

Culturally Responsive Cognitive Behavior Therapy:
Tips, Tools, & Techniques

Sept. 20, 2024

Pamela A. Hays, Ph.D.

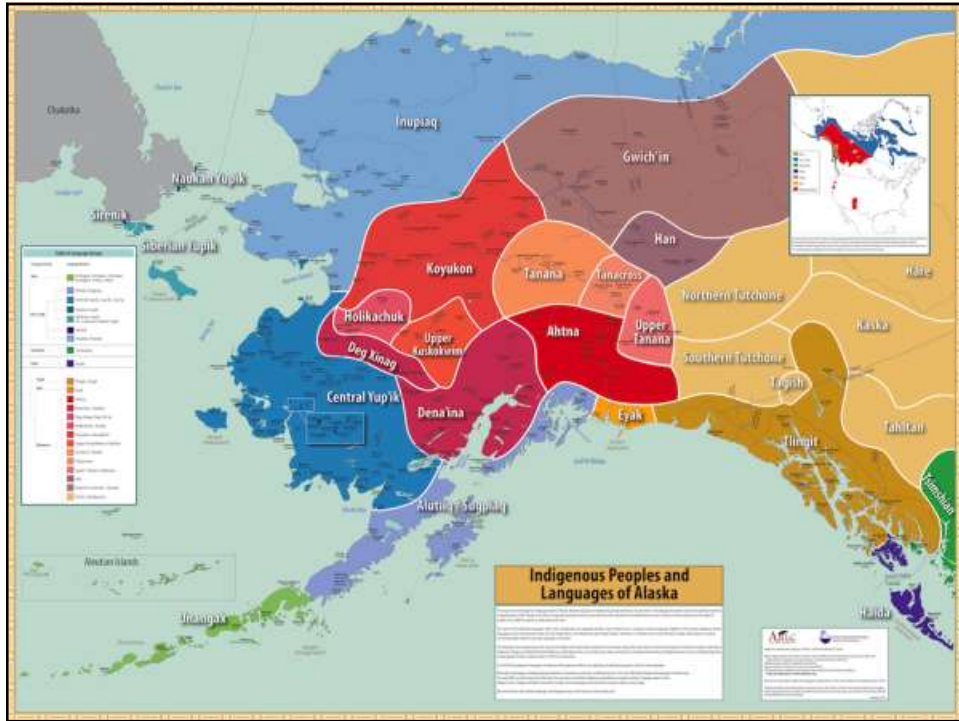
www.drpamelahays.com

0

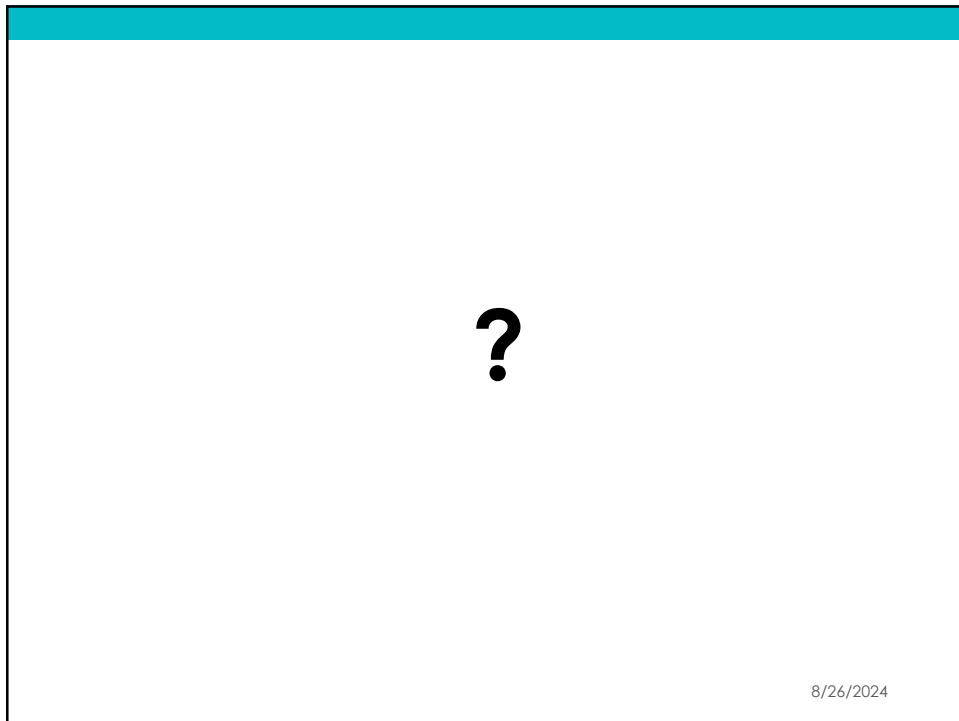
Agenda

- The ADDRESSING Framework, Cultural Self-Assessment, Strengths & Limitations of CBT Cross-Culturally
- TIPS: Case Conceptualization, Biggest CBT mistake, Preventing Defensive Behavior
- TOOLS & TECHNIQUES: Action Steps
- TOOLS & TECHNIQUES: Cognitive Change
- Final Q & A

1



2



8/26/2024

3

Culture Share Exercise

4

The ADDRESSING Framework

<u>Cultural Influences</u>	<u>Marginalized/Nonprivileged Groups</u>
<u>A</u> ge/generational	Children, adolescents, elders
<u>D</u> evelopmental & other <u>D</u> isability	People with developmental, physical, sensory, psychiatric, or cognitive disability
<u>R</u> eligion & Spirituality	People of Muslim, Jewish, Buddhist, Hindu, Sikh, & other marginalized faiths
<u>E</u> thnic & racialized identity	People of African, Black, Asian, Pacific Islander, South Asian, Latinx, Middle Eastern/N. African, & multiracial heritage
<u>S</u> ocioeconomic/class status	People of lower status by education, income, occupation, rural/urban habitat
<u>S</u> exual orientation	Gay, lesbian, bisexual, pansexual people
<u>I</u> ndigenous heritage	Indigenous/Native/Aboriginal people
<u>N</u> ational origin	Refugees, immigrants, international students
<u>G</u> ender	Women & transgender people

5

The ADDRESSING Framework: Two Categories of Work

- Personal
- Interpersonal

6

Mrs. Sok...

