

Case study one: Ayesha Tool 3 - Building cultural capability

Carballeira's LIVE and LEARN Model (Carballeira, 1996 in Laird, 2008).

This tool outlines a framework for developing cultural capability, seeing this as an essential and ongoing process of good social work practice.

Social care practitioners need to:

Like - develop a liking for work with people from minority communities.

Inquire – commit to finding out about diverse ethnic groups.

Visit – be a respectful and observant visitor when working with people from other ethnic groups.

Experience – seek out social interactions with people from other ethnic groups

Listen – observe style used by people from different communities & adopt styles of communication.

Evaluate – recognise everyone integrates culture and personality in individual ways and avoid stereotyping

Acknowledge – identify similarities and differences and any areas of potential conflict with statutory requirements and inform the service user.

Recommend – offer service users a range of intervention approaches and consult on which are most culturally acceptable.

Negotiate – openly discuss areas of conflict & work towards acceptable compromises.

You can use the <u>critical reflection tool</u> and <u>action planning tool</u> to review your ongoing progress in developing cultural capability.

You can use the <u>principles of gathering feedback</u> tool to structure how you routinely gather feedback on your practice from people who use services and those who care for them.

Also see the diagram below illustrates the stages that people move through in developing cultural competence.

'Moving towards cultural competence' (Carballeira, 1996, in Laird, 2008)

Superiority – the practitioner believes that the service-user's culture is inferior and attempts to impose his or her values and worldview.

Incapacity – the practitioner recognises that there are cultural differences, but has no skills to address them and therefore offers a standard intervention based on the dominant culture.

Universality –
the practitioner
believes that all
human beings
share the same
fundamental
values and
therefore treats all
service-users and
carers alike.

Sensitivity – the practitioner recognises cultural differences, particularly around language, and makes an effort to address these within an essentially standard intervention.

Competence – the practitioner dentifies, respects and incorporates the values of the service-user in the design and delivery of the service.