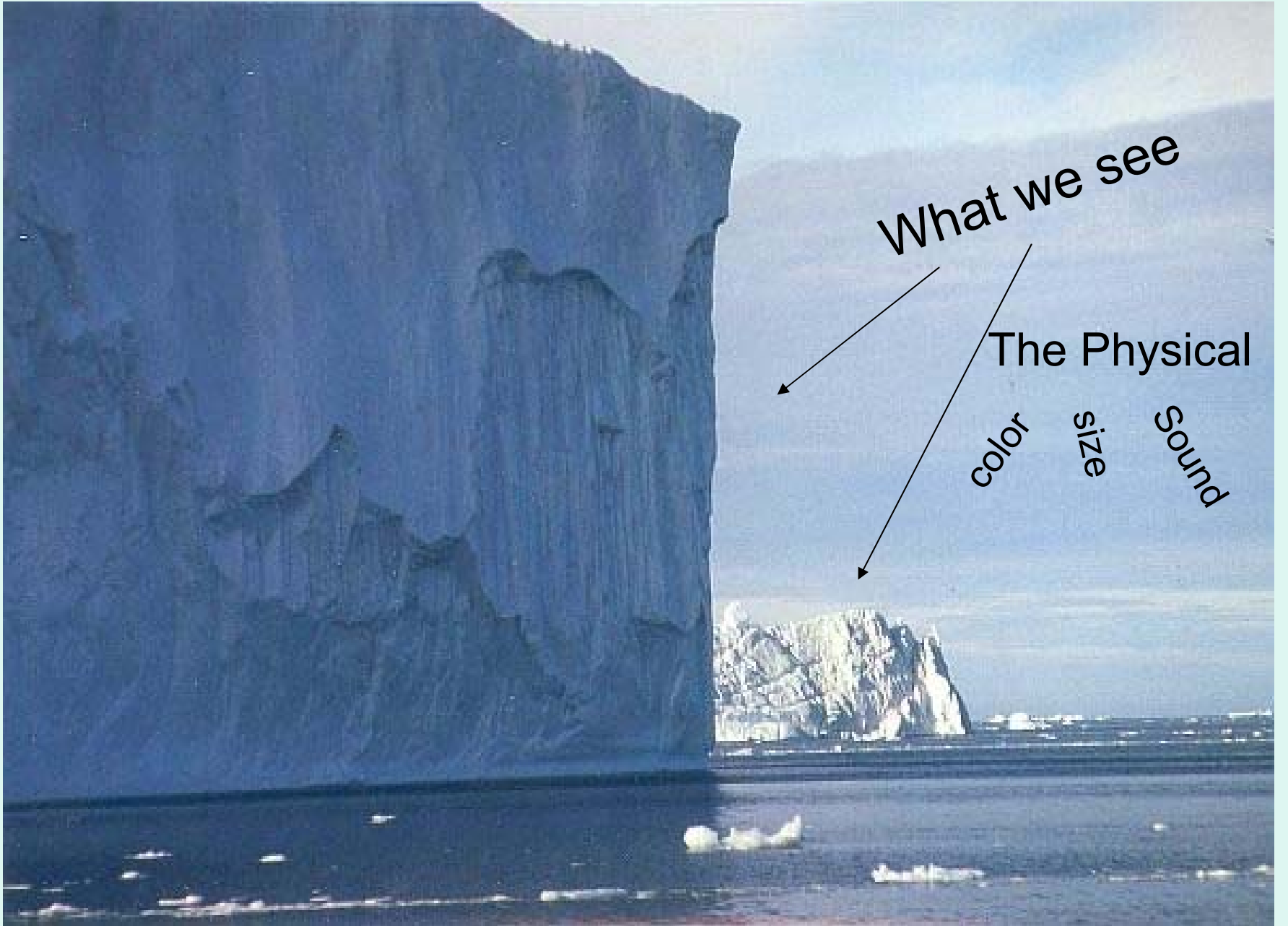


# Cultural Competence: Understanding our Constituencies

by  
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What we see

The Physical

color

size

sound

10%  
visible



What is Invisible

### Core Characteristics

Temperature

Density

Age

# Social Interactions

- Like the iceberg, we can only see 10% of a person's cultural attributes
- We tend to make assumptions **and interact** based on the visible portion, the 10% we see
- Cultural competence requires we look below the surface



# CRUZ TORRES

¿Quien Soy?

¿Que Soy ?

Who am I?

What am I?





nurse

Teacher -  
professor -  
researcher



businesswoman



Board member

# Who are the Latinos?

- A very heterogeneous population
- Differences in national histories
  - Mexican American, Mexican, Salvadorian, Nicaraguan, Cuban, Puerto Rican, Dominican, etc.
- Differences in nativity
  - 68.1 percent native-born
  - 31.9 percent foreign born
- Differences in citizenship for foreign born
  - 26.4 percent naturalized citizens
  - 73.6 percent not citizens

# Latino Heterogeneity

- Our identities are molded historically
- These historical intra-group differences affect our values, attitudes, beliefs, behaviors
- Yet, most of us **cannot** detect these identity building characteristics
- So, what is at the core of Cruz Torres?
  - What makes me tick?
    - How many layers of the onion do we have to peel to discover the real me?

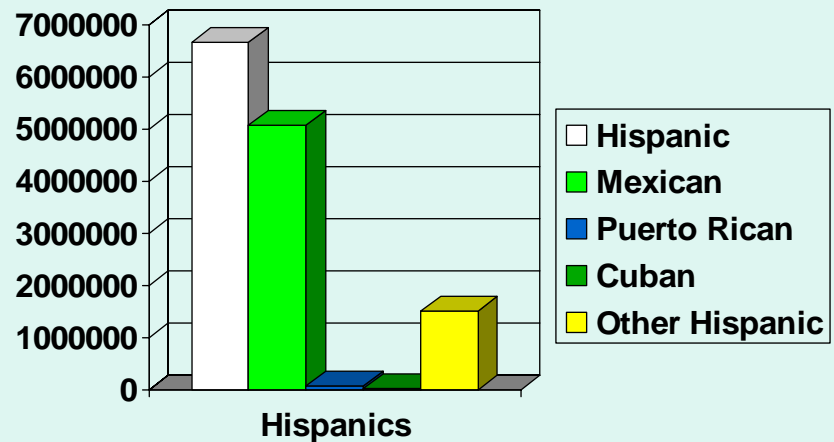


# Latino Heterogeneity

- First hurdle in intercultural communication
  - Mexican, Cuban, Salvadoran
  - Catholic, Protestant, Mormon, Jewish, Christian Orthodox
  - Doctor, lawyer, cook, bottle washer
  - Democrat, Republican, Independent
  - Primary contact experience with dominant population
  - Immigrant experience differences
    - Immigrant vs. native born
      - Immigrant vs. refugee
    - Legal vs. undocumented
    - Level of acculturation

# 2000 Census Latino Historical Roots

- **Latinos = 6,669,666**
  - 32 percent of Texas population
- **Mexican > 5,071,963**
- **Puerto Rican > 69,504**
- **Cuban > 25,705**
- **Other Hispanic or Latino > 1,502,494**



