LDR 810-42

Cross-Cultural Dynamics

Kay Lyn Carlson

Omega Graduate School

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Professor

Dr. Jared Sorber

Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Elmer, D. (2009). *Cross-cultural connections: Stepping out and fitting in around the world.* Intervarsity Press.

**Comment 1:**

**Quote/Paraphrase:**

“One expression of wisdom is knowing more and more how to interpret and respond to life’s experiences” (pg. 31)

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** This quote is an additive analysis to my understanding of the need for continual interpersonal and intrapersonal knowledge, reflection, and how to appropriately respond to difficult issues in a Christ-like manner.

**Contextualization:**  I can use this to remind myself when confronted with conflict or criticism, that a wise person doesn’t get mad or too hastily draws a set of conclusions that prevents open discussion. One of my greatest challenges is to remain calm and open to people who outwardly support abortion, claiming it’s healthcare. Remaining curious and asking questions is a good way to response in cases like this, rather than getting defensive and emotionally stirred.

**Comment 2:**

**Quote/Paraphrase**

“We usually communicate from our own frame of reference” (pg. 38).

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Communication

**Additive/Variant Analysis:** This quote is additive to my understanding of how careful one must be to not to make blank statements about abortion because of differing cultural experiences, and beliefs.

**Contextualization:** To speak and educate globally on the topic of abortion is complicated and a very sensitive subject to discuss. I’ve learned that my approach needs refinement, and that I need to be careful not to speak based on my own frame of reference. Abortion is perceived differently and it’s not up to me to change minds as much as it is to be confident in what I do know, and open to the audience that I am coming from my own frame of reference – what I’ve experienced, and what I have learned. To do so I think would help disarm defenses and invite dialogue with participants sharing their pointes of references allowing for deeper conversations, connections, and understanding.

**Comment 3:**

**Quote/Paraphrase:** “Openness is the ability to welcome people into your presence and help them feel safe” (pg. 87).

**Essential Element:** Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** To effectively integrate cross-culturally, one needs to demonstrate an openness to receive various cultural perspectives which is an additive analysis to my understanding while developing rapport.

**Contextualization:** People who suffer from both PTSD and moral injury have at some level lost the ability to trust and to feel safe. The difficulty lies with both the giver and receiver of information should both parties struggle in this area. To avoid negative somatic responses there are many approaches to put into practice to be welcoming and calm and secure. For example, being authentic, vulnerable, and focusing more on building the relationship rather than taking on an authoritative role and trying to win an argument.

**Source Two:** Bucher, R. D. (2008). *Building cultural intelligence (cq): Nine megaskills.* Prentice Hall.

**Comment 4:**

**Quote/Paraphrase:** “As we take in information, we tend to make assumptions. If we do not unravel them, they can foster negative feelings and make conflict management more difficult” (pg., 170).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** This quote is an additive analysis to understanding how quickly people can jump to conclusions based on one’s frame of reference.

**Contextualization:** Abortion is polarizing, and it is difficult not to make assumptions when someone with an alternative worldview speaks. Two of my favorite communicators are Jordan Peterson and Tim Keller. Both do an excellent job listening and responding well to tough questions that I would like to emulate. To believe that conflict is avoidable is naïve, but effectively responding helps to (hopefully) diffuse intense emotions from getting out of hand.

**Comment 5:**

**Quote/Paraphrase:** “Criticizing an individuals’ beliefs as irrational or just plain wrong serves to erect a wall between you and that person” (pg. 171).

**Essential Element:** Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** This quote is additive to my understanding of how differences of opinion can thwart efforts of building bridges, instead of walls, while working cross-culturally.

**Contextualization:** While we may not endorse one’s worldview on abortion, the quick and easy contextualization comment here would be to say that criticizing an individuals’ beliefs as wrong and irrational should be avoided, is much easier said than done. While not ideal, there are times when there will be walls and when ignorance and lies are challenged. There are times when respectfully disagreeing is enough.

