

# Ethics and Cultural Awareness



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# Objectives



- Discuss the difference in ethics, values and laws
- Listen to a case study
- Discuss ethical principal screen as an aid in decisional making
- Interactive - Case Study discussion on the intersection of culture and ethics
- Review Cultural competence and considerations
- Q&A

# What are Ethics?



- Moral principles that govern a person's behavior or the conducting of an activity
- the branch of knowledge that deals with moral principles
- Ethics are at the heart of social work. They outline the professional standards necessary to protect the dignity and rights of others, while also protecting yourself if you work in the field
- Ethics ensure that you represent your clients well and honor your colleagues, the profession, and society as a whole



# What are Ethics?



- Ethics help social workers make professional decisions that are morally sound
- Ethics helps you identify appropriate and inappropriate behaviors for you, your colleagues, and your clients and to avoid conflicts of interest



# What are Values



- Regarding the importance of values, The International Charter for Human Values in Healthcare said “
  - the human dimensions of health care — compassion, respect for persons, commitment to integrity and ethical practice, excellence, and justice — are “fundamental to providing compassionate, ethical, and safe relationships” in care



# What is a "Policy" and its Purpose



- Policies are the distillation of everything above them in the hierarchy -- mission, values, and strategic objectives, along with the law. Policies articulate goals that are narrower than strategic objectives and identify limits, or boundaries, for behavior and actions that are necessary to complete those goals.
- An effective policy should outline what employees must do or not do, directions, limits, principles, and guidance for decision making.



# What is a “Guideline” and its Purpose



- A guideline aims to streamline particular processes according to a set routine or sound practice. Guidelines may be issued by and used by any organization (governmental or private) to make the actions of its employees or divisions more predictable, and presumably of higher quality.
- Guidelines summarize the current medical knowledge, weigh the benefits and harms of diagnostic procedures and treatments, and give specific recommendations based on this information. They should also provide information about the scientific evidence supporting those recommendations. (NIH.gov)



# What are “Laws” in Healthcare



- Laws are different codes that inform practice. Types of laws we look at are “Texas Administrative Code, Occupation Code, Health and Safety Code, Penal Code, etc.”
- Health care law focuses on the legislative, executive, and judicial rules and regulations that govern the health care industry.
- Health law focuses on the regulations and policies governing the health care industry and healthcare itself in government settings as well as the private sector. This area of law affects legal issues related to medical providers, health insurers, patients, and government agencies, and it addresses a wide range of issues including medical malpractice, Medicare, Medicaid, the HIPAA Privacy Rule, and even estate planning documents.
- Health law is essential for ensuring the quality and safety of medical care while protecting the rights and interests of all parties involved in the healthcare system.
- As the industry continues to evolve, laws play a crucial role in addressing emerging challenges and trends.





# Six Core Values – Ethics of Social Work



- **Ethics Serve Social Work Ideals**

There are six core values of the social work field:

- Service
- Social justice
- Dignity and worth of the individual
- Importance of human relationships
- Competence
- Integrity



These are the ideals to which all social workers should aspire. The social work Code of Ethics was built around these core values.

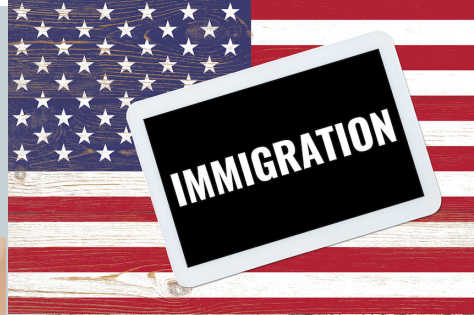
# So what is the BIG difference



- Values – are concerned with what is good and desirable
- Ethics – deal with what is right and correct. They are rules of conduct to direct social workers in a manner consistent with the values of the profession



