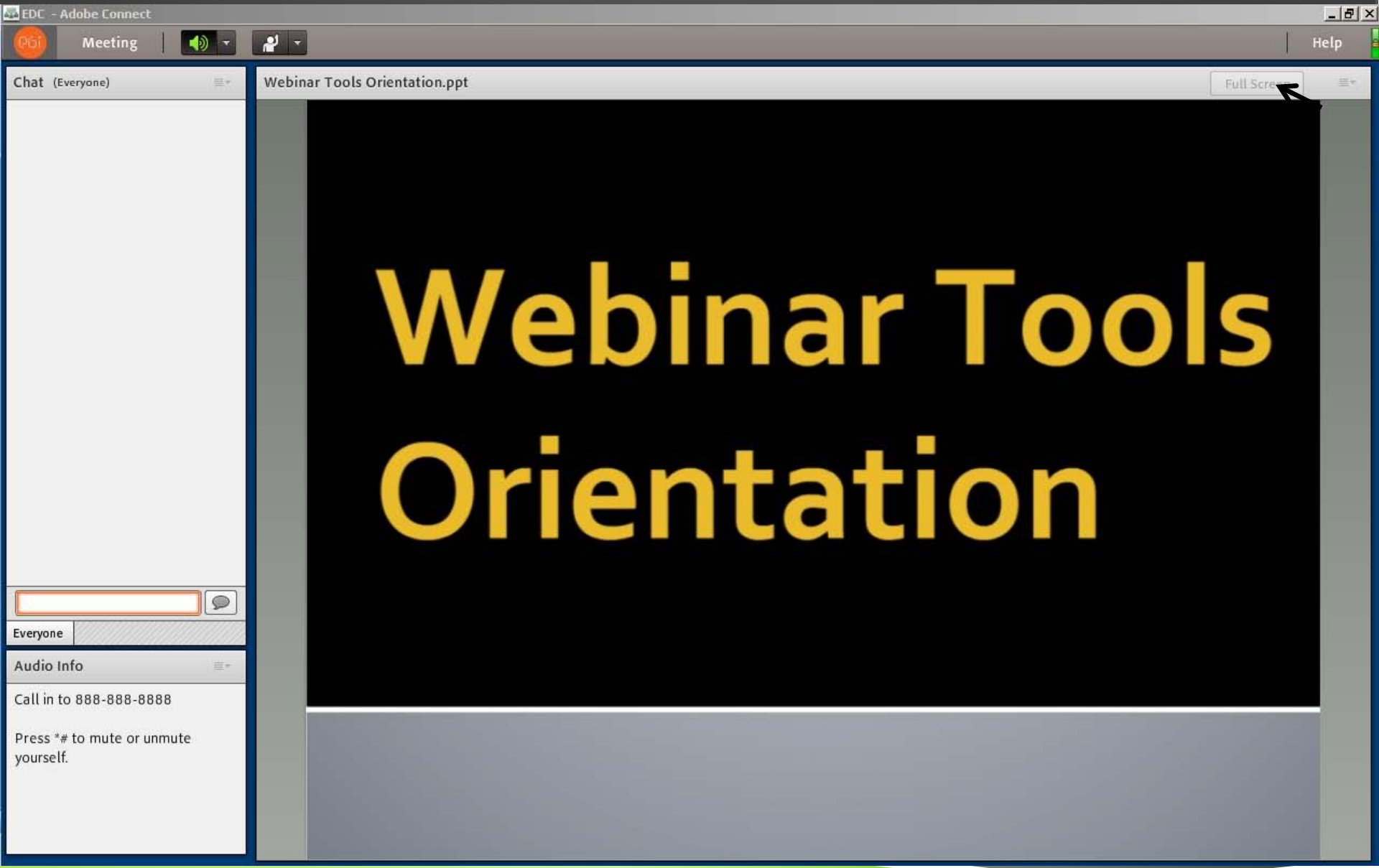
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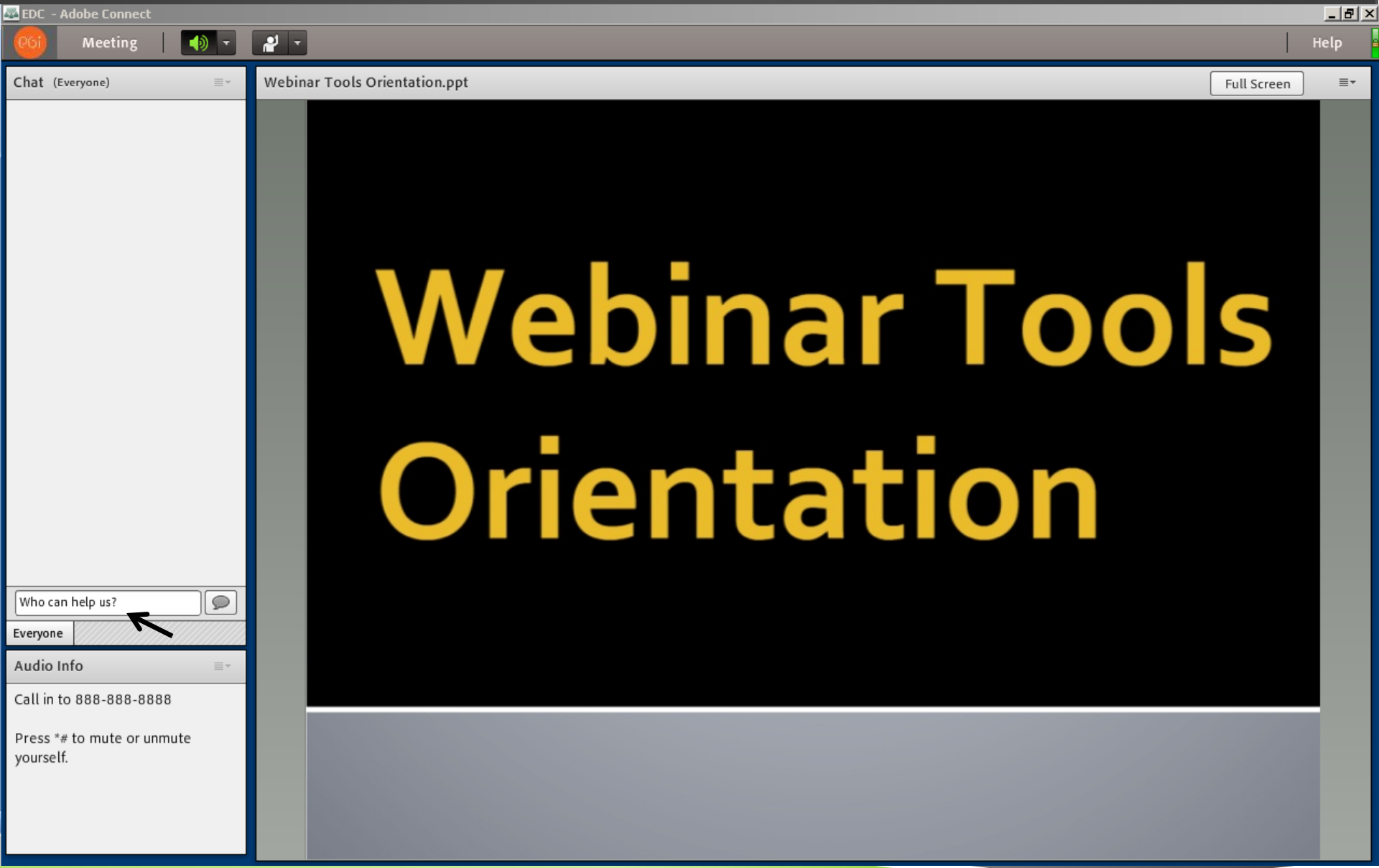
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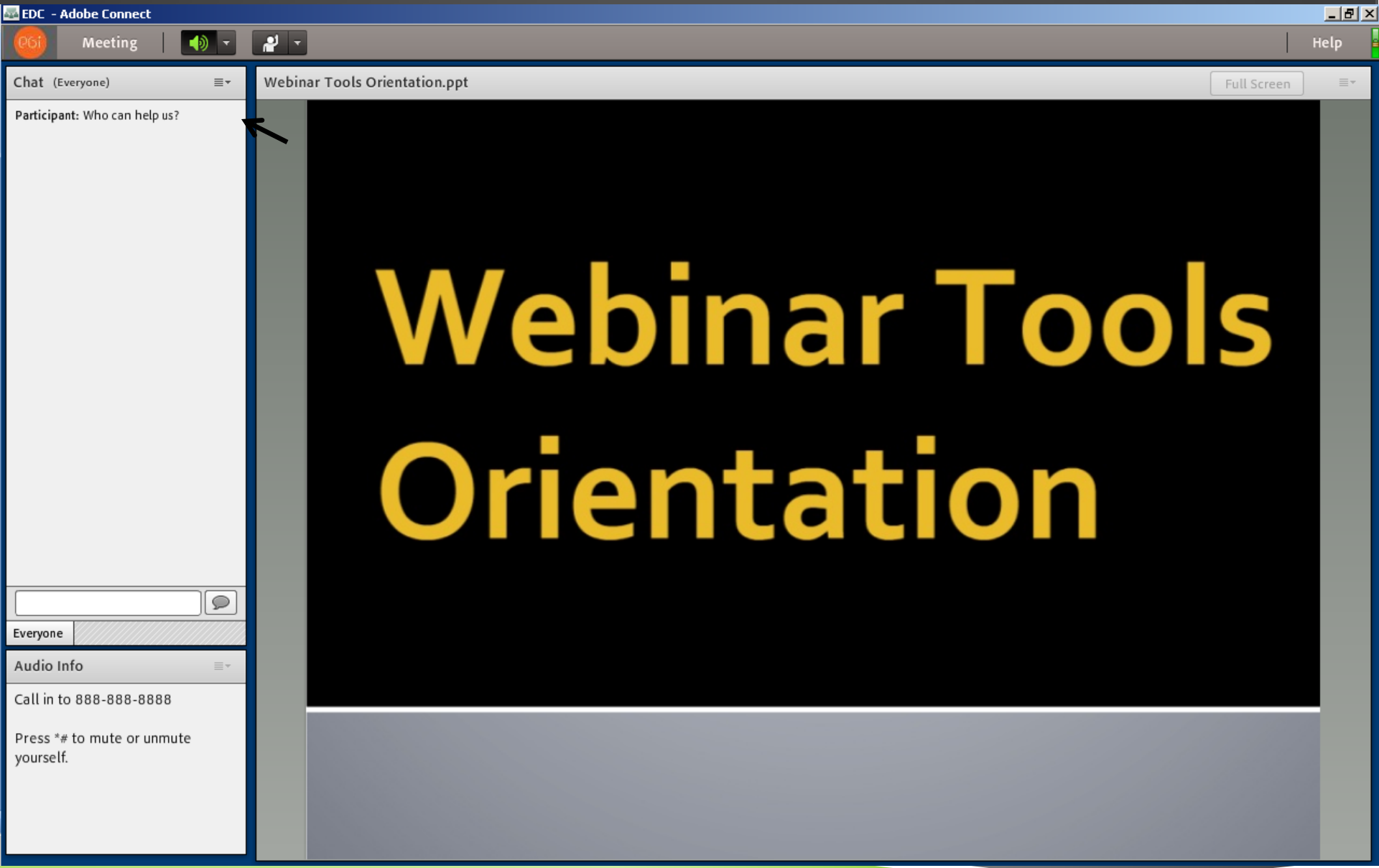
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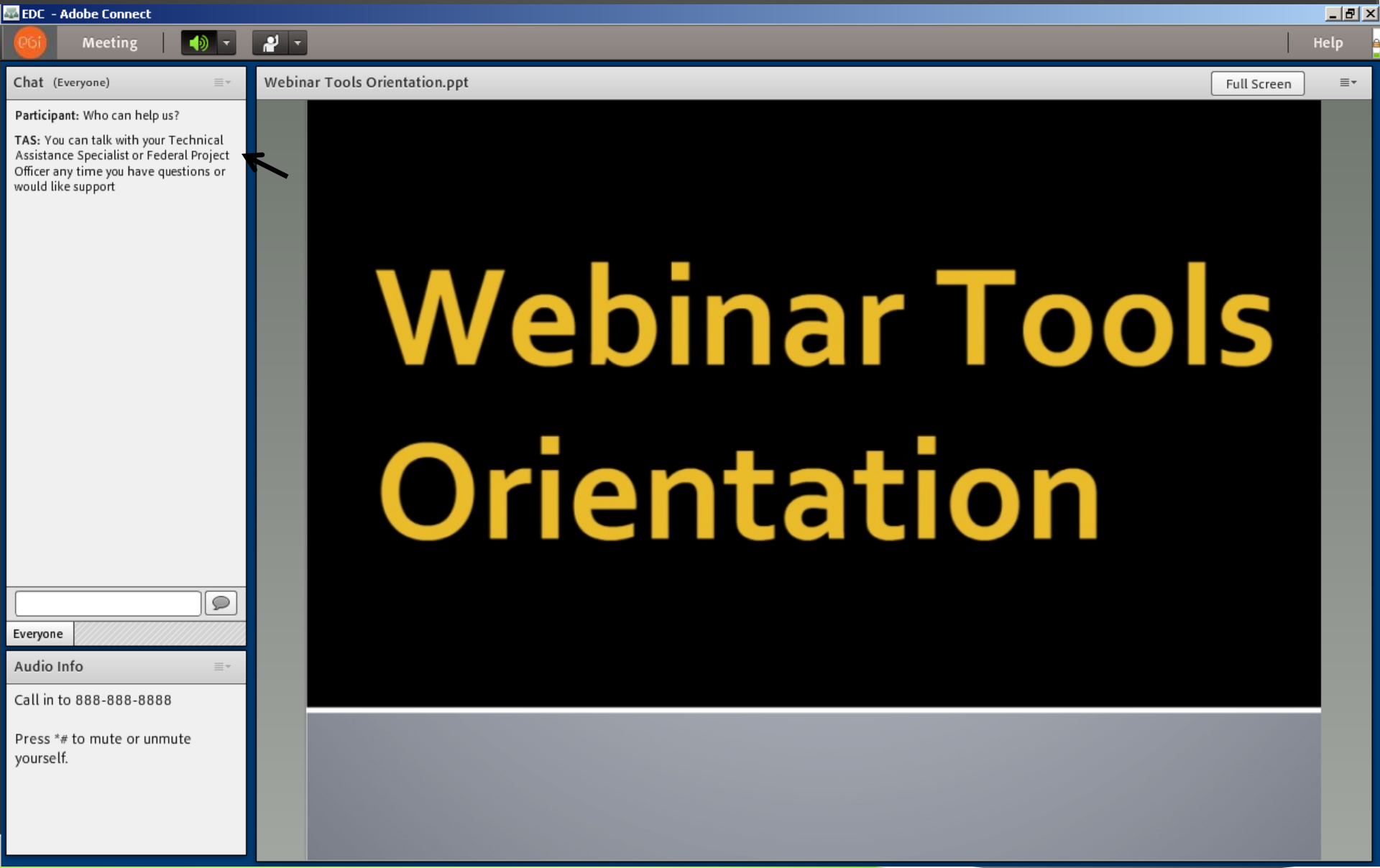
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PAST EVENTS FOR MENTAL HEALTH AFFINITY GROUP:

- Mental Health Webinar on Cultural and Linguistic Competency – May 9, 2011
  - http://sshs.promoteprevent.org/webinar/mental-health-affinity-group-networking-session-8-cultural-and-linguistic-competence-mental-
- Mental Health Webinar – April 11, 2011
  - http://sshs.promoteprevent.org/webinar/mental-health-affinity-group-networking-session-7-cultural-and-linguistic-competence-mental-

JANINE JONES, PHD., NCSP

OBJECTIVES

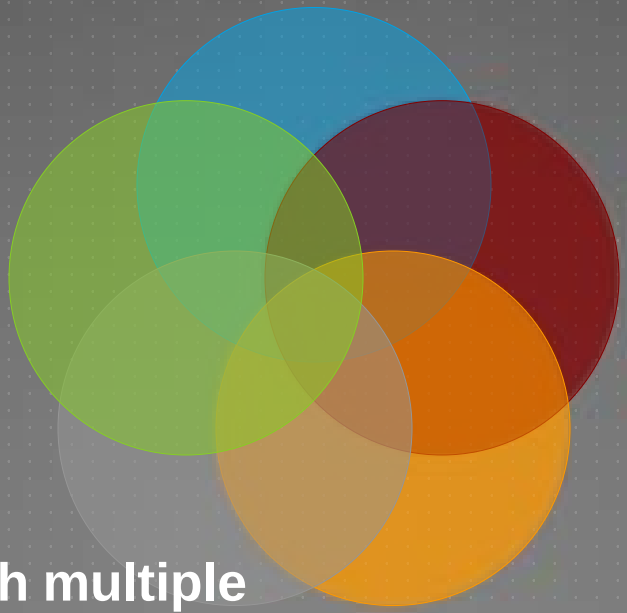
- Participants will learn the components of multiculturalism in clinical relationships
- Participants will learn how multicultural awareness can improve effectiveness
- Participants will learn how to weave cultural variables into all phases of the intervention process to improve treatment effectiveness.