# Where did Latinos come from?

- Latinos moving *into* Texas between 1995-2001 totaled 671,533
  - 32 percent of out-of-state migrants to Texas were Latinos – of these:
    - 224,082 out-of-state migrants (33.3%)
    - 447,451 migrants from abroad (66.6%)
- Over 78 % of Texas growth between 2000-2040 will be attributed to Latinos

# Differences in level acculturation

- **Generational difference**
  - Recency of immigration
- **Ethnocultural differences in self-identification**
  - Latino
  - Hispanic
  - Mexican American
  - Mexican
  - Chicano
- **Biculturalism vs. monoculturalism**

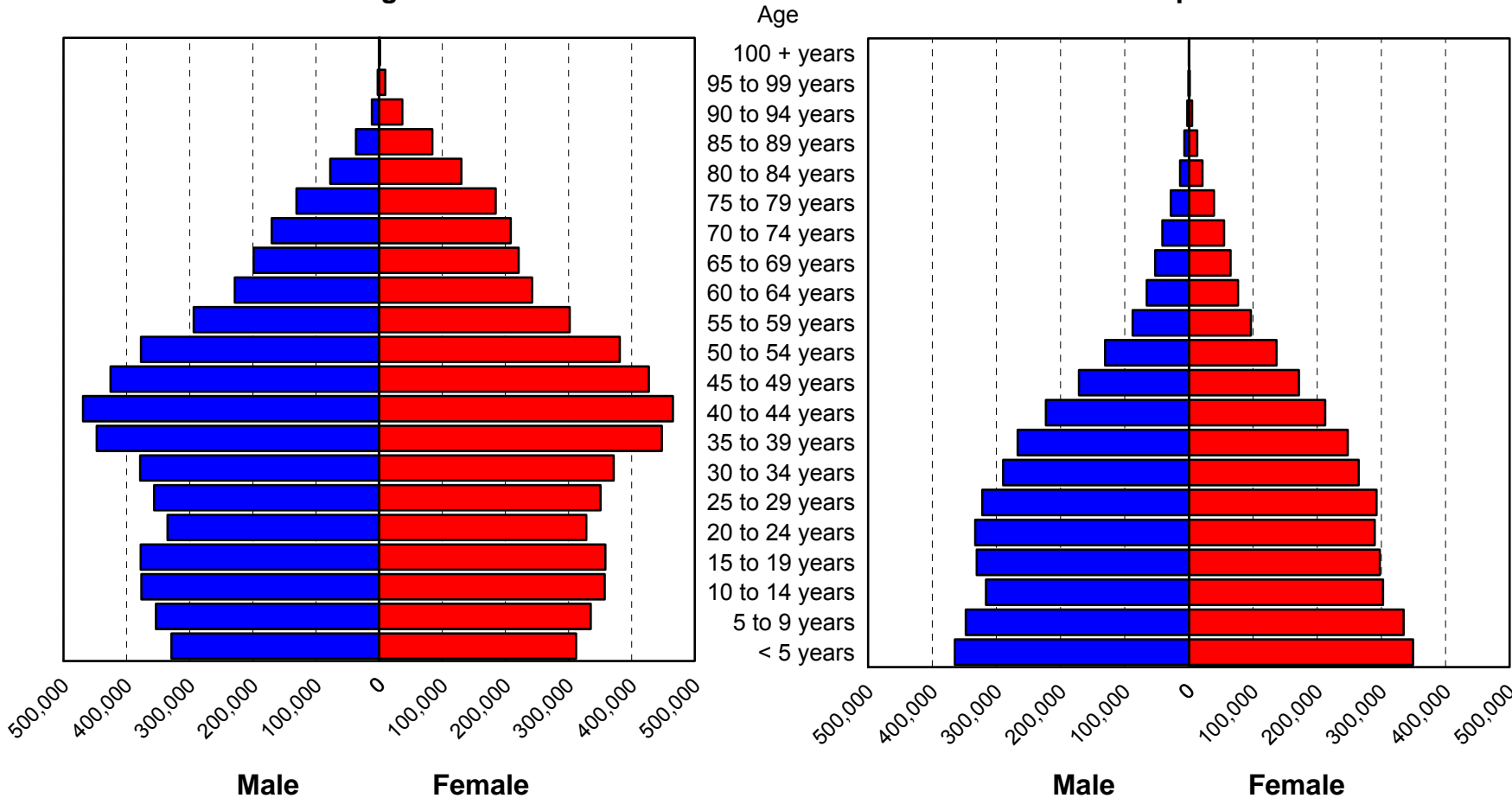
# LATINO AGE DISTRIBUTION

- **Latinos youngest population**
  - Cubans oldest subpopulation
  - Mexicans and Central Americans youngest
  - Several counties in Texas have over 1/3 of the population under 18 years old
  - Age distribution varies across Texas regions

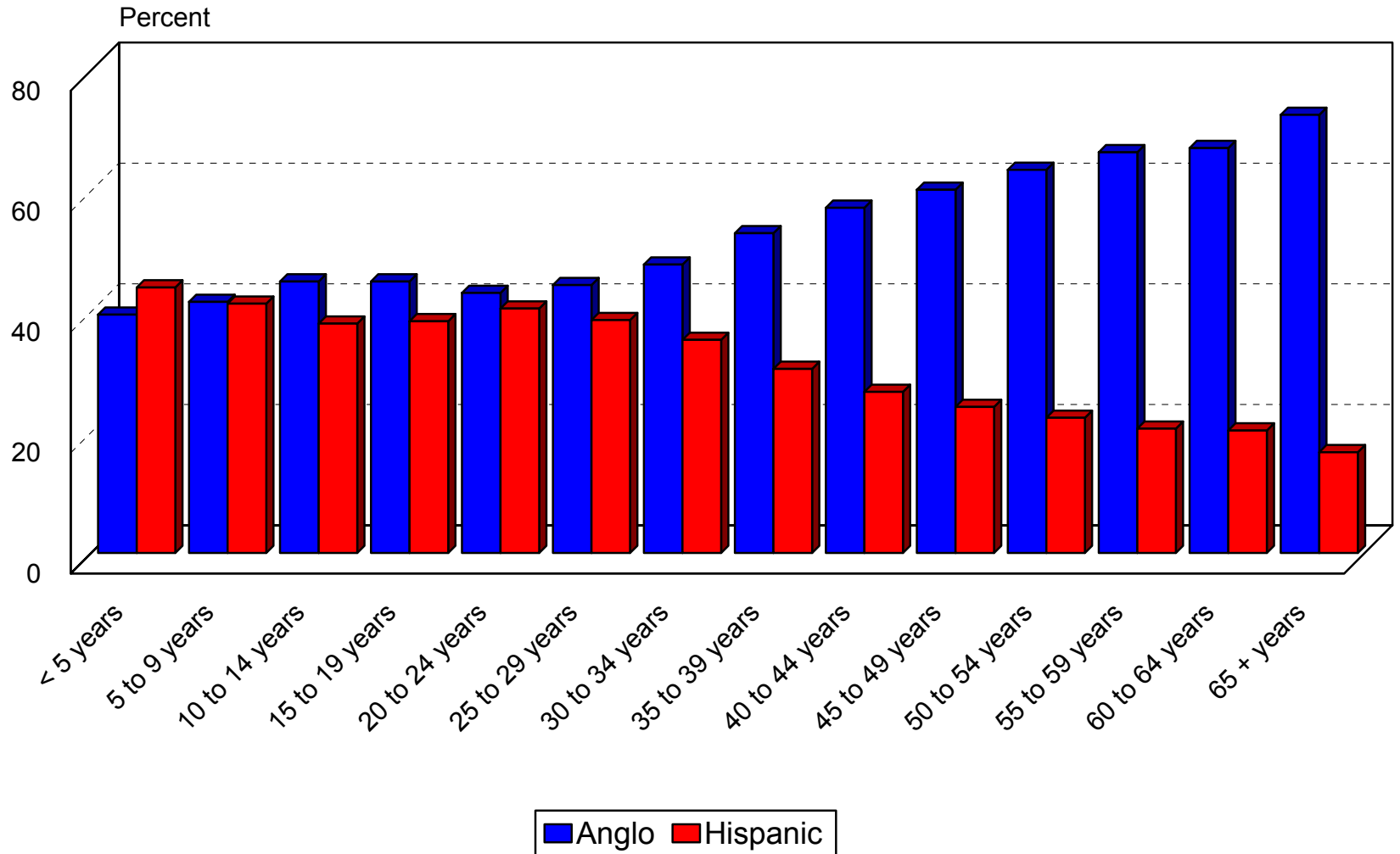
# Population Pyramids for Anglo and Hispanic Ethnic Groups in Texas, 2000