# A Story Across Borders.....

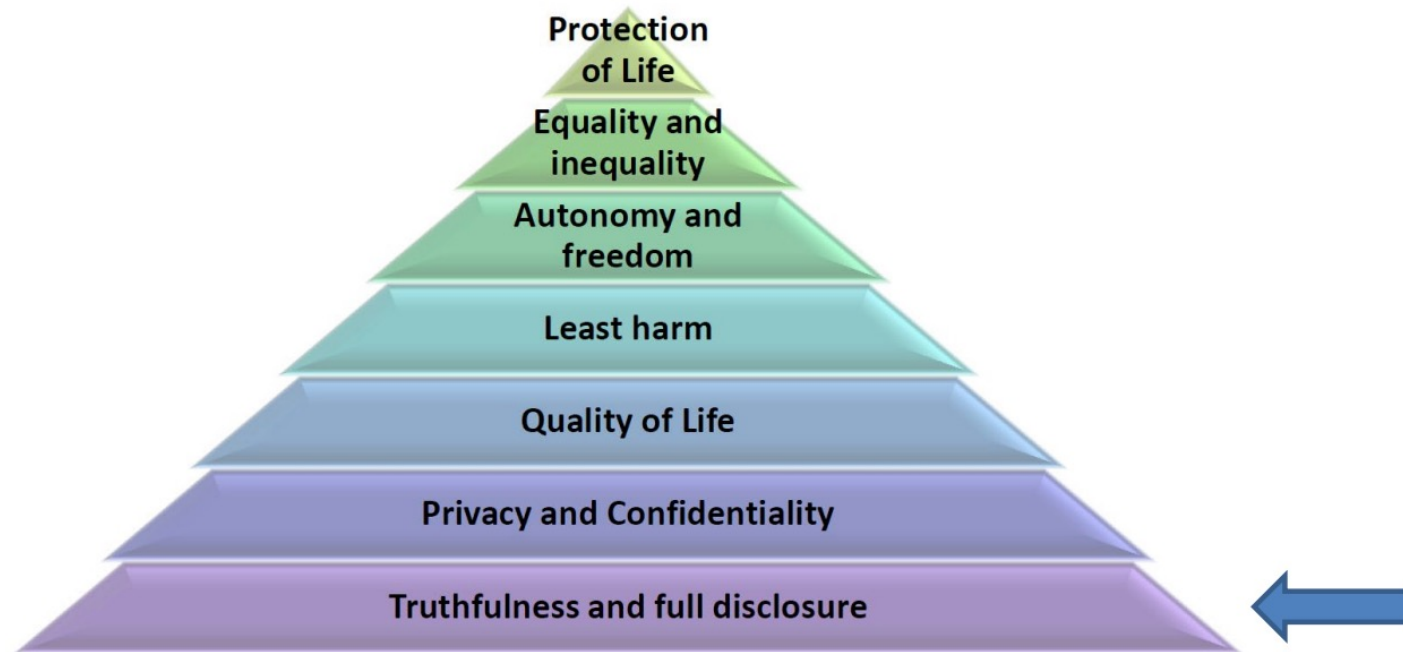


hor is



# Ethical Principals Screen

## Truthfulness as a principle



Ethical Principles Screen from Dolgoff, Loewenberg, & Harrington (2005). Ethical decisions for social work practice. Thomson Brooks/Cole.

# Ethics Case Discussion



- How can healthcare professionals navigate systemic processes when healthcare decisions feel unethical?
- What are groups or committees that health care professionals should be part of to have a voice in the development of processes that impact ethics in work?
- What are strengths and challenges you hear that stood out to you in regards to ethics? What questions do you have?
- Shortly we will go over some cultural considerations (lots of material and some will be self paced)

# FUN CULTURAL Tid-bits!



- Do you like cheese? If so, when you stay with a French host family make sure to spare some space in your stomach for the dessert. In **FRANCE** people tend to enjoy a cheese tasting plate accompanied by a good red wine after meals. Oh! And remember: if you are drinking a red wine and want to change to white wine, please don't pour it in the same glass without cleaning it beforehand, if you don't want to be the laughingstock of the party.
- Italians are very superstitious and for them, nuns and ambulances are associated with death. So if you plan to spend your holidays in **ITALY** and you bump into one of them, don't hesitate and bless yourself with the sign of the Cross... Just in case!

# FUN CULTURAL Tid-bits!



- Now a little further afield, in **RUSSIA** you will discover that you receive a light stamp if you accidentally step on someone's foot. Why? The first thought that will come to your mind is that it's due to revenge. Far from this, Russians do that to avoid future conflict with this person.
- In India is usual to see two men walking holding hands. This doesn't mean that they are in a romantic relationship. This is just a sign of friendship. On the other hand, you will never see a couple expressing their love in public in India.

