



# Cultural Competency Tool Kit for Broward County, Florida

May 2007

Presented by:

The Coordinating Council of Broward Multicultural Board

With special thanks to

The Children's Services Council of Broward County

Ronik Radlauer Group

Concha and Diaz

and

The SAMHSA One Community Partnership Cultural Competency Workgroup

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**CCB - CULTURAL COMPETENCY TOOL KIT**

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## Table of Contents

- 1.) Introduction
  - 2.) Glossary of Terms
  - 3.) Baseline Cultural Competency Plan
  - 4.) Cultural Competency Assessment Tools
    - Organizational Assessment
    - Management Assessment
    - Direct Service And Support Assessment
  - 5.) Training Tools
    - Resource Manual
    - Facilitator Guide: Curriculum For Basic Cultural Competency Workshop
- Appendix:  
Workbook

# CCB - CULTURAL COMPETENCY TOOL KIT

## INTRODUCTION

### PURPOSE

This Tool Kit has been developed in order to provide a basic guide for the advancement of cultural competency in Broward County, Florida. It has been constructed to provide a structure which can be used in all sectors so that there is a uniformity of understanding of terms used and concepts taught related to increasing cultural competency in the community. The intention is that, once an organization adopts the basic Tool Kit, it may be expanded to fit the particular needs of the organization not addressed in the basic components.

### ACKNOWLEDGEMENTS

This Cultural Competency Tool Kit is based on a model prepared by the Ronik-Radlauer Group as the first phase of a complete Cultural Competency Plan initiated in 2003 for the Children's Cultural Competence Initiative. Also included is the second-phase work based on deliverables provided by the Concha and Diaz Team. The Ronik-Radlauer assessment and the Concha-Diaz Team modules would not have been possible without the commitment, hard work and expertise of many dedicated individuals. These dedicated consultants and community volunteers provided ongoing input throughout the developmental process. The Tool Kit is a direct result of their time and effort to help Broward County become a more culturally competent place in which to live and work. The Children's Services Council of Broward County ("CSC") is to be commended for its vision and desire to make cultural competence a priority in Broward County, especially for children and families. The CSC collaborated with the Multicultural Board of The Coordinating Council of Broward ("CCB") to create a baseline for cultural competency assessment and training. In accordance with that collaboration, the work of both consulting groups was revised to provide a standard baseline Cultural Competency Tool Kit for Broward County. The CCB Multicultural Board has been dedicated to creating a generic Cultural Competency Tool Kit for all organizations throughout Broward. Mary Macomber, Chair of the CCB Multicultural Board, provided major editing on the draft, with key review and commentary provided by Nancy Weintraub, Vice-Chair of The CCB Multicultural Board, and Dr. Delores Smiley, Dean of Community Education and Development Affairs for the Fischler School of Education and Human Services at Nova Southeastern University.

Sincere appreciation is extended to the Children's Services Council, The Coordinating Council of Broward, and all those countless individuals who contributed to the creation of the final Plan contained herein.

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## BACKGROUND

### *Overview of Broward County*

**BROWARD COUNTY** is located along the southeastern coastline of the State of Florida, and is the second largest and fastest growing metropolitan area in the state. Encompassing 1,211 square miles and 30 municipalities and unincorporated areas, Broward County is home to almost 1.7 million residents, or 10% of Florida's total population. According to the 2000 Census, since 1990, the population has increased by nearly 367,500 people, or 29.3%, the greatest increase of any county in Florida. During this period, the rural population virtually disappeared, resulting in the emergence of a distinctly urban character. Over the last decade, the region's population has become increasingly diverse, with significant growth among minority racial and ethnic groups.

Approximately 21% of the population is African American, including a large number of individuals who immigrated from Haiti, Jamaica, and other parts of the Caribbean, as well as Central and South America. Hispanics, primarily of Puerto Rican, Cuban and Colombian descent, currently represent 17% of the total population of Broward County. Twenty-six percent (433,003) of the people living in Broward County in 2001 were foreign-born. Of the 433,003 individuals, over 70% of those were born in Latin America. In 2001, 29% of Broward County residents spoke a language other than English at home. Of those speaking a language other than English at home, 60% spoke Spanish, and 40% spoke another language. According to the most recent U.S. Census Bureau data, Broward County's population increased by more than 45,000 from April 2000 to July 2001 alone, more than any other county in the state. Nationally, Broward County is ranked ninth in the nation in numeric growth. In addition to the permanent population, nearly 90,000 part-time residents live within Broward County at the peak of its "season," and more than 3,000,000 tourists visit the County annually. A review of the 2001 American Communities Survey showed that 12.5% of individuals in Broward County had incomes below the poverty level. The cost of living is the third highest in the State of Florida.

The following table highlights the demographics of Broward County.

### **Broward County Census 2000 Demographics**

<b>Population (2000) Total residents:</b>	<b>1,623,018</b>
Non-Hispanic	83%
White (non-Hispanic)	58%
Black	20%
Hispanic	17%
Asian	2%
Other Race	1%
Two or more races	2%

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<b>Per capita income</b>	23,170
<b>Median Household</b>	41,691
<b>Median Family</b>	50,531

Source: Broward By the Numbers 2000

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### Consultant Credentials

**Marci Ronik, M.S.** is a Principal Partner of the Ronik-Radlauer Group, Inc., a management consulting practice, focusing on the needs of nonprofit health and human service organizations in South Florida. With a concentration on preparing organizations for accreditation and conducting large-scale organizational assessments, Ms. Ronik has assisted numerous provider agencies in the attainment of their goals. In addition to the provision of such consultation, Ms. Ronik has prepared and received several funding requests for public and private organizations, and has assisted in the implementation of those projects.

In the area of training and education, Ms. Ronik was responsible for the development and implementation of The Mental Health Training Institute of Broward County, which, during its tenure, provided over 250 workshops and conferences that focused on the needs of behavioral health organizations. In addition to the Institute, Ms. Ronik has coordinated numerous training opportunities, most recently with the Mental Health Association of Broward County, including those focusing on the implementation of Motivational Interviewing, Cultural Competence, and Co-occurring Psychiatric and Substance Abuse disorders. She has developed and coordinated both the 10-month and 3-month training curriculums that focused on Integrated Services, and was the Conference Director for the 3-day conference entitled “Integrated Services for a More Effective Community” in January 2002. Finally, Ms. Ronik serves as the Coordinator of the Workgroup on Cultural Competence in Broward County, and is responsible for the creation of the Guiding Principles, Goals and Objectives, and Standards related to behavioral health services in this area, as well as the organization and presentation of training to Senior Level Management staff.

**Julie Radlauer, L.M.H.C.** is a Principal Partner in the Ronik-Radlauer Group, Inc. and has had extensive experience developing, as well as working within, the system of care for Severe Emotionally Disturbed (SED) children in Broward County. Ms. Radlauer has been a leader in behavioral health services as the Director of Youth and Family Services for the largest community mental health center in Broward. This professional experience brings knowledge of the local system of care, connections with local service providers, as well as knowledge of the services that they provide, and a first hand experience as a provider of SED services.

Ms. Radlauer has served as the President of the Broward County Children’s Consortium, a 501(c) 3m comprised of over 75 child-serving agencies. Ms. Radlauer has had research experience through the University of Miami; Post Traumatic Stress Disorder Research, Effects of Hurricane Andrew on College Students and Nova Southeastern University (1992-1993): Independent Research Child Psychotherapy Project Development of Nova Assessment of Psychotherapy (NAP). Additionally, Ms. Radlauer holds the following certifications: Multi-systemic Therapy Certification, Autistic Behavioral Therapy Techniques Certification and the Respite Care Certification.

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**Ms. Maritza Concha, B.S., M.A.** is a cultural competence evaluator and consultant with knowledge of program coordination, evaluation, proposal and report writing for grant-funded programs at the national and international level. Her experience includes service as the Director of Operations for Covian Consulting, Inc., where she provided expert consultation on research and evaluation activities for non-profit human services organizations. Her projects included client database development, evaluating efficacy of educational interventions, designing data monitoring processes for multi-agency programs, conducting focus groups and other qualitative evaluation activities. She also assisted with grant-writing and report preparation for funding agencies and with curriculum development. She has served as a program coordinator at The Institute for Child Health Policy at Nova Southeastern University. At the University of Miami's Partnership for the Study and Prevention of Violence, Ms. Concha served as a research assistant in the area of youth violence. Under another UM program she worked as a Program Coordinator for Legal Aid's domestic violence reduction program among farm workers. Ms. Concha holds a Master of Arts degree from the University of Miami and a Bachelor of Arts degree from Florida International University.

**Ms Marilla Diaz-Vivo, B.S.** is an organizational management consultant with a broad range of experience in learning & development, organizational development, leadership development, and diversity. She is a client-focused expert who has an effective mix of HR strategic and tactical skills, and a personal commitment to guide business success by leveraging human potential. She is skilled in assisting clients to manage change initiatives, including organizational re-design, mergers and acquisitions, talent management retention and enhancement of the employee experience.

Ms. Diaz-Vivo's experience has included consulting to clients in non-profit human services organizations in the areas of Cultural Competence and Organizational Development. Services provided by Ms. Diaz-Vivo include: curriculum development, design and delivery of Train-the-Trainer certifications, creating and executing needs assessment processes, developing and conducting focus groups, facilitation of meetings, and one-on-one coaching for performance development. Her work experience has included service with both Fleet Boston Financial, and The Gillette Company. She holds a Bachelor's Degree from Boston University School of Management.



# Cultural Competency Glossary of Terms

## GLOSSARY OF TERMS

Some common terms are used in cultural competency training. Through careful research and study, the following terms and their definitions are provided for common dialogue.

**Access:** This term means providing services in an equitable, timely, and respectful manner that accommodates the unique needs of the population being served.

**Acculturation:** This is the exchange of cultural features that results when groups come into continuous firsthand contact; the original cultural patterns of either or both groups may be altered, but the groups remain distinct.

**Alternative/Traditional Healer (folk healer):** This is an individual, respected by the community, who has cultural knowledge and training to relieve people of their physical and emotional afflictions within their cultural beliefs, and who sometimes uses physical approaches, spirituality, herbs, and other techniques as a form of healing; an individual recognized by a cultural group or tradition with the authority and power to perform rituals, ceremonies, or utilize medicinal substances for physical and spiritual healing.

**Assimilation:** This is the process of change that a minority group may experience when it moves to a country where another culture dominates: the minority is incorporated into the dominant culture to the point that it no longer exists as a separate cultural unit.

**Bias:** A bias is a prejudice in a general or specific sense, usually a preference to one particular point of view or ideological perspective.

**Bigot:** A bigot is a prejudiced person who is intolerant of opinions, lifestyles or identities differing from his or her own. Often used as a pejorative term against a person who is obstinately devoted to his or her prejudices even when these views are challenged or proven to be false.

**Bi-cultural:** This is the ability to understand and function effectively in two cultural environments. An individual who is bi-cultural is not necessarily culturally competent.

**Bilingual:** This is the ability to speak effectively in two languages.

**Collusion:** This concept means cooperation with others, knowingly or unknowingly, to reinforce stereotypical attitudes, prevailing behaviors, and norms.

**Competence:** This is the application of knowledge, interpersonal, and decision-making skills.

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**Competent:** This term refers to the capability of functioning effectively within the context of culturally integrated patterns of human behavior through the use of individual and social reflection, academic education, career development and skill mastery.