Anglo

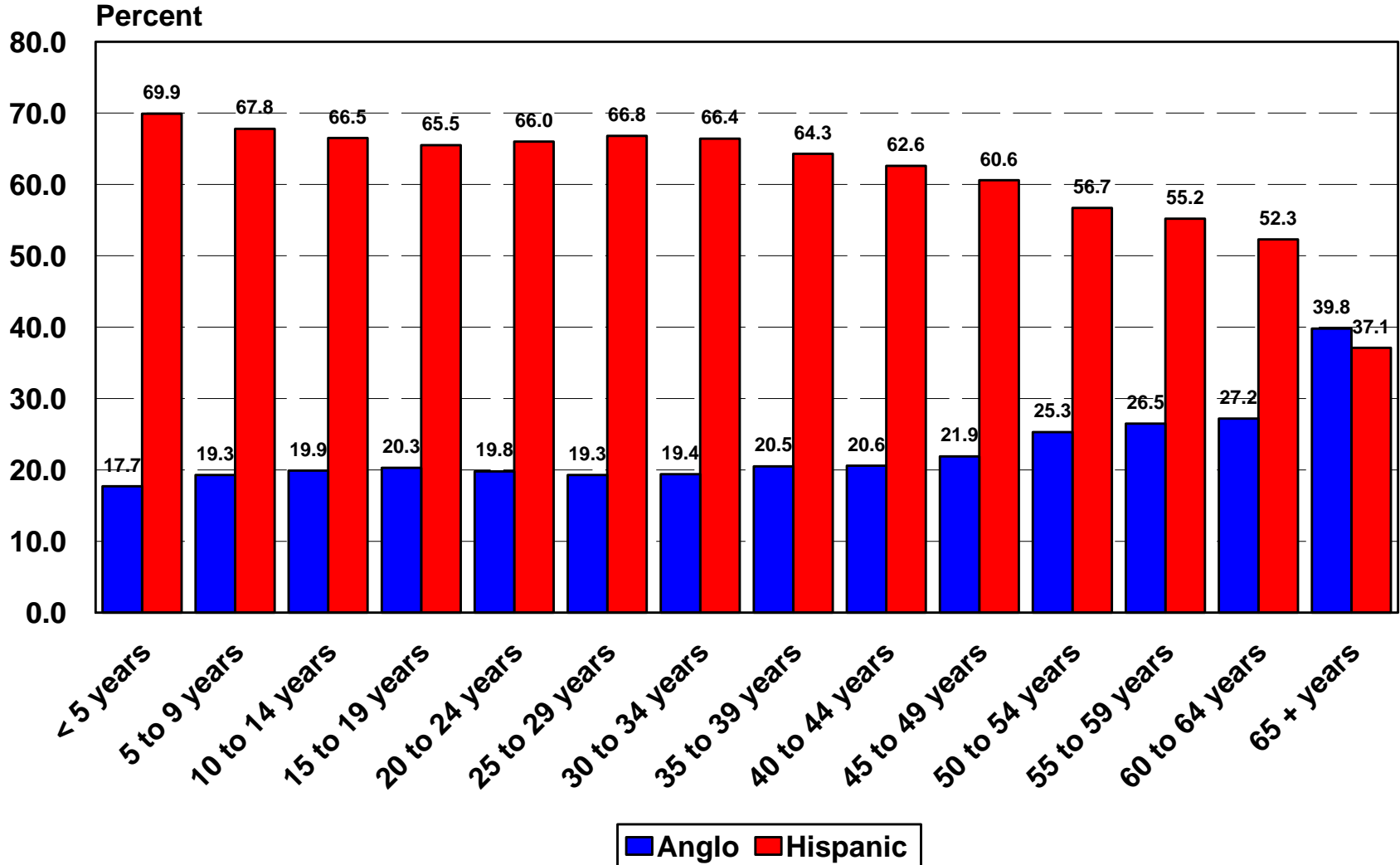
Hispanic



# Percent of Texas Population By Age Group and Ethnicity, 2000



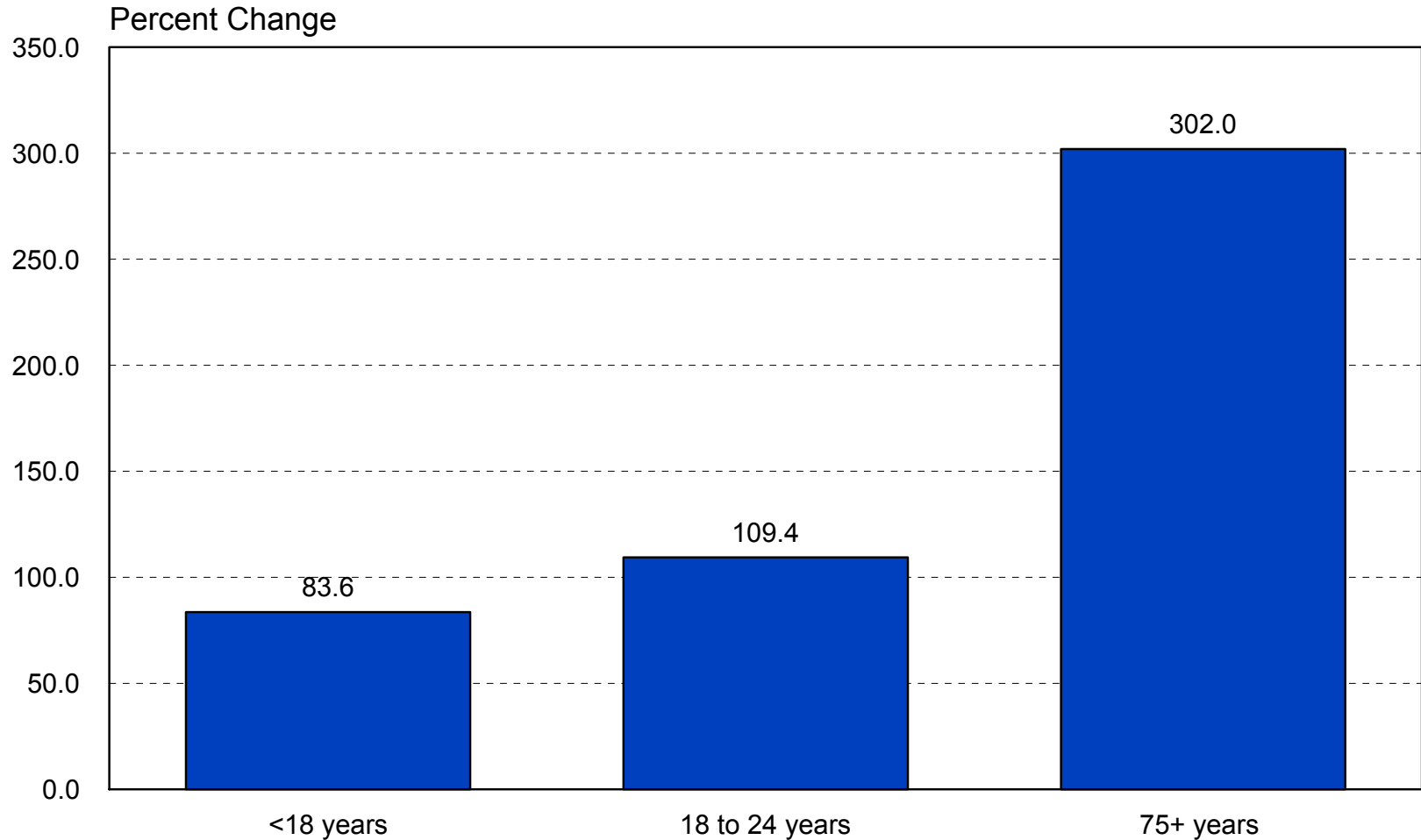
# Percent of Texas Population by Age Group and Ethnicity, 2040\*



\* Projections are shown for the 1.0 scenario



# Percent Change from 2000 to 2040 in Selected Age Groups in the Texas Population Under the 1.0 Scenario



# Implications of Youthful Population

- Higher fertility rates
- Greater demand for employment opportunities
- Greater demand on educational services
- Greater demand for housing stock

