A GLOBAL JOURNEY:
Using a Culturally Responsive Care Educational Model to understand occupation in context

Pamela Talero OTD, OTR/L, CPAM
LEARNING OBJECTIVES

1. Articulate the relationship between culture and human occupation, enablement, and justice, in providing culturally responsive care in occupational therapy.

2. Analyze how different worldviews and practices regarding health, illness/disease, and disability shape occupation using a culturally responsive care educational model.

3. Describe the components of basic effective enabling practices to mediate agreement on a plan in a cross-cultural therapeutic scenario.
Territory vs Map - People Maps (Robbins, 2009) - Culture Maps (Meyer, 2014)
CULTURE

• Complex concept

• Multiple definitions

• Shared spheres of experience and meaning as well as the processes involved in creating, ascribing and maintaining meaning to objects and phenomena in the world (Bonder, Martin, & Miracle, 2004; Christiansen & Townsend, 2010; Doll, 2011; Iwama, Thomson, & Macdonald, 2011; Kleinman & Benson, 2006; Pollard & Sakellariou, 2012)
CROSS-CULTURAL ENCOUNTER

Interactions of two or more individuals who enact significantly different worldviews based on social norms that derive from cultural groups which possess unique sets of values and beliefs (Merriam-Webster, 2016; Pollard & Sakellariou, 2012)

CARE

A value, an ethic, and a moral imperative that moves self-determination into social responsibility and uses knowledge and strategic thinking to decide how to act in the best interests of others (Gay, 2010, p.47)

http://smashingpicture.com/emotional-photography-by-steve-mccurry/
CULTURALLY RESPONSIVE CARE

Equitable, empathetic and contextualized care that is in sync with the shared experiences and meanings of diverse peoples aiming to reduce health inequalities while enabling participation and social inclusion (Gay, 2002; Gay, 2010; Iwama, 2005; Iwama, Thomson, & Macdonald, 2011; Muñoz, 2007; Ring, Nyquist, Mitchell, Flores, & Samaniego, 2008; Trentham, Cockburn, Cameron, & Iwama, 2007; Whiteford & Wright St. Clair, 2002).
The circumstances, objects, habitat or conditions that form the setting in which occupation is embedded. It is typically interchangeable with ‘environment’ (the area in which something/someone exists or lives). It is contingent on the person’s experiences (Christiansen & Townsend, 2010; Moran, Harris, & Moran, 2011).
occupation
enablement
justice
**PARTICIPATION**
The act of taking part or sharing in something. Involvement in any of life’s occupations in a given context (Christiansen & Townsend, 2010)

**SOCIAL INCLUSION**
The process in which people are engaged within a context, where they feel valued, their differences respected, and their basic needs met so they can live in dignity and integrated to the social, economic, political and cultural systems within the community (Whiteford & Hocking, 2012)
Culture is context specific

Cross-cultural encounters are based on recognition of diversity

Critical examination of occupational therapy’s underpinnings

= Guiding Principles
“The ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of another person’s story, and to understand the emotions and wishes and desires that someone so placed might have” (Nussbaum M. C., 1997, p.11; Von Wright, 2002)
EXERCISE NO. 1

https://www.youtube.com/watch?v=XUO59Emi3eo
The ability to reflect upon the consistency of the discourses and to question the conditions under which knowledge and claims are constructed and accepted (Phelan, 2011; Whiteford & Townsend, 2011)
EXERCISE NO. 2

COOKING
CRITICAL CONSCIOUSNESS

A reflective awareness of power and privilege and its influence in social relationships (Angell, 2012; Kumagai & Lypson, 2009; Pitner & Sakamoto, 2005) “... and an appraisal of resultant consequences for individual and collective wellbeing” (Kronenberg, Pollard, & Ramugondo, 2011, p.2)

https://thedeltawave.files.wordpress.com/2013/06/da.jpg
EXERCISE NO. 3

https://www.youtube.com/watch?v=dVp9Z5k0dEE
The ability to systematically reflect, on action and in action, upon one’s work with real people and real issues, improving the rationality and justice of one’s (a) own social or educational practices, (b) own understanding of these practices, and (c) the situations in which the practices are carried out. (Barnett, 2000; Mace & Hocking, 2010; Kumagai & Lypson, 2009)
EXERCISE NO. 4

https://www.youtube.com/watch?v=sD3OjgBi-EU
**SOME RESOURCES**

- People & Power. Al Jezeera
- Open Society Foundations- YouTube Channel
- [www.crackingthecodes.org](http://www.crackingthecodes.org)- WorldTrustTV Youtube Channel
- TEDTalks
- Poverty, Inc.- Documentary
- Volunteerism


REFERENCES (Contd.)

WFOT. (2009). Diversity matters: guiding principles on diversity and culture. WFOT. Retrieved from WFOT.