**Core Values:** These are key, basic or central values that integrate a culture and help distinguish it from others.

**Cross-Cultural:** This concept pertains to functioning across diverse cultures.

**Cultural Competence:** This is a dynamic and ongoing developmental process requiring self-assessment and a long-term commitment. It is the acquisition and integration of cross-cultural knowledge about individuals and groups of people, and the transformation into specific attitudes, behaviors, values, standards, policies and practices. The process of cultural competence enables the system, organizations, and individuals to work effectively in cross-cultural situations.

**Culture:** This concept refers to the integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious, special needs/disabilities, or social (i.e., gender, sexual orientation, economic, family, age) group. Culture defines the preferred methods for meeting needs.

**Custom:** These are distinctly human traits, transmitted through learning: traditions and customs that govern behavior and beliefs.

**Developmental:** This is a particular set of abilities, motives, behaviors, or emotions that generally occur together and form a cohesive pattern.

**Disability:** This concept means a long-lasting sensory, physical, mental or emotional condition that can make it difficult for an individual to participate in activities of daily living, communication, social, employment, familial and/or personal routines.

**Discrimination:** This concept involves using policies and practices that harm a group and its members

**Disenfranchisement:** This concept describes the lack of privileges granted to a particular group or persons.

**Diversity:** This concept describes the mosaic of people who bring a variety of backgrounds, styles, perspectives, values, and beliefs as assets to the groups and organizations with which they interact.

**Ethnic Groups:** These are groups distinguished by cultural similarities and differences, shared beliefs, values, habits, religion, geography, kinship, and/or race.

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**Ethnicity:** This term pertains to generational heritage or derivation linked by nationality, language, cultural values, beliefs or traditions.

**Ethnocentrism:** This term describes the tendency to view one's own culture as best and to judge the behavior and beliefs of culturally different people by one's own standards.

**Family:** This term describes the complex network of relationships, interactions, and patterns of influence among a fundamental social group in society typically consisting of primary caregivers and their children.

**Human Rights:** This is a doctrine that invokes a realm of justice and morality beyond, and superior to, particular countries, cultures and religions. Human rights, usually seen as vested in individuals, would include the right to speak freely, to hold religious beliefs without persecution, and to not be enslaved or imprisoned without being formally charged.

**Interpreter:** This term describes an individual trained in facilitating oral, written, or manual communication between two or more people of different languages; interpreters have in-depth knowledge and respect not only for the language, but also for cultural values, beliefs, and verbal and non-verbal communication.

**LEP:** This means a person with Limited English Proficiency.

**Multicultural:** This term refers to traits pertaining to two or more distinctive cultures. An individual who is multicultural is not necessarily culturally competent.

**Multilingual:** This is the ability to communicate effectively in more than two languages.

**Organization:** This is a group of people intentionally structured to accomplish an overall, common goal or set of goals. Organizations generally operate under an identified vision, mission and set of values. Organizations are guided by their strategic goals and they generally have major subsystems such as departments, programs, divisions and teams.

**Prejudice:** This concept describes devaluing a group because of its assumed behavior, values, capabilities, attitudes, or other attributes.

**Provider:** This is a person or organization that renders service.

**Racism:** This is the systematic subordination of members of targeted racial groups who have relatively little social power in the United States (i.e. Blacks, Latins, Native Americans, and Asians), by the members of the agent racial group who have relatively more social power. This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.

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**Standards:** These are generally accepted principles for the best/most appropriate way to provide care for individuals; the criteria or set of rules that describe the expected levels of behavior as well as courses of action based on research and experience.

**Stereotype:** This term describes a simplified and fixed image of members of a culture or group, often, but not always, based on race, religion, ethnicity, age, gender, and/or national origins. It may involve generalizations about people that are based on limited, sometimes inaccurate, information. In many instances, broad categories about people are used that fail to differentiate among individuals, peoples and societies.

**Traditional:** These are time-honored practices, which vary among groups.

**Translator:** This is a person or organization capable of rendering written or spoken information from one language to another. Not to be confused with “interpreter”.

**THE COORDINATING COUNCIL OF BROWARD**

**BASELINE CULTURAL COMPETENCY PLAN**

**FOR**

**Broward County, Florida**

**PRESENTED BY:**

**The Coordinating Council of Broward Multicultural Board**

**The purpose of this Plan is to provide a generic, base-line for organizational cultural competency. It may be amended by an organization at will to fit the organization's particular needs.**

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### CULTURAL COMPETENCE PLAN

**GUIDING PRINCIPLES:**

- All individuals have a unique set of issues that must be recognized and addressed.
- Cultural knowledge and sensitivity must be incorporated into program policymaking, administration and services.
- Programs must do more than offer equal and nondiscriminatory services, they must tailor service to their consumers.
- In culturally competent systems of care, consumers determine the direction and the goals.

**RESPONSIBILITY:** (Name of Organization )

**IMPLEMENTATION PERIOD:** (Time Period for Incorporating Plan )

<b>OUTCOME: Staff recruitment, retention, training and development in the areas of cultural competence shall be implemented at all levels in the Organization.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization will demonstrate ongoing recruitment, retention, and career development of culturally diverse individuals.	
The Organization's workforce shall be culturally and linguistically diverse and reflective of the community served.	
The Organization shall provide and make available on-going formal and informal cultural competence training opportunities to all staff.	
The Organization shall track the percentage and number of individuals receiving initial and on-going cultural competence training.	
The Organization shall maintain culturally-based policies of behavior and performance-based demonstration of implementation. The Organization shall track the percentage and number of personnel-related complaints, grievances, and commendations based on cultural factors relative to service delivery. This information shall be factored into performance evaluations.	
The Organization's leadership shall be evaluated on their cultural competence skills.	

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<b>OUTCOME: The Organization’s governing entity incorporates a Board of Directors that is representative of the populations to be served in the community at large.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization’s Board of Directors shall represent the population served.	
The Board of Directors shall consider the representation of its membership and its reflection of the population served when selecting new members.	
New members of the Board of Directors shall receive an orientation that includes a review of statistical data, policy statements, and customer/client service information, including demographic information and services rendered to customers/clients served.	
Members of the Board of Directors shall consistently review and ensure that the organization’s mission, values statement and goals reflect the diverse needs of the community.	
The Organization’s CEO shall regularly report to the Board of Directors on progress made in the area of cultural competence and on the impact of cultural issues.	
The Organization shall include formal procedures for decision-making related to policies and practices relative to grievances in accordance with state and federal law.	



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<b>OUTCOME: The Organization's leadership is reflective of the population and community it serves, and incorporates cultural factors when planning and designing policies and procedures.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization shall ensure that employment opportunities for senior management positions are circulated through culturally diverse networks.	
The Organization's leadership shall collect and analyze demographic and statistical information on culturally diverse populations for use in its planning process.	
The Organization's leadership shall develop goals and objectives for allocating resources and delivering services in a manner that addresses the needs of multicultural populations.	
The Organization's leadership shall involve culturally diverse groups in its planning.	
The Organization's leadership shall receive training in planning to specifically meet the needs of multicultural communities.	
There shall be policies and procedures that promote the integration of services to effectively serve culturally diverse customers/clients.	

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<p><b>OUTCOME: The Organization has a regular quality monitoring and improvement process with diverse representation that promotes culturally based policies and practices and evaluates the process and outcome of service delivery.</b></p>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization shall maintain a Quality Improvement Plan for delivery of services that is culturally grounded.	
There shall be evidence of the continuous monitoring, evaluation, and improvement of policies in accordance with the Quality Improvement Plan. There shall be a diverse representation of customers/clients and providers participating on quality improvement teams.	
The Organization shall provide access to, and shall utilize the results of, quality studies that focus on best practices that promote the well-being of customers/clients.	
The Organization shall utilize linguistically and culturally factored satisfaction surveys. Surveys shall be available in various formats to facilitate the participation of customers/clients at all socio-economic and educational levels.	
The Organization shall periodically verify that outcomes measured are valid and applicable to the diverse population.	
The Organization shall track and trend the percentage of complaints, grievances, and commendations based on cultural factors that impact service outcomes. The information shall then be factored into the Quality Improvement Plan.	
The Organization shall conduct periodic reviews of current and past utilization patterns based on cultural factors. The organization shall track, trend and utilize this information in the development of new programs, outcome measures, and other areas relative to quality monitoring and improvement.	
The Organization shall track and trend the use of flexible funds (where applicable) based on cultural factors and shall utilize this information relative to quality monitoring and improvement.	

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<b>OUTCOME: The Organization has an education and outreach program which is an integral part of its operations, and which is guided in its development and implementation by customers/clients and community-based organizations that represent the diverse population served.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization shall incorporate cultural and linguistic considerations in the planning and implementation of its education and outreach activities.	
Activities and materials, including an updated listing of community resources, shall be provided in multiple languages reflecting the diversity of the population.	
Education, training and the coordination of outreach activities shall be made with community-based groups and organizations that are responsive to the needs of unique customers/clients.	
The Organization shall assess the demographic profile of the population, including their strengths, needs and unique factors. These elements shall then be incorporated into the development of education and outreach activities.	

<b>OUTCOME: The Organization maintains a public/community relations program that actively seeks opportunities to promote its services to culturally diverse populations and organizations.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization shall maintain an updated list of culturally diverse media contacts and organizations.	
The Organization shall advertise special events and program information in culturally diverse print and broadcast media and through community networks and organizations representing culturally diverse groups.	
The Organization shall ensure that all its brochures, annual reports, newsletters, and publications reflect the diversity of the population it serves.	
The Organization shall make available resources, videotapes, publications, guides and service manuals that address cultural competence, and services specifically designed to reach culturally diverse populations.	

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**OUTCOME: The Organization considers cultural factors when planning and designing programs and services. A Cultural Competence Plan is developed and integrated within the overall Organization, using an incremental strategic approach for its achievement, to assure attainment of cultural competencies and manageable, concrete timelines. The Plan shall incorporate all of the Outcomes and Performance Measures contained in the Organization's Cultural Competence Plan.**

STRATEGY	PROGRESS / STATUS
The Organization shall maintain its Cultural Competence Plan, which shall include defined steps for integration, implementation and evaluation. This Plan shall include evidence of related policy/procedure changes and modifications.	
The Organization shall maintain interagency agreements to coordinate services with diverse organizations.	

### PERFORMANCE INDICATORS

**The Organization maintains a Cultural Competence Plan that includes the Outcomes defined below for its integration, implementation and evaluation. This Plan shall include evidence of related policy/procedure changes and modifications**

**OUTCOME: Assessments used in this Plan include a multi-dimensional focus including customer/client needs and social status, as well as family and community support.**

STRATEGY	PROGRESS / STATUS
The Organization shall utilize assessment tools and procedures that address culture and demographic factors relating to age, gender, and the customer's/client's perception of his/her race and ethnicity.	
The assessment shall identify the customer's/client's preferences in regards to services requested.	
Assessments shall be performed in a culturally and linguistically competent manner, and shall result in an interpretive summary of the customer's/client's needs, strengths, preferences and abilities.	

