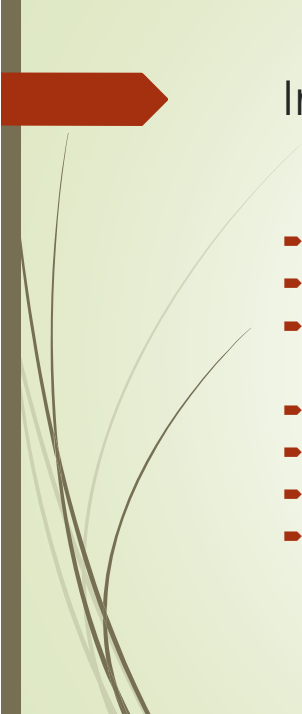




“Stay for dinner!”

Ethical Considerations for Delivering Culturally Responsive Service

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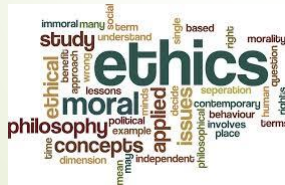


Introduction

- Name
- Experience
- What do you wish to gain from this workshop
- Ethical Principles and Multicultural Competencies
- Considerations in clinical setting
- Vignettes
- Q&A

Ethical Principles of Psychologists and Code of Conduct

- What does it mean to the field?
- What does it mean to you?



Multicultural Competencies

- Multicultural Guidelines, 2017
- How do you know when you are "competent?"
- Cultural competence versus cultural responsive



1. Boundaries

- Do you like to live/play close to where you work?
- Do you aspire to work with individuals with similar background as you?



2. Reducing Barriers

- Access barrier
- Language barrier



3. Gift Giving



4. Multiple Roles

- Gei Gei vs. Therapist
- English tutor vs. therapist
- "let me pay for you!"
- "Stay for dinner!"
- Code of ethics

5. Stigma and Stereotypes

- Moral transgression towards ancestor (Chinese)
- Punishment for past transgression (Vietnamese)
- Bad blood (Laosian)
- A test or punishment from God (Muslim)
- Double stigma

6. DSM-5/ICD-10 vs. Culturally based illness

Name	Geographical localization/populations
<u>Ataque de nervios</u>	<u>Hispanophone</u> , as well as in the <u>Philippines</u>
<u>Dhat syndrome</u>	<u>India</u>
<u>Khyâl cap</u>	<u>Cambodian</u>
<u>Ghost sickness</u>	<u>Native American</u>
<u>Kufungisisa</u>	<u>Zimbabwe</u>
<u>Maladi moun</u>	<u>Haiti</u>
<u>Nervios</u>	<u>Latin America</u> , <u>Latinos in the United States</u>
<u>Shenjing shuairuo</u>	<u>Han Chinese</u>
<u>Susto</u>	<u>Latinos in the United States</u> ; <u>Mexico</u> , <u>Central America</u> and <u>South America</u>
<u>Taijin kyofusho</u>	<u>Japanese</u>

7. Cultural Adjustment in treatment

- "I have to have at least three chairs in my office when I see the adult client!"
- Dosage consideration
- EBP consideration

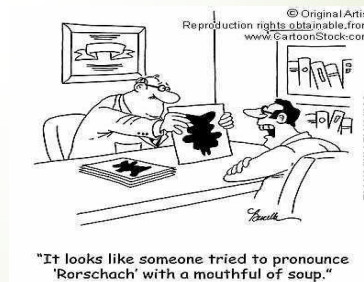


8. Cultural brokers

- One **definition** states that **cultural brokering** is the act of bridging, linking, or mediating between groups or persons of different **cultural** backgrounds for the purpose of reducing conflict or producing change (Jezewski, 1990).

9. Assessments

- Administer with caution
- Be aware of norms
- Interpret with caution
- Linguistic barriers
- Assessment update



10. Knowing community resources

- E.x. Asian American Advancing Justice, Rainbow Guides, County Resources... etc.

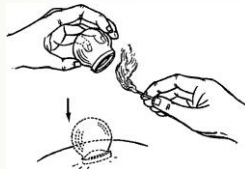
11. Culturally relevant therapeutic tools

- Ethnic dolls
- Gender neutral toys



12. Integration of Healing Tools

- "Non-traditional" healing methods



13. Who is the client??



14. Retention Rates

- Non-traditional outreach
- Psychoeducation

15. Giving Psychology Away!

- Dr. Terry Gock
- Dr. Michi Fu

16. Advocacy

- In clinical setting
- In your community
- In your city
- In larger system





Vignette #1

- You are seeing an Armenian adult client, she was brought here by her sister-in-law due to depressive symptoms postpartum. During the initial intake, the sister-in-law asks you "are you an immigrant too?" "you speak very good Farsi" "Which area did your parents come from?"



Vignette #2

- It is late in the afternoon and you made a home visit to see your 15 y.o. Chinese American female client at her home. Upon entering her apartment, the mother warmly welcomed you as usual, and offered you a cup of hot tea. You spent a few minutes with your client's mother to get a progress update about her school and home life, then the rest of the time you spoke with your clients. As you are leaving, your client's mother stopped you and gave you a red box, indicating that she appreciates everything you have done for her daughter and her family and you are like an older sister for her daughter. You opened the box and saw the beautiful gold ring inside.



Vignette #3

- You received a referral for a five y.o. Mexican male for PTSD treatment. Family shared that they are from Mexico and the five y.o. witnessed his biological father gruesomely murdered little boy's mother. The young boy had just arrived to U.S. a few months ago and struggles with understanding English and this new environment. He is friendly but mute most of the time when you tried to engage him in drawing and other activities. Family was secretive about their immigration status and how the young boy came to U.S. to stay with them.



Q&A

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"What we call the beginning is often the end. And to make an end is to make a beginning. The end is where we start from." T.S. Eliot