# FUN CULTURE Tid-bits!



- In some **ASIAN COUNTRIES** such as China, Korea or Japan, a sign of approval and appreciation of someone's cooking is to slurp the soup loudly - what is considered rude in most western countries
- In **JAPAN** don't blow your nose loudly! It is considered very rude. So if you need to clean your nose while you are in the Land of the Rising Sun, do it in private or turn your back to your companions before doing it. And remember, do it quietly if you want to avoid offending anyone.



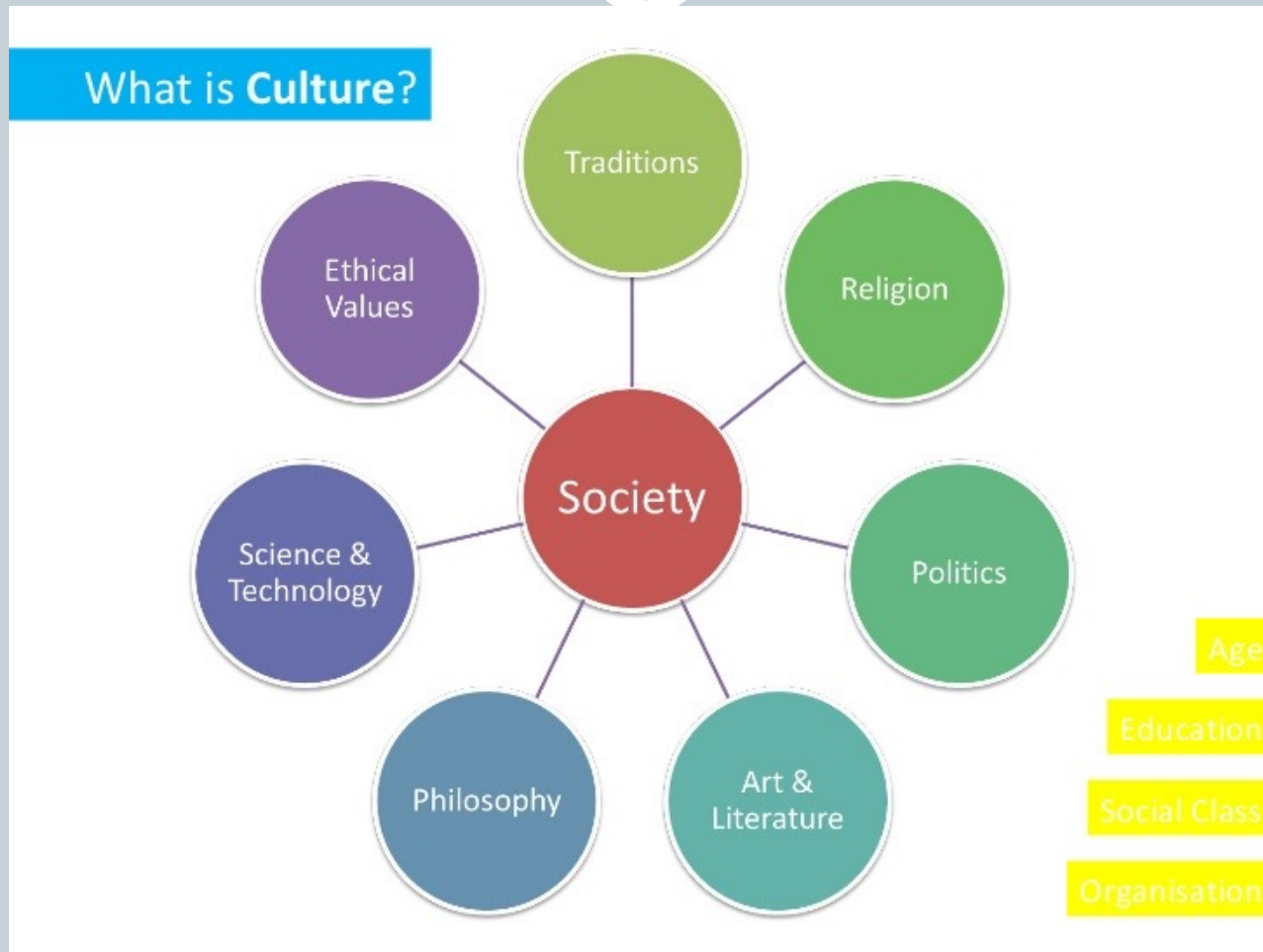
# What is Culture?