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<b>OUTCOME: The plan of service for the customer/client is relevant to the customer's/client's culture and life experiences.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization shall utilize a service plan that reflects the customer's/client's involvement in its development.	
As appropriate, the Organization shall have a written policy and a demonstrated practice linking customers/clients to advocacy and education groups.	
Evidence shall exist in the service plan of the use of culturally relevant community services and resources.	
Evidence shall exist of training in the development of service plans that incorporate the use of effective culturally competent materials.	

**COMMUNICATION STYLES AND CROSS-CULTURAL LINGUISTIC AND COMMUNICATION SUPPORT**

<b>OUTCOME: Cross-cultural communication support to allow a customer/client to participate in all services available to the customer/client.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
The Organization shall maintain policies regarding the utilization of interpreters and translators.	
The Organization shall maintain an annually updated directory of trained interpreters who may be available within 24hours for routine situations and within one hour or less for crisis situations.	
Staff training shall be in the use of interpreters and translators.	
Forms and other paperwork shall be available in multiple languages.	

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### STAFF COMPETENCIES

<b>OUTCOME: The Organization includes the following areas of knowledge, understanding, skills, and attitudes as essential components of core continuing education to ensure cultural competence among staff and to promote effective responses to the needs of customers/clients served.</b>	
<b>STRATEGY</b>	<b>PROGRESS / STATUS</b>
Staff shall obtain knowledge and understanding of the customer/client population's cultural and ethnic backgrounds.	
Staff shall obtain knowledge and understanding of service issues related to various cultural groups.	
Staff shall obtain knowledge and understanding of how to provide appropriate service to different cultural groups.	
Staff shall obtain knowledge and understanding of the Organization's role in providing services to different cultural groups.	
Staff shall obtain knowledge and skills to enable them to communicate effectively across cultures.	
Staff shall obtain knowledge to provide quality assessments of culturally diverse customers/clients.	
Staff shall obtain knowledge and skills to formulate and implement effective service plans for culturally diverse customers/clients.	
Staff shall obtain knowledge and skills to provide quality service to culturally diverse customers/clients.	
Staff shall inform customers/clients of grievance procedures in the client's/customer's own language; clients/customers shall be supported linguistically by staff at the time steps are taken in the complaint and grievance process.	
Staff shall obtain knowledge and skills to demonstrate attitudes of respect for a customer's/client's cultural experiences and an attitude of willingness to work with culturally diverse customers/clients.	
Evidence shall exist that all staff members are attending approved cultural competence planning, education, and training programs that incorporate the strategies set forth above.	
The Organization shall develop a core curriculum in cultural competence training which shall be made available through Organization-wide training and train the trainer opportunities.	

## **CULTURAL COMPETENCY ASSESSMENT TOOLS**

The Assessment Tools that follow will assist an organization in determining levels of organizational cultural competency. These tools will also assist the organization in determining the cultural competency of its staff and management.

- 1.) Organizational Cultural Competence Assessment**
- 2.) Management Assessment Tool**
- 3.) Direct Service and Support Staff Assessment Tool**
- 4.) Additional Organizational Assessment Tools**

The content of each of these tools is described in more detail below.

# 1.) ORGANIZATIONAL CULTURAL COMPETENCY ASSESSMENT

## Target Group

- Organizations that provide services to the community

## Purpose

- Evaluate how well organizations meet the needs of their diverse workforce and the diverse population they serve
- Learn what actions organizations need to take to become more culturally competent
- Gain a broad perspective of the policies, programs and procedures the organization has in place to address the needs of diverse groups

## Length of Survey

- It should take participants between 15 - 20 minutes to complete this survey.

**Reference may be made to the statistical information below in order to give the best answers to the survey questions.**

## Ethnic Composition of Broward County in 2000

- 58% Caucasian
- 20% Black
- 17% Hispanic
- 2% Asian
- 2% Two or More Races
- 1% Other

Source: Broward by the Numbers



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## ORGANIZATIONAL CULTURAL COMPETENCY ASSESSMENT TOOL

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Gender: Male  Female

Age: \_\_\_\_\_ (Optional)

### **PART 1: ETHNIC/CULTURAL CHARACTERISTICS**

This section contains questions on the characteristics of your staff and the organization. Questions relate to two broad areas: staff profiles and organizational recognition of diversity needs.

#### **BOARD, STAFF AND CONSUMER/COMMUNITY PROFILES**

1. To what degree do your board members reflect the ethnic/cultural characteristics of your community?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
not at all		somewhat		almost perfect match

2. To what degree do your staff members reflect the ethnic/cultural characteristics of your community?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
not at all		somewhat		almost perfect match

3. To what degree do your managers and executives reflect the ethnic/cultural characteristics of your community?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
not at all		somewhat		almost perfect match

4. If you do not believe your governing body, service staff, or administrative staff represent the cultural diversity within Broward County; what steps are needed to become more inclusive?

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**CULTURAL COMPETENCE AS AN ORGANIZATIONAL PRIORITY**

5. Have the leaders in the organization identified ethnic/cultural competence as an organizational concern?

Yes  No

5a. If yes, in what ways?

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6. Do you know your mission statement and/or goal statements? Yes  No

6a. If yes, do the mission and/or goal statements of your organization explicitly incorporate a commitment to cultural diversity?

Yes  No

If yes, please explain:

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**ORGANIZATIONAL RECOGNITION OF DIVERSITY NEEDS**

*There are many ways an organization can increase cultural competence. Below are potential initiatives and areas in which organizations address diversity.*

7. To what extent has your organization identified these and other areas? Please use the following scale in responding.

1	2	3	4	5
not at all		somewhat		completely

(a) Awareness of cultural issues in establishing measures for attracting and retaining minority & female staff \_\_\_\_\_

(b) Awareness of cultural issues in affecting, attitudes towards services and outcomes. \_\_\_\_\_

(c) Cultural awareness/participation is recognized as an important factor in providing services \_\_\_\_\_

**CCB - CULTURAL COMPETENCY TOOL KIT**

(d) Soliciting minority input in developing programs, models, guidelines and training materials \_\_\_\_\_

(e) Long-term commitment to achieving cultural competence \_\_\_\_\_

(f) Other (please specify) \_\_\_\_\_

**8.** In your opinion, are there major organizational characteristics that inhibit ethnic and cultural understanding among staff, consumers, and service providers?

Yes       No       Don't know

If yes, please describe these characteristics. (Attach extra sheets if necessary.)  
 Examples may be "Facilities are spread across broad geographical area", "No communication assistance for non-English speaking persons", etc.

<b>Characteristic that inhibits ethnic and cultural understanding among staff, consumers, service providers</b>	<b>It inhibits understanding because...</b>
<b>Example a:</b> Communication and signage problems. <b>Example b:</b> Most managers come from same ethnic background.	<b>Example a:</b> Customers don't feel welcome and have a hard time finding the person/office they need. <b>Example b:</b> Staff of other ethnicities feel like they are excluded.

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**CULTURAL COMPETENCE TRAINING**

9. How have you received education about cultural competence in your organization and, in your opinion, how effective are these methods?

Use this scale to rate effectiveness:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
not effective		somewhat effective		extremely effective	

	<b>Received? Yes/No</b>	Scale
Training		
Orientation		
Reading materials		

10. Does your organization's cultural competency training address all of your ethnic/cultural consumer groups?

Yes       No       Do not know

If no, in your opinion, what groups are omitted?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**PART 2B: STAFF RECRUITMENT AND RETENTION**

11. With regard to ethnic/cultural diversity of staff at your organization, what trend have you observed over the last 3 years (or since you joined the agency)?

- (a) Retention of ethnic/cultural minorities is not a problem      Yes  No   
Don't Know
- (b) Promotions of ethnic/cultural minorities is not a problem      Yes  No   
Don't Know
- (c) Turnover among all ethnic groups is not a problem      Yes  No   
Don't Know

## CCB - CULTURAL COMPETENCY TOOL KIT

**12.** Are there human resource policies and procedures in place to address concerns or complaints concerning unfair treatment in the area of ethnic/cultural issues?

Yes       No       Don't Know

### **ORGANIZATIONAL ADAPTATION TO DIVERSITY**

**13.** Do you have an organized way to collect data on the ethnic/cultural characteristics of consumers?

Yes       No   
If yes, please describe:

---

---

**14.** How does your organization determine the ethnic/cultural characteristics of persons served?

(a) By Observation	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
(b) By consumer self-report	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
(c) Other _____ (Please specify)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>

### **CONSUMER SATISFACTION**

**15.** Do you survey consumers to determine their perception of your services?

Yes       No

**15a.** If yes, how often do you survey consumers? \_\_\_\_\_

**15b.** Does your survey ask questions assessing service satisfaction related to cultural diversity?    Yes       No

**15c.** Is the survey available in languages other than English?  
Yes       No

If yes, in what languages is the survey available?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**CCB - CULTURAL COMPETENCY TOOL KIT**

**16.** In addressing ethnic/cultural needs, do you/your organization provide the following services? If yes, in your opinion, how well do they work?

Use this scale to score how well they work:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
not effective		somewhat effective			extremely effective

	Provide? Yes/No	If yes, how well do they work?
A. Protocols for addressing ethnic/cultural interpreting/translation needs		
B. Assistance for ethnic/cultural populations in decision making		
C. Other _____ _____ (please specify)		

**OTHER CONSUMER DIVERSITY ISSUES**

**17.** Does your organization provide communications services for hearing or sight impaired consumers?

Yes       No       Do not know

**18.** Are your organization's programs available to gay/lesbian persons?

Yes       No       Do not know

If yes, please describe:

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**19.** Are your organization's programs available to and accessible by persons with physical disabilities?

Yes       No       Do not know

If yes, please describe:

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## CCB - CULTURAL COMPETENCY TOOL KIT

### LANGUAGE AND COMMUNICATION NEEDS OF CONSUMERS

20. Does your organization have interpreter/translator services?

Yes  No

20 a. If Yes, how do you track or document the utilization of interpreter/translation services?

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20 b. If Yes, what kind of interpreter/translator services does your organization use?

Certified Interpreter	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
Certified translator	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
Bilingual staff	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
AT&T phone translation	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
Friend or family	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>
Other _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Do not know <input type="checkbox"/>

---

(Please specify)

#### Sources

- Assessment tool developed by: Dennis P. Andrulis, Thomas Delbanco, Laura Avakian, and Yoku Shaw-Taylor. Modified by Maritza Concha and Marilia Diaz-Vivo.
- \*Checklist to Facilitate the Development of Culturally and Linguistically Competent Primary Health Care Policies and Structures. Georgetown University Child Development Center-National Center for Cultural Competence. Developed by: Tawara Goode, National Center for Cultural Competence, Georgetown University
- Modified by Concha and Diaz from Source: Tawara D. Goode, Georgetown University Center for Child and Human Development-University Center for Excellence in Developmental Disabilities Education, Research & Service  
Adapted from - Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings-June 1989. Revised 1993, 1996, 1999, 2000 and 2004

## **2.) MANAGEMENT ASSESSMENT TOOL**



## MANAGEMENT ASSESSMENT TOOL

### RECRUITING/RETENTION

1. To what degree are there strategies in place to actively recruit/retain a culturally diverse management/administration?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
none		somewhat		high

2. To what degree are there strategies in place to actively recruit/retain a culturally diverse support staff?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
none		somewhat		high

This section contains questions on how your organization addresses diversity needs.