**Comment 6:**

**Quote/Paraphrase:**

[Psychiatrists] who lack cultural intelligence run the danger of using themselves and their own cultural standards as the measure for judging normality. If this occurs, being blind to the cultural differences of patients may actually contribute to a misdiagnosis. The difficulty lies in recognizing cultural cues, interpreting them accurately, and integrating this information into diagnoses and treatments (pp. 211-212).

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** This quote is an additive analysis to my understanding of the limited scope that psychiatrists have if they do not consider other contributing factors as a cause for mental health disorders.

**Contextualization:** I can use this quote in my paper and give examples of where women have been misdiagnosed due to limited or no understanding of abortion trauma. Only when the American Psychiatric Society expands its reach to other disciplines, can mental health professionals better understand variances and other contributing factors when assessing, diagnosing, and treating their clients.

**Source Three:**  Wahid, R., Halim, S., Halim, T. (2024). Positive Communication Skills In the Workplace, Migration Letters, Volume: 21, No: S8, pp. 59-70 ISSN: 1741-8992 (Online)

**Comment 7:**

**Quote/Paraphrase: “**Positive influencing skills are necessary to maintain a good rapport with colleagues and coworkers…All of them are different, having different personalities and viewpoints. It is crucial to consider everyone's opinions, regardless of their differences” (pg. 60).

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Communication.

**Additive/Variant Analysis:** This is an additive analysis to my understanding of working cross-culturally with differing personalities and viewpoints.

**Contextualization:** To be a positive influencer means having the capability to listen and respond in a way that is respectful while working with diverse personalities and worldviews. As mentioned before, this is not an easy task. As I continue to present to audiences I need to revisit listening and response techniques and put them into practice and not assume I have mastered this skillset.

**Source Four:** Coleman, P.K. (2011). Abortion and mental health: A quantitative synthesis and

analysis of research published from 1995-2009. *British Journal of Psychiatry*.

**Comment 8:**

**Quote/Paraphrase:**  The meta-analysis results generated from 22 studies revealed that women who had an abortion experienced an 81% higher risk for mental health problems of various forms, compared to women who had not had an abortion.

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** Dr. Coleman’s meta-analysis is an additive analysis in my understanding of the detrimental effects of abortion.

**Contextualization:** Abortion is globally accessible and worldwide research reveals that the mental health risks are high as well as widespread, yet the American Psychological Association and the American Psychiatric Association fail to recognize abortion as being hazardous to a woman’s overall well-being. Is it any wonder why mental health professionals remain ignorant and ill-informed of abortion’s potential negative consequences?

**Source Five:** McElhanan, K. A. (1996). Prototype semantics: Insights for intercultural communication. In Rommen, E. & Corwin, G (Ed.). Missiology and the Social Sciences (pp. 658-1014**).**

**Comment 9:**

**Quote/Paraphrase**

It is time to set aside old fears and take a fresh look at the social sciences, since theology and missiology address the same domain. Truth is singular and exhibits a coherence. We will do well not to ignore the insights of the social sciences but rather to build upon those which are consistent with biblical truth and thereby gain a richer perspective on what it means to be humans and how we as humans are to live together in harmony in an increasingly shrinking community” (Loc. 943).

**Essential Element:** Interdisciplinary Cross-cultural Missions in a Global Society

**Additive/Variant Analysis:** The above quote is an additive analysis to my understanding on how it takes both a multidisciplinary approach as well as a multidimensional approach while serving others.

**Contextualization:** I can use this quote to help bridge a gap in Christians who are skeptical and bias toward the social sciences. As a Christian social worker, it has been challenging to be fully integrated in an entirely faith-based community/ministry as well as in my profession where most practitioners are secular with atheistic worldviews. Typically, both audiences tend to be biased and closeminded, which I am guilty of as well.