# Characteristics of Latino households

- 82.5% of households are married couples
- 59.7% of households have minor children
- 16.0% are female-headed households

# Latino Differences in Language Use

- **Monolingual English only**

- 18.5 percent of Hispanics speak only English

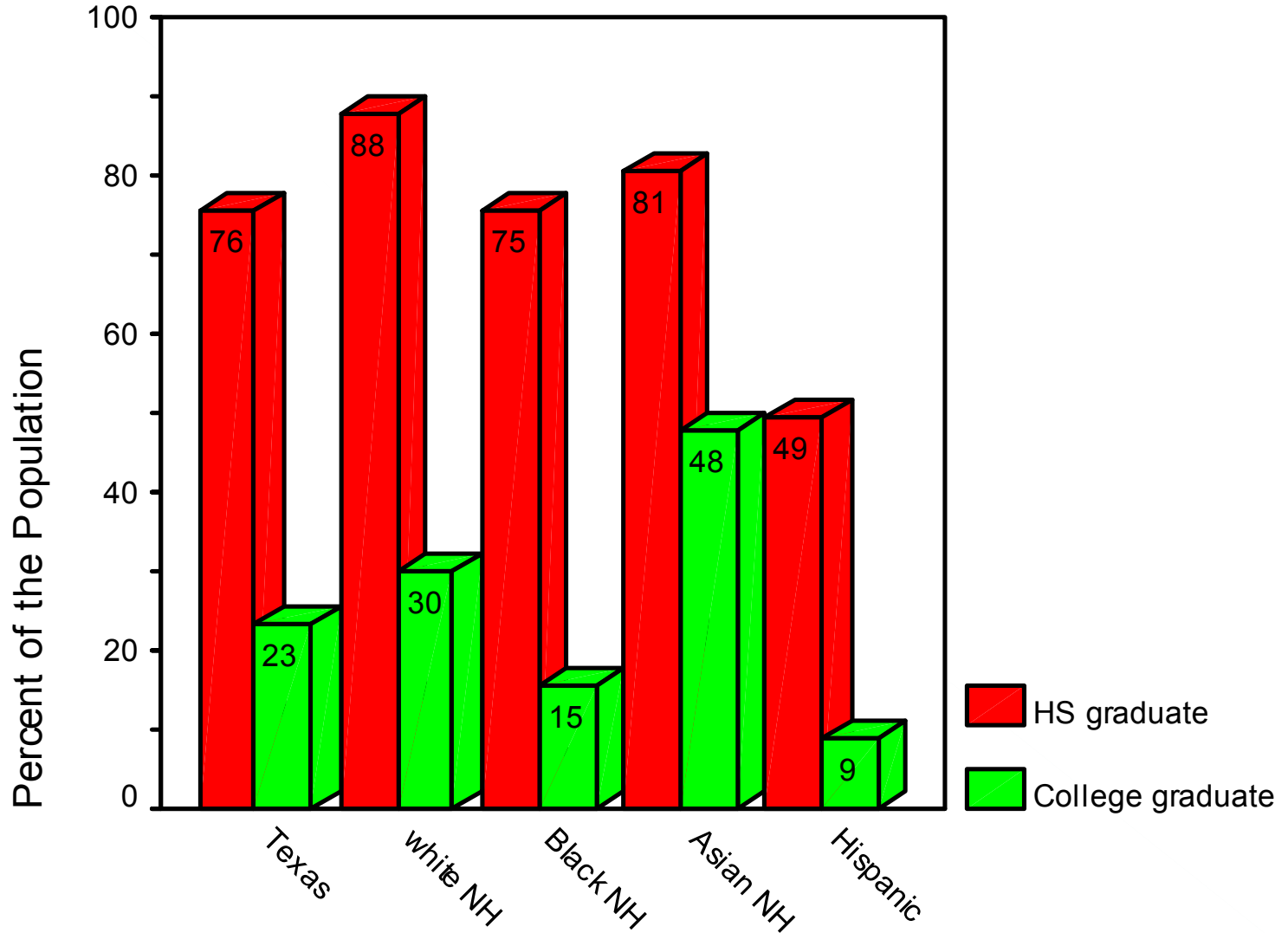
- **Spanish Speaking**

- 81.5 percent of Hispanics speak a language other than English

# Latino Educational Outcomes

- 31.5% Less than 9<sup>th</sup> grade education
- 49.3% high school diploma/equivalency
- 14.9% some college/no degree
- 3.5% Associate degree
- 6.0% Bachelors degree
- 2.9% Graduate/professional degree

