Build your intercultural communication skills to ensure the best possible patient outcomes. Includes DVD with dramatizations of realistic health-care scenarios. Cultural Competency Skills for Psychologists, Psychotherapists, and Counselling Professionals teaches techniques for meeting the challenges of working with culturally diverse patients and their families. The skills professionals and students acquire through using this workbook will improve their communication and problem-solving abilities when working across cultures. The workbook provides eight learning modules based on realistic health-care scenarios, along with exercises and self-assessment tools. Combining and integrating cross-institutional data remains a challenge for both researchers and those involved in patient care. Patient-generated data can contribute precious information to healthcare professionals by enabling monitoring under normal life conditions and also helping patients play a more active role in their own care. This book presents the proceedings of MEDINFO 2019, the 17th World Congress on Medical and Health Informatics, held in Lyon, France, from 25 to 30 August 2019. The theme of this year’s conference was 'Health and Wellbeing: E-Networks for All', stressing the increasing importance of networks in healthcare on the one hand, and the patient-centered perspective on the other. Over 1100 manuscripts were submitted to the conference and, after a thorough review process by at least three reviewers and assessment by a scientific program committee member, 285 papers and 296 posters were accepted, together with 47 podium abstracts, 7 demonstrations, 43 panels, 21 workshops and 9 tutorials. All accepted paper and poster contributions are included in these proceedings. The papers are grouped under four thematic tracks: interpreting health and biomedical data, supporting care delivery, enabling precision medicine and public health, and the human element in medical informatics. The posters are divided into the same four groups. The book presents an overview of state-of-the-art informatics projects from multiple regions of the world; it will be of interest to anyone working in the field of medical informatics. Filling a gap in the existing library and information science literature, this book consolidates recent research and best practices to address the need for diversity and social justice in the training and education of LIS professionals. • Addresses perennially important and emerging hot topics in librarianship, such as diversity, cultural competence, and social responsibility. • Updates the ongoing discussion on cultural competence and diversity with new concepts, such as critical race theory. • Authored by an expert who actively teaches and conducts research in the subject areas of library instruction and information literacy as well as diversity and social justice in librarianship. This book documents the ways that clinical practitioners and trainees have used the “structural competency” framework to reduce inequalities in health. The essays describe on-the-ground ways that clinicians, educators, and activists craft structural interventions to enhance health outcomes, student learning, and community organizing around issues of social justice in health and healthcare.
Each chapter of the book begins with a case study that illuminates a competency in reorienting clinical and public health practice toward community, institutional and policy level intervention based on alliances with social agencies, community organizations and policy makers. Written by authors who are trained in both clinical and social sciences, the chapters cover pedagogy in classrooms and clinics, community collaboration, innovative health promotion approaches in non-health sectors and in public policies, offering a view of effective care as structural intervention and a road map toward its implementation. Structural Competency in Mental Health and Medicine is a cutting-edge resource for psychiatrists, primary care physicians, addiction medicine specialists, emergency medicine specialists, nurses, social workers, public health practitioners, and other clinicians working toward equality in health. Build your intercultural communication skills to ensure the best possible patient outcomes. Includes DVD with dramatizations of realistic health-care scenarios. Cultural Competency Skills for Health Professionals teaches techniques for meeting the challenges of working with culturally diverse patients and their families. The skills that health professionals and students acquire through using this workbook will improve their communication and problem-solving abilities when working across cultures. Cultural Competency Skills for Health Professionals approaches intercultural issues in health care from the perspective of communication. It sharpens your ability to understand the messages and information being communicated by patients and their families. The workbook provides eight learning modules based on realistic health-care scenarios, along with exercises and self-assessment tools. The modules include high-quality video dramatizations and worksheets, and cover topics including: Traditional roles of family care. Cultural issues in obtaining consent. Cultural issues in compliance. Language diversity in health care. Generational views on personal directives. Cultural issues in end-of-life care. Challenging cultural norms. Cultural influence in family decision-making. The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction. This book brings together the experiences of men who served time in prison with contemporary research on correctional policy. The authors examine how these two seemingly disparate perspectives complement each other to provide straightforward, commonsense