### DIVERSITY TRAINING

#### CONTENT

3. Are staff members consistently educated regarding diversity issues?

Yes  No

If yes, please describe training program:

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4. If yes to training above, is it mandatory or voluntary? Please check appropriate box.

	<b>Mandatory</b>	<b>Voluntary</b>
Direct service staff		
Management		
Support		
Volunteers		
Other		

**CCB - CULTURAL COMPETENCY TOOL KIT**

5. Are staff members educated regarding the special needs and characteristics of each other and their ethnic/cultural group?

Cultural beliefs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gender roles	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Physical Disabilities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(Please specify)		

**BUSINESS STRATEGIES ATTRACTING CONSUMERS FROM DIVERSE CULTURES**

6. Is your agency undertaking specific initiatives in the following areas:

(a) Developing new services in ethnic/cultural communities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(b) Increasing services in ethnic/cultural communities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(c) Developing special ethnic/cultural minority-related programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(d) Monitoring outcomes regarding ethnic/cultural minorities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(e) Community outreach using culturally diverse media	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(e) Other _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(Please specify)		

7. Has consideration of ethnic/cultural minority consumer issues been incorporated into your organization's quality improvement efforts?

Yes  No

If yes, please describe how this has been done.

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## CCB - CULTURAL COMPETENCY TOOL KIT

8. Does your organization have...

- policies and practices that incorporate culture in the delivery of services to diverse groups?

Yes       No       Don't Know

- position descriptions and personnel performance measures that include skill sets related to cultural competence?

Yes       No       Don't Know

- tools to analyze demographic trends for the geographic area it serves?

Yes       No       Don't Know

- policies and resources to support ongoing professional development and in-service training (at all levels) for culturally competent values, principles and practices?

Yes       No       Don't Know

- policies to assure that new staff are provided with training, technical assistance and other supports necessary to work within culturally and linguistically diverse communities?

Yes       No       Don't Know

- written policies for reviewing and assessing ethnic/cultural consumer needs?

Yes       No       Don't Know

### STAFF RECRUITMENT

9. Are there marketing initiatives to identify, select and retain minority staff?

Yes       No

If yes, what are these marketing initiatives? Provide examples.

(For instance, are there specific goals to recruit Asian-speaking staff to strengthen the ability to reach Asian clients/customers?)

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## CCB - CULTURAL COMPETENCY TOOL KIT

### **PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES**

To what extent do you...

**1.** Display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of customer/clients that are served by your program or agency

Always  Almost Always  Sometimes  Rarely  Never

**2.** Insure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of customers/clients served by your program or agency.

Always  Almost Always  Sometimes  Rarely  Never

**3.** Use videos, films, websites or other media resources that reflect the cultures of customers/clients served by your program or agency.

Always  Almost Always  Sometimes  Rarely  Never

**3.) DIRECT SERVICE AND SUPPORT  
STAFF ASSESSMENT TOOL**

**DIRECT SERVICE AND SUPPORT STAFF**  
**ASSESSMENT TOOL**

**VALUES AND ATTITUDES**

To what extent do you:

1. intervene in an appropriate manner when you observe other staff within your program or agency engaging in behaviors that show cultural insensitivity, bias or prejudice?

Always  Almost Always  Sometimes  Rarely  Never

2. accept that family is defined differently by different cultures (e.g. extended family members, kin, godparents)?

Always  Almost Always  Sometimes  Rarely  Never

3. accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture?

Always  Almost Always  Sometimes  Rarely  Never

4. accept that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family)?

Always  Almost Always  Sometimes  Rarely  Never

5. understand that beliefs about mental and emotional illness are culturally based?

Always  Almost Always  Sometimes  Rarely  Never

## **4.) ADDITIONAL ORGANIZATIONAL ASSESSMENTS**

## CCB - CULTURAL COMPETENCY TOOL KIT

### ORGANIZATIONAL CULTURAL COMPETENCY ASSESSMENT TOOL

*This survey is for informational purposes as a tool to assist Organizations in assessing and enhancing their cultural competence.*

Organization: \_\_\_\_\_ Date: \_\_\_\_\_  
 Contact Information: \_\_\_\_\_

**Current Staff Composition** - Please list total number of staff as follows:

	Management / Administrative	Direct Service	Governance Body/Board	Clerical and Support	<b>TOTAL</b>
Asian					
African American					
Brazilian					
Caribbean					
Caucasian					
Haitian					
Hispanic					
Middle Eastern					
Multi-Ethnic					
Native American					
Pacific Islander					
Other:					
<b>TOTAL</b>					



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**Current Consumer Description - What percentage of your consumers/clients are:**

African \_\_\_\_% -  
African American \_\_\_\_\_ %  
Haitian \_\_\_\_\_ %  
Caribbean \_\_\_\_\_ %  
African \_\_\_\_\_ %  
Other \_\_\_\_\_ %  
Native American \_\_\_\_\_ %  
Pacific American \_\_\_\_\_ %  
Chinese \_\_\_\_\_ %  
Japanese \_\_\_\_\_ %  
Korean \_\_\_\_\_ %  
Filipino \_\_\_\_\_ %  
Vietnamese \_\_\_\_\_ %  
Hispanic Descent \_\_\_\_%  
Cuban \_\_\_\_\_ %  
Puerto Rican \_\_\_\_\_ %  
C. Amer. \_\_\_\_\_ %  
S. Amer. \_\_\_\_\_ %  
Other \_\_\_\_\_ %  
Caucasian \_\_\_\_%  
European Descent \_\_\_\_%  
Other\_\_ (Describe: \_\_\_\_\_ )  
Other: \_\_\_\_% (Describe: \_\_\_\_\_ )

Please compare the linguistic demands of your consumers to the linguistic competence of your organization:

\_\_\_\_\_  
\_\_\_\_\_

Does your agency have a Cultural Competence Plan? : \_\_\_\_Yes \_\_\_\_No

If yes, what are the elements of this plan? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does your organization have a system for evaluating cultural competence? \_\_\_\_Yes \_\_\_\_No

If yes, what is your methodology? \_\_\_\_\_  
\_\_\_\_\_

What Cultural Competence Training have you provided to your staff?

Directly/In-house: \_\_\_\_\_  
\_\_\_\_\_

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External Sessions: \_\_\_\_\_

Describe your agency's most successful approach to serving a multi-cultural community:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please check which of the following you identify as a challenge for your agency:

- \_\_\_\_ Recruiting a Culturally Diverse Staff
- \_\_\_\_ Retaining a Culturally Diverse Staff
- \_\_\_\_ Developing a Cultural Competence Plan
- \_\_\_\_ Training a Culturally Diverse Staff
- \_\_\_\_ Implementing services to specific ethnic group(s): \_\_\_\_\_
- \_\_\_\_ Other: \_\_\_\_\_

Training Topics Needed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# **CULTURAL COMPETENCY PLAN**

## **TRAINING TOOLS**

- 1.) TRAINING TOOL 1 RESOURCE GUIDE**
- 2.) TRAINING TOOL 2 FACILITATOR'S  
GUIDE: CURRICULUM FOR A BASIC CULTURAL  
COMPETENCY WORKSHOP**

### **APPENDIX: WORKBOOK**

**The Tools provided in this section will provide the information and assistance for a facilitator to present a basic class in Cultural Competency. The Resource Guide is meant as an informative tool, while the Facilitator's guide will actually take a facilitator through the course, using the Workbook for various class exercises throughout.**

# **TRAINING TOOL 1**

## **Resource Guide**

This Resource Guide contains helpful information that an organization can use to help its employees learn more about cultural issues and tools applicable to the community being served by the organization. It may also serve as a resource for students attending a Cultural Competency training program, an outline draft of which is provided in this Tool Kit.

### **This Guide addresses the following topics:**

- Knowing Your Community
- Strategies for Using Professional Interpreters
- Ad-hoc Interpreters
- Learning more about your interpreter / translator's background
- Strategies and Guidelines for Translations
- Strategies for Removing Cross Cultural Communications Barriers
- Creating Culturally Competent Programs
- Cultural Competence Tips at the Service Provider Level
- Development of a Follow-Up Plan
- Community Resources - Broward County
- Cultural Competency Workshop Evaluation

## CCB - CULTURAL COMPETENCY TOOL KIT

### *Knowing Your Community*

This is a self-assessment tool to find out how well you know the community that you and your organization are serving. Please check the box with your response in each area below. Then discuss the findings with the management representatives of your organization to help you determine your level of familiarity with the demographics of your community.

*Source: 2003 Community Health Summit Tool Kit*

Questions	Not Well at All	Some-what Well	Well	Very Well	NA
1. How well are you able to describe different cultural/racial/ethnic groups in your area?					
2. How well are you able to describe within-group differences?					
3. How well are you able to describe the strengths of the different cultural/racial/ethnic groups in your area?					
4. How well do you know the prevailing beliefs, customs, norms, and values of the different cultural/racial/ethnic groups in your area?					
5. How well do you know the social service needs within different cultural/racial/ethnic communities in your area that go unaddressed by the formal social system?					
6. How well do you know of social service needs that can be addressed by internal social networks of support within different cultural/racial/ethnic communities in your area?					
7. How well do you know the cultural-specific perspectives of your community as viewed by the different cultural/racial/ethnic groups in your area?					
8. How well are you able to describe the common needs of all of the different cultural/racial/ethnic groups in your area?					

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9. How well do you know the following demographic characteristics within the different cultural/racial/ethnic groups in your area?					
Homicide rates					
Owner/occupancy rate					
Educational attainment levels					
Birth/death rates					
Crime rates					
Social historians					
Traditional providers					
Formal social service agencies					
Formal social leaders					
Informal social leaders					
Business alliances					
Advocates					
Unemployment rates					
Clergy or spiritual leaders					
Geographic locations of ethnic groups					
Income differentials					

## CCB - CULTURAL COMPETENCY TOOL KIT

### *Strategies for Using Professional Interpreters*

Strategy	Description	Advantages	Disadvantages
<b>Staff Interpreter</b>	Employed part time or full time by provider organizations usually recruited in most common language(s) of client population	Interpreter is familiar with provider and client population. Interpreter has most likely received formal training and has high incentives for continuing education that contributes to operational effectiveness for an organization so providers do not have to use ad-hoc interpreters.	Productivity of interpreters depends on language needs of client population rarely cost-effective to employ interpreters in all language combinations.
<b>Contract Interpreter</b>	Interpreters are not employed by provider organizations, but are available per diem or on-call and can be scheduled in advance or contacted on short notice when needed	Interpreter has most likely received formal training and has high incentives for continuing education; can be more cost-effective than staff model when demand is low	Requires an entity at the provider organization to coordinate screening, contracting, dispatching, and payment of interpreters hourly rate; can be more costly than staff model (although organization may save on cost on benefits, etc)
<b>Language Agency</b>	Provider organization contracts with language agency that recruits, contracts, and dispatches interpreters on demand. Agencies can be for profit companies, community interpreter pools, non profits, or community based organizations.	Takes responsibilities for recruiting, screening, training and paying interpreters. Agencies concentrate solely on interpreting and are more likely to build relationships with bilingual residents in the community. May have access to a wider variety of languages.	May be prone to hiring unqualified interpreters in times of high demand. Provider organizations have no direct oversight for quality and performance of interpreter.
<b>Volunteer Organizations</b>	Resembles contract interpreters, but are not compensated for work	Cheap way to provide language services and promote volunteerism in the community	Few are trained or held accountable to minimum standards

Source: Downing and Roat 2003

### ***Ad-hoc Interpreters***

Ad-hoc interpreters are individuals whose primary job function in the provider setting is something other than interpretation and may include the client's family members, friends, clinic staff, or even other clients. These individuals are bilingual, but not formally trained as interpreters.