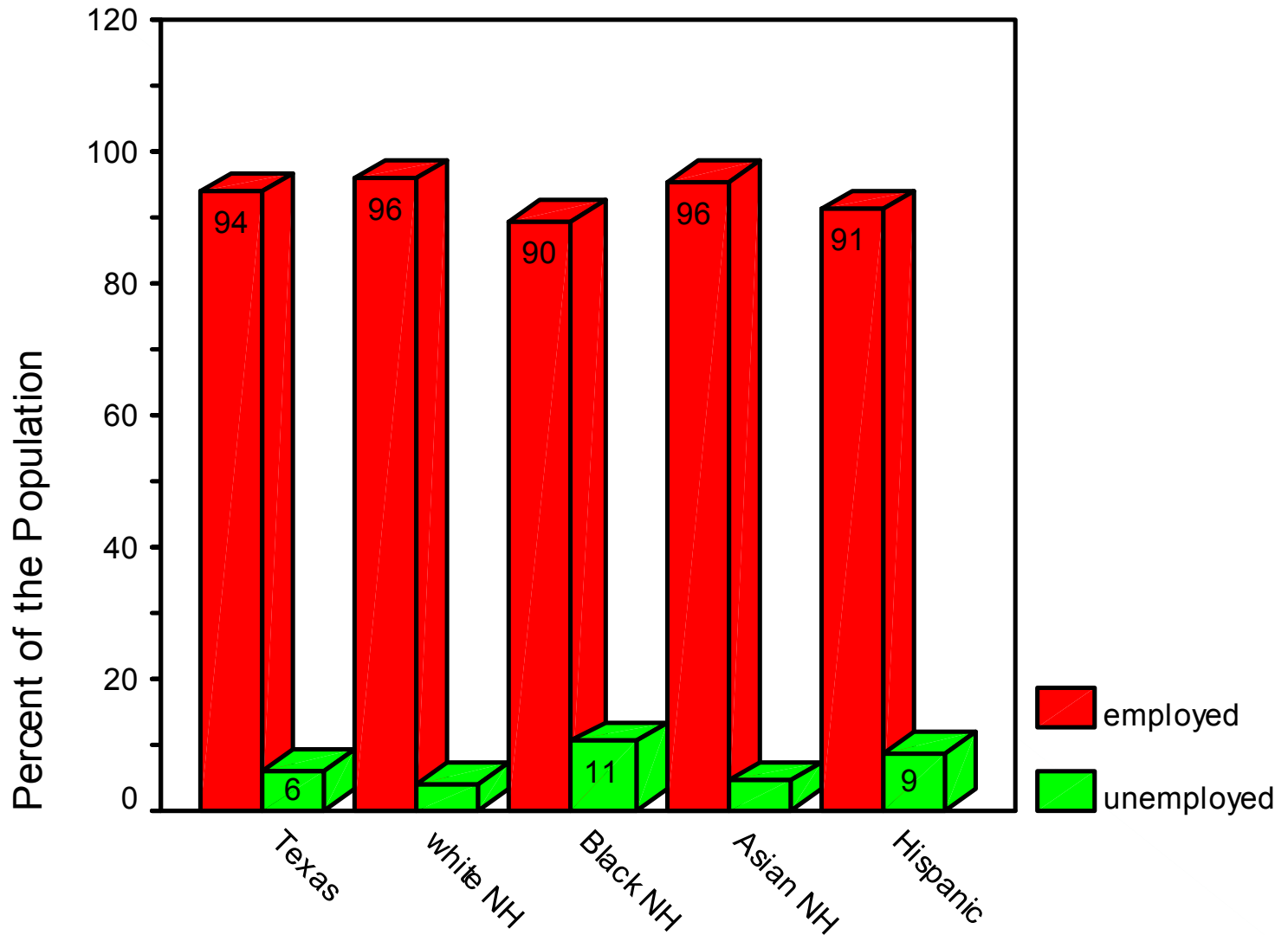
# Education Level of Population



# Implications of Low English Proficiency & Education Attainment

- **High levels of underemployment**
  - Part-time
  - Seasonal
- **High levels of unemployment**
- **Low-skilled occupations**
- **Low-wage occupations**
  - Low/no benefits
  - Low/no security
- **High sensitivity to economic downturns**
  - Last hired – first fired
- **Difficulty navigating social institutions/bureaucracies**