solutions to address the current state of the corrections system. Taking an educational model for counselling, this volume presents training modules relevant for a variety of circumstances from the world of business to that of education. Included throughout are practical exercises and self-assessment questions which promote cultural awareness. The volume is a companion to Improving Intercultural Interactions - the third volume in the Multicultural Aspects of Counseling series. It builds upon Volume Three to address a new cluster of topics specific to various types of intercultural experience. These include: ethics; ethnocultural identification; conflict and mediation across cultures; empathy; and cross-cultural communication."Deals with a comprehensive range of issues, processes, theories, research and practices aimed at the development of services that are culturally appropriate, acceptable and relevant to the culturally diverse societies of the twenty-first century. The public expects the care they receive from health and social care practitioners to be sensitive to their cultural beliefs and values, appropriate to their needs, and free from discrimination." --Publisher. The number of children of color entering the child welfare system in the United States is disproportionately high. Not only are children of color removed from parental custody and placed in care more often than their white counterparts, but they also remain in care longer, receive fewer services, and have less contact with the caseworkers assigned to them. This book identifies the practice and policy changes required to successfully address the unequal treatment of children of color in the child welfare system and their implications for social work education, caseworker training, and institutional change. It critiques many of the existing social welfare acts and policies in terms of their treatment of children of color, and it provides best practices for each decision point in the child welfare process and for cultural competency measures and training. The text offers extensive measurement instruments that agencies can use to assess and correct institutional racism. To improve social work education, the book includes several model syllabi for the curriculum, and to deepen the discipline's engagement with the
issue of institutional racism, the text concludes with a discussion of future directions for research and policy. DSM-5® Handbook of the Cultural Formulation Interview provides the background, context, and detailed guidance necessary to train clinicians in the use of the Cultural Formulation Interview (CFI), which was created as part of the 2007-2013 DSM revision process. The purpose of the CFI -- and this unique handbook -- is to make it easier for providers to account for the influence of culture in their clinical work to enhance patient-clinician communication and improve outcomes. Cultural psychiatry as a field has evolved enormously from the days when it was principally concerned with epidemiological and clinical studies of disease prevalence; it now examines a multitude of issues, primary among them the differing patient, family, and practitioner models of illness and treatment experiences within and across cultures. The editors, all of whom have been intimately involved in the evolution of the field, have designed the book and accompanying videos for maximum instructional and clinical utility. The Handbook boasts many strengths and useful features, including: A detailed description of each of the three CFI components: a core 16-item questionnaire, which can be applied in any clinical setting with any patient by any mental health clinician; an informant version of the core CFI used to obtain information from caregivers; and 12 supplementary modules that expand on these basic assessments. This material facilitates implementation of the CFI by clinicians. Over a dozen clinical vignettes are included to illustrate use of the three components, and the Handbook also includes multiple videos that demonstrate the application of portions of the core CFI, and several supplementary modules. Strategies for incorporating the CFI into clinical training are identified and discussed, furthering the objective of developing culturally-sensitive and astute practitioners. The theoretical bases of the CFI are explored, raising questions for discussion and identifying areas for further research. The CFI is a valuable tool for all patients, not just those judged to be culturally different. The CFI has been called the single most practically useful contribution of cultural psychiatry and medical anthropology to clinical psychiatry, primary care, and medicine in general. DSM-5® Handbook on the Cultural Formulation Interview is the only book on the market that equips readers with the skills and insight to incorporate the CFI into practice, making it a critically important addition to the clinical literature. "This is a comprehensive resource for anyone interested in integrating gaming and simulation into a course or the entire curricula. It presents the theory and the associated practical application. The extensive reference list and resource/product list encourage and support readers with implementation." Score: 98, 5 Stars.