In most instances, the quality of the service provision is compromised with ad hoc interpreters whose job functions may range from a bilingual janitor or a receptionist. The interpreter may have only slightly better English skills than the client, lack knowledge of appropriate service-related translations, or be likely to minimize the provider's diagnosis and instructions to alleviate distress. It can also hinder the effectiveness of the organizational setting if employees are being pulled away from their normal duties to interpret.

Furthermore, the use of family members and friends of clients can also lead to confusion and may contribute to the underutilization of services. As an example in the medical arena, in the Hmong language, there is no word for cancer or even a concept of it. In trying to explain radiation, inexperienced interpreters or family members used language translated as "we're going to put fire in you," which obviously deters clients from agreeing to treatment (Morse 2002).

#### **Case Study from the Medical Profession**

A recent study found that mistakes committed by ad-hoc interpreters in a hospital setting were significantly more likely to have potential clinical consequences than those made by hospital interpreters. At Boston Medical Center's outpatient pediatric clinic, researchers found that medical visits of Spanish-speaking clients had an average of 31 errors in medical interpretation and that more than 50 percent of these mistakes had the potential to adversely affect the client's health. The most common mistakes included omitting information, substituting words or expressing personal opinions, and adding information (Flores et al. 2003).

#### **Strategies for organizations with minimal language needs**

- Ad-hoc interpretation can serve as an effective solution when employees are adequately trained and given support.
- Some organizations have implemented "**Interpreter for a Day**" policies where bilingual employees are relieved of their primary job functions to interpret for that day and are then rewarded through pay differentials. It is important to note, however, that these solutions must be augmented by appropriate access to and requirements for formal interpreter training (Downing and Roat 2002).



## CCB - CULTURAL COMPETENCY TOOL KIT

### **An interesting note**

The Office of Civil Rights (OCR) guidance has made it clear that the practice of “requiring, suggesting, or encouraging” a client to bring his or her friends, minor children, or family members to serve as interpreters infringes on the client’s civil rights and is unacceptable in a medical setting (Office of Civil Rights 2002). Legislation has been introduced in California that would prohibit children from being used as interpreters in a medical situation. This bill (AB 292) would prohibit a state or local governmental agency, or a public or private agency, organization, entity, or program that receives state funding, from using any child, or permitting any child to be used, as an interpreter. It would further require that they have in place, and available for inspection, an established procedure for providing competent interpretation services that does not involve the use of children (Huang 2003).

**Source:** *Grant makers In Health. IN THE RIGHT WORDS: Addressing Language and Culture in Providing Provider. (2003)*

### ***Tips for interviewing your Prospective Interpreter or Translator***

The following questions may be asked to learn more about an interpreter or translator’s background before deciding to use that person’s services:

- Are you a practicing interpreter or translator?
- Where did you obtain your language skills (both English and the other language)?
- Will you be able to understand and be understood by the limited English proficiency (LEP) person, who is from (insert a list of the countries comprising your major client base), or might there be a dialect or geography-based language barrier?
- How long have you been a practicing interpreter/translator?
- If you are not a practicing interpreter/translator, have you interpreted/translated before and, if so, in what situations?
- What specialized training have you received? Are you self taught?
- Are you certified by and/or an active member of any interpreter/translator association?
- (For spoken interpretation only) Are you able to perform simultaneous interpretation services? (Simultaneous interpretation service involves a

## CCB - CULTURAL COMPETENCY TOOL KIT

technique wherein the interpreter interprets at the same time as the speaker is speaking.)

- Are you able to do consecutive interpretation? (Consecutive interpretation involves a technique wherein there is a pause between language conversions.)
- Do you know the name of client/customer? Have you ever seen him or her before?
- What will you do if you don't understand something that the client/customer has said or written?
- What will you do if you believe you have interpreted/translated something inaccurately?
- Do you receive continuing education to keep up with your translation / interpretation skills?
- Do you specialize in law enforcement, medical, educational, or some other type of interpretation (oral) or translation (written)?

To better serve your clients/customers, where appropriate in keeping with the privacy rules of your organization, consider providing the interpreter/translator the following information about the client:

- The individual's name and native country and town;
- The individual's educational level, if known;
- The individual's ability to read and write, if relevant;
- Any speech or other particularities, including the individual's use of slang words, names, or other common words;

**Source:** *Grant makers In Health. IN THE RIGHT WORDS: Addressing Language and Culture in Providing Provider. (2003)*

## CCB - CULTURAL COMPETENCY TOOL KIT

### ***Strategies and Guidelines for Translations***

The HHS Office of Civil Rights policy guidance set forth the following guidelines for ensuring access to written materials and documents for Limited English Proficiency (LEP) clients served by recipients of federal funding:

- Translation of all written materials for each LEP language group that equals the lesser of 10 percent or 3,000;
- Translation of at least vital documents for each LEP language group that equals the lesser of 5 percent or 1,000; and
- Translated notice of right to competent oral interpretation of written documents for LEP populations below the above thresholds (Office of Civil Rights 2002).

#### **ADDITIONAL TIPS**

- When translating written materials, communities can work together to identify and disseminate existing resources, rather than continuously re-creating the wheel.
- One valuable resource may be using related materials from foreign countries, if they are applicable to the target community. Similarly, materials developed for one project may have a life beyond their original audience. For example, using the medical arena as an example once again, the Paso del Norte Health Foundation developed a poster of the food pyramid that was translated into Spanish and illustrated with foods specific to the Mexican or Latino diet. After seeing the poster at a meeting, another foundation was able to pass it along to some of its grantees and clinics.
- Foundations can facilitate this collaboration among communities by providing supplementary funding to their grantees for wider dissemination of relevant materials (Pulley 2003).

**Source:** *Grant makers In Health. IN THE RIGHT WORDS: Addressing Language and Culture in Providing Provider. (2003)*

## CCB - CULTURAL COMPETENCY TOOL KIT

### ***Strategies for Removing Cross Cultural Communication Barriers***

<b>Strategies</b>	<b>Examples</b>
Be aware of words, images and situations that suggest that all or most members of a racial group are the same.	"Why can't Joe ever be on time?" "He's an Islander, isn't he?"
Avoid using qualifiers that reinforce racial and ethnic stereotypes.	"The articulate Haitian student" implies that Haitian students typically have low verbal skills.
Avoid racial identification except when it is essential to communication.	"Judy, an outgoing student" is preferable to "Judy, an outgoing Chinese female student."
Be aware of possible negative implications of color symbolism and usage that could offend people or reinforce bias.	Terms such as "black magic" or "black market" can be offensive.
Avoid language that has questionable racial or ethnic connotations.	Phrases such as "culturally deprived," "culturally disadvantaged" and "you people" have racist overtones.
Be aware of cultural rules for attentiveness during conversation.	The constant maintenance of eye contact while listening during a conversation often violates a conversational rule in working class African American, Asian and Hispanic cultures.
Be aware of cultural rules regarding the distance between speakers during conversation.	In some cultures, speakers stand close enough to touch often. In other cultures, distance is maintained to denote respect.
Be aware that objects, characters and symbols may reflect different beliefs or values for different cultural groups.	The confederate flag and Uncle Remus stories may offend African Americans because they reflect the culture of slavery and the Old South.
Be aware that cultures may vary in what they consider humorous or taboo.	Ethnic humor is often perceived by many groups as evidence of racial prejudice. Public discussion of in-group cultural rules and behaviors is considered taboo within many cultural groups.
Be aware of different rules for taking turns during conversations.	African American children frequently perceive "breaking in" to reinforce or disagree with another's point to be perfectly permissible, indeed desirable.
Cultures may use different standards for loudness, speed of delivery, silence, attentiveness and time to respond to another's point.	Many Native American societies place high value on contemplation and tend, therefore, to feel little responsibility to make immediate responses during conversation.
Be aware of different cultural rules for entering into conversations in progress.	African American students tend to consider conversations as private between recognized participants. Therefore, anyone, including the teacher, who "butts in" is viewed as an eavesdropper and rebuked.

Source: © 2001 [Northwest Regional Educational Laboratory](#)

## CCB - CULTURAL COMPETENCY TOOL KIT

### *Creating Culturally Competent Programs*

The core facilitative characteristics of a culturally competent service provider include:

- Warmth:** Acceptance, liking, commitment, and unconditional regard.
- Empathy:** The ability to perceive and communicate, accurately and with sensitivity, the feelings of an individual and the meaning of those feelings.
- Genuineness:** Openness, spontaneity, and congruence - the opposite of "phoniness."

#### **Examples**

Although several of the following examples target older Americans, the information and strategies provided below can assist your organization to understand, develop and establish culturally competent programs. These examples can be applicable to services provided for other age groups as well.

#### **Case A**

A social service agency with a predominantly Caucasian staff began a new program in a neighborhood with high concentrations of Hispanic elders. The staff implemented focused and intensive outreach efforts to ensure that all ethnic groups in the community were aware of the services they had to offer for individuals with Alzheimer's disease and their families. Their outreach efforts were based on a value for diversity, a commitment to cultural competency, an understanding of the importance of culturally sensitive staff, and an understanding of the need for culturally specific materials. The program was successful in impacting service delivery methods and achieving broad systems changes.

#### **Case B**

A national-level minority organization facilitated local collaboration to implement a new public education / public health project. The project was designed to increase the awareness among African American women of the importance of breast and cervical cancer screening and encourage active responsibility for their health. The local community agencies included African American women's groups in the planning and development stages of the project. These groups became invested partners as a result and played a critical role in recruiting women to participate.

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### Case C

Workers in housing projects provided peer counseling to residents regarding breast and cervical cancer screening. The success of this project is a result of the high level of community involvement that built on the traditional African American concepts of the spirit of family, sisterhood, and sharing.

### Case D

A county-based Area Agency on Aging provides funds for an ethnic dietician. The dietician conducted focus groups and addressed the nutrition service needs of Chinese, Japanese, Cambodian, Laotian, Filipino, Hmong, Hispanic, African American, American Indian and Samoan older clients. The result is a program that offers culturally appropriate meals that may be adaptations of some traditional food preparation techniques. In addition, the dietician is preserving and adapting traditions, while including new scientific knowledge on nutrition to improve the lives of older residents of the county.

### Case E

An Area Agency on Aging coordinates an annual conference for the older members of the twenty tribes it serves. The conference is designed to emphasize the role of traditional culture in service programming. The conference uses traditional dance to focus on exercise and its benefits. Traditional storytelling was used to transmit the traditional culture and language to younger generations and encourage their active engagement in the practice. Traditional healthy foods were also served at the conference to reinforce the need to practice healthy eating behaviors that are also culturally appropriate.

### Case F

An Area Agency on Aging developed a successful bilingual and bicultural program for Hispanic elders residing in the county. The agency trained Hispanic elders from the community, mostly women, to serve as Promotores or community Ambassadors. The Promotores in turn would teach the agency's staff about Hispanic culture. The result is culturally acceptable and accessible for services such as long-term care and caregiver support. They developed materials that met the cultural and language needs of the elderly clients. They have replicated the project in other parts of their state, and a similar program is being considered for the Asian and Russian communities.