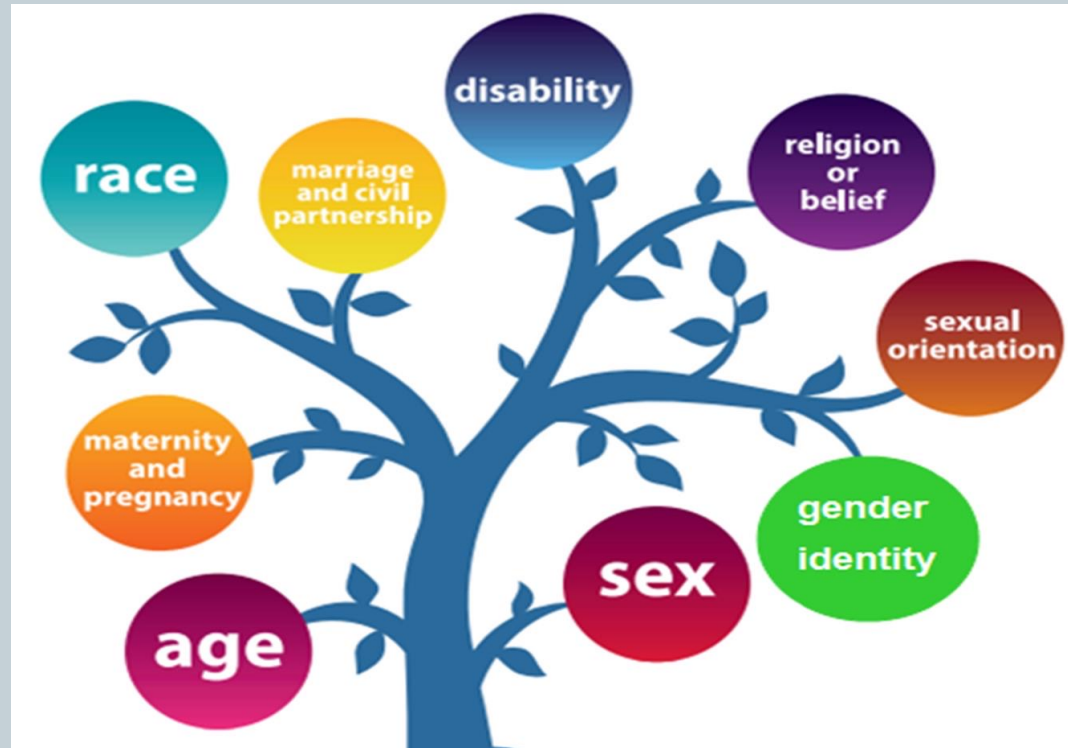
## What is culture?



