

Webinar 36

Navigating cultural differences: Culturally responsive practice supporting families

7:15 pm to 8:30 pm AEDT
Wednesday 20th March 2024

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Minds.**

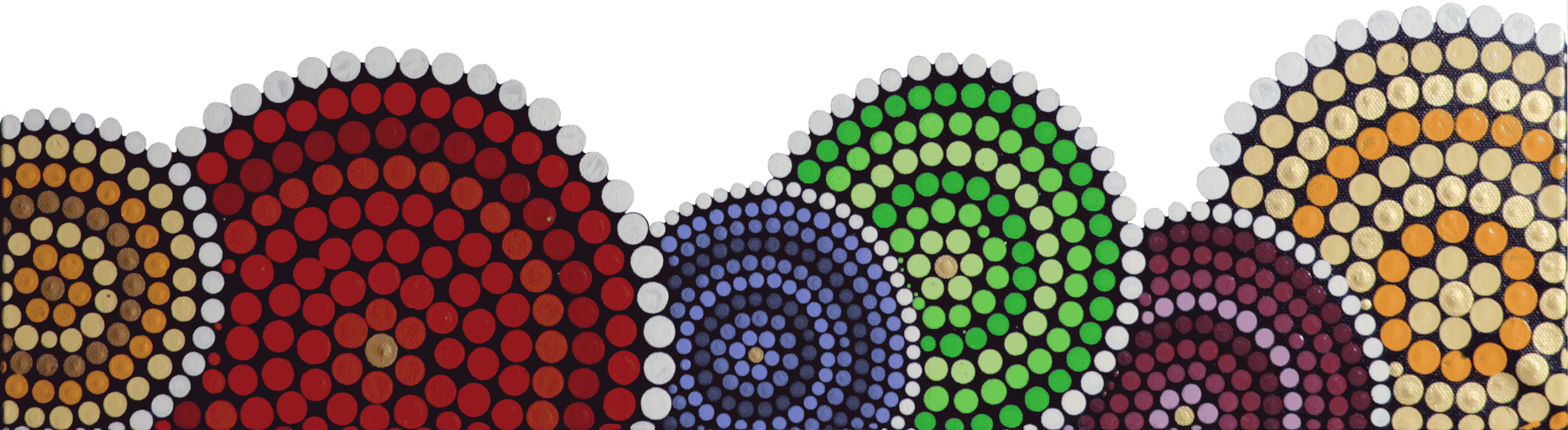
**National Workforce
Centre for Child
Mental Health**



Acknowledgement

National Workforce Centre
for Child Mental Health

We recognise and pay respect to Aboriginal and Torres Strait Islander peoples as the Traditional Owners of the Lands we work, play, and walk on throughout this Country. We acknowledge and respect their Traditional connections to their Land and Waters, culture, spirituality, family, and community for the wellbeing of all Aboriginal and Torres Strait Islander children and their families.



Welcome to Series Six

This is the fourth webinar in the sixth series on infant and child mental health, presented by Emerging Minds and the Mental Health Professionals' Network.

Upcoming webinar topics will include:

- Aboriginal and Torres Strait Islander children in out of home care (17 April, 2024)
- Practice strategies for children; bullying behaviour (June, 2024)

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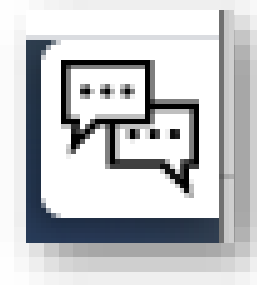
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Learning outcomes

At the webinar's completion, participants will be able to:

- Explore culturally responsive practice strategies that foster conversations grounded in families' skills and knowledge.
- Identify practice approaches that support families with diverse cultures, languages and faiths to navigate their parenting in a new country.
- Outline ways practitioners' self-reflection of their own culture can develop cultural humility, to prevent cultural bias and racism when supporting children and families.

Tonight's panel



Rhett McDonald
Counsellor/Advocate, SA



Julie Ngwabi
Senior Child Mental
Health Advisor (She/Her),
NSW



Summayyah Sadiq-Ojibara
Psychotherapist, Vic



Facilitator:
Amanda Kemperman
Practice Development
Officer, SA

The Mental Health Advisor's perspective



Julie Ngwabi

Factors that can influence child mental health in CALD children and families adapting in Australia

- Migration and Acculturation
- Racism and unconscious bias
- Cultural family practices
- Cultural identities

The Mental Health Advisor's perspective



Julie Ngwabi

Culturally responsive practice strategies that foster conversations grounded in families' skills and knowledge

Evidence-based practice draws from 3 sources:

- Research
- Practitioner voice expertise
- Lived/living experience

Bringing a cultural lens into the lived experience component.

Effective cultural responsiveness → readiness and understanding to give equal weight to the 3rd component.



The Mental Health Advisor's perspective



Julie Ngwabi

Culturally responsive strategies to support conversations (cont.)

- Cultural competence – what is it?
- Invest in engagement
- Cultural humility and power
- Learning and unlearning
- Trauma informed
- Reflective practice and supervision
- Strength-based approach, how can you draw from their cultural wisdom, way of being and doing, how have they navigated challenges before?