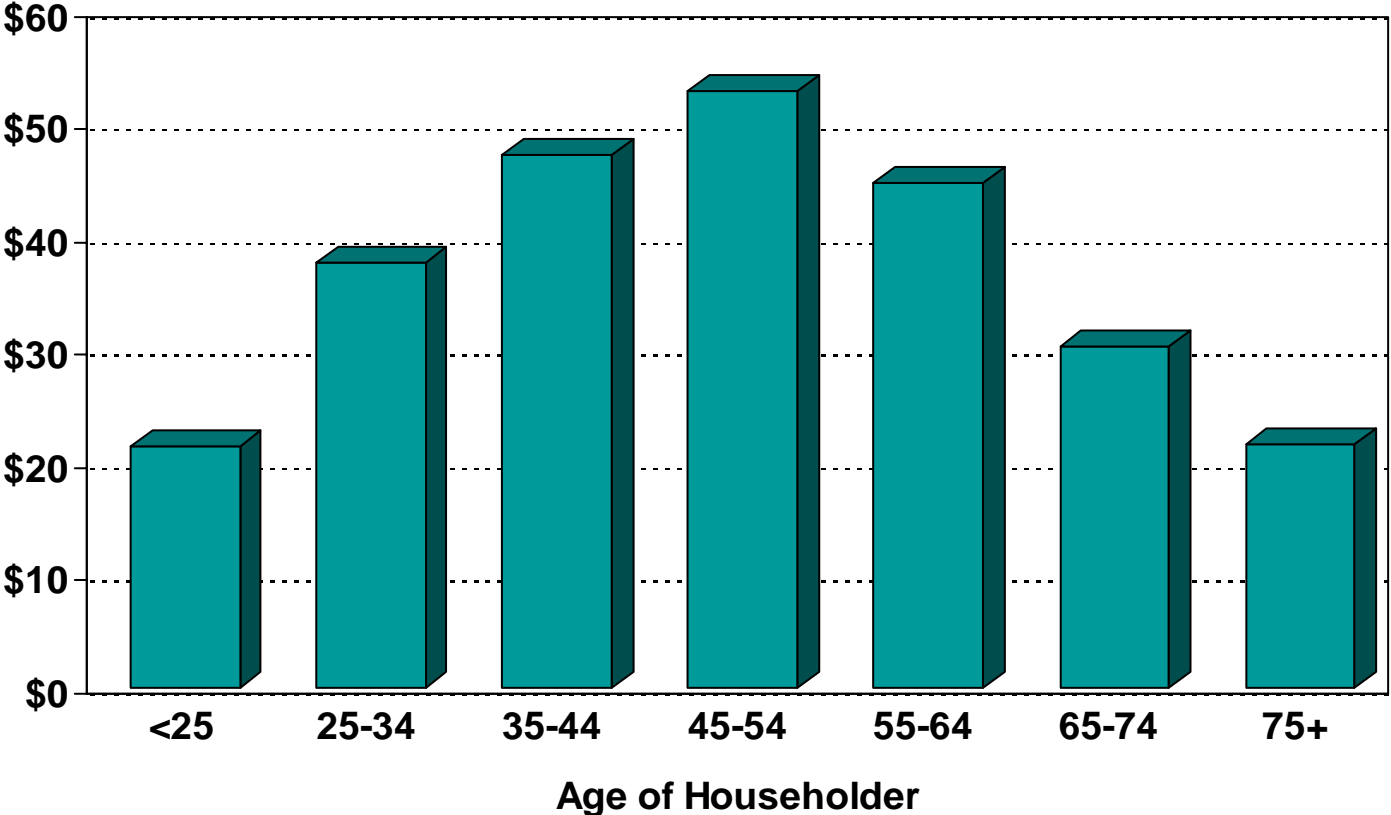
# Employment Level for Texans



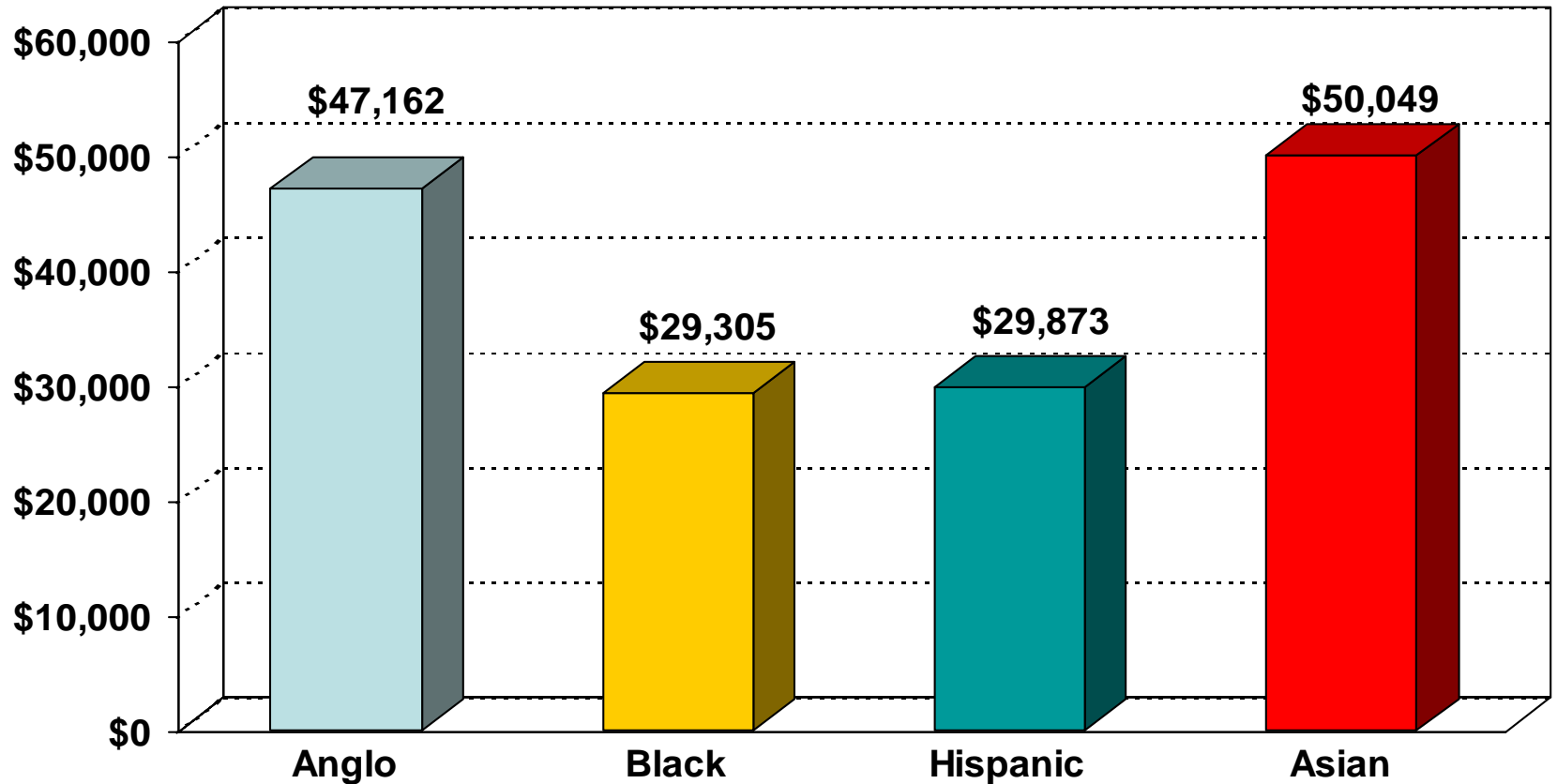


# Median Household Income in 1999 in Texas by Age of Householder

Thousands



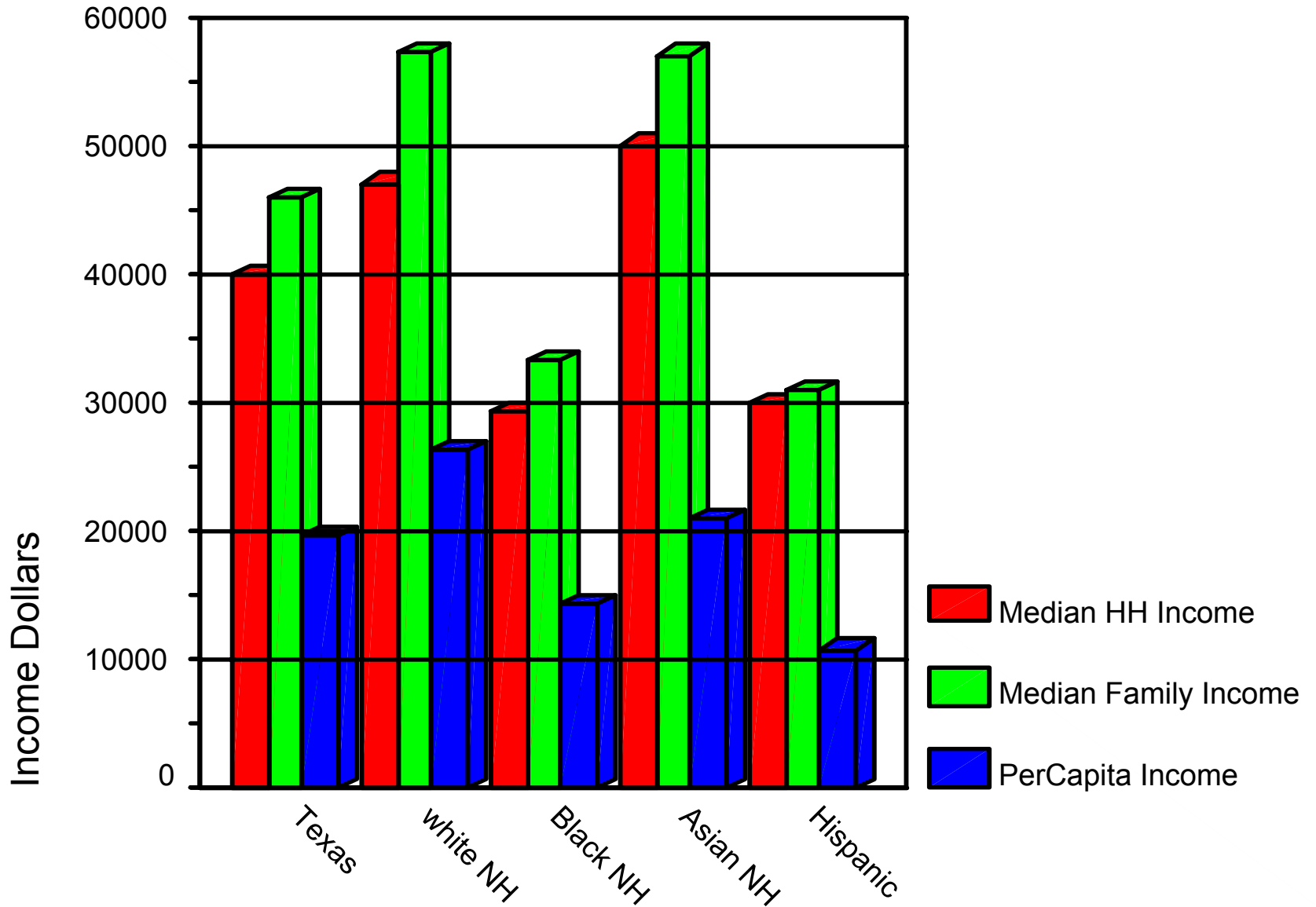
# Median Household Income In 1999 in Texas by Race/Ethnicity of Householder