# Is Culture our Social Environment?

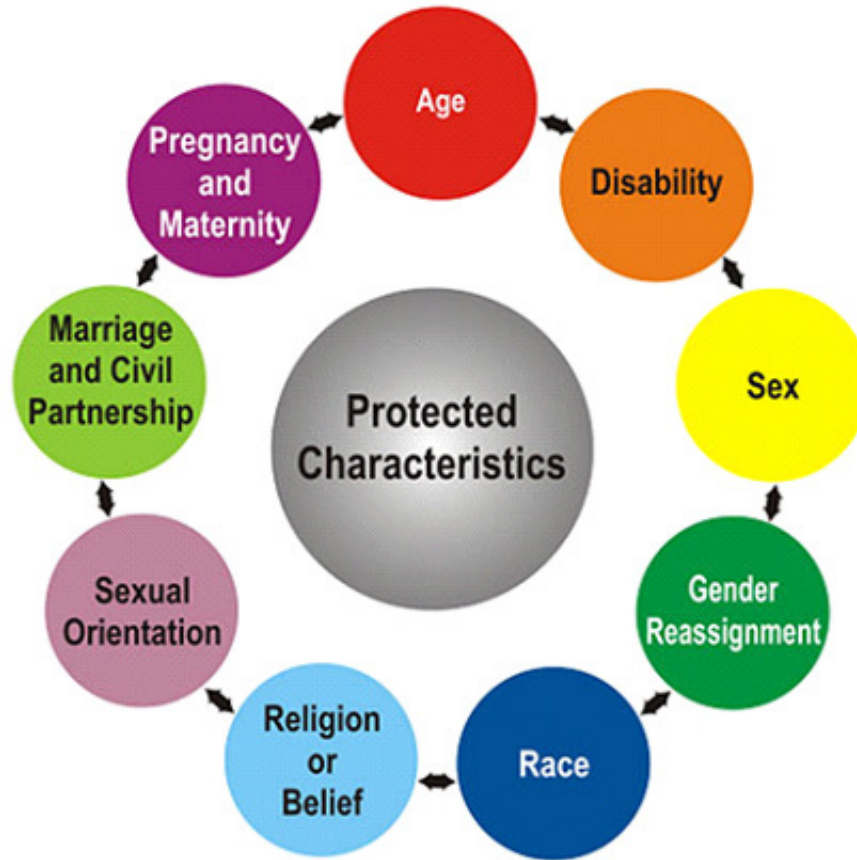


# Is Culture our Identity?



Cultural identity refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion

# Cultural Identity



# Building & Assessing Cultural Competence



# HOW DO WE LEARN A CULTURE?



## HOW DO WE LEARN A CULTURE?

Most people grow up immersed in their culture. They absorb it from their family, through rituals and customs, through language, through the arts, through social habits, and through a shared history. People also learn about culture through school, friends, television, and books.



# Culture, Race & Ethnicity



- **Culture?** The belief systems and value orientations that influence customs, norms, practices and social institutions, including psychological processes. All individuals are cultural beings and have a cultural, ethnic and racial heritage.
- **Race?** The category to which others assign individuals on the basis of physical characteristics such as skin color or hair type. These characteristics can be the basis of generalizations and/or stereotypes.
- **Ethnicity?** The acceptance of the group mores and practices of one's culture of origin, and the concomitant sense of belonging.

# Multiculturalism & Diversity



- **Multiculturalism and Diversity?** Terms that have been used interchangeably to include aspects of identity stemming from gender, sexual orientation, disability, socioeconomic status or age.
  - **Multiculturalism?** A broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation and other cultural dimensions, all of which are critical aspects of an individual's identity.
  - **Diversity?** An individual's social identity, including age, sexual orientation, physical disability, socioeconomic status, race/ethnicity, workplace role/position, religious/spiritual orientation and work/family concerns.



# Do Cultures Change?



- Cultures emerge from the growing history and experiences of a society, or its **TRADITION**. Rapid social change and revolution can cause changes in culture. Cultures also change as people make contact with other cultures. Greater global communications and opportunities to travel allow people across the world to study and learn from other cultures.





# NASW - Standard 2 – Code of Ethics



- **Self-Awareness** Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.



# Culture



- Culture is a universal phenomenon reflecting diversity, norms of behavior, and awareness of global interdependence (Link & Ramanathan, 2011)
- The word “culture” implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group (Gilbert, Goode, & Dunne, 2007)



# Culture



- Culture often is referred to as the totality of ways being passed on from generation to generation. The term “culture” includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them.
- Culture includes, but is not limited to, history, traditions, values, family systems, and artistic expressions of client groups served in the different cultures related to race and ethnicity, immigration and refugee status, tribal status, religion and spirituality, sexual orientation, gender identity



# Cultural Competence



Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to: people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each

(Fong, 2004; Fong & Furuto, 2001; Lum, 2011).



# Cultural Competence



“Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or amongst professionals and enable the system, agency, or those professions to work effectively in cross-cultural situations” (National Center for Cultural Competence, n.d., p. 1).

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes



# What Shapes Culture?



Think beyond race and ethnicity. Opportunities to expand our cultural understanding exist everywhere, especially when we consider culture beyond its association with ethnicity. Culture is central to our identity and, as such, may be seen or unseen by others. Culture is shaped by personal experiences that may include: ethnic and racial identity; religion; age; educational level; body size; heritage and family tradition; physical and cognitive abilities; sexual orientation; gender identity; and geographic and socioeconomic experiences.





# Influences



To stay competent and aware – try to think outside your own box.....

We are influenced by our own values, beliefs, biases and life experiences. We need to carefully consider how our perspectives affect our understanding of other cultures and avoid making assumptions about others based on our own experiences. Becoming culturally aware starts with recognizing the limitations of our own cultural knowledge.



# Experience Culture



Consider experiential ways that you can learn about other cultures and endeavor to participate in activities that may not be familiar to you. When possible, take part in social, community and educational activities like viewing films, reading books, and attending faith-based services, festivals, parades, concerts, sporting events, art exhibits, workshops and lectures.