--Doody's Medical Reviews "Game-Based Teaching and Simulation in Nursing and Healthcare is a timely, exhaustive look at how emerging technologies are transforming clinical education. Anyone looking for firsthand, direct account of how game-based learning technologies are reshaping clinical practice needs this book." Kurt Squire, PhD Associate Professor Games+Learning+Society [GLS] School of Education University Of Wisconsin - Madison This innovative text provides practical strategies for developing, integrating, and evaluating new and emerging technology, specifically game-based learning methods, useful in nursing and clinical health sciences education. The text draws upon existing models of experiential learning such as Benner's "thinking-in-action" and "novice-to-expert" frameworks, and introduces current theories supporting the phenomenon of the created learning environment. Chapters explain how simulation and game-based learning strategies can be designed, implemented, and evaluated to improve clinical educational thinking and outcomes and increase exposure to critical experiences to inform clinicians during the journey from novice to expert. The text also describes how game-based learning methods can support the development of complex decision-making and critical thinking skills. Case studies throughout demonstrate the practical application of harnessing technology as a teaching/learning device. Key Features: Provides strategies for developing, integrating, and evaluating game-based learning methods for nursing and healthcare educators Prepares teachers for the paradigm shift from static "e-learning" to dynamic distance experiential learning in virtual and game-based environments Illustrates how to integrate game-based learning into existing curricula Offers theoretical and practical examples of how game-based learning technologies can be used in nursing and clinical educationEach year, thousands of lesbian, gay, bisexual, transgender and intersex (LGBTI) asylum seekers apply for asylum in EU Member States. This book considers the position of LGBTI asylum seekers in European asylum law. Developing an encompassing approach to the topic, the book identifies and analyzes the main legal issues arising in relation to LGBTI people seeking asylum including: the underestimation of the relevance of criminalization of sexual orientation as well as the large scale violence against trans people in countries of origin by some European states; the requirement to seek State protection against violence even when they originate from countries where sexual orientation or gender identity is criminalized, or where the authorities are
homophobic; the particular hurdles faced during credibility assessment on account of persisting stereotypes; and queer families and refugee law. The book gives a state of the art overview of law in Europe, both at the level of European legislation and at the level of Member State practice. While being largely focused on Europe, the book also takes into account asylum decisions from Australia, New Zealand, Canada, and the United States and is of relevance internationally, offering analysis of issues which are not specific to particular legal systems. Biographies of African American women community leaders in New York state. CULTURAL COMPETENCE: A PRIMER FOR EDUCATORS, 2nd Edition, covers the basics of multicultural education, making it easy for instructors to assign as a main text or use in conjunction with other books. The author gives special attention to the psycho-social dimensions of teaching culturally diverse populations. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Cultural Competency for the Health Professional reviews the importance of the implementation of cultural competency by allied health professionals, and the process of assessment, training and evaluation. This comprehensive text includes a clear and concise overview of the necessary tools to apply cultural competency processes as well as systematic and disciplined approaches to the process of achieving it. Attention is also given to some of the reservations that may exist in various health professions with interests in moving in the direction of cultural competency such as associated costs, limited time, and beyond. Cultural Competency for the Health Professional provides health professions students with key cultural competency information and practical insight into how to apply this knowledge in their day-to-day work environments as they deal with patients on a clinical basis. Interview With Dr. Shalala Chapter 10 includes an interview with Dr. Shalala conducted by the author of this text. Dr. Donna Shalala is currently the President of the University of Miami, in Florida. She has been in this position since 2001. Prior to her current role, she was appointed by President Clinton to serve as U.S. Secretary of Health and Human Services (HHS) and held this position for 8 years which amounted to the longest serving HHS Secretary in U.S. history to date. She was responsible for a budget of almost $600 billion, overseeing a number of programs such as Social Security, Medicare, Medicaid, Child Care and Head Start, Welfare, the Public Health Service, the National Institute of Health (NIH), The Center for Disease Control and Prevention (CDC) and the Food and Drug Administration (FDA) (Shalala, 2011). FEATURES Overview of the demographic changes in the United States Accreditation requirements (programmatic, specialized and institutional) Cultural nuances of specific groups Comprehensive view of the Culturally and Linguistically Appropriate Services (CLAS) standards with an emphasis on the clinical aspect of various allied health professions Attitudinal survey with established reliability and validity INSTRUCTOR RESOURCES • PowerPoint Slides • Over 150 Test Questions • Case Studies STUDENT RESOURCES Companion Site including: • Additional Case Studies • Crossword Puzzles • Interactive Glossary • Flashcards • Matching Exercises • Web Links • Acronyms Glossary • Acronyms Flashcards* No other training program hones in on these important multicultural topics with the scope and depth of the CBMCS Multicultural Training Program. We’ve had marked success implementing this program -- improving cultural competence in providers so they can offer more effective counseling to