

# "Hispanic - Latino/a Communities"

## A Culturally and Linguistically Sensitive Approach

*Spring 2018 Training Series*




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# Objectives

- ▶ Exploration of general differences and similarities between and within major “Hispanic – Latino/a” groups.
- ▶ Promotion of information and techniques to foster professional competence.
- ▶ Introduction of a culturally and linguistically sensitive practice approach.

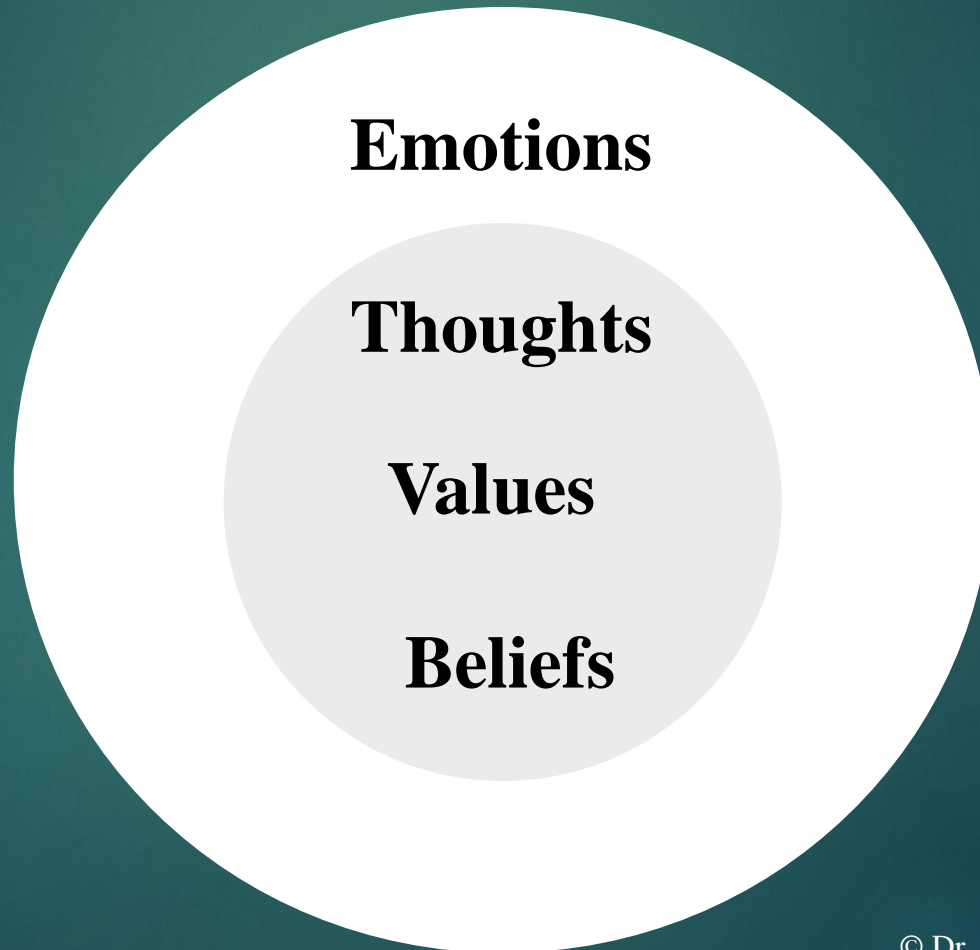


**Culture**, a system of meaning  
(beliefs, knowledge, values,  
behaviors, and learned practices  
transmitted from one group to  
another)