MULTICULTURAL PROFILE

African American

Language

Religious



Association with multiple socioeconomic class statuses

Woman

WHAT IS MULTICULTURALISM

- Social and political construct
- Individual differences are a source of strength
- Includes race, ethnicity, gender, sexual orientation, class- all coexist simultaneously
- Demonstrates respect for individuals and groups as a principle fundamental to the success and growth
- Multicultural paradigm allows for reduction in biases toward the dominant culture and include more diverse perspectives

HOW CAN MULTICULTURAL AWARENESS IMPROVE THE EFFECTIVENESS OF SERVICE PROVIDERS?

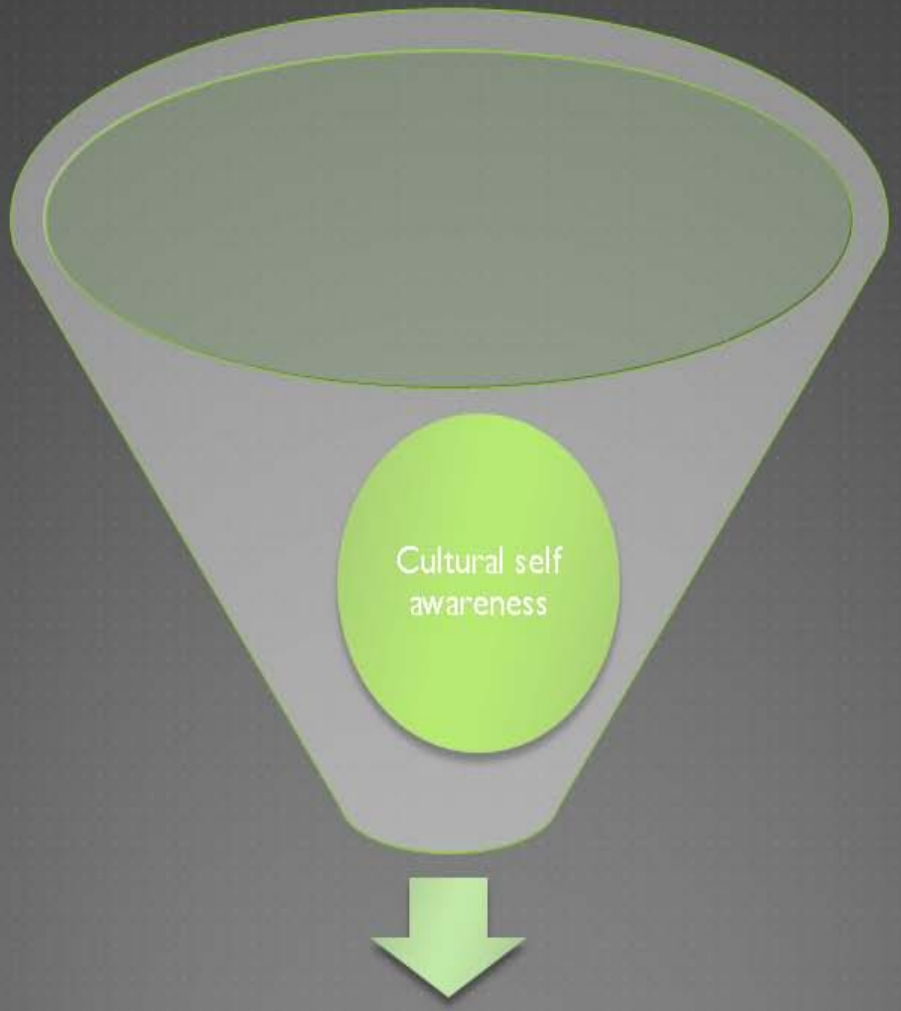
- Multiculturalism includes the belief that there are multiple realities and perspectives in the clinical relationship
- Reality is constructed from BOTH the clinician's perspective as well as the client
- The intersection of these realities is complex and can affect the development of rapport, as well as how interventions are designed and implemented.
- Multiculturalism guides and directs clinicians by creating a template for culturally responsive standards of practice

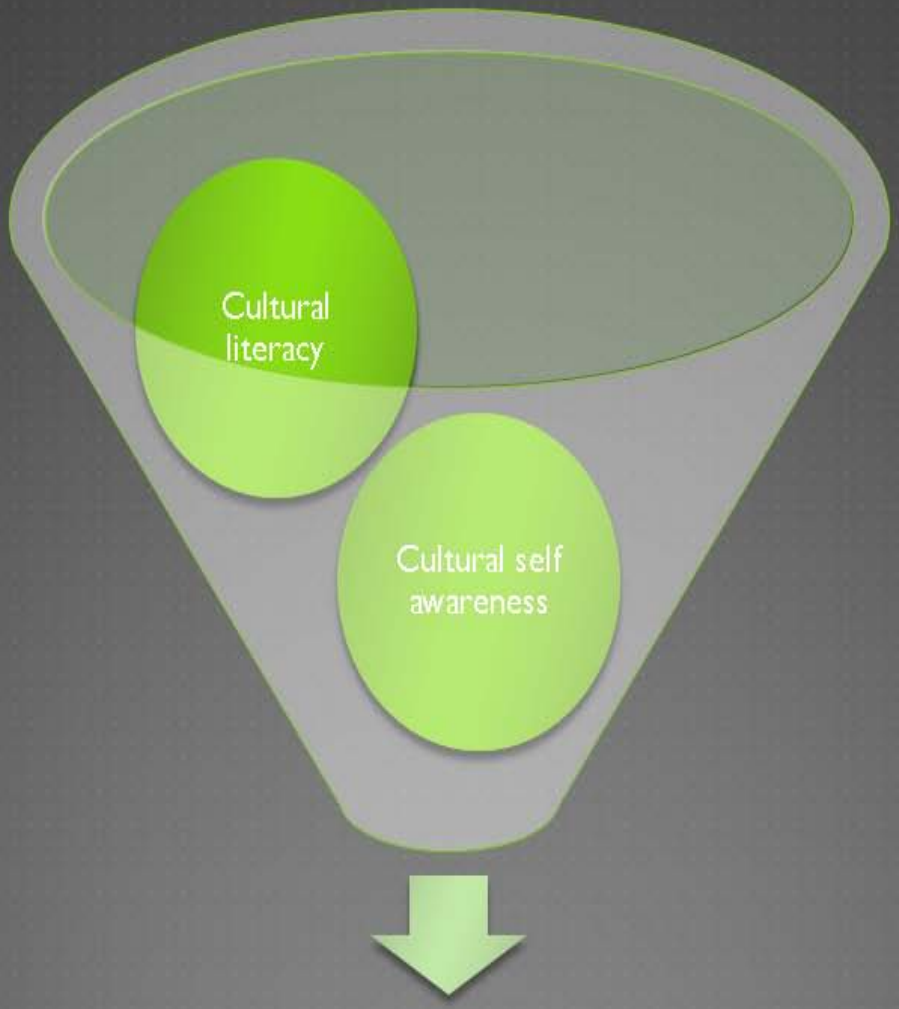
ACTIVITY: CAPTURING CULTURAL BIAS

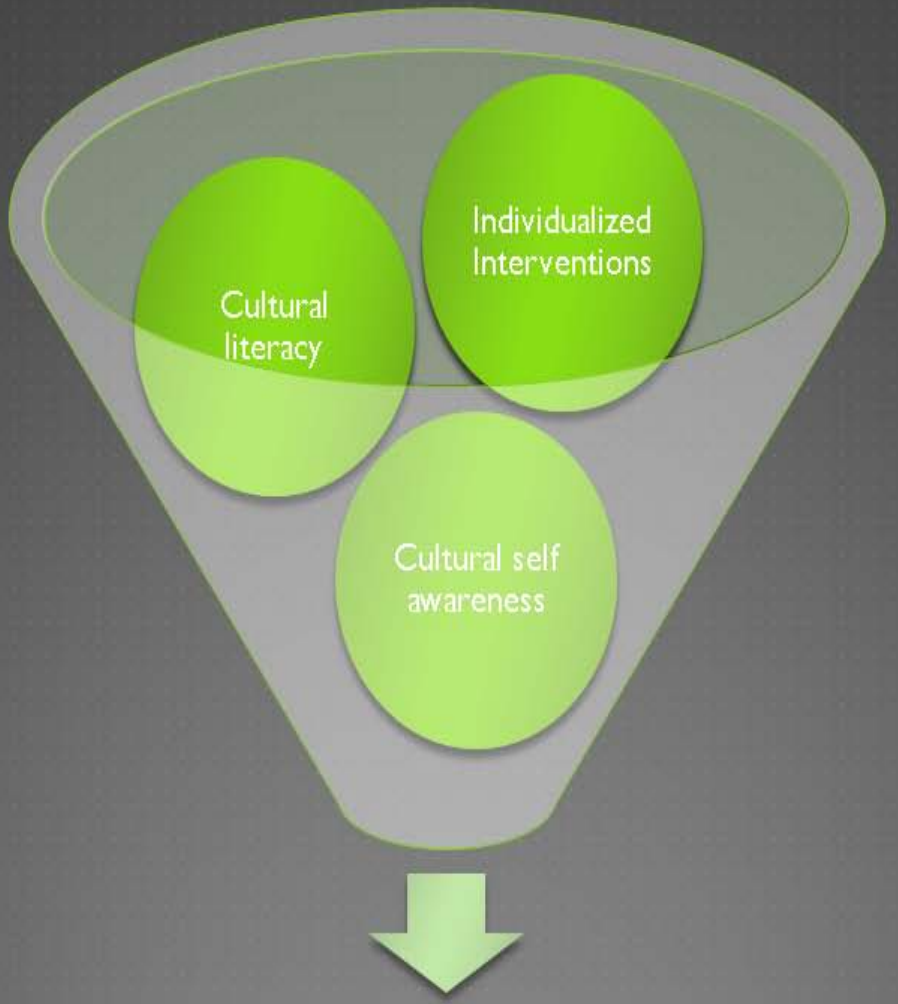
Exhibit 2.1 *Adjectives Describing Culturally Learned Behaviors*

