

Goal II: Development

AACAP Cultural Competency
Curriculum

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MODULE 1

Age	Human development			
	Piaget	Freud	Erikson	Mahler
0-1 years	Sensorimotor	Oral	Trust v. mistrust	Autistic symbiotic
1-18 months		Anal	Autonomy v. shame and self-doubt	
18 – 24 months			Phallic/oedipal	Initiative v. guilt
2-3	Pre-operational	Industry v. inferiority		Separation-individuation
3-6		Latency		
6-12	Concrete operations	Genital	Identity v. identity diffusion	
Adolescent	Formal operations		Intimacy v. isolation	
Young Adult			Generativity v. self-absorption or stagnation	
Adult			Integrity v. disgust and despair	
Mature Age				

Age	Ethnic/Cultural Identity	Female Identity	Gay/Lesbian Identity	Ethnic Minority Gay/Lesbian Identity	
0-1 years			Sensitization		
1-18 months					
18 – 24 months		Solidify gender identity			
2-3					
3-4	Awareness of ethnicity	Chooses models of sex role stereotype consistent with mother			
4-5					
5-6					Awareness of permanence of ethnicity
6-7					
7-8		Learns further acceptable gender role behaviors			
8-9					
9-10					
11-12					
Adolescent		Pre-encounter		Identity:	
		Encounter		Confusion	
	Immersion	Comparison			
	Introspection	Tolerance			
Young Adult	Integrative	Acceptance			
Adult	Awareness	Pride Synthesis			
Mature Age		(coming out process)			

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

Identification with majority group	Identification with Cultural Group	
	Strong	Weak
Strong	Acculturated Bicultural	Assimilated
Weak	Separated Dissociated	Marginal

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)
- *Fowler, JW. Stages of faith. New York: HarperCollins, 1981*

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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Idioms of distress

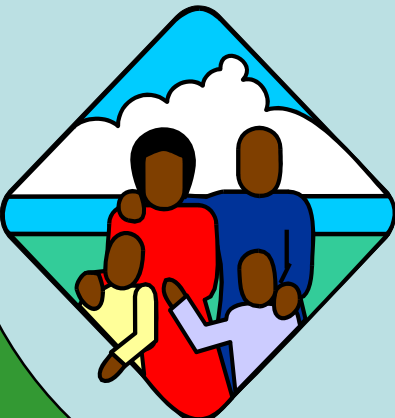
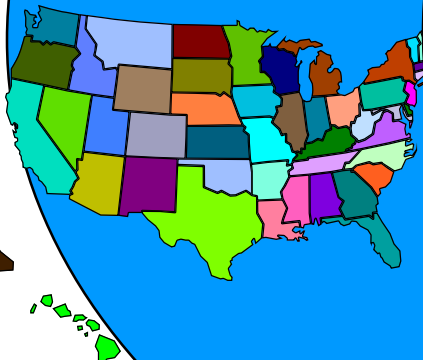
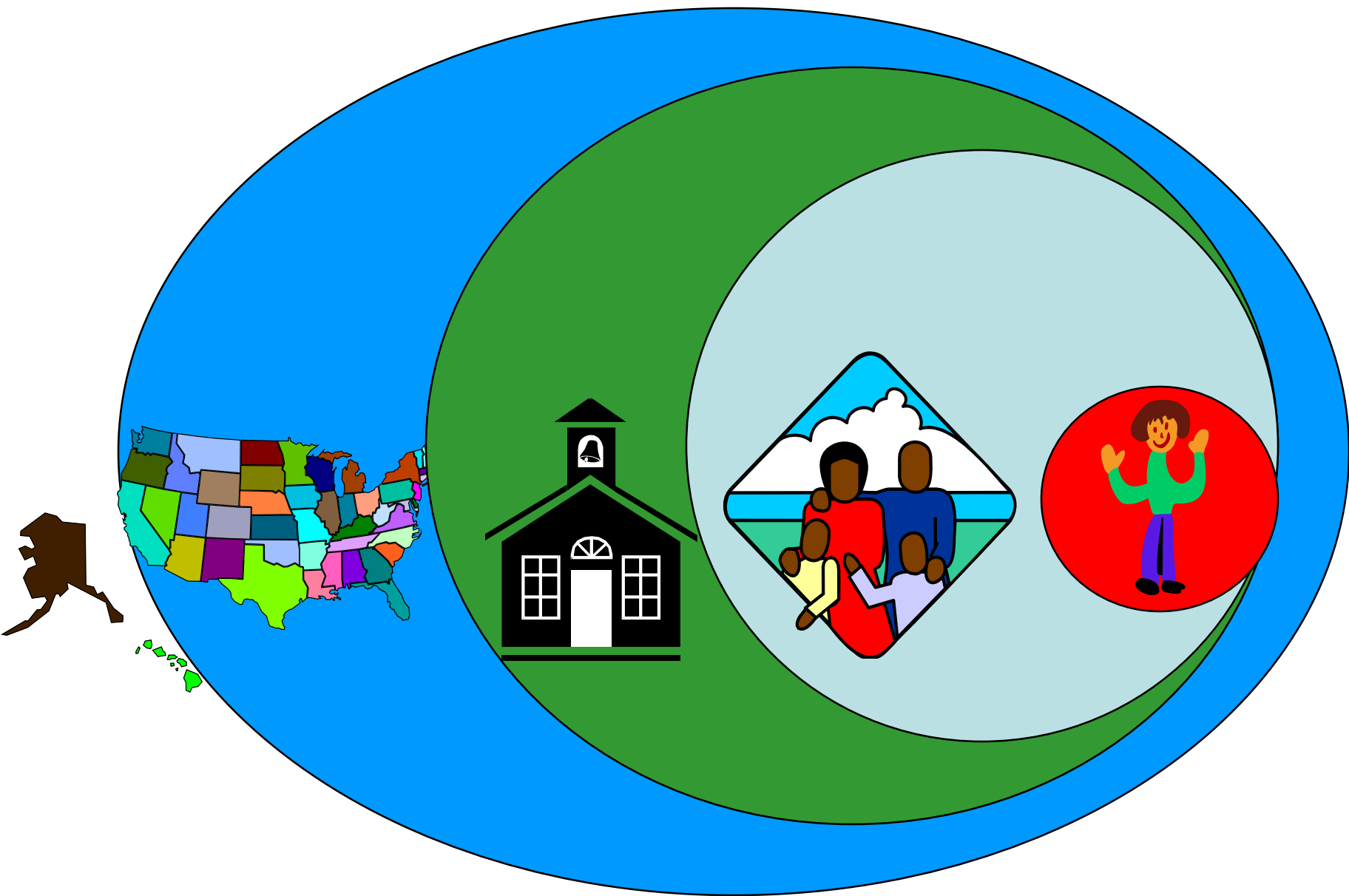
- Ways that different cultures express, experience, or cope with feelings of distress
 - Somatization
 - Anger
 - Irritability
 - “my heart is fluttering”
 - “my heart tells me” (premonition)

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