**Ethnicity**, a collective identity  
based on collective historical  
experiences

# Self-reflection Exercise

## Reactions / Responses



# Exercise

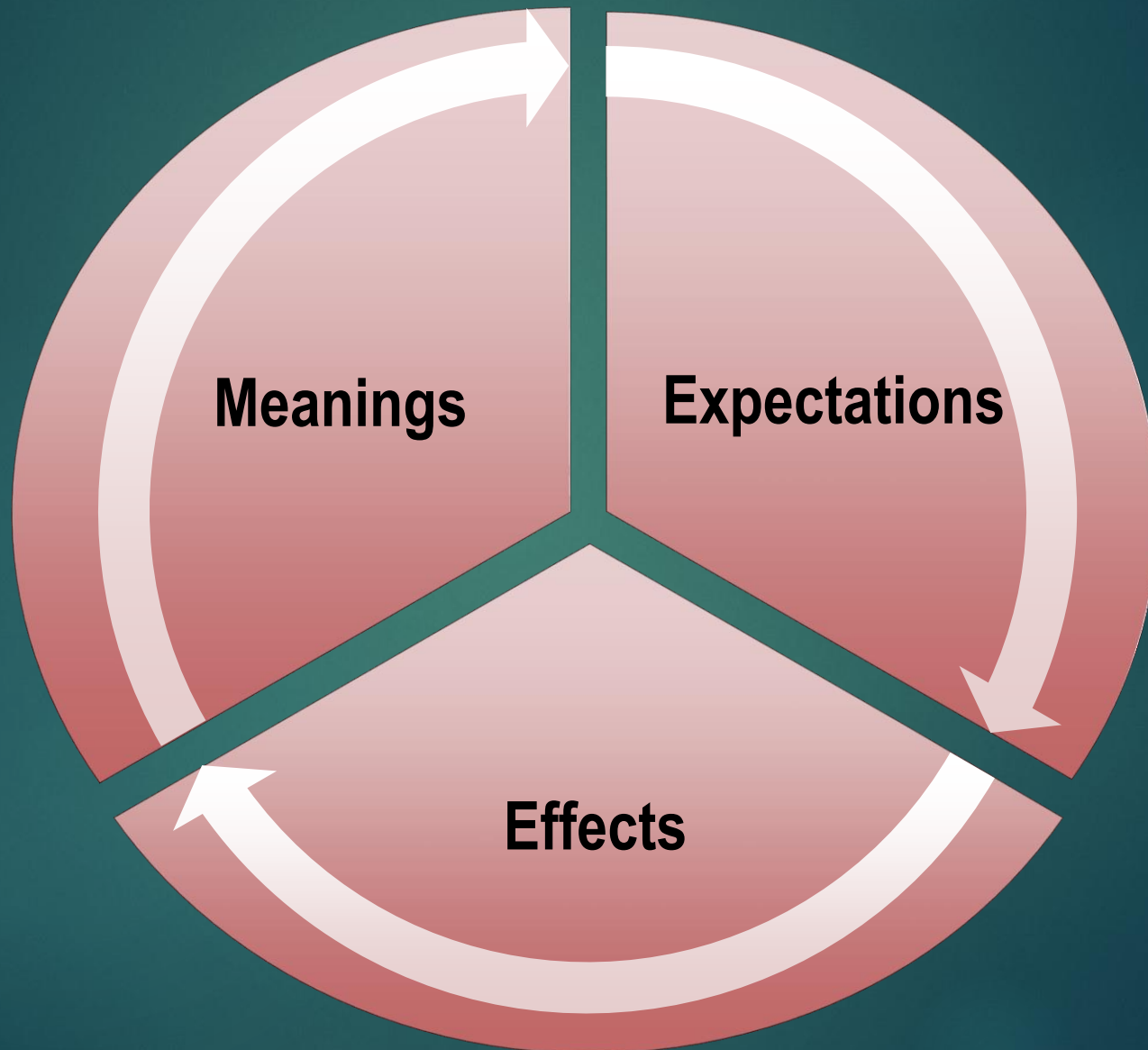


Briefly describe yourself (gender, sexual orientation, ethnicity, socioeconomic status, cultural orientation, religious and/or spiritual convictions, etc).

How and when did you first become aware of these experiences? How have family, community, and/or society encouraged or discouraged your orientation?

What do these mean to you? What significance do they have for you and why?

# Cycles of Creation and Transformation





# “Latino(a) – Hispanic Communities”

▶ What do I know?

▶ How do I currently approach them?



# How would you approach this case?

Isabel is a 24-year-old Latino, married and the mother of 2 ½ year-old baby Anita. Anita is the only child that Isabel has with her husband, Arturo. Isabel came from Mexico 4 years ago and met Arturo. Arturo came from Mexico 6 years ago and has been working in an apple orchard, picking apples since then; Isabel was also working in the same place when she started to date Arturo.

Both Isabel and Arturo began to notice that Anita did not speak like other children her age. She is often nonresponsive when she is called and eye contact is minimum. Out of concern, the Migrant Head Start's teacher made a referral to Alta California. You are assigned to conduct an initial screening.