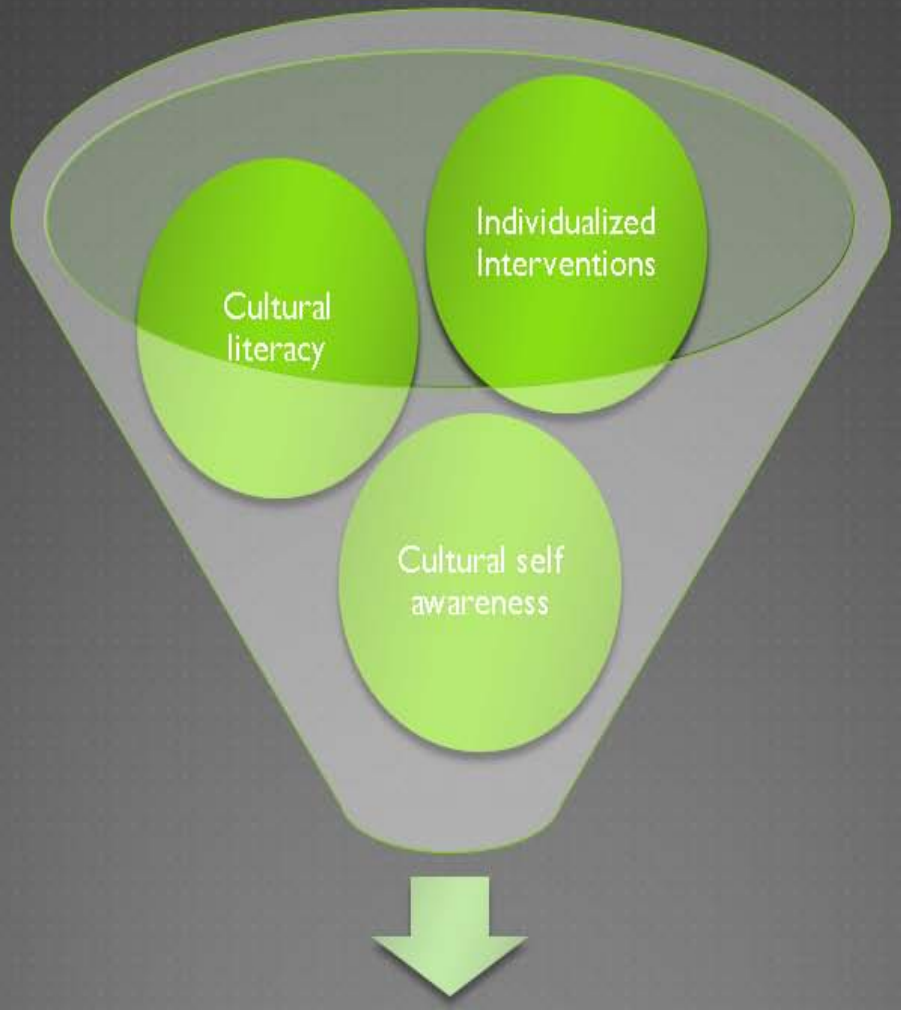
adventurous	helpful	shy
affectionate	independent	soft on subordinates
ambitious	indifferent to others	stern
appreciative	intolerant	submissive
argumentative	jealous	successful
competitive	kind	sympathetic
complaining	loud	tactful
considerate of others	neat	talkative
discourteous	needing of much praise	teasing
distant	obedient	thorough
dominating	optimistic	thoughtful
easily angered	orderly	touchy, cannot be kidded
easily discouraged	readily giving of praise	trusting
easily influenced	rebellious	uncommunicative
efficient	responsible	understanding
enthusiastic	sarcastic	varied interests
false	self-centered	very dependent on others
forgiving	self-respecting	warm
fun loving	self-satisfied	well-mannered
good listener	shrewd, devious	willing worker

Enter the adjectives into the chat box


Cultural self awareness


Cultural literacy
Cultural self awareness


Individualized Interventions
Cultural literacy
Cultural self awareness



Multicultural Intentionality

CULTURAL SELF AWARENESS

- Understanding of personal and professional characteristics that shape the worldview of the clinician
- How to increase self awareness
  - Multicultural self awareness tools
    - *California Brief Multicultural Competency Scale (*Gamst, Dana, DerKarabetian, Aragon, Arellano, Morrow, and Martenson (2004))
    - *Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families* (Goode, 2002)
  - Journaling
  - Cultural Genogram
  - Consultation

CULTURAL LITERACY

- Increasing knowledge about the culture of others and placing in context
- Techniques to increase cultural literacy
- Concepts for consideration
  - Communication style
  - Myths and stereotypes of the culture
  - Relationships between cultural groups
  - Impact of simultaneous development of identity AND ethnic identity
  - Stressors associated with living in multicultural context

RACIAL/CULTURAL IDENTITY DEVELOPMENT

- Conceptual framework that captures the complex interaction of a clients cultural background, life experiences, and attitudes and beliefs toward others.
- Developmental Stages
  - Conformity
  - Dissonance
  - Resistance and Immersion
  - Introspection
  - Integrative Awareness