# Latino Economic Profile

- Median Household Income > \$29,873
  - Non-Hispanic whites > \$47,162
- Median Family Income > \$30,840
  - Non-Hispanic whites > \$57,194
- Per Capita Income > \$10,770
  - Non-Hispanic whites > \$26,197

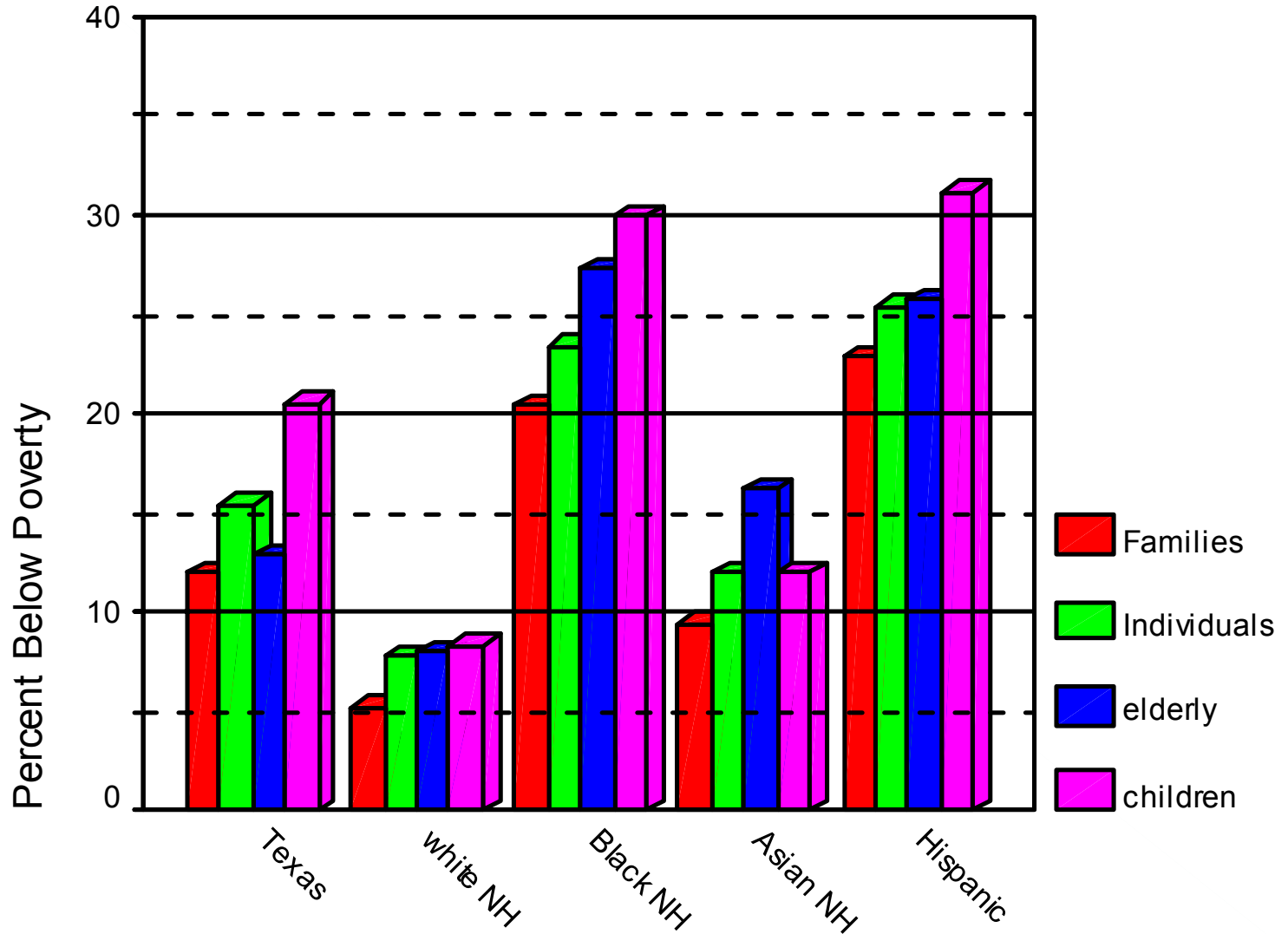
# Economic Well-Being



# Latino Economic Profile: Poverty

- **22.8% of Latino families below poverty level**
  - Non-Hispanic white 5.2%
- **25.4% of Latino individuals below poverty**
  - Non-Hispanic whites 7.8%
- **25.7% of Latino Elderly below poverty level**
  - Non-Hispanic whites 8.0%
- **31.2% of Latino Children below poverty level**
  - Non-Hispanic whites 8.3%