# Who do you Meet During an Assessment?

## ▶ Socioeconomic – Political Identity

- ✓ Latino / Latinx
- ✓ Hispanic
- ✓ Mexican / Boricua / Columbian

## ▶ Socioemotional – cognitive Identity

- ✓ Parent
- ✓ Grandparent
- ✓ Woman / Man



# Consideration During Dynamics of Interactions

Ascribed Identities vs. Cultivated Identities  
(Guzzetta, 1995)

i.e., ethnic classification vs. self-defined  
ethnic identity (Helm, 1994)



# History of terms “Hispanic” & “Latino”

❖ **The term “Latino”** was introduced in the late 1980’s as a reference to persons living in the United States whose ancestors were from Latin American countries in the Western Hemisphere. It was considered a more linguistically accurate term and more culturally neutral.

❖ **The term “Hispanic”** did not gain wide use until 1970’s and 1980’s. In earlier decades, Hispanics tended to be organized around their own national identities as Mexicans, Cubans, Puerto Ricans, etc. The term Hispanic, came as a reference to all Spanish-speaking ethnic subgroups into a more unified voice around a variety of social, civil, and political causes. Hispanic is an English-language term not generally used in Spanish-speaking countries.

❖ In current use, both terms attempt to cover all Spanish-speaking ethnic subgroups.

❖ The Hispanic/Latino population in the US is very diverse in terms of national origin, immigration and migration patterns, historical and ethnic backgrounds, languages, dialects and cultural values.

# Conventional Understanding



## *Implications of Cloistering Diverse Communities of People?*

As “Hispanic” – “Latino/a” communities continue to grow in number (i.e., 58.6 million in 2017, according to the Census Bureau’s latest estimates), so does the increase of bio-psychosocial challenges affecting their quality of life as well as the need for culturally and linguistically sensitive approaches.

# Hispanics accounted for more than half of total U.S. population growth last year

*U.S. population increase, 2016 to 2017*

	2017 population	Change, 2016-17	Share of total increase
Hispanic	58,603,060	1,132,773	51%
Asian	18,262,549	521,092	24%
Black	40,573,936	344,700	16%
White	197,959,872	-9,736	0%
<b>Total</b>	<b>325,344,115</b>	<b>2,216,602</b>	

Note: Estimates for 2017 are preliminary. White, black and Asian are single race, not Hispanic. Hispanics are of any race. American Indians/Alaska Natives, Native Hawaiians/Other Pacific islanders and multi-race Americans not shown.

Source: Pew Research Center analysis of U.S. Census Bureau population estimates.

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# Hispanics account for a large and growing share of the population in the United States.

**2016:**

About 58 million people living in the U.S. are Hispanic, making up nearly **1 in 5** of the population.