Atkinson, Morten, and Sue (1998); Sue & Sue, 2008

ACCULTURATION

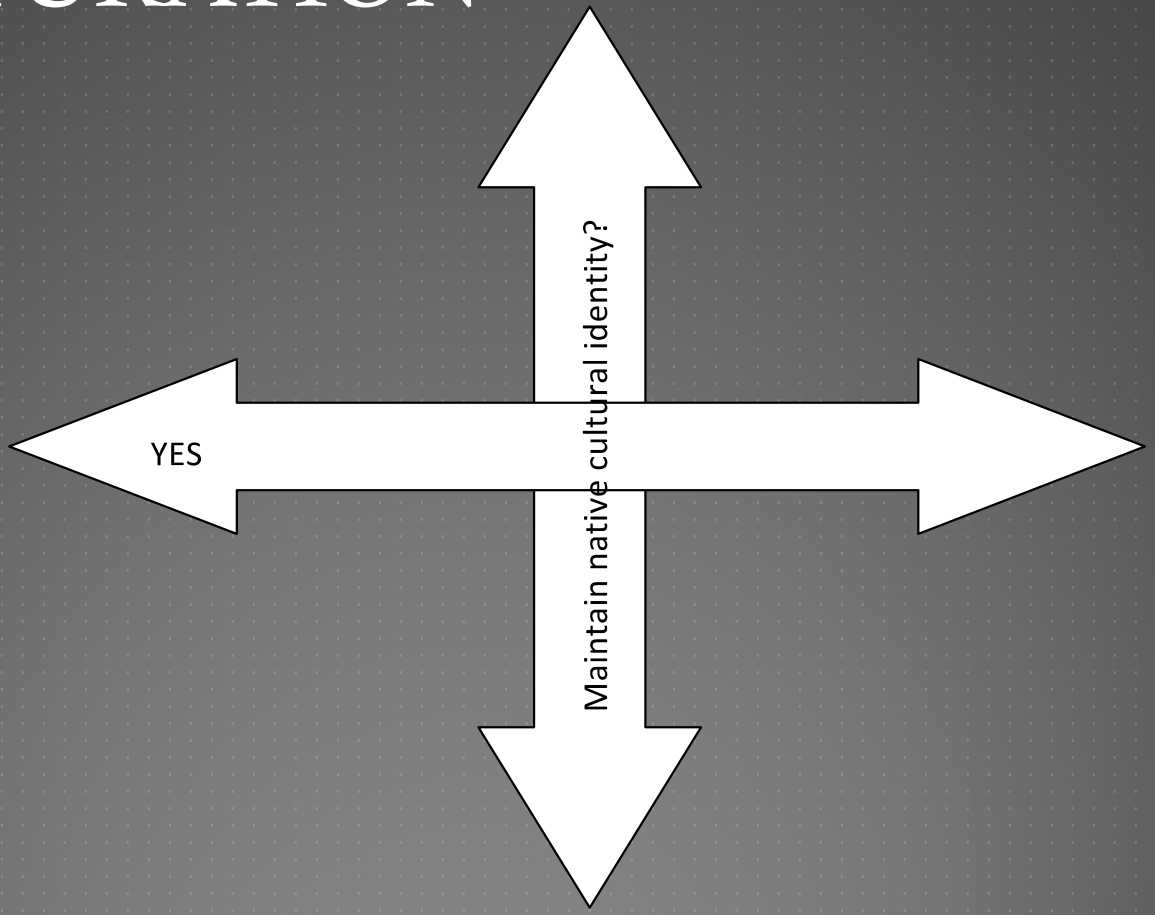
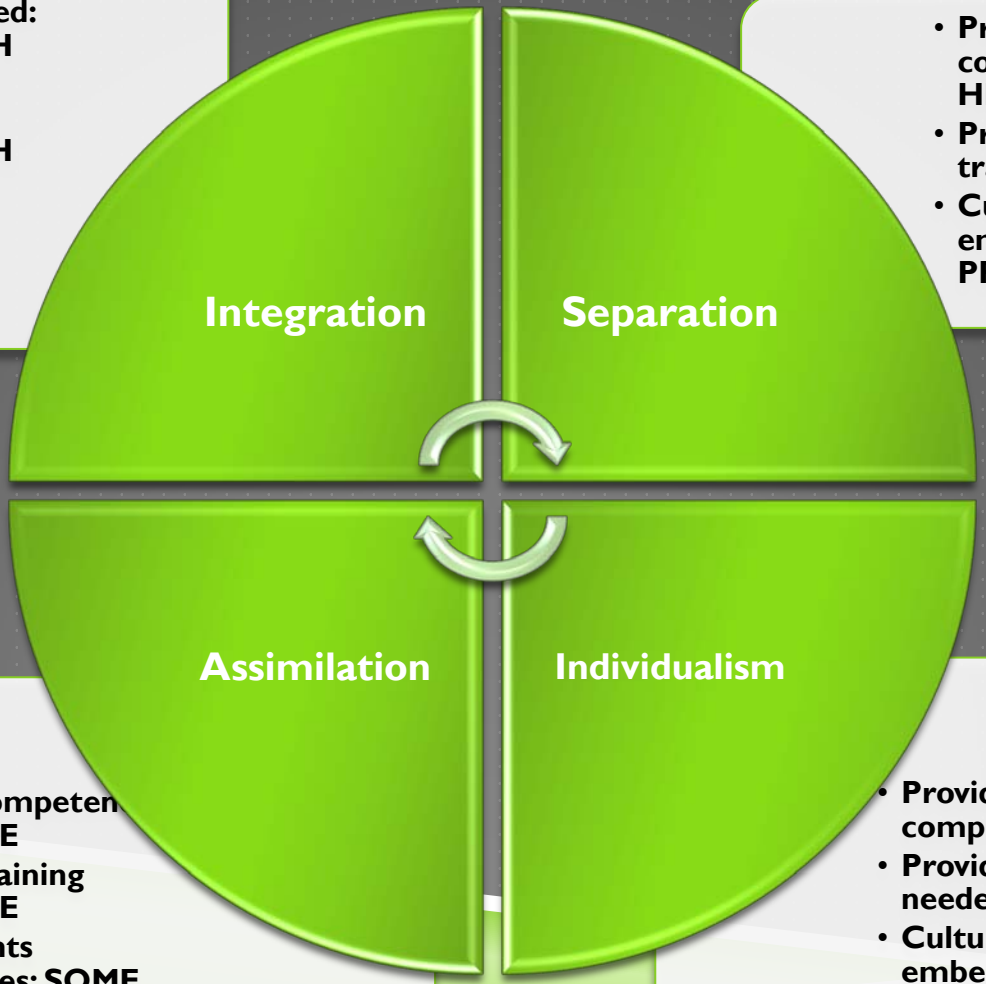


Figure 1. Jones's adaptation of Berry's bidimensional model of acculturation.

Note. Adapted from Berry (1990).

ACCULTURATION AND THE CLIENT-CLINICIAN RELATIONSHIP

- **Provider cultural competence needed: MODERATE/HIGH**
- **Provider cultural training needed: MODERATE/HIGH**
- **Cultural Components embedded in services: SOME**



- **Provider cultural competence needed: HIGH**
- **Provider cultural training needed: HIGH**
- **Cultural Components embedded in services: PRIMARILY**

- **Provider cultural competen needed: MODERATE**
- **Provider cultural training needed: MODERATE**
- **Cultural Components embedded in services: SOME**

- **Provider cultural competence needed: LOW**
- **Provider cultural training needed: LOW**
- **Cultural Components embedded in services: NONE**

ACCULTURATION AND THE CLIENT-CLINICIAN RELATIONSHIP

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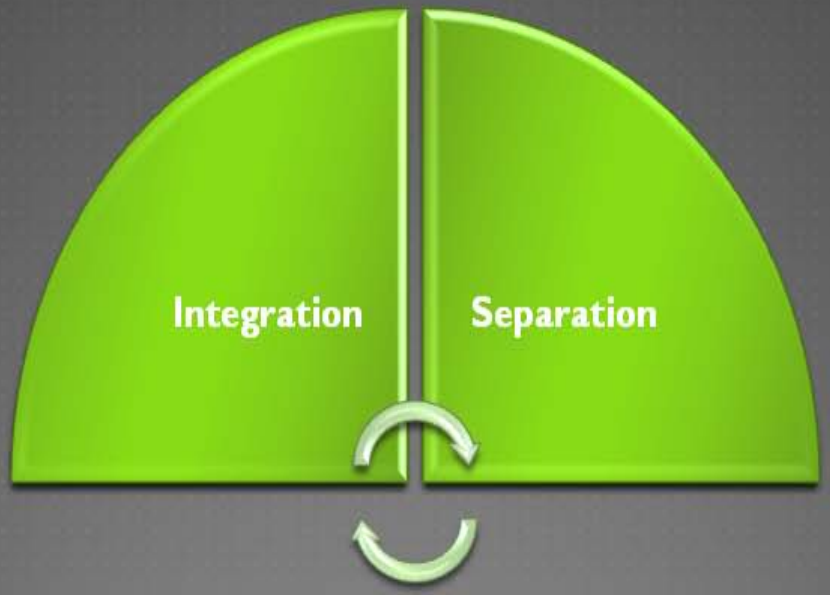

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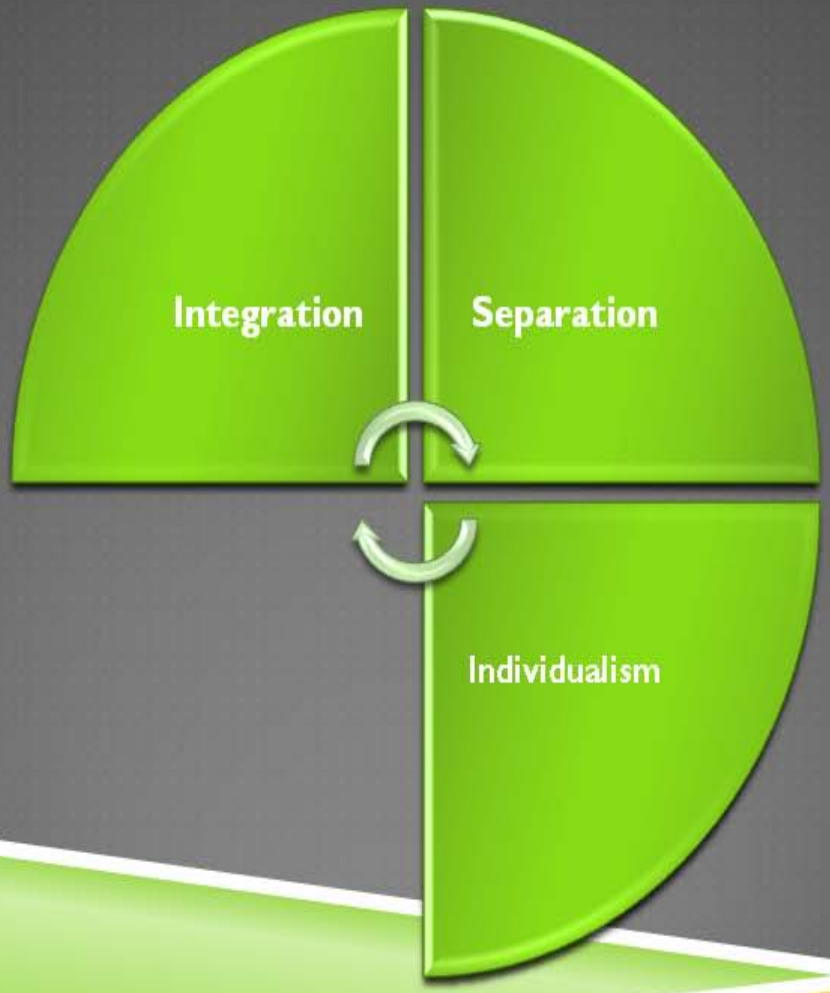