An older woman named Mrs. Sok came with her Cambodian interpreter Han to see a Euroamerican psychologist named Elaine. Mrs. Sok spoke in a soft voice and made little eye contact. She could not provide her age, and did not know the date or the name of the building in which they were meeting. Through the interpreter, Mrs. Sok acknowledged that she had been crying, sleeping poorly, and losing weight since learning 3 weeks earlier that her apartment building was scheduled to be demolished. Elaine made an empathic comment, but then focused on questions about Mrs. Sok's experiences during the war. Through Han's interpretation, Elaine learned that Mrs. Sok had been widowed since her husband was killed in the war in Cambodia during the late 1970s, and that 4 of her 6 children (at the time) also died or were killed. In the late 1980s, Mrs. Sok and her two surviving children plus one born in the refugee camp emigrated to the U.S. where they had been living on public assistance in an apartment next door to two other Cambodian families...

8/26/2024

7

Mrs. Sok...

...As they talked, Elaine noticed that Mrs. Sok's responses in Khmer were shorter than Han's interpretations in English. When Elaine asked Han in a firm tone to interpret exactly what was said, Han agreed but appeared uncomfortable. After running over their allotted time, Elaine told Mrs. Sok that she believed she could be of help and asked Han to schedule another appointment the following week. Elaine also recommended that Mrs. Sok see a psychiatrist for a medication evaluation. Mrs. Sok nodded her head in agreement. The next week, Mrs. Sok and Han did not appear for their appointment, and when Elaine telephoned Han to find out why, Han told her that Mrs. Sok did not want to return.

8/26/2024

8

Essential Knowledge

1. *Bias* is best thought of as a tendency to think, act, or feel in a particular way.