The Counsellor's perspective



Rhett McDonald

Put your knowledge to one side

- Know that you don't know them.
- Privilege the seeking of discovering something over the seeking of knowing something.
- Trying to understand someone's experience, rather than defining it.
- Structuring safety – setting up things we will do when we encounter future problems in relationships.



The Counsellor's perspective



Rhett McDonald

How you view them makes a difference

- What are their preferred identities and how can you have a conversation about this?
- They are running their life, you are just running the meeting/session/therapy.
- The importance of context that can influence how we view people.
- Build stories of response, rather than stories of what happened to them.



The Counsellor's perspective



Rhett McDonald

Safety is the key (the impact of compassion)

- Setting up the conditions for the healing to take place.
- Does where I'm meeting them foster Safety (office, outside, their home, hospitals, door open/closed etc.)
- Presentation of self (clothing, posture, tone, attitude), does it foster safety?
- Locate myself culturally - the fairness of both of us introducing ourselves in helpful ways (history, origin etc.)
- What are their hopes for our meeting together, what are the hopes they have about the way we behave?



The Psychotherapist's perspective



Summayyah
Sadiq-Ojibara

“‘*You are*’, may be more than likely a form of description

‘*Because you are*’, is almost certainly some type of discrimination

Yet, one description or more is not enough adjectives for ‘*all you are*’

No sum of discrimination can deny ‘*who you are*’ or ‘*as you are*’

Description or discrimination, ‘*you are*’, without doubt ‘*you are*’”

- Excerpt from my book

‘*Time Travel In My Worlds*

And Lets Travel Some of The Way Together in (Y)ours’



The Psychotherapist's perspective



Summayyah
Sadiq-Ojibara

C.R.A.Ts

Colonising, Racist, Aggressive, Traumatizing Engagement Types and Behaviours

- **Exotification** – Intrusive fascination and objectification, romanticising stereotypes, treating as outside the norm.
- **Erasure** – Invalidating presence, experience, making invisible, elements or all of identity and realities.
- **Egosplaining** – Overtaking, overriding intelligence, agency, experience.
- **Enforcing** – Restrictive, prescriptive perspectives, insistence of opinion, superiority of position, assumption of expertise of professional knowledge and skills over expertise of lived experience.
- **Empathising** – Conditional empathy using measures of personal opinions, privilege, using othering lenses that absolves of accountability and personal responsibility.



The Psychotherapist's perspective



Summayyah
Sadiq-Ojibara

“I am more than one thing...”

„„I am the world that lives within me and the world I live in”

- Excerpt from my book
*'Time Travel In My Worlds
And Lets Travel Some of The Way Together in (Y)ours'*

The Psychotherapist's perspective



Summayyah
Sadiq-Ojibara

Naturalizing And Normalizing

Uniqueness, similarities, dimensionalities of personalities, communities, diversity of beliefs, faiths and faith systems, traditions, cultural practices, individual stories, dreams, desires, benefits, outcomes

Identi-es In Communities

Noticing and Naming needs – Centering clients' seeking, needs within context and circumstances, cultural realities, complexities in, of their identities and communities



The Psychotherapist's perspective



Summayyah
Sadiq-Ojibara

Power Gauges, Guards & Guides

– Learning and Knowing – Systems, services, power structures, dynamics, identifying policies, politics, professional parameters of engagement, models, modalities, interventions, limitations, inappropriateness, ineffectiveness of theories, interventions, approaches.

Practicing & Practicalizing

Identifying and Integrating - Expertise and Lived Experiences, Safeguarding spaces, engaging safely, ensuring safety, enabling safe practices.

Reflection & Reflection

Self-Reflection and reflection on selves – conscious self-reflection before, during after engagement, reflection of self from self to other selves authentically, ethically, empathetically.



The Psychotherapist's perspective



Summayyah
Sadiq-Ojibara

“We as humans have autonomy, agency, and self-determination. We are in the world as one and in the world with each and one another.

We must keep at the forefront of our view from heart and mind that, no matter how much we want to help, can help, we do not, cannot, claim control, competence and or censorship over another's soul.

We do not assume authority over another life's brokenness and or beauty.

We cannot change the course of a life by commanding it to change, we can only inspire change with our abilities to enable change and create impact with the changes we ourselves are capable of in the course of our life.”

- Excerpt from my book

'Time Travel In My Worlds

And Lets Travel Some of The Way Together in (Y)ours



Q&A Session



Rhett McDonald
Counsellor/Advocate, SA



Julie Ngwabi
Senior Child Mental
Health Advisor (She/Her),
NSW



Summayyah Sadiq-Ojibara
Psychotherapist, Vic



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Future Webinars

No, I can't: Overcoming school refusal

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Aboriginal and Torres Strait Islander children in out of home care

Wednesday 17th April at 7:15pm AEST

Supporting the mental health of a neurodivergent person with co-occurring Autism and ADHD

Wednesday 26 June at 7:15pm AEST

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