# Use of Language in Cultural Competence



Use language that evokes images of people not stereotypes.

Avoid phrases that box people into a negative stereotype.  
I.e. that “illegal” that “alien” vs – the Chilean national, The Honduran national, The unaccompanied minor



# Building Cultural Competence by Practicing Cultural Sensitivity



Listen carefully. Hearing is not necessarily listening. Our own perceptions, biases and expectations sometimes make it difficult to really listen to and comprehend both overt and covert messages. Be mindful to focus on and identify the information being conveyed.



# Building Cultural Competence by Practicing Cultural Sensitivity



“Recognize that common colloquialisms, slang terms and cliché phrases can be culturally specific and may be confusing.”



# Building Cultural Competence



“People often consider eye contact as a sign of honesty and interest in conversation, but some cultures view direct eye contact as a sign of disrespect.”



# Building Cultural Competence



Learn by asking. People feel respected when others are genuinely interested in learning about their views and perspectives.

Consider incorporating questions into conversations that demonstrate your desire to learn more about others' cultural experiences.

Use simple or open-ended questions that encourage dialogue, such as: “What do you think?” “How can I be of assistance to you?” “What information is important for me to know about you and your culture?” “If I was a member of your community, how would I most likely react to/cope with this situation?”



**CULTURAL  
AWARENESS**

I can  
understand  
different  
cultures.  
Can you?

# Building Cultural Competence



Avoid insensitive comments. In group contexts, individuals sometimes make insensitive and hurtful comments about others (e.g., jokes, slurs, etc.). Do not reinforce this behavior. If you are comfortable doing so, make known your discomfort with what has been said and ask that no more insensitive comments be made.

Tune in to non-verbal behaviors. Sometimes, behaviors can provide more details about how someone is reacting to a situation than what they may be comfortable saying.

It is important to recognize welcoming behaviors as well as those that may be defensive so that you can adjust your approach accordingly. Similarly, be aware of your own body language. Does standing while others are sitting demonstrate authority, or aggressiveness?





# Building Cultural Competence



Expand your comfort zone. It is likely that there will be individuals or cultural groups with whom you do not have experience working.

Acknowledge this challenge and make an effort to learn as much as possible about the individual or group so that you can build your confidence and bolster your outreach.

Ask questions to make it clear that you want to learn more and to ensure that you're delivering information in a way that is useful.



# Building Cultural Competence



Make local connections. What community-based organizations and venues are respected and trusted by those with whom you work? Organizations like social clubs, advocacy groups, religious institutions, civic groups, unions, colleges and universities can help you deliver your messages in a forum that is relevant to your audience. In some cases, you may want to partner with leaders from these organizations to help you communicate even more effectively.

Exchange stories. Storytelling and personal sharing are important communication techniques that transcend most cultures. Consider sharing relevant personal stories as a way to start a conversation or build rapport.

Most importantly.... LISTEN when someone tells you their story



# Building Cultural Competence



Respect language preferences. Before approaching a new group of people, consider whether the materials you have to offer or your presentation need to be adapted to ensure that you are understood. In some cases, it might be necessary to translate materials or invite an interpreter to the presentation. Other times, such as when communicating with young children, simply adjusting your vocabulary might suffice.

Honor flexibility in people's self-identification. We may make assumptions about people's cultural identity while they may have an entirely different perception of themselves. Listen for information about self-perception. For example, do they consider themselves as having a spouse or a life partner? People may identify with a particular aspect of their diversity at different times (e.g., being a member of the LGBTQ community may be very accepted in some circumstances but not in others).



# Building Cultural Competence



Religious beliefs and spirituality play a significant role in many communities. The opinions of religious and other spiritual leaders may be important to those with whom you work and may have an impact on their receptivity to certain (including psychological) information. Find out whether or not inviting faith-based leaders to partner with you is a welcome strategy.

Culture can influence the manner in which individuals express their emotions. To best communicate with people in any community, it is important that you be open to differences in how people express their feelings. Ask community leaders to help you understand any differences and to identify effective ways to communicate and/or provide support. For example, individuals in some cultures may be uncomfortable with any type of confrontation and, as a result, may go along with an idea when in reality they do not support it.



# Building Cultural Competence



Some cultures mistrust civil institutions such as police and law enforcement, health care systems, disaster relief, mental health agencies and others. This can present unique challenges – especially in disaster situations – that may need to be addressed.