**Source Five:** Brottman, Melissa R. OTR/L, OTD; Char, Douglas M. MD, MA; Hattori, Robin A. MA; Heeb, Rachel OTR/L, OTD; Taff, Steven D. PhD, OTR/L. Toward Cultural Competency in Health Care: A Scoping Review of the Diversity and Inclusion Education Literature. Academic Medicine 95(5): p 803-813, May 2020. | DOI: 10.1097/ACM.0000000000002995

**Comment 10:**

**Quote/Paraphrase:** This research study, in part, explored best educational practices/approaches used to teach cultural competency to health care professionals. Eleven teaching strategies were identified: “immersion experience, simulation, discussion groups, lectures, reflection, educational technology, case-based learning, papers, presentations, readings, and videos” (pp. 803-813).

**Essential Element:** Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** This paraphrase is an additive analysis to my knowledge regarding several teaching strategies that I can implement in my educational events to mental health professionals, lay counselors, and on-line videos.

**Contextualization:** One of the principles I will be addressing in my upcoming essay for this class centers on program development where the goal is simplicity and to keep the program uncomplicated. While I have used several techniques already, implemented new ones will help enhance the participants’ overall experience.

**Comment 11:**

**Quote/Paraphrase:**

Combining lectures with other educational strategies (such as role-playing, group discussions, etc.) generally led to more positive outcomes in terms of increasing knowledge and awareness, implying that lectures alone are not a sufficiently robust tool for educating individuals on the topics of cultural competency and diversity and inclusion (pg. 807).

**Essential Element:** Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** From my experience, this quote is additive to my understanding of what it takes to provide a well-rounded presentation that includes several different learning strategies in addition to a lecture.

**Contextualization:** I can implement many of the educational strategies listed in the article to provide the best presentation possible when conducting training and educational events. The variety helps participants stay engaged, not get bored, and connect with others providing an overall better educational and culturally satisfying experience.

**Source Six:** Dombo, E. A., Gray, C., & Early, B. P. (2013). The trauma of moral injury: Beyond the battlefield. *Journal of Religion & Spirituality in Social Work: Social Thought*, *32*(3), 197–210. <https://doi.org/10.1080/15426432.2013.801732>

**Comment 12:**

**Quote/Paraphrase:** “The social work mandate of starting where the client is guides us to include focus on the client’s morality and not to neglect to address a key traumatic experience for numerous people: *moral injury*” (pg. 207).

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Communication

**Additive/Variant Analysis:** This reference is an additive analysis to my understanding regarding the importance of starting where the client is which correlates to the first principle in community development, starting where the people are.

**Contextualization:** In the article selected, the author further acknowledges abortion as being a morally injurious event and gives and example of two women who vow to never speak about the abortion again, which is typical from my experience as a social worker. I will use this quote as a reminder that while working with any culture, that moral issues should not be ignored.

**Source Seven:** Jinkerson, J. D. (2016). Defining and assessing moral injury: A syndrome perspective. *Traumatology*, *22*(2), 122–130. <https://doi.org/10.1037/trm0000069>

**Comment 13:**

**Quote/Paraphrase:**

Moral injury is a particular type of trauma characterized by guilt, existential crisis, and loss of trust that may develop following a perceived moral violation…Guilt, shame, spiritual/existential conflict, and loss of trust are identified as core symptoms. Depression, anxiety, anger, reexperiencing, self-harm, and social problems are identified as secondary symptoms (pg. 122).

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Communication

**Additive/Variant Analysis:** Moral injury as a syndrome is additive to my understanding regarding the detrimental effects of abortion.

**Contextualization:** Because of the vast amount of research gathered worldwide, this author can educate, train, and potentially help and untold amount of people heal from the consequences of having an abortion. Unfortunately, when it comes to abortion harm, little is acknowledged within the scientific community, mainstream media, and in the political arena. With God’s leading, we will see.

**Works Cited**

Brottman, Melissa R. OTR/L, OTD; Char, Douglas M. MD, MA; Hattori, Robin A. MA; Heeb, Rachel OTR/L, OTD; Taff, Steven D. PhD, OTR/L. Toward cultural competency in health care: A scoping review of the diversity and inclusion education literature. *Academic Medicine* 95(5): p 803-813, May 2020. | DOI: 10.1097/ACM.0000000000002995

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