# Percent Below Poverty



**What does all these mean for  
better living for Texans?**

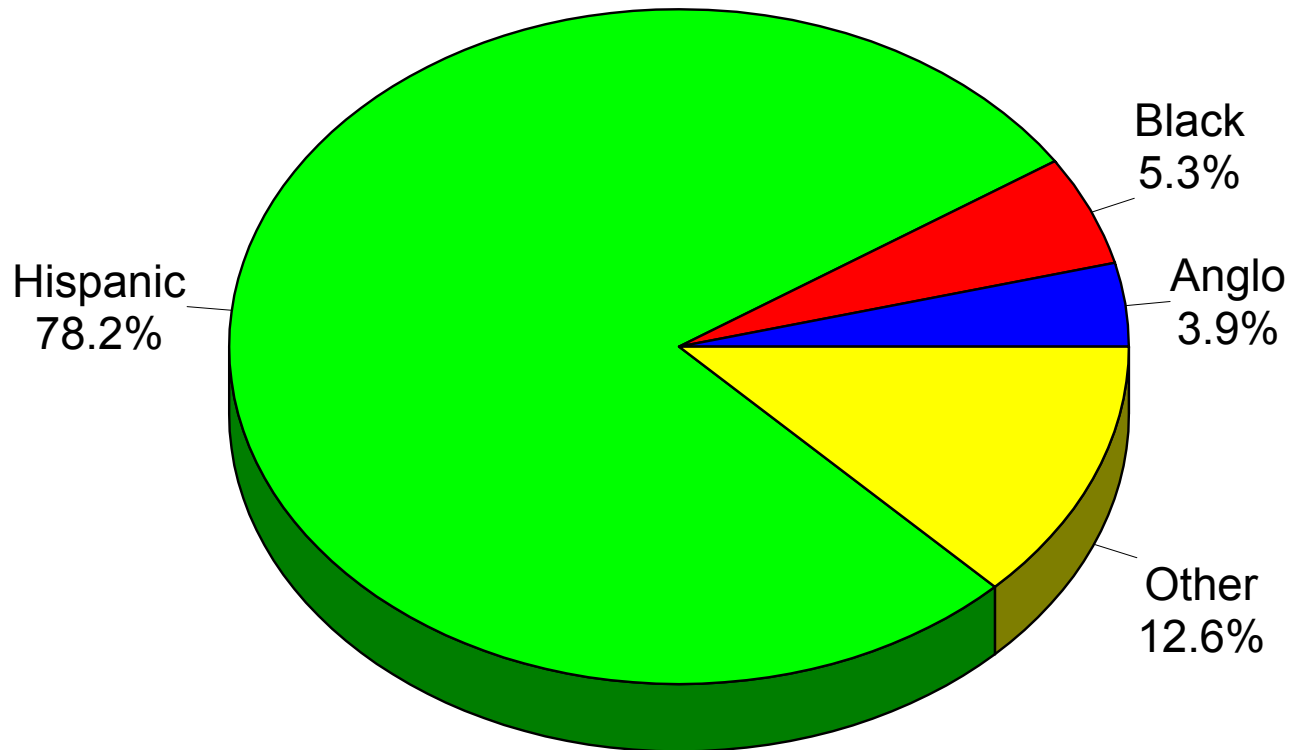


# Shifts in Settlement Patterns

- **Continued increase in Latino population size**
  - Changes the demographic, economic, political and cultural character of our communities, places of worship, work, play and education
- **Demographic change can disrupt social patterns**
- **Add tension to social relations**



# Projected Percent of Net Change Attributable to Each Race/Ethnicity Group in Texas for 2000-2040\*



\* Using U.S. Census count for 2000 and Texas State Data Center 1.0 population projection scenario for 2040.

# Current Situation

- **Cultural competence has emerged as the most critical aspect of service provision**
- **Cultural Competence acknowledges and incorporates differences in:**
  - Beliefs
  - Values
  - Behaviors
- **Cultural competence requires**
  - Cultural knowledge
  - Adaptive skills
  - GANAS – a willingness to value the differences

# Knowledge-based issues related to cultural competence

## ● Knowledge about:

- Latino, class and rural cultures and the intersection of these cultural systems
- acculturation and the impact that modernity and conflicting intergenerational values have on Latinos
- social stressors and cultural coping mechanisms that affect Latino well-being
- scarcity of personal and community resources that affect accessibility and utilization of existing resources
- the changing role and relative position of family members in the family hierarchy due to education, language skills, rural outmigration and shifting family patterns.

# Cultural Competence (cont).

- **Knowledge about**

- the acculturation continuum, the behaviors associated with the different stages and how this impacts the interactions of Latinos with their families and community
- familismo, jeraquismo (family hierarchy), curanderismo (folk healing) and presentismo (present-time oriented) operationalized according to the Latino reality

# Cultural Competence (cont).

- **Knowledge about**

- individual and structural factors and the interaction between Latinos, their families, communities and society in the cultural context
- the individual and family life course of Latinos and the effect that biopsychosocial, cultural and spiritual systems have on their behavior.

# Skills Needed for Intercultural Practice

- Ability to adapt formal skills to new environment
- Ability to develop new approaches or adapt old ones to assure cultural relevance and congruence with needs
- Ability to communicate effectively
- Ability to recognize temporal and spatial differences

# Needed Skills for Intercultural Practice

- Ability to recognize and integrate natural support systems into formal delivery systems
- Ability to make culturally competent assessments that incorporate personal and cultural strengths
  - (coping mechanisms, care-seeking behaviors)
- Ability to apply ethnocultural factors in client-provider interactions
- Ability to recognize family structures, roles and expectations based on cultural tradition and level of acculturation
  - Extended family, fictive kin, decision-making

# Intercultural Communication

- Hurdles (not problems) to overcome
  - Agency Visibility
    - **Who are you?**
      - non-traditional users of your resources need to be able to identify not only your facilities but the personnel that serves these facilities
    - **Where are you?**
      - Relative to the population you are trying to reach
        - How accessible are you?
      - Are you in the phone book? The church bulletin, school programs?



# Cross-Cultural Encounters

- Values will differ between provider & Latino consumer (even if it is a Latino provider!!!)
- Latino cultural values reflect:
  - personalismo with emphasis on confianza (mutual trust),
  - confianza en confianza (trusting mutual trust)
  - respeto (respect)
  - orgullo (pride ≠ arrogance) y dignidad (dignity)
- Value their language

# Cross-Cultural Encounters

- Value their sense of place and belonging
  - They have invested in your community
- Value their socio-historical experiences
  - Their personal biographies & critical life events reflect their life course and reality
- Value their sense of spirituality and faith
  - It buffers them against social, economic & cultural affronts and sustains them in profound ways

# Verbal Communication

- **Goes beyond a common language**
  - Common language does not necessarily equal good communication
- **More than knowing the words, the grammar and recognizable pronunciation**
  - Must navigate the nuances – the meanings
- **A greater peril to misunderstanding is when we think we understand – and we don't**
  - Frankness/directness = rude
  - precede important discussions with small talk

# Verbal Communication

- **One must learn to “speak” a different culture the same way we learn to speak a foreign language**
  - Columbia very formal – Venezuela very informal
  - Respeto ≠ Respect “a la americano”
    - Deference and propriety towards others not to the hierarchy of social organization (power/position)
    - Courtesy very important; polite to all
  - The use of “YOU” – you is not always “tu”
    - ¿Qué dormimos juntos?

# Nonverbal Communication

- **2/3 to 3/4 of all communication is nonverbal**
- **Time Sense**
  - waiting in line – Columbians different from Mexicans and Mexicans different from Mexican Americans
- **Body Language**
  - Eye contact, posture, facial expressions, touch
- **Space Sense**
- **Physical characteristics**
  - extensions of self
- **Speech Characteristics**
  - Drawl, accent, tone of voice

# Communication Points to Ponder

- Appropriate written communications
- More effective ways of information delivery
- Over reliance on English as feedback mechanism
- Overuse of agency jargon/acronyms
- Over reliance on technology as vehicle for communication

# Capabilities Required

- To make it work we need 3 basic ingredients
  - A conviction that things should be different
  - A commitment to make things different
  - A series of experiences that assures us that things can be different.

**I hope that this meeting moves us closer towards these basic ingredients ---**

# REMEMBER

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- **Diversity is here to stay**
  - it is value added
- **Diversity is not “the problem”**
- **But our inability to be culturally mobile is!!**



# Muchas Gracias

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