Pamela A. Hays, PhD

9

Understanding Bias

Categorizations → Biases
& → Biases → Worldview
Generalizations → Biases

Pamela A. Hays, PhD

10

Essential Knowledge...

2. We're all biased but we don't all belong to dominant cultural groups.

3. Bias + Power = Systems of privilege ('isms).

Pamela A. Hays, PhD

11

Essential Knowledge...

4. Marginalized members are socialized to be aware of the lines separating those who have privilege from those who do not.

5. Privileged members are socialized to ignore these lines and differences.

Pamela A. Hays, PhD

12

Essential Knowledge...

6. Privilege separates and cuts Privileged members off from valuable knowledge regarding Marginalized groups.

Pamela A. Hays, PhD

13

Cultural Self-Assessment

14

14

The ADDRESSING Framework

<u>Cultural Influences</u>	<u>Marginalized/Nonprivileged Groups</u>
<u>A</u> ge/generational	Children, adolescents, elders
<u>D</u> evelopmental & other <u>D</u> isability	People with developmental, physical, sensory, psychiatric, or cognitive disability
<u>R</u> eligion & Spirituality	People of Muslim, Jewish, Buddhist, Hindu, Sikh, & other marginalized faiths
<u>E</u> thnic & racialized identity	People of African, Black, Asian, Pacific Islander, South Asian, Latinx, Middle Eastern/N. African, & multiracial heritage
<u>S</u> ocioeconomic/class status	People of lower status by education, income, occupation, rural/urban habitat
<u>S</u> exual orientation	Gay, lesbian, bisexual, pansexual people
<u>I</u> ndigenous heritage	Indigenous/Native/Aboriginal people
<u>N</u> ational origin	Refugees, immigrants, international students
<u>G</u> ender	Women & transgender people

15

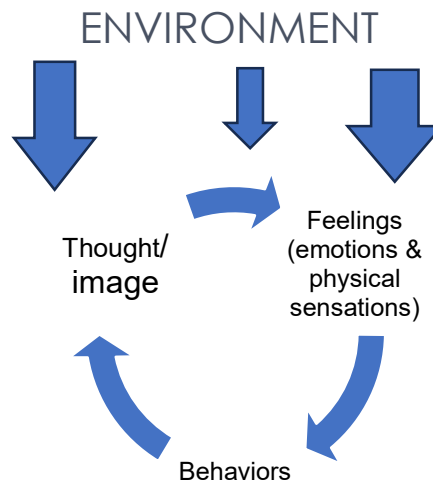
Cultural Responsive Assessment with ADDRESSING