Consider partnering with individuals who are perceived as community leaders or natural helpers, or organizations the community trusts. Gaining their support can increase your credibility and help you deliver services more effectively.

Learn about the culturally appropriate ways to engage community members (for example, speaking to elders, offering gifts or sharing food). Make sure you know who can endorse or authorize your presence in the community.



# Fun Tid-bits!



## People in the World

“When in Rome, do as the Romans do” is a famous saying about customs. But what exactly do the Romans and other people do that is so different? Where do women wear rings in their noses to show they are married, for example? Where do people greet each other with a bow rather than a handshake? Here are some other ways people behave and beautify themselves around the world.

- In **Rome, Italy**, adults drink coffee standing up at a coffee bar.
- Throughout **Europe**, people eat with the fork in the left hand and the knife in the right.
- In **India**, women wear rings in their noses to show they are married.
- 
- In **New Zealand**, chewing gum in public is considered impolite.
- In **Russia**, powerful handshakes among men are often carried to extremes.
- In **Brazil**, kids do not have sleepovers.
- In most parts of **Asia**, it is taboo to touch people's heads, especially those of children.
- In **Taiwan**, belching after a meal is considered a compliment to the cook.
- In **Australia**, pancakes are served at dinner rather than breakfast.
- In **Thailand**, people do not step on their doorsills. It is believed that a spirit lives in the threshold of every home.
- In many **North African** countries, children ride to school on donkeys.



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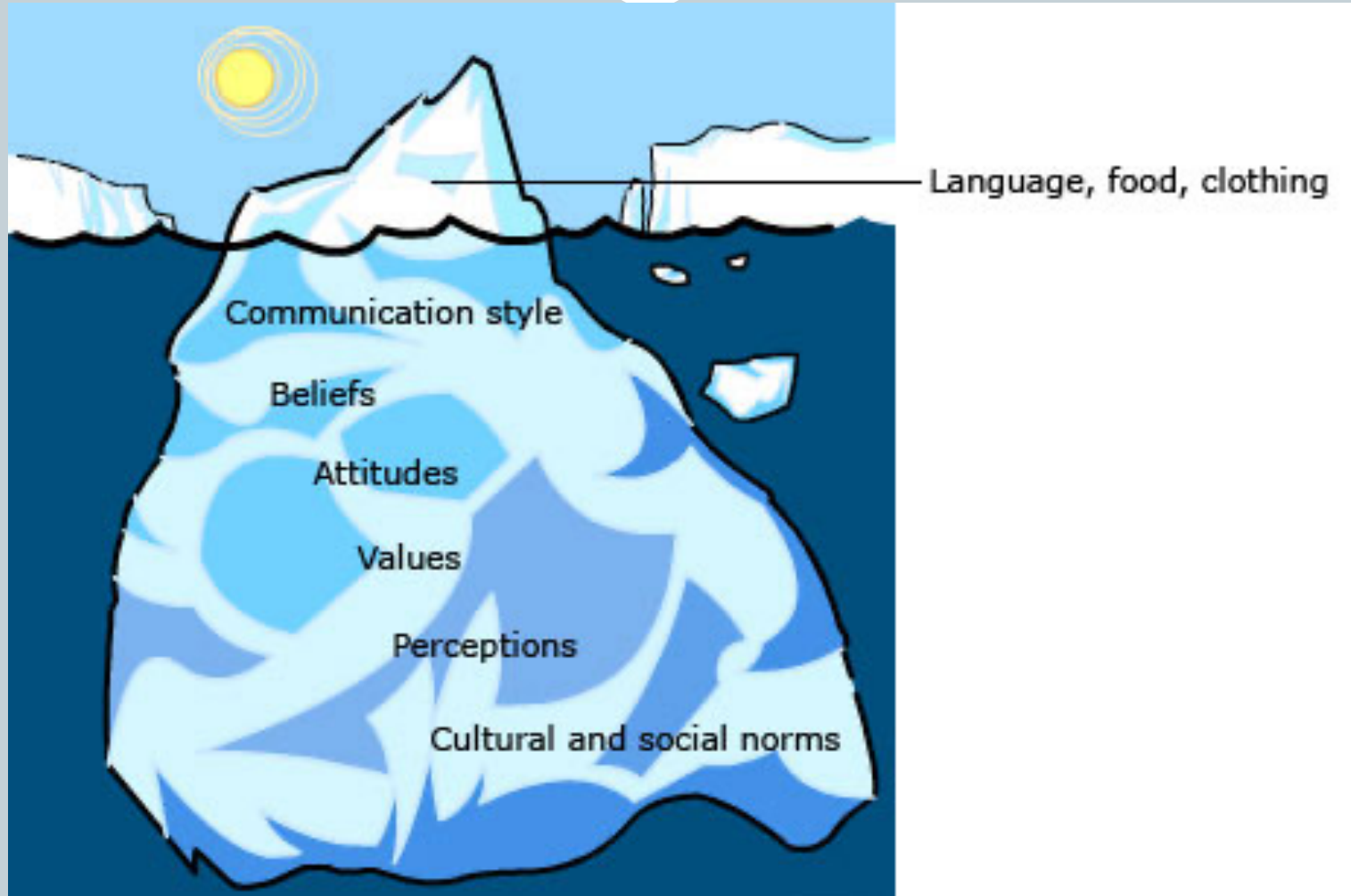
# Fun Tidbits!