#### **Source:**

Achieving Cultural Competence. A Guidebook for Providers of Services to Older Americans and Their Families. 2001

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### ***Cultural Competence Tips at the Service Provider Level***

At the service level, providers who are culturally competent do the following:

- Learn as much as they can about a client's culture, while recognizing the influence of their own background on their responses to cultural differences.
- Include neighborhood and community outreach efforts and involve community cultural leaders if possible.
- Work, where possible or necessary, within each client's family structure, which may include grandparents, other relatives, and friends.
- Understand the different expectations clients may have about the way services are offered (for example, sharing a meal may be an essential feature of home-based mental health services; a period of social conversation may be necessary before each contact with a person; or access to a family may be gained only through an elder).
- Know that, for many clients, additional tangible services -- such as assistance in obtaining housing, clothing, and transportation or resolving a problem with a child's school -- are expected. They then work collaboratively with other community agencies to make sure these services are provided to the client.
- Adhere to traditions relating to gender and age that may play a part in certain cultures (for example, in many racial and ethnic groups, elders are highly respected). With an awareness of how different groups show respect, providers can properly interpret the various ways people communicate.

To become culturally competent, programs may need to:

- Assess their current level of cultural competence
- Develop support for change throughout the organization and community
- Identify the leadership and resources needed to change
- Devise a comprehensive cultural competence plan with specific action steps and deadlines for achievement
- Commit to an ongoing evaluation of progress and a willingness to respond to change

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### *Development of a Follow-Up Plan*

The following tips are offered to help facilitate the use of the materials provided in this Tool Kit in completing and effectively utilizing the Cultural Competency Plan contained herein:

#### **Cultural Competence Plan Checklist:**

Action Items:	Check <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>• Organization Cultural Competence Plan</li> </ul>	
Enlist/gain buy-in from key leaders, community members, organizations, and networks.	
Develop goals, objectives, and strategies to support the cultural competence plan.	
Create “How To” statements and assign responsible parties to execute designated functions and roles	
<ul style="list-style-type: none"> <li>• Organizational Policies and Procedures Manual</li> </ul>	
Create and disseminate appropriate supporting Policies and Procedures to key board members, staff, and stakeholders.	
<ul style="list-style-type: none"> <li>• Demographics of Board Members</li> </ul>	
Create a functional mechanism to ensure broad mix of multicultural representation at the organization’s management level.	
<ul style="list-style-type: none"> <li>• Create a list of Board members and staff trained in Cultural Competence</li> </ul>	
<ul style="list-style-type: none"> <li>• Collect demographic, cultural and health-related characteristics of the community</li> </ul>	
<ul style="list-style-type: none"> <li>• Collect demographics of active clients served by age, race, gender, and culture</li> </ul>	
<ul style="list-style-type: none"> <li>• Gather data from clients utilizing satisfaction surveys</li> </ul>	
<ul style="list-style-type: none"> <li>• Create performance-quality improvement</li> </ul>	
<ul style="list-style-type: none"> <li>• Create performance-quality processes to ensure ongoing implementation of cultural competence plan.</li> </ul>	
<ul style="list-style-type: none"> <li>• Create an annual progress report discussing performance and outcomes</li> </ul>	
<ul style="list-style-type: none"> <li>• Create a list of participants in the hiring process including Administrative Leadership Positions</li> </ul>	
<ul style="list-style-type: none"> <li>• Collect Demographics of employees hired, retained and promoted – by race and gender and culture</li> </ul>	
<ul style="list-style-type: none"> <li>• Add training in Cultural Competence to employee’s annual training plan</li> </ul>	
<ul style="list-style-type: none"> <li>• Keep attendance lists of staff who received training in Cultural Competence</li> </ul>	
<ul style="list-style-type: none"> <li>• Create a list of bilingual staff available for interpretation or translation</li> </ul>	
<ul style="list-style-type: none"> <li>• Translate vital business documents</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide signage announcing free language assistance services</li> </ul>	



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### **SOME SELECTED BROWARD AGENCY AND COMMUNITY RESOURCES**

**The Americas Community Center:**

2300 N. Commerce Parkway  
(Weston Regional Health Park),  
954-217-5772;

Helps Immigrants legalize their status, find a job or start a business.

**Argentine Arts Organization:**

6295 Lake Worth Road, Lake Worth;  
561-966-7640

Evenings, referral information only, most referrals to Argentine Consulate in Miami at 305-373-1889

**Asian-American Federation of Florida:**

954-434-3889, 305-235-5120;

Educates and promotes Asian customs; cultures and traditions.

**Association of Indians in America, South Florida Chapter:**

Broward County, 954-755-7091  
Palm Beach County, 561-439-6439;

Volunteer Organization provides networking and cultural programs to help immigrants from India assimilate.

**Broward County Public School's Bilingual Parent Outreach Program:**

954-761-2409, or 954-712-1945

Provides school community specialists who speak various languages and are available to talk or meet with parents.

**Broward County Public School's Diversity and Cultural Outreach  
Department**

754-321-2090

Provides community outreach to cultural and ethnic groups.

## CCB - CULTURAL COMPETENCY TOOL KIT

### **Catholic Charities Haitian Center:**

1105 NW 6th Avenue, Fort Lauderdale  
954-524-4122;  
Provides social services and English lessons.

### **Chilean Cultural Association:**

*3978 Lake Worth Road, Lake Worth*  
561-686-5587; center open 7:30 – 11:00PM Wednesday and Friday, or call  
561-966-0598;  
Provides resource and contact information for Chilean immigrants, Spanish  
spoken.

### **Clinica de las Americas:**

*1101 NW First St., Fort Lauderdale, 954-761-1020;*  
Provides health-care services.

### **Department of Motor Vehicles -Hispanic community liaison:**

954-497-3347 for questions on new driver's license rules for non- U.S. citizens;  
954-497-6333 to make appointments for driver's tests.

### **Florida Immigrant Advocacy Center:**

*3000 Biscayne Blvd., Suite 400, Miami, 305-573-1106;*  
Nonprofit agency provides legal assistance for immigrants; investigates  
conditions of detainees; assists with residency applications and employment  
authorization; helps immigrants who are unaccompanied minors, victims of  
domestic violence or diagnosed with HIV. Also assists immigrants who are  
spouses of U.S. citizens, and works with immigrants from many countries.

### **Guatemalan – Mayan Center, Inc.:**

*110N. F St., Lake Worth, 561-547-0085;*  
Serves Mayan community and other groups; provides health referrals and  
translations at health clinics, after-school program, immigration services.  
Kanjolal, other Mayan languages, and Spanish spoken.

### **U.S. Citizenship and Immigration Services:**

800-375-5283, formerly Immigration and Naturalization Service, customer-  
service number.

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**Korean Cultural Foundation of Greater Miami:**

954-967-0111, or 305-665-1961

Promotes Korean culture.

**Mission for Colombia:**

954-435-4213;

Provides for the health and welfare of the Latino community.

**Mujeres Latinas Impulsando Mujeres Latinas:  
(Latin Women Empowering Latin Women)**

954-389-1944;

Integrates Latin women and their families into the South Florida community and promotes Latin culture.

**NANAY Inc.:**

**National Alliance to Nurture the Aged and the Youth**

659 NE 125th St., North Miami, 305-981-3232;

Filipino organization provides social and cultural services. English lessons.

**OTHER LIKE ORGANIZATIONS MAY BE FOUND IN A LISTING ON THE WEB  
SITE OF *THE SUN-SENTINEL* NEWSPAPER IN BROWARD COUNTY,**

[www.sun-sentinel.com](http://www.sun-sentinel.com)

# **TRAINING TOOL 2**

## **Facilitator Guide:**

# **CURRICULUM FOR BASIC CULTURAL COMPETENCY WORKSHOP**

This tool contains the following topics with script and guidelines for the facilitator of this workshop:

### **I. INTRODUCTION**

### **II. CULTURE AND CULTURAL COMPETENCE**

### **III. CULTURAL COMPETENCE AND THE COMMUNITY**

### **IV. LANGUAGE AND COMMUNICATION**

### **V. RESOURCES, SUMMARY AND CLOSING**

**This Curriculum is intended to provide to each participant a basic understanding of Cultural Competence at the individual level and at the community level.**

**This Workshop may be presented as a full day or two half day sessions, depending on the needs of the organization.**

**Coupled with the Resource Guide and the Workbook, it will provide a new view of what being culturally competent is all about. It will provide a uniform basic model for similar training programs in various types of venues.**

# PROGRAM SUMMARY

## INTRODUCTION

### Objectives for the instructor

At the end of this section, participants will be able to:

- Have a better understanding of the importance of a multicultural society and their community,
- Explore key elements for supporting and understanding cultural competency in Broward County, and
- Describe how cultural competency fits into Broward's multicultural society.

#### 1. **Program Overview**

- Methodology
- Objectives
- Agenda
- Learning Agreement

#### 2. **Getting to Know Each Other**

- Welcome
- Facilitator Introductions
- Participant Introductions
- Housekeeping

#### 3. **Cultural Diversity Facts**

- Changing Demographics & Changing Needs in the US
- Changing needs in Broward

#### 4. **Bottom line implications of being a culturally competent organization**

#### 5. **What aspects do you think this training would help you accomplish?**

- Identify current barriers/challenges in the system

## **1. Welcome and Program Overview**

### **Overall Strategy**

**Explain** that this program is an on-going process/journey. This program is:

- Intended to increase awareness, develop actionable skills, and reinforce personal accountability
- It will not create immediate change, and it is not intended to be a “one-size fits all” solution; rather, it is the first step in a long-term process to help create and sustain change in the provision of services in Broward County.

**Note** that all of the training is just that—training. Cover the following point:

- Becoming culturally competent is a continuous learning process! We will provide you with resources and topics to help you begin to apply the concepts we will be discussing, so that you may begin your life-long journey on your quest to become Culturally Competent.

### **Objectives**

**Explain** the learning objectives for today’s program. Cover the following key points.

#### **Facilitator:**

As a result of this workshop, you will be able to:

- **Understand the concept of Cultural Competence in the provision of services, and the role of individual’s personal responsibility in creating a Culturally Competent organization;**
- **Develop skills for interacting among different people, and understand the impact of individual interactions on the multicultural community;**
- **Understand the importance of dialogue across difference, and the cross-cultural barriers that prevent individuals from communicating effectively;**
- **Explore and dispel common myths and stereotypes that cause preconceived notions and judgments.**

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## Methodology

**Facilitator:** Describe the methodology used in teaching today's class, briefly noting the following:

- New concepts are interwoven with experience
- Activities shall consist of , but are not limited to, small-group work, full-group discussions, personal reflections, case studies, and quizzes

**Briefly Review** the Workbook found in the Addendum.

## Agenda

**Describe** the agenda, noting that one dimension or topic is not more or less important than another. Our intention is to raise awareness of all these dimensions. This is the general plan for the day, although we may proceed faster or slower depending on input received from participants:

<u>Morning</u>	<u>Afternoon</u>
<ul style="list-style-type: none"><li>• Introduction</li><li>• Self-Identification Activity</li><li>• Culture and How it Works Discussion</li><li>• Organizational Assessment Activity</li><li>• Common Myths on Cultural Competence</li></ul>	<ul style="list-style-type: none"><li>• Culture and the Community</li><li>• Case Studies</li><li>• Language and Communication</li><li>• Individual Development of Follow up Plan</li><li>• Resources</li><li>• Program Evaluation and Closing</li></ul>

## Learning Agreement

**Explain** that this is not a “class” in the traditional sense of the word. Cover the following points:

Your level of participation is key, as is your willingness to share and take risks:

- To get the most out of this workshop, we need to create an environment that will maximize our learning.
- These thoughts are about a learning agreement that will help create a safe and productive climate in which all of us can learn.
- We recognize and need to acknowledge that this type of workshop can be emotional. Having diverse discussions sometimes may be difficult.
- We **need to create a safe environment** for this to occur.
- We would like your input on the proposed Learning Agreement.

