

Valuing Diversity: Key Components to Ethical Health Care Administration, Service, and Research

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Goals

- Introduce the concept of diversity in the context of health care administration, service, and research
- Describe the relationship between valuing diversity and competent professional practice and ethical conduct
- Introduce orientations, constructs, and models to guide in the ongoing development of competencies related to providing services to diverse communities

Traditional Arguments for Valuing Diversity

The Moral Argument: "It's the right thing to do."

The Practical Argument: It's smart given the changing demographics of the country and the globalization of our contacts with others

The Ethical Argument

Think about it

How can ... health care providers (or administrators and researchers) be considered *competent* if they are not prepared to provide the same level of quality care (administration or research) to *ANYONE* they might encounter ??

If you ... cannot, do not, or will not *value diversity*, does it not impact your ethical conduct or your capacity to practice ethically ??

Valuing Diversity is not "PC or political correctness" in the pejorative sense.

It simply boils down to understanding people or communities or having the capacity to understand and empathize

⬇️ which in turn should translate into ⬇️

- An increased capacity to provide quality care
- An increased capacity to conduct yourself ethically
- A reduced propensity for unethical conduct

CLARIFYING DEFINITIONS

RACE

ETHNICITY

CULTURE

RACE

- a construct that purportedly captures substantial genetic or biologic differences between groups of people.
- It more clearly represents a socio/political/historical construct used as a classification system based on patterns of visible physical characteristics

ETHNICITY

- Groups that are socially defined on the basis of cultural criteria --- including language, nationality, geographic origin, customs, traditions, and values.
- Although not commonly acknowledged, many people look first toward visible physical characteristics and/or key behaviors (e.g., language) when categorizing individuals by ethnicity.

Black	African American, Caribbean, recent African immigrants West Africa, East African, South African, various tribes
White	Eastern Europe, Western Europe, Anglo Saxon, Italian French, German, Polish, British, etc...
Asian/Pac Islander	Japanese, Chinese, Korean, Vietnamese, Cambodian, Hawaiian, Samoan, etc... (note: problems of including Indians, Pakistanis, etc...)
American Indian	Over 100s of recognized tribes. Sioux, Cherokee, Lakota, Choctaw. Vary greatly by region.
Latino/Hispanic	Mexican, Puerto Rican, Cuban, Central and South American. Also consider race.

CULTURE

- The customs, ideals, values, traditions, products, assumptions about life, and sociopolitical practices and histories of social groups.
- Those "person-made" parts of the environment.

Surface/Superficial

Art, literature, drama, music, dancing, games cooking dress

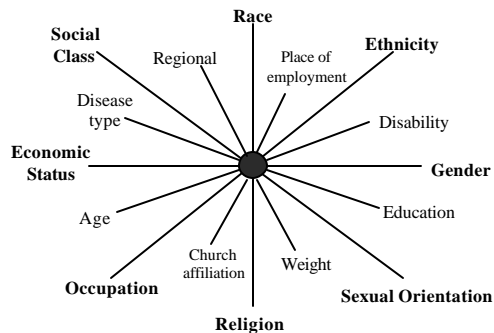
Folk

Notions of modesty, conceptions of beauty, government, child rearing, rules of descent, cosmology, relationship to animals and nature, courtship practices

Deep

Social interactions, nature of family and friendships, kinship, gender roles, approaches to problem solving, conceptions of past and future, notions of truth and reality, spirituality and religious practices

The Diversity of Diversity -- Multiple Cultures and Multiple Contexts



..... A Cautionary Note

There is ALWAYS diversity "within" defined groups as well as diversity "between" defined groups. Range and frequency.

Often, the diversity "within" groups can be greater than the diversity "between" groups.

Stereotypic thinking is probably the biggest pitfall to understanding groups. People often are quite surprised when they find that individuals do not fit their stereotyped expectations for members of that group.

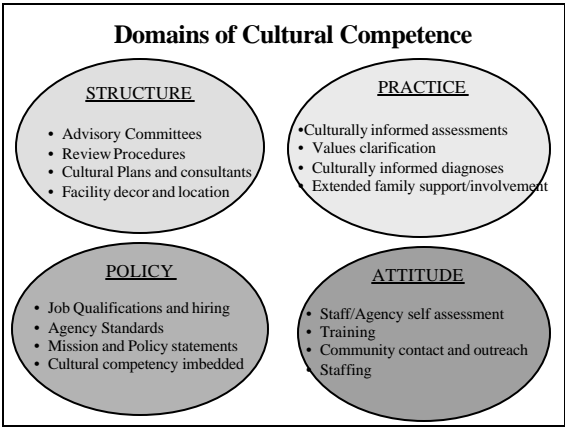
BE CAREFUL. Apply principles of diversity with everyone. Do not assume !!!

Cultural Competency
 sensitivity to diversity in action

CULTURAL COMPETENCY a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enable them to work effectively in cross-cultural settings.

A **Culturally Competent "System of Care"** acknowledges and incorporates at all levels the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge, and the adaptation of services to meet culturally unique needs.

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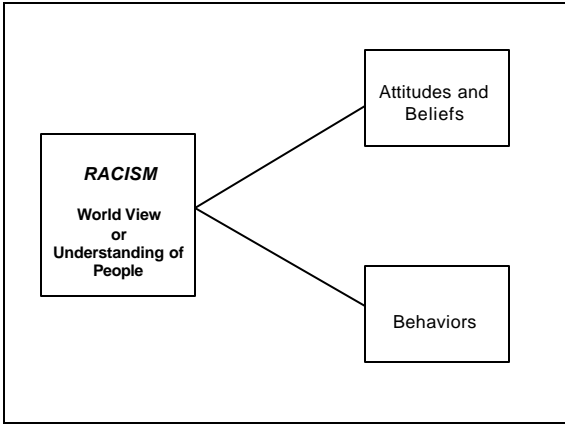
CULTURAL COMPETENCY MARKERS	
<u>INDIVIDUAL</u>	<u>SERVICE SETTING</u>
Awareness and acceptance of difference	Valuing diversity
Awareness of own values	Self assessment
Understanding dynamics of difference	Managing for the dynamics of difference
Development of cultural knowledge	Institutionalization of cultural knowledge
Ability to adapt practice to the cultural context of the client	Adaptation to diversity reflected in the policies, values, structure, and services of the system

RACISM
 ... a barrier to diversity and ethical conduct

A definition of racism

... results from the transformation of race prejudice (stereotyped beliefs and hostility) and/or ethnocentrism (White supremacy) through the exercise of power against a racial group defined as inferior (Jones, 1972, p. 172).

- So pervasive that it has become invisible to many.
- Affects everybody --- but not the same way.
- Acutally defies simple definitions because of it's historical, cultural, and political complexity and significance and the ongoing dynamics of intergroup relationships.



AXIOMS OF THE PHENOMENON OF RACISM

I. Racism is an evolving and organismic social phenomenon that changes over time.

II. Racism interacts with other cultural elements and societal structures in complex ways which result in the integration of racism into the culture and societal structures and vice versa.

III. Racism radiates from multiple sources and manifests across a number of cognitive, behavioral, and social dimensions.