- In **Ethiopia**, both males and females of the Surma tribes shave their heads as a mark of beauty. The women wear lip plates; their lower lips are pierced and stretched as ever-larger plates are inserted over time. The larger the plate, the more appealing the woman.
- In **Japanese** homes, a hot bath is prepared for the whole family at once. Members take turns soaping, scrubbing, and rinsing off outside the tub before soaking in it.
- In **France**, children celebrate their name day (a saint's feast day) rather than their birthday.
- In **Bangladesh**, people use their right hand when they eat or hand things to other people. They consider their left hand unclean.
- In the **Himalaya Mountains of Asia**, the Apa Tanis tribal people wear black wooden nose plugs and tattoos on their chins.
- In **Taiwan**, eating or drinking in the streets is considered crude.
- In **India**, people do not wear shoes in the kitchen because some food is prepared on the floor.
- In **Pakistan**, a bridegroom wears garlands of money given to him by his relatives on his wedding day.
- On many **Greek islands**, women bake their food in a communal village oven.



# Culture Iceberg





# Question & Answers

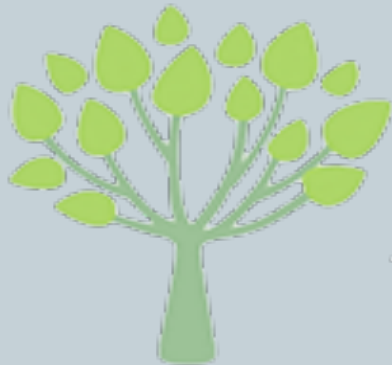


**THANK YOU FOR JOINING ME TODAY!**

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# Resources



- <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>
- <https://www.socialworkers.org/about/ethics/ethics-education-and-resources/ethical-standard-of-the-month/cultural-awareness-and-social-diversity>
- [http://www.nlasw.ca/sites/default/files/inline-files/cultural\\_competency\\_standards.pdf](http://www.nlasw.ca/sites/default/files/inline-files/cultural_competency_standards.pdf)
- <https://www.pta.org/docs/default-source/uploadedfiles/guide-to-cultural-awareness-iii>
- <https://www.factmonster.com/dk/encyclopedia/society-and-beliefs/culture>
- <https://www.sprachcaffe.com/english/magazine-article/amazing-cultural-facts-and-traditions-around-the-world-2015-08-05.htm>
- <https://www.factmonster.com/people/people-fun-facts/people-world>

# Resources



- <https://www.limestone.edu/blog/ethics-important-social-work#:~:text=Social%20Work%20Ethics%20Hold%20Members,the%20integrity%20of%20the%20profession>
- <https://www.ncbi.nlm.nih.gov/books/NBK390308/#:~:text=Guidelines%20summarize%20the%20current%20medical,scientific%20evidence%20supporting%20those%20recommendations>
- <https://www.apu.apus.edu/area-of-study/security-and-global-studies/resources/what-is-health-law/>
- <https://centerforinterculturaldialogue.files.wordpress.com/2014/07/key-concept-cultural-identity.pdf>
- <https://www.purdueglobal.edu/blog/human-services/what-is-cultural-diversity/#:~:text=acknowledging%20the%20validity%20of%20different,of%20their%20own%20biases%3B%20and>