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**Present** the learning agreement below and discuss ways to make the day a successful and positive experience for each of us.

### **Learning Agreement**

1. Each participant agrees to honor another participant's right to his or her point of view.
2. Each participant agrees to treat other participants with respect
3. Each participant agrees that no point of view is wrong—just perhaps different than that held by the participant.
4. Each participant agrees not to interrupt another participant while they are speaking.
5. Each participant agrees to work to keep an open mind during this workshop so that new ideas can be considered.
6. Each participant agrees to be courteous to all other participants and the facilitator(s).
7. Each participant agrees that some of the areas of discovery may be uncomfortable for certain other participants and thus they should be treated with kindness, understanding, and support.
8. Anything discussed in the room stays in the room.

### **Discuss:**

Participant's level of cultural competence awareness

Participant's accessibility for discussion

Maintaining respect for others by listening and keeping an open mind

Being empathetic and sensitive to others

Providing support for others in the class

**Elicit** and record any other learning agreements the group feels should be added, such as be on time, have fun, etc.

**Make** sure that timeliness, the likeliness of raising emotions, and having fun are all added to the list!

**Confirm** agreement. Ask for buy-in.

**Respond** to questions and comments before moving on.

## **TRANSITION**

**Facilitator:** Keep in mind that this workshop is geared to increasing your awareness. Therefore, it will not give you all the answers, but hopefully will



## CCB - CULTURAL COMPETENCY TOOL KIT

provide a good foundation to continue your journey in understanding and valuing cultural competence.

**Facilitator:** Before we get into this discussion in more detail, let's take a few minutes to get to know one another.

## 2. Getting to Know Each Other

### Facilitator Introductions

**Welcome** participants to this Cultural Competency workshop.

**Instructor**, introduce yourself by sharing your:

- Name/organization/job title
- Background information
- Thoughts/feelings regarding the workshop

**Circulate** the attendance sheet and have participants sign in.

### Housekeeping

**Review** the following logistics:

- Time frames (start/end, breaks/lunch)
- Phones/messages
- Rest rooms
- Refreshments (if applicable)
- Evaluation forms

### Participant Introductions

**Note** that, especially for this kind of program, it is important to meet and appreciate who else is in the room with us. To that end, we invite you to provide a brief 1 to 2 minute introduction of yourself, covering the following points:

- Name
- Where you work/What you do
- Something about you that others cannot tell by looking at you
- Anything else you'd like us to know about you

### **3. DISCUSSION ABOUT DEMOGRAPHICS**

**Facilitator:** Please refer to the demographic fact sheet in the Workbook and allow participants to view the numbers.

- ❖ How are demographic changes affecting provider professions
- ❖ What challenges do these present?
- ❖ What benefits do they present?
- ❖ Have these changes affected your work? In what ways?

When culture is considered as a factor in providing services, it is often seen as a barrier to delivering services effectively?

- ❖ What is your opinion?

What are some of the ways in which culture can help promote, rather than undermine, service provision?

**Facilitator:** Among the answers you solicit from the class, make sure to note that Cultural Competence is important because:

- It reduces the risks for sub-optimal service provision to clients from different cultural backgrounds
- Proficiency in it will improve communication between and among providers and clients by creating a more culturally sensitive environment for services

**Facilitator ask:** *Why are we doing a cultural competency training program?*

- To respond to demographics changes
- To eliminate disparities in the treatment of clients of diverse racial, ethnic, and cultural backgrounds
- To improve the quality of service provision outcomes
- To gain a competitive edge in the market
- To improve our overall quality of life

**Facilitator:** Please refer to the charts and fact sheet in the Workbook to note the dramatic population changes. After making this reference, continue by mentioning the following example policies:

#### **Example: Policy Recommendations for Your Information**

1. The Department of Health and Human Services Office of Minority Health has responded to the need for better dealing with diversity by promulgating a series

## CCB - CULTURAL COMPETENCY TOOL KIT

of standards to make sure that all people receive equitable and effective training in a cultural and linguistic manner.

2. A recent mandate on Healthy People 2010 calls for an increase in the number of minority health professionals across all disciplines, as well as attention to cultural competence among all health professional

According to the fact sheet you just reviewed, if the highest percentage of providers in certain agencies that serve clients with different backgrounds in Broward was White in 1998....

**Facilitator:** Do you think you are facing the same scenario today? What are the current barriers/challenges you are currently facing in becoming a cultural competent organization?

Gather participant responses and write them on a flip-chart for future reference throughout the session.

### **4. Bottom line implications of being a culturally competent organization**

#### **Benefits and cautions regarding culturally-specific information**

Benefits of being culturally competent:

- Can illustrate important differences among cultures
- Can serve as a starting point for cultural assessment of clients, by understanding that clients are diverse
- Opens mind to alternative viewpoints and treatments
- Can reduce potential for lawsuits stemming from inequitable treatment
- Can help create an environment in which everyone will do their best work

Cautions

- Tends to promote stereotyping
- May fail to recognize diversity within a particular group
- Can result in getting 'hung up' on the technicalities and policies

**Source:** Bridging Cultures and Enhancing Care: Approaches to Cultural and Linguistic Competency in Managed care at HRSA

**Facilitator:** Explain, after generating input around this issue, that the perspective on why focusing on cultural competence is important in service provision relies heavily on human implications. From the human perspective, people feel good about an organization that is providing the most effective services as

## CCB - CULTURAL COMPETENCY TOOL KIT

demonstrated by its policies, procedures, staff performance, assessment of cross-cultural relations, expansion of cultural knowledge, and overall adaptation of services, in order to meet culturally unique needs.

### **5. What do you think this training will help you to accomplish?**

**Facilitator:** End this section by posting the following question:

*From the barriers you have encountered in providing service in Broward County, what improvements do you think this training would help you to accomplish to make your work more effective?*

Also gather responses and post them on a flip-chart. Address those points that can/will be addressed throughout the training, and acknowledge those that will not be able to be solved or addressed in the time frame allowed, but establish actionable possibilities outside of the classroom experience.

### **TRANSITION**

**Facilitator:** So the program today is a result of efforts to follow through on a commitment to raise and maintain cultural competency awareness.

## II. Exploring Culture & Cultural Competence

### Culture & Cultural Competence

#### Objectives:

At the end of this section, participants will be able to:

- Recognize the importance of culture and its impact on relations in a multi-cultural community;
- Understand the dynamics of cultural competence at the organizational and individual level.
- Acknowledge their own individual cultural makeup of dimensions which help top determine how an individual sees himself or herself in different places and times.
- Understand the concepts of culture and cultural competence within the service provision setting, and the role of individual's personal responsibility in creating a culturally competent organization;

### Section Overview

#### 1. Self Identification

- Introduce the activity
- Debrief

#### 2. Full-Group Discussion: Culture--its definition and how culture works

- Definition of Culture contained in the glossary to this Tool Kit  
Culture- its definition and how culture works

#### 3. Small-Group Activity: Cultural Competence

- Introduce and Conduct Activity - a puzzle game (definition created by the audience)
- Debrief Activity
- Cultural Competence
- Summary of Cultural Competence

#### 4. Tangible versus intangible elements of culture

- Group Discussion

## CCB - CULTURAL COMPETENCY TOOL KIT

- Activity/Application: Explaining the continuum of working across cultures
  - Where does your organization fit?
  - How does your organization rate?
5. Elements of cultural competence at the organizational and individual level
- Group Activity (below)

### Individual/Full Group Activity: Self-Identification

#### Introduce Activity

**Facilitator:**

**In facilitating this exercise, before the workshop begins:**

**Prepare a separate flip chart for each of the self-identification areas listed below.**

**Create a single flip chart of the full list of suggested self-identifiers below. Use this up front to introduce the exercise.**

**Post the various flip charts on the walls around the room prior to the commencement of the workshop.**

**Flip Chart 1 (Full List)**  
**Some Dimensions of Diversity Self-Identification:**  
**Male/ Female**  
**Black-African-American/White**  
**Heterosexual/Gay/Lesbian/Bi/Transgender**  
**Irish/Italian/American Indian-Native American /Asian/Latino (a)**  
**Parent/Non-Parent**  
**Full-timer/Flex-timer**  
**Christian/Jewish/Buddhist/Muslim**  
**Disabled/Able-bodied**  
**30 under/31-50/50+**  
**Married/Single**  
**US born/Non US born**  
**Divorced/Widow**

**Facilitator:** Introduce the activity by noting that this activity will:

- Provide participants with an experience based on the cultural differences that exist among the participants in this room

## CCB - CULTURAL COMPETENCY TOOL KIT

- Allow all of us to get an appreciation for who you are and what you see as important
- Begin to give us a better understanding of the complexity involved in understanding diversity

**Facilitator:** Explain that the first part of the activity will be some individual work followed by sharing with a partner. Then, the group will reconvene as a large group to discuss experiences.

### Conduct Activity

**Facilitator:** Direct participants to consider the following question:

“Which three dimensions of diversity do you tend to identify with the most, in order of their importance to you?”

**Facilitator:** Remind participants that:

- 1) This is a self-identification exercise—that is, how you see yourself. Whatever way you identify yourself is okay; there are no wrong choices;
- 2) The question may not be one they’ve focused on before, so they may need to think a bit about this before responding;
- 3) **They need only disclose what they feel comfortable disclosing.** Let them choose how they identify, but be prepared to bring that issue back into discussion later as you debrief.

**Facilitator:** Illustrate by using yourself as an example.

**Facilitator:** Explain that they are to take three colored dots from those on their table, and place them on the topics on the various flipcharts which most represent themselves, using the red dot to self-identify with their first dimension, the green dot for their second dimension, and the blue dot for their third dimension.

**Facilitator:** Ask:

Are there any dimensions missing that we need to add?

Do so as needed. **Allow** 5 minutes for individuals to post their dots, or less, if complete.

**Facilitator:** Direct participants to join with a partner to discuss the following questions: Note that they will be invited to share highlights of their discussion with the full group, but, of course, they may decline to do so if they choose.

1. Which was the easiest dimension to identify with? Why?
2. Which was the hardest to identify with? Why?

## CCB - CULTURAL COMPETENCY TOOL KIT

3. Was it easy to select just 3 dimensions?
4. Would you change any of your choices now that you have seen what others have expressed? Why?