clients from diverse backgrounds. Trainees have also shown an increase in self-awareness and better understand their influence on therapy. CBMCS should be required training for counselors and social workers as well as others in the mental health field who work with diverse client populations." —Gloria Morrow, Ph.D., GM Psychological Services Bridging the gap between research and practice, the CBMCS Multicultural Training Program will take mental health practitioners from cultural sensitivity to cultural proficiency. Eligible for up to 32 CE credits Eligible for Mental Health Services Act (Prop 63) Funds Based on several years of research and collaboration among the University of La Verne, the California Department of Mental Health, the California Institute of Mental Health, and the California Mental Health Directors Association, this unique training program gives mental health facilities a valuable tool in working with diverse populations. Developed with the frontline mental health practitioner in mind: Reliable Research Four comprehensive training modules came from rigorous research methods and multivariate statistical processes. The included Multicultural Reader provides trainers with critical background research, improving their knowledge base. The First Training Program That Empowers Trainers to Customize Workshops A 21-question, easy-to-administer cultural competence scale is at the core of this training program. This scale is a quick way for trainers to assess each individual mental health practitioner's level of cultural understanding, giving trainers the freedom to customize the program as needed. CBMCS includes the following materials: CBMCS Scale: A 21-item practitioner self-report scale, which was honed from five respected assessment scales that included
provides the foundation for this extensive training program. (Qty. 25 included) Additional copies available at extra cost. CBMCS Multicultural Reader: Featuring leading research, this compilation of 29 articles provides a wellspring of seminal studies on delivering culturally competent care. Topics include general issues in multicultural counseling competence training, ethnic minority intervention and treatment research, and sociocultural diversities. One copy included in the Trainer's Package. Additional copies $49.95 ea. CBMCS Training Modules: This step-by-step resource will guide trainers through four modules. Each module includes a description, techniques and methods, materials needed, references, handouts, PowerPoint slide presentation, trainer's notes, and evaluation as well as a scoring guide for the CBMCS scale. Module I - Multicultural Knowledge Module II - Awareness of Cultural Barriers Module III - Sensitivity and Responsiveness to Consumers Module IV - Sociocultural Diversities CBMCS Participant's Workbook: Exercises, group activities, and areas for reflection that follow along with the training modules. Includes the CBMCS Scale. VISIT: www.cbmcs.org for more informationThis issue of Dermatologic Clinics, guest edited by Drs. Lauren Meshkov Bonati and Jared Jagdeo, is devoted to Lesbian, Gay, Bisexual, and Transgender Dermatology. Articles in this timely issue include: Historical Perspective on the Dermatologic Care of Sexual and Gender Minority Populations; Healthcare Inequities and Resultant Morbidity in the Sexual and Gender Minority Population; Editorial: Transgender Patients' Experiences in Healthcare; Medical Dermatology and Multidisciplinary Care for Lesbian, Gay, Bisexual, Transgender, and Questioning Patients; Skin Cancer and Risk Factors in the Lesbian, Gay, Bisexual, Transgender, and Questioning Population; Acne and the Lesbian, Gay, Bisexual, and Transgender Teenager; Penile, Scrotal, and Anal Dermatitides in Male Sexual and Gender Minority Patients; What Every Dermatologist Should Know About PrE P; Where Do We Stand Now? A Survey of Physicians Involved in Gender Affirming Care; Androgenetic Alopecia in Gender Minority Patients; Minimally Invasive Procedures for Gender Affirmation; Surgical Facial Aesthetics for Gender Affirmation; Ways to Improve Sexual and Gender Minority Care in the Office and Institution; and How to Start a Resident Clinic for Lesbian, Gay, Bisexual, and Transgender Patients.This book lies within two interdisciplinary fields that should be bridged: cross-cultural management and international human resource management. The consequences of globalization lead to a more extensive recruitment process of global talents to fit the different work structures and competitive work environment of tomorrow. The emergence of self-initiated expatriates (SIEs) further intensify the challenges faced by multinational organizations because people are searching for better career prospects and they are willing to re-locate in order to obtain competitive salary or compensation packages. With the emergence of SIEs, multinational corporations need to acknowledge the influence of culture on management practices because the expatriates will bring their own cultural baggage and uniqueness to the company's doorsteps. By integrating both fields, this book provides a valuable understanding in order to educate SIEs on the richness of cultural behaviors. Indeed, the complexities of human behaviours opens up the window of opportunities to recognize that we are all human beings with unique characteristics, personality and attitudes. It is until and when we equally acknowledge that culture is an essence of humankind and that culture continues to shape people with a magical touch of diversity and uniqueness, only then will the global world greet people inclusively by embracing ‘tolerance, appreciation, and happiness!’ Culture has a paramount impact on how leaders manage their colleagues and teams in the workplace. One's attitudes, values, beliefs and perceptions all matter when people work with culturally diverse colleagues. Cultural differences cannot be ignored as a work structure that thrives only in a monoculture environment is hardly in existence for multinational corporation of today. Instead, the multi-cultured environment takes priority with the soaring number of demands for global talents and workforces that need to be recruited. It is clearly established in the field of international human resources that there are increasing trends and phenomenon of burgeoning SIEs in newly occupied cosmopolitan cities in the world such as Dubai, Qatar, Jeddah, Kuala Lumpur, Hong Kong, Shanghai, Tokyo, and many others. At the end, one key question matters for the journey of cultural sense making to begin: What is it like to experience the forces and effects of culture in the workplace when one is an expatriate?This resource supports evidence-informed approaches to improving the cultural competence of health service delivery. By reviewing the evidence from Australia, Canada, New Zealand and the US, it provides readers with a clear and systematic overview of the interventions and indicators applied to enable health system agencies and professionals to work effectively in various cross-cultural health care situations. The book highlights the importance of cultural competence and describes the current situation in the studied countries; identifies effective approaches and strategies for improving the situation; reviews the indicators for measuring progress; assesses the health
outcomes associated with cultural competence; summarizes the quality of the evidence; and presents an evidence-informed conceptual framework for cultural competence in health. Cultural competence is critical to reducing health disparities and has become a popular concept in these countries for improving access to high-quality, respectful and responsive health care. This book provides policy makers, health practitioners, researchers and students with a much needed summary of what works to improve health systems, services and practice. The ability to recognise and understand your own cultural context is a prerequisite to understanding and interacting with people from different cultural backgrounds. An intercultural learning approach encourages us to develop an understanding of culture and cultural difference, through reflecting on our own context and experience. The need for better quality services for people from different cultural backgrounds has widely been recognised. Calls for cultural competence training have resulted in many training activities, and yet there is little knowledge about the effectiveness of such training. This book reports on the development and evaluation of cultural competence training. An educational module was developed for staff working with people with drug and alcohol problems, with the aim of enhancing their cultural competence. The expectation was that their practice would improve by achieving a change in knowledge, attitude and behaviour of staff. This study sought to evaluate the success of the module in achieving a change in individual knowledge and behaviour, and if the learning had led to an improvement in services. It also highlights lessons that could be learnt from this study that could also inform the wider debate in educational research and anti-racism/diversity training. Cultural Competency for Health Administration and Public Health is serves as an introductory text addressing comprehensive coverage specific to the fields of health services administration and public health. While cultural competency has become a popular topic in these fields, the general population, health service administration and public health students, health service administrators and public health practitioners are in need of a greater key information relevant to the topic and how to apply this knowledge in their area of study/work. This book provides readers with a clear and concise overview of the subject matter and the necessary tools to apply cultural competency processes in various healthcare settings, offering a systematic and disciplined approach to the process of achieving cultural competence. Important Notice: The digital edition of this book is missing some of the images or content found in the physical edition. The purpose of this study was to measure the level of cultural competence of senior level dental hygiene students. The students were given a pretest, the Inventory for Assessing the Process of Cultural Competence-School Version (IAPCC-SV). The students then completed the US Department of Health and Human Services (HHSS) Office of Minority Health (OMH) Cultural Competency Program for Oral Health Professionals, a three module online training program. Three weeks after the pre-test the students re-took the IAPCC-SV. The results indicated that there was a significant increase from the pre-test mean (55.14) to the post-test mean (61.37). This significant increase in a short three week time frame indicates that the Cultural Competency Program for Oral Health Professionals is effective for increasing dental hygiene students' levels of cultural competence. CBMCS ParticipantÆs Workbook: Exercises, group activities, and areas for reflection that follow along with the training modules. (Qty. 10 included) Additional copies $29.95 ea. Health care organizations are beginning to recognize the importance of cultural competence as it relates to efficiency, quality, and equity in the delivery of care within a competitive health care market, and Culture, Heritage, and Diversity in Older Adult Mental Health Care is designed to train mental health clinicians to deliver culturally sensitive care to an increasingly diverse patient population. Projections indicate that 35% of