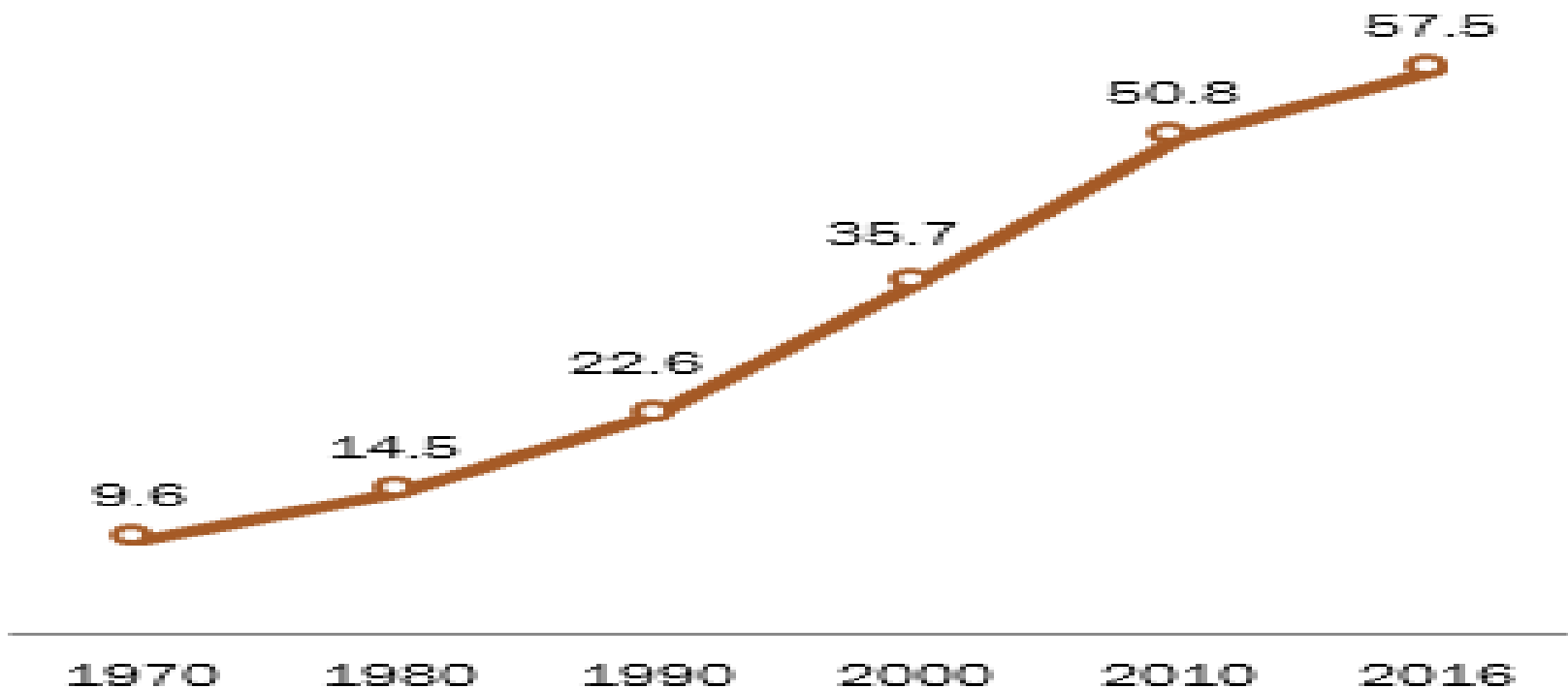
**2045:**

Hispanics are projected to account for **1 in 4** people living in the U.S. by 2045.



# U.S. Hispanic population hits new high

*In millions*




Note: 1990-2016 estimates are for July 1.

Source: 1970-1980 estimates based on decennial censuses (see Passel & Cohn 2008). 1990-2016 estimates based on intercensal population estimates and Vintage 2014.

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# Break Down



1. Mexicans	35,758,000	8. Hondurans	853,000
2. Puerto Ricans	5,371,000	9. Spaniards	799,000
3. Salvadorans	2,174,000	10. Ecuadorians	707,000
4. Cubans	2,116,000	11. Peruvians	651,000
5. Dominicans	1,866,000	12. Nicaraguans	422,000
6. Guatemalans	1,384,000	13. Venezuelans	321,000
7. Colombians	1,091,000	14. Argentineans	274,000

Rounded to the nearest thousand

Source: Pew Research Center tabulations of the 2015 American Community Survey (1% IPUMS).

# Hispanic – Latino/a Groups

- Mexican (CA)
- Puerto Rican (NY)
- Cuban (Miami)
- Chilean
- Colombian
- Costa Rican
- Dominican
- Ecuadorian
- Guatemalan
- Bolivian
- Argentine
- Honduran
- Nicaraguan
- Panamanian
- Paraguayan
- Peruvian
- Salvadoran
- Spanish
- Uruguayan
- Venezuelan
- Identification with their country of origin

# Types of Integrations and Effects

**Colonization:** process through which a group of people or land becomes controlled by a central system of power / dominant group.

**Assimilation:** Cultural absorption of a minority group into the main cultural body.

**Acculturation:** Cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture. A merging of cultures as a result of prolonged contact.

# A Closer Look: “Latino(a) – Hispanic Communities”

- ▶ What are some misconceptions and myths?



# Misconceptions

- They all speak Spanish
- Often uneducated
- They are Catholics
- They can understand each other
- Etc

**Mistakes Professionals Make with Hispanic Clients**

<https://www.youtube.com/watch?v=59q1XOB8I7s>



# Exploration of Uniqueness



## **Mexicans** *origin or ancestry*

- ▶ North America
- ▶ Not U.S. citizens if born in Mexico
- ▶ Mixed descendants of indigenous people – Mayans, Aztecs, Toltecs, European colonizers, etc.
- ▶ Language (i.e., accents and terminologies)
- ▶ Foods (tamales, burritos, enchiladas, etc)
- ▶ Skin complexion