- Formalized Set of Questions
- Integrated with Mental Reminders

Pamela A. Hays, PhD

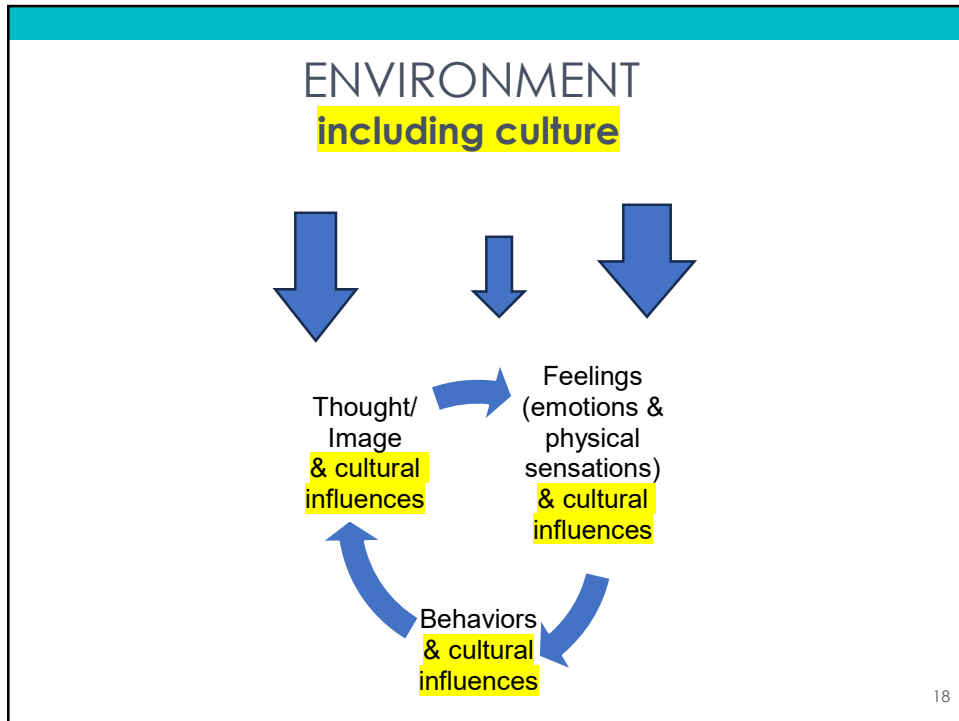
16

Traditional CBT Approach



17

17



18

Evidence-Based Practice in
Psychology:

Integration of the best available research
with *clinical expertise* in the context of
patient characteristics, culture, and
preferences.

– APA Presidential Task Force on EBPP, 2006

19

Strengths of CBT across Cultures

- Emphasizes the uniqueness of each individual.
- Empowers clients via educational approach.
- Focuses on conscious processes & specific behaviors.
- Integrates assessment throughout therapy.
- Emphasizes strengths & supports.
- Works across the lifespan (children, adults, elders).
- Considers cognitive, emotional, physical, behavioral & environmental components of a problem.

20

Limitations of CBT across Cultures

- Often assumed to be value-neutral.
- Emphasis on cognition, "rational" thinking, & confrontation.
- Focus on the present may result in neglect of generational & historical influences.
- Emphasis on personal change may contribute to neglect of oppressive environmental conditions.
- Heavy reliance on verbal abilities.
- Research is still predominantly ethnocentric.
- CBT jargon.
- Neglects the spiritual component.

21

Culturally Responsive CBT: TIPS

1. Explain what you do without jargon.
 - a. Vulnerability from childhood, Stressors, Supports
 - b. Action steps (Behav/Envir'l) & Mental change
 - c. Smallest Possible Step Homework

22

2. Clarify Sources of Stress (Environment, Behavior, Mental).

→ What part of the problem can be improved by **Action** (environmental or behavioral) & what part by **Cognitive** change?

23

23

Case example

José is a 32-year-old bilingual (Filipino/Native Hawaiian) former soldier who was near the explosion of an IED one year prior which resulted in a brain injury. He has recovered his cognitive abilities with the exception of some mild concentration difficulties but is blind in one eye and has mildly slurred speech and right-sided weakness especially when tired. He tearfully reports feeling useless to his wife and two children and is worried about their inadequate finances. He says he wants to work again but adds “I am so sick and tired of people’s stares. When I’m not in uniform, people assume I’m drunk or crazy. I know no one would give me a job like this. I hate the way I am.”

24

Clarifying the source of stress helps you to:

3. Avoid the biggest CBT mistake of *premature cognitive restructuring*.

a. Validate clients’ unique experiences of oppression.

25

Ex: What part of Anna's situation could be helped by *Action* & what part by *Cognitive* change ?

Anna is a 60-year-old Yup'iq woman, devout Christian & single parent (on a limited income) to her 3 young grandchildren. She lives in a rural area with limited social services and believes that the local law enforcement officials do not like Native people. She worries about her daughter and son-in-law who are chronically drug addicted, and the possibility that they may return at any time and take the children back. Anna's worries include the belief that they might kill the children either deliberately by abuse or indirectly by neglect. Anna's daughter calls sporadically from Anchorage when she is upset, usually to ask for something, in the process saying that she misses her children and wants them with her. Anna says that whenever her daughter calls, she feels sick.

26

26

4. Watch out for your own defensiveness.

27

Ex: Think of an interaction in which you began feeling defensive.

