Goal II: Development

AACAP Cultural Competency Curriculum
Cheryl S. Al-Mateen, Debbie R. Carter
MODULE 1
<table>
<thead>
<tr>
<th>Age</th>
<th>Piaget</th>
<th>Freud</th>
<th>Erikson</th>
<th>Mahler</th>
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<tbody>
<tr>
<td>0-1 years</td>
<td>Sensorimotor</td>
<td>Oral</td>
<td>Trust v. mistrust</td>
<td>Autistic symbiotic</td>
</tr>
<tr>
<td>1-18 months</td>
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<tr>
<td>18 – 24 months</td>
<td></td>
<td>Anal</td>
<td>Autonomy v. shame and self-doubt</td>
<td>Separation-individuation</td>
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<tr>
<td>2-3</td>
<td>Pre-operational</td>
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<td>3-6</td>
<td></td>
<td>Phallic/oedipal</td>
<td>Initiative v. guilt</td>
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<tr>
<td>6-12</td>
<td>Concrete operations</td>
<td>Latency</td>
<td>Industry v. inferiority</td>
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<tr>
<td>Adolescent</td>
<td>Formal operations</td>
<td>Genital</td>
<td>Identity v. identity diffusion</td>
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<td>Young Adult</td>
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<td>Intimacy v. isolation</td>
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<td>Adult</td>
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<td>Generativity v. self-absorption or stagnation</td>
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<tr>
<td>Mature Age</td>
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<td>Integrity v. disgust and despair</td>
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<tr>
<td>Age</td>
<td>Ethnic/Cultural Identity</td>
<td>Female Identity</td>
<td>Gay/Lesbian Identity</td>
<td>Ethnic Minority Gay/Lesbian Identity</td>
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<td>18 – 24 months</td>
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<td>2-3</td>
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<td>Solidify gender identity</td>
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<td>3-4</td>
<td>Awareness of ethnicity</td>
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<td>4-5</td>
<td>Awareness of permanence of ethnicity</td>
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<td>Adolescent</td>
<td>Pre-encounter</td>
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<td>Identity:</td>
<td>Denial of conflicts</td>
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<td>Encounter</td>
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<td>Confusion</td>
<td>Bisexual v. gay/lesbian</td>
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<td></td>
<td>Immersion</td>
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<td>Comparison</td>
<td>Conflict in allegiances</td>
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<td>Introspection</td>
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<td>Tolerance</td>
<td>Priority in allegiances</td>
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<td>Young Adult</td>
<td>Integrative Awareness</td>
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<td>Acceptance</td>
<td>Integrating the various communities</td>
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<tr>
<td>Adult</td>
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<td>Pride Synthesis</td>
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<tr>
<td>Mature Age</td>
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<td>(coming out process)</td>
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Cultural Identity

That part of the individual’s self-concept which derives from knowledge of membership in a social group or groups combined with the value and emotional significance attached to that membership.
Cultural identity includes….

• Self-identification as a member of a group
• Awareness of the position of that group in larger society
  – Racism
  – Discrimination
  – Unequal societal distribution of power/resources
  – Inconsistencies in messages and behaviors of the majority culture regarding racial/ethnic minorities
Timeline for cultural identity

• 2-3: understand differences in racial groups
  – May misidentify own “color”
  – May begin earlier if in a minority group if confronted with this an issue

• 7-8: appreciate permanence of ethnicity/race

• 8-10: attitude towards ethnic group solidifies, as well as curiosity about other groups
Timeline for cultural identity

• Adolescence:
  – Identify with a particular group
  – Assimilate characteristics of that group
    • May increase if group has strong traditions and institutions
  – Become exposed to members of other groups
## Cultural Identification

<table>
<thead>
<tr>
<th>Identification with majority group</th>
<th>Identification with Cultural Group</th>
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<tbody>
<tr>
<td>Strong</td>
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<tr>
<td>Strong</td>
<td>Acculturated Bicultural</td>
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<tr>
<td>Weak</td>
<td>Assimilated</td>
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<tr>
<td>Weak</td>
<td>Separated Dissociated</td>
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<tr>
<td>Weak</td>
<td>Marginal</td>
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Minority Cultural Identity Development

1. Conformity
2. Dissonance
3. Resistance and Immersion
4. Introspection
5. Integrative Awareness
Biracial Development Tasks

- Integrate dual identities and develop a positive self-concept
- Develop a consistent personal identity
- Separation-individuation
Biracial Identity Development

- Personal identity
- Choice of group categorization
- Enmeshment/denial
- Appreciation
- Integration
Hardiman Model of White Identity Development

- No social consciousness
- Acceptance (Passive & Active)
- Resistance (Passive & Active)
- Redefinition
- Internalization
Gay/lesbian Identity Development

- Sensitization
- Identity confusion
- Identity assumption
- Commitment
Gay/lesbian Identity Processes

- Exiting heterosexuality
- Developing a personal LGB identity
- Developing an LGB social identity
- Becoming an LGB offspring
- Developing an LGB intimacy status
- Entering an LGB community
Challenges for children and adolescents from diverse cultural backgrounds

• effects of racism, stereotypes and discrimination
  – Bullying, hate crimes

• conflicts between
  – loyalty to family/home culture and desire to conform to peers
  – family/home values and society at large

• being misunderstood because of language/accent/affect/style of communication
MODULE 2
Influence of Culture on Childrearing Practices

• Sex education
• Discipline
• Sleep patterns
• Habits and fears
• Gender roles and expectations

Canino & Spurlock, 1994
Influence of Culture on Childrearing Practices

- Sex education
- Discipline
- Sleep patterns
- Habits and fears
- Gender roles and expectations
- Social skills
- Adaptive behaviors
- Extended family
- Language
- Religion and belief systems

Canino & Spurlock, 1994
MODULE 3
Stages of faith and selfhood

- Primal faith (infancy)
- Intuitive-projective faith (early childhood)
- Mythic-literal faith (child and beyond)
- Synthetic-conventional faith (adolescence and beyond)
- Individuative-reflective faith (young adulthood and beyond)
- Conjunctive faith (early midlife and beyond)
- Universalizing faith (midlife and beyond)

Screening questions about religion

- What do you experience as or hold to be sacred?
- How does your family express its spiritual beliefs?
- What religious practices are most meaningful?
- What is your level of involvement in faith-based communities?
- How does your belief help you overcome obstacles?
- How do you handle guilt?
- If you could ask God a question, what would you ask?
- What does your religion teach about ______? What do you personally agree with? Disagree with?
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Influence of Culture on Childrearing Practices

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• Language
• Religion and belief systems
Idioms of distress

• Ways that different cultures express, experience, or cope with feelings of distress
  – Somatization
  – Anger
  – Irritability
  – “my heart is fluttering”
  – “my heart tells me” (premonition)
DSM-IV Cultural Formulation

- Cultural identity of the individual
- Cultural explanations of the illness
- Cultural factors related to psychosocial environment and levels of functioning
- Cultural elements of the relationship between the individual and the clinician
- Overall cultural assessment
Therapist’s Development of Cultural Sensitivity

1. Unawareness of cultural issues
2. Heightened awareness of culture
3. Burden of considering culture
4. Toward cultural sensitivity
Stages of Positive Adjustment to Immigration

• Pre-immigration

• Coping stage of immigration
  – Impact
  – Rebound
  – Coping

• Settlement

• Involvement with ethnic social groups

• Observance of cultural traditions and holidays