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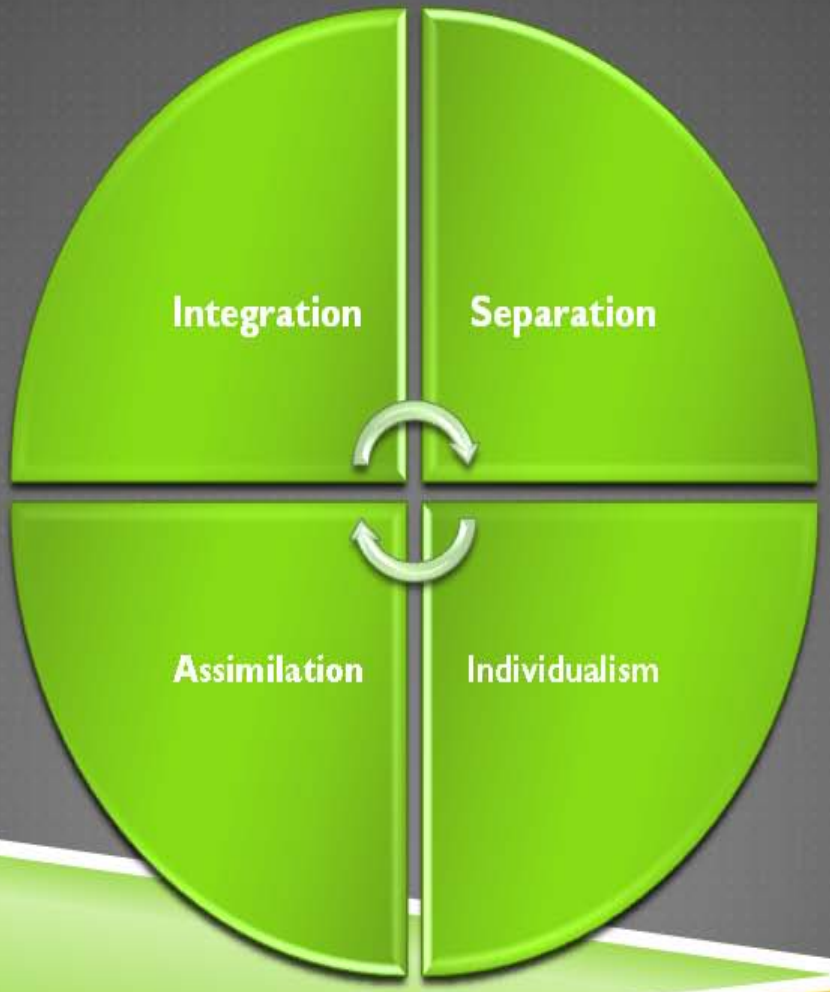

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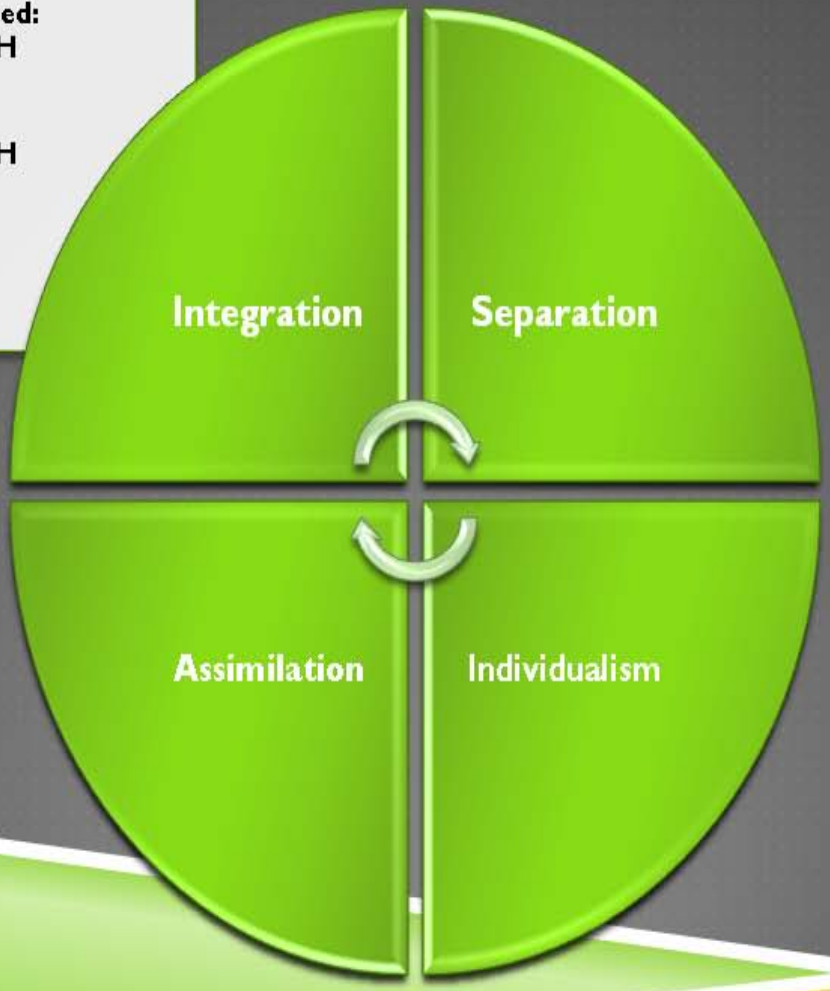

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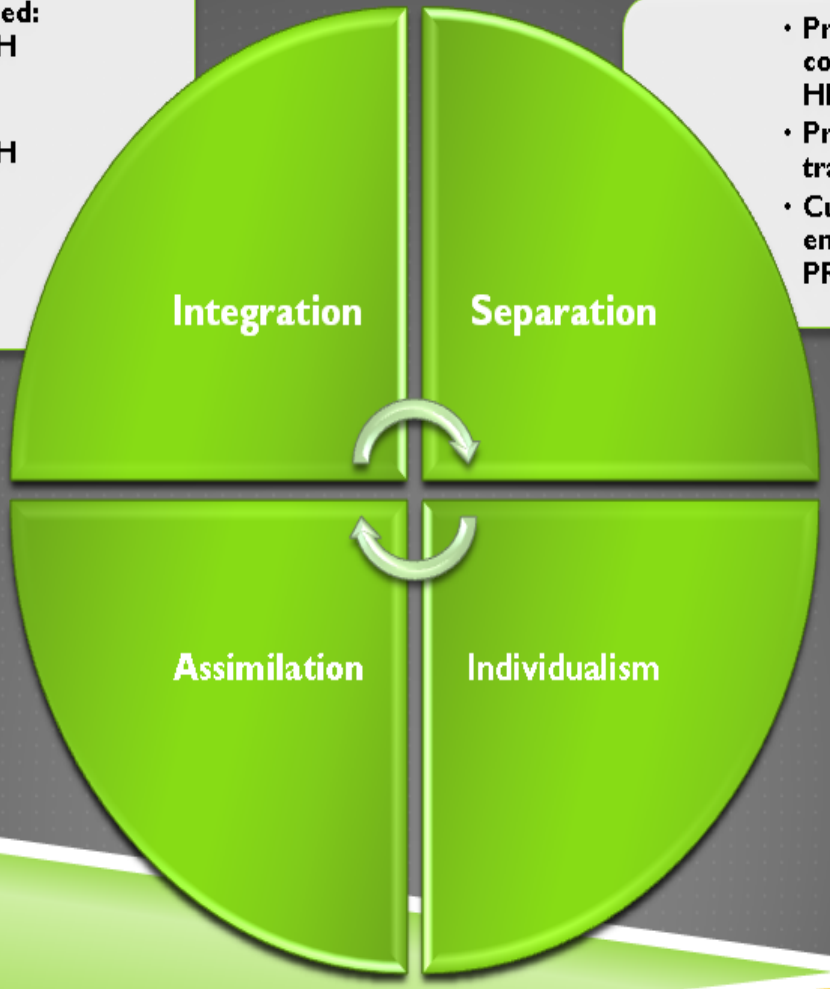