## **Boricuas / Puerto Ricans** *origin or ancestry*

- ▶ Caribbean Sea
- ▶ Commonwealth of Puerto Rico
- ▶ Born U.S. citizens
- ▶ Mixed descendants of Tainos, African slaves, and European colonizers
- ▶ Language (i.e., accents and terminologies)
- ▶ Foods (tostonos - plaintains, rice with gandules etc)

## **Cubans** *origin or ancestry*

- ▶ Caribbean Sea
- ▶ Less power to select their leaders
- ▶ Higher levels of education as well as incomes
- ▶ African, indigenous Spanish descendants

Experiences with:  
Immigration vs. migration

# Exploring Similarities Avoiding Stereotypes

<b>Mexicans</b> <i>origin or ancestry</i>	<b>Boricuas / Puerto Ricans</b> <i>origin or ancestry</i>	<b>Cubans</b> <i>origin or ancestry</i>
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- ▶ **Impact of Colonization** – experiences with discrimination. Hispanics face multiple social stressors in the area of economics, employment, and education which affect their cognitive and emotional health as well as interactional – behavioral patterns.
- ▶ **Hospitality** – “My home is your home / Mi casa es tu casa”
- ▶ **Simpatía** - Pleasantness
- ▶ **Collectivism / Familyism** – the need of the group often superseding the need of the individual
- ▶ **Respecto** – respect for elder and those in positions of authority

# Common Cultural Values / Beliefs

- **Personalismo:** Latinos/Hispanics tend to stress the importance of personalismo, personal rather than institutional relationships. Person to person contact is very important to develop trust. It's very common that Latino clients find it uncomfortable to leave messages in office voicemails.
- **Trust:** Confianza is built on mutual respect over time. Showing personal interest may help establishing trust.
- **Personal space:** Personal space tends to be closer, Latino/Hispanic cultures are more open to physical contact and less aware of personal space.
- **Time orientation:** Latino/Hispanics are generally more concerned with the present than with the future or planning ahead. Often times Latinos need to be reminded the day before of an appointment or activity.
- **Espiritismo:** In Latino/Hispanic cultures, spiritual healers often play an important role in helping people with physical as well as mental concerns. Curanderas, Espiritistas, Santeria.







# Triggers which Often Promote Resistance: Notion of “the Other,”

- ▶ Invisibility and Marginalization
- ▶ Isolation and Dismissal
- ▶ Distrust and Suspicion
- ▶ Mistreatment and sense of Separation
- ▶ The list goes on.....



# Cultural Sensitive vs Cultural Competence

# Culturally Sensitive Approach

- Solicitation Questions
- Clarification Questions
- Self-reflection Questions
- Searching for Solution Questions



# Culturally – Linguistically Sensitive Strategies

- Beginning where the client is
- Establishing rapport / Enhancing clients' awareness regarding your intention
- Reflective / attentive listening
- Building upon existing strengths while addressing possible challenges to goal accomplishment
- Utilization of empathic responses to facilitate discussions
- Mutually negotiating goals

# Culturally – Linguistically Sensitive Strategies

- ▶ Language must not be taken for granted
- ▶ Consideration when using an interpreter
- ▶ Honoring of client's narratives

# Cultural Sensitive vs. the Notion of Cultural Competence

- ▶ First impressions count – the families are assessing you as much as you are assessing them
- ▶ Take acculturation into account – differences between parents – they may have immigrated to the United States with different skills
- ▶ Take time to build rapport (consider beliefs, values, and experiences – i.e., time in the United States and encounters). Be warm & personal
- ▶ Ask if you want to know (traumatic experiences may not be revealed without asking)
- ▶ Explore family systems (i.e., role of compadre – comadre)
- ▶ Listen actively / avoid temptation to interrupt
- ▶ Contribute but do not dominate / make sure you are not in a rush!



# Communication



- ▶ Silence can be a sign of not understanding or disagreement.
  - ✓ Disagreement often fosters noncompliance.
- ▶ Authority will often not be questioned (i.e. the doctor).
  - ✓ Eye contact with healthcare providers is often avoided as a sign of respect.
- ▶ An appropriate interpreter is needed as family members may not be comfortable discussing certain topics with the opposite sex or younger members of their families.

# Suggestions for respectful communication

- ▶ Address the older person by their last name.
- ▶ Avoid gestures as they may have adverse connotations.
- ▶ Carefully evaluate if questions or instructions have been understood.
- ▶ Encourage the client to ask questions.
- ▶ Communicate with the client that you realize that some things are not normally discussed, but are necessary so that the best care can be planned.