patients older than age 65 will be from a racial or ethnic minority group by 2050, compared with 11% in 1970. Today's mental health practitioners require knowledge, sensitivity, and an understanding of institutionalized practices and systems that undermine their patients' health and well-being. The term culture is multifaceted and may refer to one's belief system, values, religion, race, socioeconomic status, ethnicity, language, sexual orientation, geographic location, educational level, age, occupational risks and exposures, and gender. The authors of the book examine mental health care through these lenses, teaching the reader about implicit biases and potential miscommunication and offering strategies for overcoming these difficulties. The editor, who has worked in leadership positions overseeing veterans' mental health services, has assembled an impressive and diverse roster of contributors, each with specific expertise in his or her assigned subject. * The ways in which cultural competency interacts with the six Accreditation Council for Graduate Medical Education core competencies are explored in detail. For example, in terms of patient care, cultural competency plays an important role in gathering subjective data about a patient that may ultimately impact outcomes. Teaching methods to increase cultural sensitivity and build skills in this area are
highlighted, as are training modalities and clinician evaluation.* The effects of migration and acculturation on mental health are examined, providing clinicians with several theoretical frameworks for understanding the migratory experience in older adults and exploring psychosocial factors associated with psychological risk in aging immigrants.* Linguistic competence, defined broadly as effective communication with individuals speaking a non-dominant language, is an essential component of culturally competent health care and is of particular importance in mental health care. Accordingly, the authors analyze linguistic competence in both administrative and clinical encounters and present strategies for achieving mastery in this critically important area.* The text provides an abundance of tables and pedagogical features designed to enhance comprehension, including learning objectives, key points, and study questions. Cultural competence in health care systems is defined as the ability to understand and integrate the features listed above into the provision of health care services. Culture, Heritage, and Diversity in Older Adult Mental Health Care prepares clinicians to provide sensitive, high-quality, culturally competent care to geriatric patients from diverse backgrounds and will prove indispensable as patient demographics continue to change. Our increasingly globalized society demands a higher level of sophistication when working cross-culturally and internationally in local, state, and federal governments; tribal corporations; and nonprofit organizations. Cultural Competence for Public Managers offers guidance on how to become a leader in developing cultural competence in your organization. It provides a conceptual foundation and successful examples for developing cultural competence, including competencies for international collaborations. The authors clearly define terms and provide their own cultural competence model that will add significantly to the current field. They describe the rapidly changing worldwide demographics that are bringing new cultures into many countries and societies. They also examine the issues that culturally diverse landscapes create in the United States, Asia, Europe, Africa, and Latin America, highlighting the differences between assimilationist and the multicultural viewpoints. Drawing on a wide range of examples from universities; local, state, and federal governments; health care service providers; and nonprofit organizations, the book illustrates management practices that are then extended into the relevant cultural context. It also includes examples of cultural missteps and cultural competencies that have worked in practice. Written in an accessible format and style, the book provides practical and useful standards and performance measures, proven coaching and mentoring guides, as well as templates, checklists, exercises, and guidelines. It includes a DVD with coaching guides, checklists. Organized thematically, the book defines the scope of cultural competencies, highlights best practices, and describes variations in responsibility for administering cultural competence for executives, managers, supervisors, and employees. Mediation, the facilitated discussion of disputes and conflicts, is a flexible approach that can be used at all levels of intervention to move us toward a global peace that is both inclusive and fair. This volume, edited by Jan Marie Fritz, brings together mediators, scholar-practitioners, and a veteran diplomat to discuss the life and times of mediation in very different settings. The 14 chapters include three essays about culture, creativity, and models/theories/approaches. And there are ten chapters about practice: community mediation, mediation by police, special education mediation; interventions on behalf of widows in Nigeria; capacity-building work in Burundi; mediation in Israel; the creative facilitation of meetings; community conferencing; UN Security Council Resolution 1325 (Women and Peace and Security) and the role of civil society organizations in peacebuilding. This volume discusses the expanding roles - from prevention through societal transformation - assumed by mediators and the urgent need for mediators working at different intervention levels to learn from each other. This volume is a must read for scholars, researchers, policymakers, civil society representatives and practitioners with