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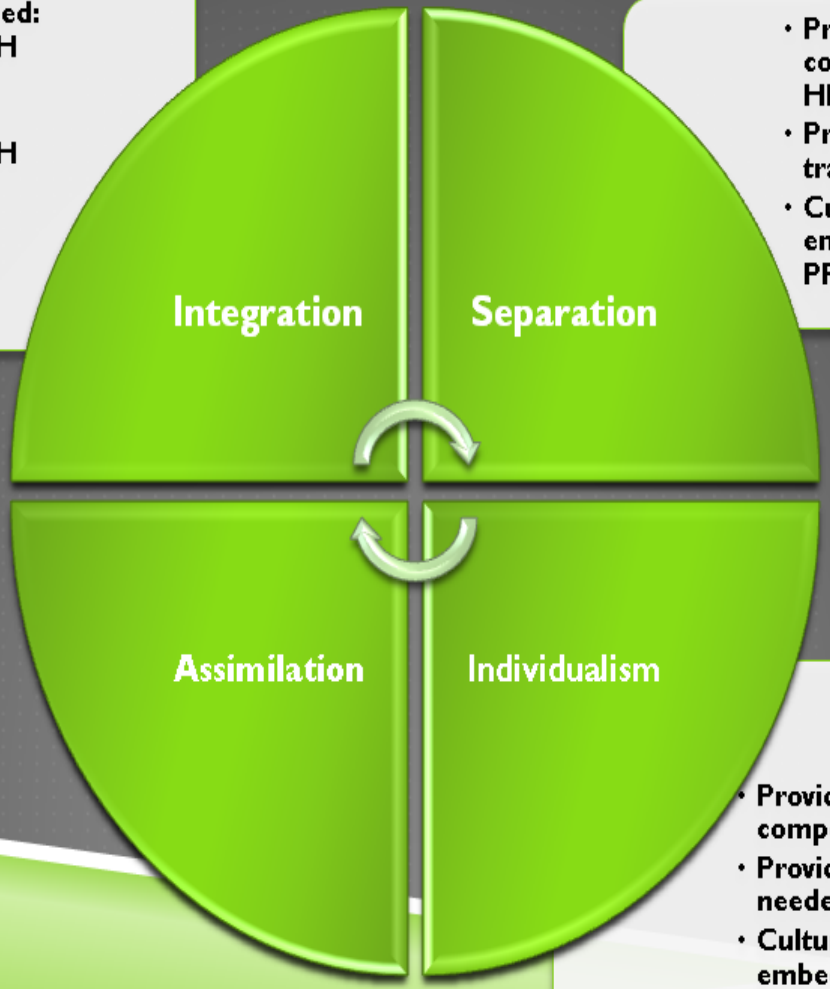
- Cultural Components embedded in services: PRIMARILY

ACCULTURATION AND THE CLIENT-CLINICIAN RELATIONSHIP



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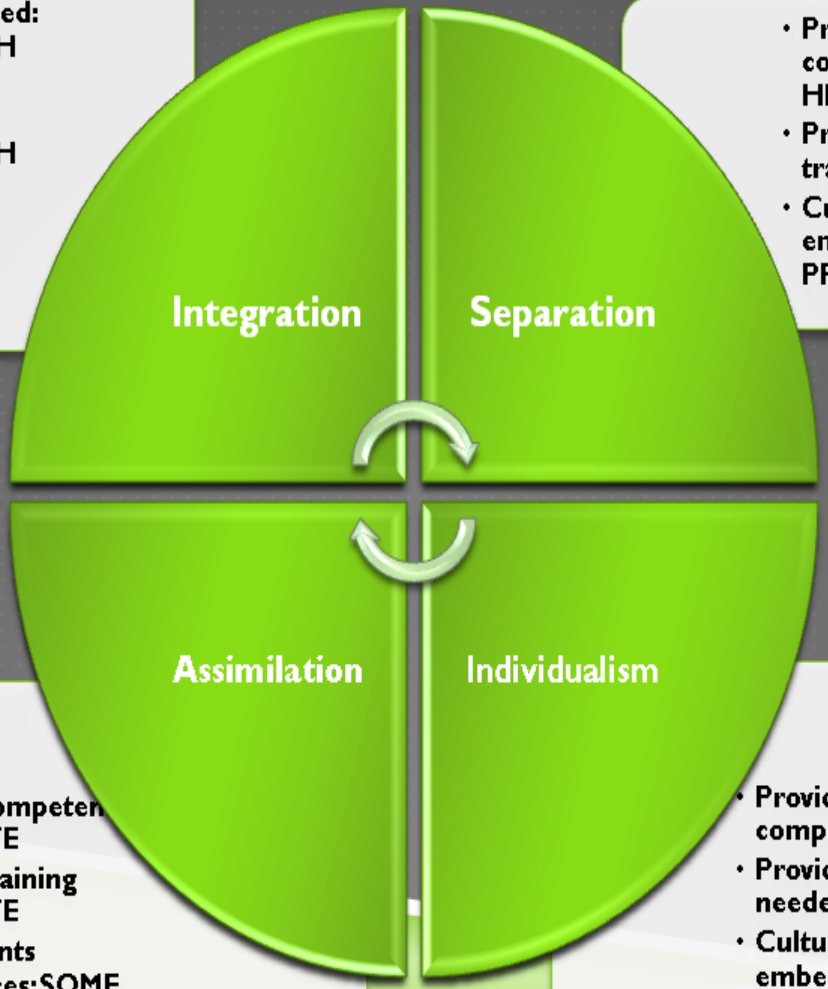
- Provider cultural competence needed: HIGH
- Provider cultural training needed:HIGH
- Cultural Components embedded in services: PRIMARILY

- Provider cultural competence needed:LOW
- Provider cultural training needed:LOW
- Cultural Components embedded in services: NONE

ACCULTURATION AND THE CLIENT-CLINICIAN RELATIONSHIP



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- Provider cultural competence needed:LOW
- Provider cultural training needed:LOW
- Cultural Components embedded in services: NONE

INDIVIDUALIZED INTEGRATION OF CULTURAL VARIABLES

- Honoring human variation between and within groups. Within group variation is affected by:
  - Ethnic identity development
  - Acculturation
- Intentional multicultural interviews (sample questions)
  - *How does your race influence your peer relationships?*
  - *Describe the communication style of your family*
  - *Compare your relationships with adults at school to elder family members*
- Family Inclusion
- Strengths based perspective

Jones Intentional Multicultural Interview Schedule (JIMIS)

Domain	Questions
Family	• What do your family members call you (e.g., formal name, nickname)? • What name would you prefer that I call you in front of your parents? In counseling sessions? • How do you define family? Who is in your family? • How and when did your family arrive in the United States? What were the circumstances of their arrival? • Where were you born? Where does most of your family live now? • Who makes decisions about your daily care (e.g., transportation, food, discipline)? • Whom do you turn to when you are scared, sad, or worried about something? • When something bad happens, what does your family do? • If you were to choose a job today, what would it be? Would your family approve of this job? Why or why not? What would your family prefer for you to do when you grow up? What is a job you would like to do, but would never choose it? Why? • Describe the communication style of your family. • How does your family deal with feelings? • What does your family think about counseling? What do you think about it? • What are some things about your family that few people know?
Peers	• Who are your friends? • What are similar characteristics in all of your friends? • When there is conflict with peers at school, what is the usual cause? • What are some characteristics about you that make you different from people in your peer group? • Who supports you the most at school?
Race	• How do you identify yourself in terms of your race? • If multiracial, with which group do you identify the most? • How does your race impact your relationships with other people? • How does your race affect your performance at school? • How do you feel about your hair and/or skin color? • What experiences do you have with racial conflict?
Ethnicity	• What is your religious affiliation? • What church/mosque/synagogue/temple does your family attend? • How do religion and spirituality impact your family every day? • What do you believe are the responsibilities of women? Men? • What are some of the differences in how you relate to elderly family members? • What are some of the rules about your behavior in your house?
Personal	• What are your greatest strengths? Weaknesses? • When you are stressed or upset, how do you show it? • What situations are the most stressful for you? • What makes you angry? happy? sad? afraid? • How do you help yourself feel better when you have feelings?

CASE EXAMPLE: LORENA 14 YEAR OLD STUDENT IN 8TH GRADE

- Referred for counseling
- Symptoms: recently losing focus, spacing out, crying spells, and withdrawing from activities
- Background: always cooperative with adults and never a behavior problem; bilingual Spanish/English speaking
- Willing to participate in counseling but is reluctant for the school to request permission from her parents.

