

Lost in Translation

Sudha Shetty, JD.

Assistant Dean, Global Programs

Goldman School of Public Policy

University of California, Berkeley

Overview



- barriers
- assessments
- interventions

Maintaining Myths



- Selective group able to support itself
- High achievement oriented
- Focus on economic stability and preservation of ethnic culture
- Tendency to avoid conflicts
- Maintain 'Model Minority' image

Reality



- Alienation from family and friends
- Cultural and institutional alienation
- Dichotomy of values
- Spouses as sole source of support
- Extended family
- Lack of trust of the police & judicial system

Language



- Multiple levels of bias & discrimination
- Money – mobility, choice & bargaining power

courts



- Poverty – legal aid – complex cultural contexts
- bias
- language
- \$\$\$
- representation - culturally competent
- Family Dispute Resolution – ?????

Case example: Pammi



- Representation
- Custody
- Transportation
- Job search
- Immigration
- Shelter (refuge) impacts
- Visitation Center (supervised access centers)

courts



- Custody – most contentious and painful
- Not empathetic
- Great representation – spotty
- Not innovative enough on solutions
- One justice fits all
- Civil vs criminal

Courts.....



■ *Amazing New Zealand*

- Legal assistance
- Indigent care
- Kind to judges
- Pro se
- Attempt to level 'access to justice'

Cultural Competence



- about both individual & institutional practice
- characterized by the acceptance of and respect for difference
- about continuous self assessment regarding culture with special attention to and respect for the dynamics of difference

Cultural Competence includes



- ◆ being aware of one's biases, prejudices and knowledge about an individual and their definition of culture
- ◆ recognizing professional power and avoiding the imposition of those values
- ◆ gathering information about the client's interpretation of their culture
- ◆ deep culture analysis a must

Strategies @ all levels



- Assess migration history
- Do not make assumptions about the clients degree of acculturation
- Explore options from 'within' the family or community first
- Do not misinterpret reticence to disclose for '*low self-esteem*'

Strategies @ all levels...



- Be open to sharing some personal information with client/family
- Awareness of legal rights in this country
- Multi-cultural/multi-lingual staff

Case example: Ahmed



- Assault - criminal
- Dissolution – civil
- Parenting evaluation – custody
- Islamic community – religious institution

'I heard' - A Focus Grp - NYC



Emerging issues –

- need to tell their stories
- selection of 'access' supervisors was out of the mother's hands and allowed potential harm to the children
- visitation of any kind often created great anxiety among the children

'I heard' - A Focus Grp - NY....cont.....



Emerging issues –

- Visitation Centers are for Batterers
- no consequence for not 'showing up'
- access to the Courts
- unsupervised visitation by manipulative good behavior
- batterers used the children and extended family to continue harassment and stalking
- do not agree to extended family for 'unsupervised visitation'



Safety Planning

What does it mean?



Several levels

- Basic safety planning
 - ◆ Records, physical safety, work place safety
- Legal
 - ◆ Triage – civil, criminal and non legal
- Long term planning
 - ◆ Economic security, asset building

Cultural Issues



- Community isolation
 - ◆ child care
 - ◆ housing
 - ◆ legal representation
 - ◆ job training

Mapping



- Map your clients
 - ◆ Advocacy
 - Critical need
 - Share their stories
 - Continuum of care
 - ◆ Collateral Assessments – ‘valuable clients’
 - housing
 - employment
 - healthcare
 - dissolution
 - immigration
 - juvenile

Interpreters & Issues



- Issues with interpreters on the scene:
 - ◆ Volunteers
 - ◆ Family members
 - ◆ Children
 - ◆ Batterers interpret for victim

Interpreters & Issues...cont.



- Issues with interpreters in court:
 - ◆ Different dialects
 - ◆ Cultural undertones
 - ◆ Political undercurrents
 - ◆ Gender issues/traditional cultural mores
 - ◆ Mistrust of the court system
 - ◆ Body language/facial expressions when interpreting

Check list



- Do you need an Interpreter – client assessment
- Assessing your interpreter – credentialing
 - Level, criminal history, conflict of interest
- Your expectations – language levels, confidentiality agreements
- Your role and the interpreter – ground rules
 - based on your agency – before & after

Your Client



- Problems
 - ◆ from the community
 - ◆ outside of the community
- Lack of resources
 - ◆ great need
- Interventions
 - ◆ culturally sensitive
 - advocacy
 - public outreach
 - education

Rethinking Our Interventions



- ◆ Co-location of advocacy – police probation, advocates, nurse practitioners, CASA's
 - Build relationships
 - Culturally appropriate intervention

- Bottom Line
 - ◆ Economic Security

Economic Security 'Safe & Secure Community'

- Definition- narrow-stopping the violence
- Options
 - ◆ food
 - ◆ housing
 - ◆ healthcare
 - ◆ income
 - ◆ benefits
 - ◆ asset building

What can you do?

- Eliminate the economic crisis that often follows victimization.
 - Expand emergency financial assistance available to victims of sexual assault, dating and domestic violence, and stalking and their families.
- Implement policies and programs that support both the safety and self-sufficiency of welfare clients.
 - Provide welfare, job training, and employment services that are comprehensive, culturally and linguistically competent, and lead to permanent employment and economic security

What can you do?.....

- Promote the safe pursuit of child support whenever possible, and consider exemptions from paternity and child support requirements in cases in which risks to the custodial parent or child cannot be overcome.
- increase the responsiveness of housing policies and programs
- Understand unemployment compensations
- Increase the availability of job training programs and educational opportunities
- Support the design, development, evaluation, and replication of community development initiatives, including microenterprise development programs

Assessment Of Your Services

- Population diversity
- Who's coming to your center?
- Multiple issues
- Training (staff / interpreters)
- Policies and Procedures
- Selecting interpreters
- Establishing a working relationship

Assessment Of Your Services cont...

- Ongoing learning
- Pay attention to what works, what doesn't, and why
- Ask questions!



Sudha Shetty, JD.

Assistant Dean

International Alliances & Partnerships

*Goldman School of Public Policy
University of California, Berkeley
sshetty@berkeley.edu*