1. What led to your defensive feelings?
2. What were your physical sensations & emotions?
3. What were you thinking?
4. What did you do? What did you say?
5. What did the other person do & say?
6. Did you escalate, break apart, OR stay connected?

28

Preventing Defensive Behavior

1. Become aware of physical sensations related to feelings of defensiveness-- even better if you know them in advance to use as cues.
2. In the moment, take a deep breath, exhale slowly, and focus on your breath.
3. Refrain from defensive behaviors.
4. Ask yourself: What does this person want?
5. Try focusing on the content (vs. voice tone, volume, or nonverbal behaviors).
6. Question the need for this person's views to match your own.
7. Reframe irritations & annoyances as opportunities for growth.
8. Recognize your need for additional information and/or experience.
9. If appropriate, discuss the limitations of your knowledge & experience with the person.
10. If appropriate & possible, use humor.

29

5. Prevent & Address Identity-Related Aggressions (IRAs)

30

Common IRAs (Identity-Related Aggressions)

We are all the same race – the human race.

All lives matter.

When I look at you, I don't see color.

Asians are good at math.

I wish I had a culture like you.

Where are you from? Where were you born? What are you?

Words – home or wheelchair-bound, lame, spaz, invalid, blind spot, illegal alien, primitive, felon, mulatto, basket case, black-market, blackballed, blacklisted, black sheep, homosexual, transvestite, poor people, "a Native/Black/etc.," a minority.

31

If you make an IRA

1. Acknowledge it.
2. Apologize.
3. Thank the person.
4. Ask what you can do to make it better.

--from Melanie Domenech-Rodriguez, TEDx

32

If you are the target of an IRA:

1. Pick your battles
2. Consider the risk (i.e., your safety).
3. Consider where & when to address it (Calling in vs. calling out--Loretta Ross).
4. If unintentional, a collaborative educational approach is better than confrontation.
5. Consider how strong the relationship is--the weaker, the less likely it will be effective.

--from Sue et al. American Psychologist (2019)

33

TOOLS & TECHNIQUES

CLASS Action Steps:

- **Create a healthy environment**
- **Learn new hobby, info, skill**
- **Assertiveness & other communication skills**
- **Social engagement**
- **Self-care--physical, emotional, spiritual**

34

Self-Care Activities

a walk outside	creating, growing, or building something
burning a scented candle	talking with/calling a friend
a warm blanket in your favorite chair	planning a fun trip
herbal tea in your favorite cup	planning something to look forward to
reading the funnies	gardening
snuggling with your partner	fishing
petting your dog or cat	massage
painting your nails	morning devotions, prayer, meditation
laughing and playing with kids	sitting outdoors
watching a funny movie	religious meeting/group
reading a good book	watching/feeding birds
fleece clothing	painting, drawing
listening to your favorite music	buying your favorite magazine
listening to an inspirational talk	a special dinner
going out to eat	fresh cut flowers
a support group	a favorite food

35

Case example: Mark

25yo “Mark” came to his college counseling center asking for help in figuring out what jobs to apply for after graduation. In response to the young Euroamerican counselor’s questions about Mark’s background, Mark said his mother was Dena’ina & father Russian/Euroamerican. After his parents divorced, he and his brother took turns between his father in Anchorage & mother in a rural area. When he was 18, his father died, and he decided to stay with his mother for a while before going to college in Anchorage. Two years later, his maternal grandparents both died. Mark became tearful when he said this and changed the subject back to his career search. The counselor was familiar with the many losses experienced by Alaska Native people and told Mark that he could see Mark had experienced many losses in his life and might need an opportunity to grieve more fully. He added that counseling could help with this. At his encouragement, Mark made another appointment, but the next week, Mark did not appear, and the counselor did not hear from him again.