STANDARD INTERVENTION

- Reassure Lorena by explaining rules and limits of confidentiality
- Awareness that she is bilingual and her parents are monolingual (Spanish)
- Obtain permission using Lorena as interpreter
- Use standard clinical interview and observations of her behavior
- Proceed with Individual counseling
- Chat Question: what things would you consider to take this to the next level of CR interventions?

INTENTIONAL INTERVENTION

- Awareness of cultural factors that impact Lorena's comfort in involving her parents
- Discuss cultural factors with a professional peer
- If not bilingual, request assistance of interpreter
- Awareness of communication styles and some culture bound syndromes for Latinos
- Complete an intentional multicultural interview with questions related to culture, race, ethnicity, and identity with Lorena
- Develop a treatment plan with Lorena alone
- Chat Question: what things would you consider to take this to the next level of CR interventions?

INTERVENTION WITH MULTICULTURAL EXPERTISE

- Recognition that the symptoms are likely resulting from a culture bound syndrome.
- Intentional multicultural interviews revealed:
  - Referral made on 11/6. family is from Honduras and celebrates the Day of the Dead on 11/2
  - Parents believe in seeking support from an spiritual healers instead of school personnel
  - Treatment plan integrates care from espiritista (spiritualist) as well as psychologist as a supplement
- Recognition that the culturally related support system is the foundation for coping

INTEGRATING MULTICULTURAL INTENTIONALITY WITH COUNSELING

Culturally-Responsive Cognitive Behavior Therapy

RAPPORT BUILDING

- Use cultural literacy data to avoid cultural mishaps
- Be aware of cultural norms to understand the meaning of eye contact, worldview, and perceptions of the counseling relationship
- Use attending skills to assess culturally related communication styles (eye contact, proximity)
- Explain what you do without jargon
- Avoid making value judgments about the family or culture

HISTORY GATHERING AND UNDERSTANDING THE REASON FOR REFERRAL

- Ask questions about culture to gain individualized cultural literacy
- Establish rapport with client and at least one other family member
- Assess the reason for referral in the context of the client and family
- Complete intentional multicultural interviews
- Complete cultural genogram

IDENTIFICATION OF STRENGTHS AND DIFFICULTIES

- Generate a list of culturally related personal strengths, interpersonal cultural supports, and environmental cultural supports
- Gather details about family context including:
  - Acculturation
  - Ethnic identity development in family
  - Social support network (home, school, and community)
    - Formal kinship and informal kinship
    - Social involvement
    - Religious and/or spiritual context
  - Child response to authority in family as it compares to authority figures in other settings

GOAL SETTING

- Incorporate cultural values and beliefs into the goal setting process
  - Encourage pattern of realistic thoughts emotions and behaviors that are in proportion to the events and cultural experience of the client
- Collaborative with client and family
  - Includes goals that integrate family expectations in the cultural context
  - Consider the client acculturation level and ethnic identity development level to establish goals
  - Goals must be attainable

TREATMENT IMPLEMENTATION

- Determine the steps to reach the goals that were set
- Include methods that are culturally-driven and inclusive of the values and beliefs of the client
- In many cultures, a "collectivistic" worldview dominates, so must use a systems based approach to treatment
- Include the family
- Include cultural norms in treatment planning

LISTENING FOR CUES

Key phrase	Domain to explore
“The world is just not fair to people like me”	Racism & discrimination
“My worlds collided today”	Biculturalism/ multiculturalism
“I am trying to find myself”	Racial/ethnic/sexual identity
“No one seems to understand me”	Language differences, Communication style
“I am the dark one in the family”	Skin color/skin tone and meaning; Family hierarchy and status

PERIODIC ANALYSIS OF GOALS

- Clients should have the opportunity to give their perspective on where they have been, where they intend to go, and how long they think it will take them to get there.
- Clinicians ideas about the pace of therapy may differ from their clients
- Collaboration is key
- Goals should be revised and adapted to fit the current context

TERMINATION

- Must be carefully planned and completed
- Inform the client when they have begun this phase of treatment
- Empower the client to continue on the growth journey
- Frame clients progress as their own success (not the clinician's or the client-clinician dyad)
- Include the family as supports to maintain the change
- The clinician is the "match" that started the flame, but the family system is the oxygen that sustains it.

CASE SCENARIO: MIN

Min is a 13-year-old biracial (Asian Caucasian) student in the ninth grade of a racially diverse high school. Min's mother immigrated to the United States from China two years before she met Min's father (a Caucasian American). Min was born a few years after they met. She has lived in the same home since she was born and changed schools only because of normal academic progression. Min is a popular student who has several circles of friends. Some days she spends time with one group, and other days with a different group. The groups rarely interact. She came to the school clinician for support services when she found herself withdrawing from all peer group circles and arguing more with her family.

MIN AND THE MULTICULTURAL COUNSELING PROCESS

What Would You Do?

- Rapport building stage
- History gathering stage
- Identifying strengths and weaknesses
- Goal setting
- Treatment planning and implementation
- Periodic analysis of goals
- Termination

SAMPLE OF EVALUATION TOOLS

- Multicultural Awareness, Knowledge, and Skills Survey (MAKSS; D'Andrea, Daniels, and Heck, 1991)
- California Brief Multicultural Competence Scale (CBMCS; Garnst, et al, 2004)
- Multicultural Counseling Awareness Scale (MCAS; Ponterotto, Gretchen, Utsey, Rieger, and Austin, 2002)
- Multicultural Counseling Inventory (MCI; Sodowsky, Taffe, Gutkin & Wise, 1994)
- AHIMSA Acculturation Scale (Acculturation, Habits, and Interests Multicultural Scale for Adolescents) (Unger et al, 2002)
- Comprehensive School Climate Inventory (CSCI; Center for Social and Emotional Education, 2007)
- School Climate Survey (Haynes, Emmos, and Comer, 1993)
- Session Evaluation Questionnaire (Stiles and Snow, 1984)

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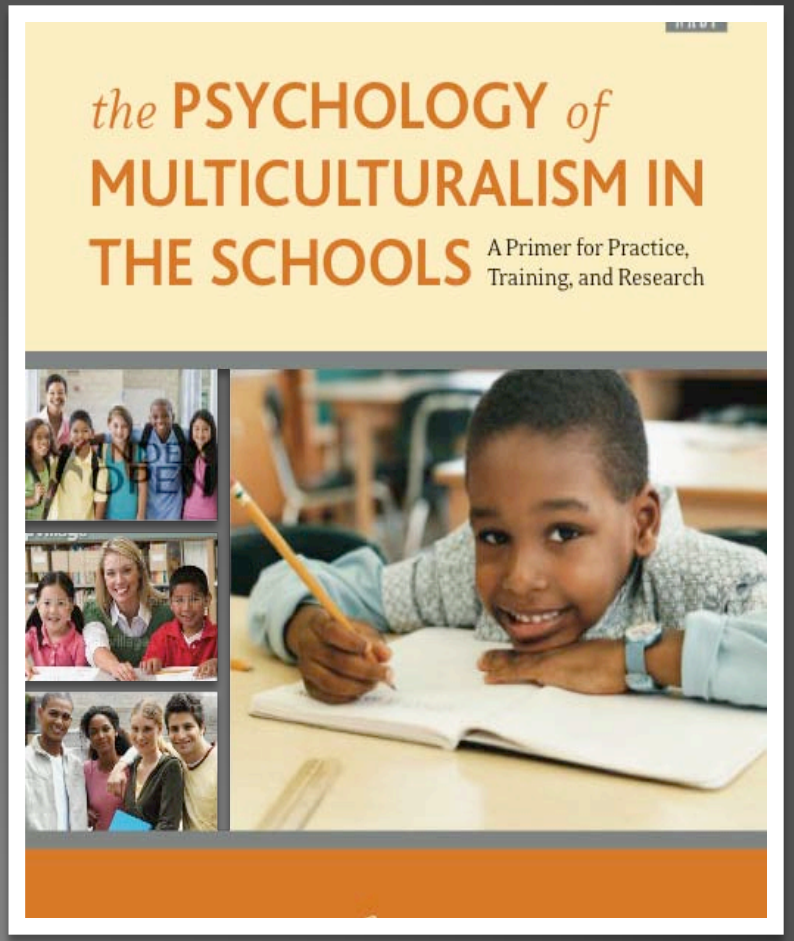

http://www.nasponline.org/publications/booksproducts/multicultural.aspx

You can find the powerpoint presentation and recording for this webinar at:

http://sshs.promoteprevent.org/webinar/cultural-and-linguistic-competence-mental-health-series-3

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