interests in effective dispute and conflict intervention. It particularly is recommended for those managing dispute and conflict intervention processes. This open access book explores cultural competence in the higher education sector from multi-disciplinary and inter-disciplinary perspectives. It addresses cultural competence in terms of leadership and the role of the higher education sector in cultural competence policy and practice. Drawing on lessons learned, current research and emerging evidence, the book examines various innovative approaches and strategies that incorporate Indigenous knowledge and practices into the development and implementation of cultural competence, and considers the most effective approaches for supporting cultural competence in the higher education sector. This book will appeal to researchers, scholars, policymakers, practitioners and general readers interested in cultural competence policy and practice. Culturally Sustaining Pedagogies raises fundamental questions about the purpose of schooling in changing societies. Bringing together an intergenerational group of prominent educators
and researchers, this volume engages and extends the concept of culturally sustaining pedagogy (CSP)—teaching that perpetuates and fosters linguistic, literate, and cultural pluralism as part of schooling for positive social transformation. The authors propose that schooling should be a site for sustaining the cultural practices of communities of color, rather than eradicating them. Chapters present theoretically grounded examples of how educators and scholars can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement towards educational justice in a changing world. Book Features: A definitive resource on culturally sustaining pedagogies, including what they look like in the classroom and how they differ from deficit-model approaches. Examples of teaching that sustain the languages, literacies, and cultural practices of students and communities of color. Contributions from the founders of such lasting educational frameworks as culturally relevant pedagogy, funds of knowledge, cultural modeling, and third space. Contributors: H. Samy Alim, Mary Bucholtz, Dolores Inés Casillas, Michael Domínguez, Nelson Flores, Norma Gonzalez, Kris D. Gutiérrez, Adam Haupt, Amanda Holmes, Jason G. Irizarry, Patrick Johnson, Valerie Kinloch, Gloria Ladson-Billings, Carol D. Lee, Stacey J. Lee, Tiffany S. Lee, Jin Sook Lee, Teresa L. McCarty, Django Paris, Courtney Peña, Jonathan Rosa, Timothy J. San Pedro, Daniel Walsh, Casey Wong. "All teachers committed to justice and equity in our schools and society will cherish this book." —Sonia Nieto, professor emerita, University of Massachusetts, Amherst. "This book is for educators who are unafraid of using education to make a difference in the lives of the most vulnerable." —Pedro Noguera, University of California, Los Angeles. "This book calls for deep, effective practices and understanding that centers on our youths' assets." —Prudence L. Carter, dean, Graduate School of Education, UC Berkeley.

Beijing Institute for the Learning Society (BILS) was inaugurated in October 2011 through the joint efforts of Beijing Leading Group Office for Construction of Learning City and Beijing Normal University. The main focus of BILS lies within the education discipline. The Institute is building a platform that integrates intellectual resources of universities in Beijing to serve the learning city's construction, to explore the constructing mode for Beijing learning city, to enrich and develop the theory of building a learning society with Chinese characteristics, to assist the government in public policies, and to guide the practice of learning city's construction. At present, two years since it was established, together with Beijing City and related research institutions, the Institute has participated in numerous research studies, including "An International Comparative Study on Modes of Learning City Construction in the World", "Research and study on Beijing Lifelong Learning Competence", and "Study on Legislation of Beijing Lifelong Learning". Oriented towards the practice of the construction of Beijing learning city, the Institute integrates universities in Beijing and related research organizations in China and abroad to keep pace with international developments, research practical problems, explore innovative approaches, promote exchanges and cooperation, train professionals, and lead the development of the practice. It is striving to build a high-end open research platform with international influence that integrates academic researches, policy advisories, talent training, and training services. This book summarizes the goals set by BILS, and what has been achieved thus far.

Have you ever lost something or someone of infinite value to you? Have you ever been wounded in a profound way? You are not alone. The majority of us will confront times when we feel lost, vulnerable, and in need of a helping hand: someone who will stretch out their hand and say, "Rise up!" Yet not everyone will have access to a trained professional or the financial resources to access those services—and this is especially the case for the poor and downtrodden in our world today. So many of us yearn to experience the healing of our souls; encountering a shepherd-helper with a caring spirit can lead us on the pathway to the other side of pain. The average person can show compassion and grow in that ability if they are equipped to do so. This book offers people of faith the lay counseling skills that will enable the church to help others in their brokenness and pain, with the goal of strengthening many, joining Christ in his work among the marginalized.

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