36

TOOLS (Mental)

A. Personal Strengths Inventory (PSI)

- ***What do you consider your strengths & supports?***
- ***What would your mom/kids/best friend say?***
- ***A connection to any religion or spiritual practice?***
- ***Is your cultural heritage a source of strength or support?***

37

Culturally Related Personal Strengths

- pride in one's culture
- religious faith or spirituality
- artistic and musical abilities
- bilingual and multilingual skills
- group-specific social skills
- sense of humor
- culturally-related knowledge & practical skills (fishing, hunting, farming, medicinal plants)
- culture-specific beliefs that help one cope with others' prejudice & discrimination
- respectful attitude towards the natural environment
- commitment to helping one's own group
- wisdom from experience

38

Interpersonal Cultural Supports

- extended families including non-blood-related
- cultural or group-specific networks
- religious communities
- traditional celebrations and rituals
- recreational, playful activities
- story-telling activities that make meaning and pass on history of the group
- involvement in political/social action group
- a child who excels in school

39

Environmental Cultural Supports

- altar in home to honor deceased family members
- space for prayer and meditation
- culture-specific art and music
- culturally preferred foods for cooking & eating
- animals to care for
- gardening area
- access to outdoors for subsistence or recreational fishing, hunting, farming, observing night sky
- communities that facilitate social interaction by location or design

40

TOOLS

B. FOCUS exercise (E. Gendlin)

41

TOOLS

C. Countering--Helpful vs. Unhelpful thoughts/images.

D. Compassion Voice (Hays, 2014)

-Most Generous Interpretation

-Looking for Suffering

42

TOOLS

E. RAIN--Recognize the feeling

Allow it

Investigate (HALTS)

Nonattachment/Nurture (Ameli, 2014)

F. Wise Elder (Y. Dolan)

43

TOOLS

G. Attitude of Gratitude (S. Lyubomirsky, 2007)

H. Culturally Adapted Visual Imagery
(LaRoche, D'Angelo, Gualdron, & Leavell, 2006)

I. Dichos, sayings

44

TOOLS

J. Metaphors

a. *wu wei* (Taoist Cognitive Therapy- Chang et al., 2016)

b. *coyote Thoughts* (Beau Washington, 2012)

c. *whare* (house; Māori- Simon Bennett, Flett, & Babbage, 2014)

45

TOOLS

K. Transaffirmative Hope Box (Craig, McInroy, Alaggia, & McCready, 2014)

L. Magic 3-Step Technique (Sommers-Flanagan, 2007)

M. Anxiety Remote Control (Anderson, Smith, & Christopherson, 2011)

N. Create an Image/Create a pie (Malchiodi & Rozum, 2012)

46

References

- American Psychological Association Videos. *Culturally Responsive CBT* (and others).
<https://www.apa.org/pubs/videos>.
- Bernal, G., & Domenech Rodriguez, M. (Eds.) (2012). *Cultural adaptations: Tools for evidence-based practice with diverse populations*. APA.
- Chang, S. & Singh, A. A., & dickey, I. m. (2018). *A Clinician's guide to gender-affirming care*. New Harbinger.
- Erickson-Schroth, L. (2014). *Trans bodies, trans selves*. Oxford University Press.
- Hays, P. A. (2022). *Addressing cultural complexities in counseling and clinical practice: An intersectional approach (4th edition)*. American Psychological Association.
- Hays, P. A. (2014). *Creating well-being: Four steps to a happier healthier life*. American Psychological Association LifeTools.
- Hays, P. A. (2013). *Connecting across Cultures: The Helper's Toolkit*. Sage.
- Iwamasa, G. Y., & Hays, P. A. (Eds.) (2019). *Culturally responsive cognitive behavior therapy: Practice and supervision (2nd edition)*. APA.
- Martell, C. R. Safren, S. & Prince, S. E. (2003). *Cognitive-Behavioral Therapies with Lesbian, Gay, and Bisexual Clients*. Guilford Press.
- Olkin, R. (2001). *What psychotherapists should know about disability*. Guilford Press.
- Wenzel, A., Dobson, K., & Hays, P. A. (2016). *Cognitive behavioral therapy techniques & strategies*. Book with accompanying training videos APA.
- Wong, A. (Ed.) (2020). *Disability Visibility*. Vintage.
- Zane, N., Bernal, G., & Leong, F. T. L. (2016). *Evidence-based psychological practice with ethnic minorities*. APA.

47