### **Facilitator Note:**

**Because this is the first activity in which participants are being asked to share information about themselves, take note of any possible discomfort participants may be feeling, or any particular observations that you may want to bring up during the debrief.**

## **Debrief Activity**

**Facilitator:** Reconvene the full group after 10 to 15 minutes for the debrief (13 minutes). The following questions may stimulate discussion:

- What reactions do you have about this activity?
- Would anyone care to share what it was like to choose your dimensions? What thoughts and feelings surfaced for you?
- What value did you get out of sharing with your partner?
- What do you notice about the dots, patterns, etc.?

**Facilitator:** Weave together participant responses with your observations and tie them to the objectives for this section. Make these key points about dimensions:

- Over time, the dimensions that are salient for an individual may change depending on one's life situation.
- We sometimes have different comfort levels regarding disclosing or withholding a particular dimension.
- Some people do not enjoy being "labeled" using these boxes.
- Many people have difficulty choosing only three dimensions---our diversity is layered and complex, not one-dimensional.
- Other people may identify you in ways other than how you see yourself.
- You can't always see diversity, and what you see isn't always what you get
- Sometimes dimensions chosen are the ones wherein we experience the most difficulty in coping

## **Full-Group Discussion: Culture**

### **Facilitator Note:**

**In this program's discussion about culture, we are focusing more on the interpersonal nature of the concept and on its dynamics and impact at the**



## CCB - CULTURAL COMPETENCY TOOL KIT

**institutional and service delivery level. Review the following definitions for background information:**

**Facilitator:** Ask:

*How do you define “culture?” Let’s look at this concept by first defining it.*

**Culture:** The shared values, norms, traditions, customs, arts, history, folklore, and institutions of a group of people.

**Cultural Competence:** Present these three perceptions:

**Cultural Competence is a set of academic and interpersonal skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. This requires a willingness and ability to draw on community-based values, traditions, and customs and to work with knowledgeable persons of and from the community in developing focused interventions, communications, and other supports. (Source: SAMSHA)**

**Cultural Competence is a dynamic and ongoing developmental process requiring self-assessment and a long-term commitment. It is the acquisition and integration of cross-cultural knowledge about individuals and groups of people and the transformation of specific attitudes, behaviors, values, standards, policies, and practices. The process of cultural competence enables the system, organizations, and individuals to work effectively in cross-cultural situations. (Source: Ronik/Radlauer Broward Collaboration)**

**Cultural Competence embodies the knowledge, attitudes, skills, and protocols that allow an individual or system to render services across cultural lines in an optimal manner. Cultural Competency permits individuals to respond with respect and empathy to people of all cultures, classes, races, religions, and ethnic backgrounds in a manner that recognizes, affirms, and values the worth of individuals, families, and communities. (Source: ISCOPEs)**

**Facilitator:** Ask:

What do you think are some of the similarities in these definitions?

Is there one that you think is ‘perfect’? Why or why not?

**Facilitator:** Facilitate participants’ comments while at the same time challenging them to think more deeply about culture. Ensure that the following points are covered:

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- Defining culture is complex. It is difficult because it is not an exact science: it is, instead, an intricate combination of values, norms, heritage, traditions, experience, attitudes, and behaviors.
- Although the concept of culture is social and not biological (i.e. based on ethnic origin), that does not change how, in this society, we tend to amass people into groups.
- In any event, if we buy into the messages about the perceived characteristics of various groups, we are bound to act on them. Cultural Competence is a critical capacity that insures that we do not act on preconceived stereotypes and notions that can hinder our interactions and that promote negative behaviors.

### TRANSITION

**Facilitator:** Let's take a look at a brief activity that will help us put these definitions in perspective...

## Exercise: Cultural Competence Puzzle

### Introduce Activity

**Facilitator---Prior to the beginning of the workshop:**

**Prepare the various puzzle pieces by separating the various words listed below into letters.**

**Put two sets of 2 different words in each of 5 envelopes.**

**Give one envelope to each group to use in the exercise.**

### Words to be used for puzzle:

**Communication, Cooperation, Inclusion, Commitment, Respect, Understanding, Empathy, Values, Behaviors, Understanding, Customs, Traditions**

**Facilitator:** Introduce the activity by noting that this activity will:

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- Begin to give us a better understanding of the complexity involved in understanding the various components of cultural competence, and our individual interpretations.
- Show us that although there are many different and unique ways to approach cultural competence, the end result and message is universal, and communication is key to achieving it.

**Facilitator:** Explain that the first part of the activity will involve some teamwork followed by your individual sharing within your groups. Then, we will reconvene as a large group to discuss your experiences.

### Conduct Activity

1. Direct participants to form teams of 5 participants each (this can be done by counting off in numbers).
2. Each team will have a series of puzzle pieces that will form 2 separate words on their table, give each team about 30 seconds to complete both puzzles. The puzzle pieces can be the letters of the two words, or parts of the two words, each of which, when put together, make up the word itself.
3. Once all the teams have completed their words, ask them to talk as a group and come up with a definition for their words; also have them discuss how their particular words fit into the definition of Cultural Competence:
  - Why are they important?
  - What happens if and when you overlook the essence of a particular word, and what effect can that have on your achievement of Cultural Competence?
  - What are some of the things we can do, individually and collectively, to bring the essence of these words into our everyday interactions with others?

### Debrief Activity

**Facilitator:** Point out key thoughts you have written on a flip chart during discussion described above that the groups developed during their discussions. Also note the fact that, although some individual responses may have been different, the different approaches still led to a common definition by the group. That, in itself, is the essence of achieving cultural competence:-by learning different viewpoints and ways of looking at things, by respecting these views and learning from them, and by understanding that attaining cultural competency is a long term, continuing process that requires self-commitment to achieve.

## Tangible vs. In-Tangible Elements of Culture

### Introduce Activity

#### Facilitator Preparation before workshop begins:

Use flip chart to record answers in two columns—one for tangible and one for intangible.

Some responses may include:

<u>Tangible</u>	<u>Intangible</u>
<ul style="list-style-type: none"><li>• People</li><li>• Artifacts</li><li>• Food</li><li>• Language</li><li>• Music/Dance (Folklore, Anthem)</li><li>• Currency</li><li>• Signs/Symbols (Flag, etc)</li><li>• Dress</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Values</li><li>• Systems&amp; Norms/Policies</li><li>• Beliefs/Religion</li><li>• Tradition</li><li>• Lifestyles/Customs</li></ul>

**Facilitator:** Ask Participants: What other factors should we consider that are important contributing components of culture? Please consider those that are both tangible and intangible....

Why is it important to recognize and understand the differences between these elements when we talk about being “culturally competent”?

Because....

- As we have discussed, we are all complex entities, comprised of many different cultural identities and factors all of which make up who we are.
- Understanding the tangible aspects of a particular culture give us awareness by providing a solid picture and, thus, an insight into the elements that characterize that culture.
- Understanding the non-tangible aspects of a particular culture allow us to more deeply realize the complexities of what holds true meaning and importance to an individual and or culture.

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- As individuals, by realizing the important distinctions between the tangible and intangible aspects of culture, and by working to achieve a balance between both by understanding that which we can see and that which we can't, we will advance the ongoing process of reaching Cultural Competence.

### Explaining the continuum of working across cultures

**Facilitator:** Ask: How can we continue to work to achieve cultural competence?

Cultural competence is dynamic; it continues to move forward and evolve. It is a process that can consist of six (6) different phases, from cultural destructiveness to cultural proficiency (**Source: Barzon Cross, et al**)

**Facilitator:** Ask: What do you think will be some of our barriers or challenges in getting to the highest level of cultural competence?

**Facilitator:** List participant responses on a flipchart.

Categorize and compare participant responses, placing them in the following categories:

#### 1 - Cultural Destructiveness and Cultural Incapacity

Cultural Destructiveness is the conscious dehumanization of specific cultures or individuals. Cultural incapacity is the inability to work with diverse populations due to ignorance. The primary difference between the two lies in the intent. However, whether actions are made deliberately or out of ignorance, the effects on ethnic and racial groups are similarly destructive.

Examples:

- Lack of targeted action to address diversity within the health professions
- Failure to act proactively on issues affecting racial and ethnic minorities (such as segregation)
- The promotion of policies and standards within a profession that have an adverse effect on racial and ethnic minorities ( such as anti-affirmative action policies)

#### 2 - Cultural Blindness

An organization operates under the belief that color or culture makes no difference and that traditional helping approaches are universally applicable to everyone: "one size fits all".

Examples:

- The use similar approaches for service promotion efforts
- Lack of attention to racial/cultural issues affecting service provision

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### 3 - Cultural Pre-Competence

Cultural pre-competence recognizes potential weakness and biases within the organization. Thus actions are designed by the organization to address the perceived problems. However, there is a danger in believing that the organization is doing the right thing, even though it has only made minimal efforts to be responsive to diverse populations.

Examples:

A special committee may be formed to address diversity issues within the organization. The committee, however, can do little more than produce a report that is heavily edited so as not to “offend” anyone. Management believes that it has done all it needs to satisfy the issues of diversity within the organization.

### 4 - Cultural Competence

Cultural competence is demonstrated by an organization’s commitment to racially and ethnically diverse populations in all aspects of its structure and functions. The commitment is sustained and backed by systematic integration (collaboration with the diverse population). It is evaluated regularly at all organization levels.

Example:

The organization continually takes stock of its efforts to achieve competence by conducting regular systemic evaluations by diverse members of the community.

### 5 - Cultural Proficiency

Cultural proficiency is demonstrated by a central commitment to diversity by the organization and its top management, and by its expertise, leadership, and proactive advocacy in providing effective services to diverse populations.

Example:

When an organization advocates for policies that reach beyond its immediate self-interest, and which reflect the needs of the communities it serves.

### **Exercise: Organization self-assessment? ---- How does your organization rate?**

**Facilitator:** Instruct the class to turn to the organizational self assessment in the Workbook and determine where their organization fits in the described phases.

**Facilitator:** Elicit participant feedback on their individual results – ask for a range of results, from Cultural Destructiveness to Cultural Proficiency:

- What are some of your reactions to the results of your assessment?
- What struck you or surprised you as you answered the questions?

## CCB - CULTURAL COMPETENCY TOOL KIT

- What conclusions do you come to, as you look at the picture of your organization created by answering these questions?

### **Elements of Cultural Competence at the Organizational & Individual Level**

**Facilitator:** Ask Participants: As you consider the responsibility of your organization in being culturally competent, what roles do you think are critical for individuals to adopt in order to work and manage effectively in the context of cultural differences?

**Facilitator:** Use Overhead slide of “Elements of Culture at the organization and Individual Level” from the Workbook

**Small Group Activity:**

**1) Divide participants into 5 groups.**

**2) Direct participants to the Workbook section entitled “5 Elements of Cultural Competence at the Organizational and Individual Level”.**

**Facilitator:** Explain to participants that historically, the approach to cultural competence has been identified as if it were the sole responsibility of individual practitioners. Both development and delivery of culturally competent services were expected to rely upon the "sensitivity" of the providers. However cultural competency is practically impossible for individuals to adopt successfully in isolation. Cultural competence is the responsibility of the total system.

This means that discussions about cultural competence must include the rules, regulations, infrastructure, and policies of community agencies and institutions, as well as the knowledge, skills, values, beliefs, and attitudes of individuals. In short, cultural competence for the individual entails the state of being capable of functioning effectively in the context of cultural difference; being self-aware, understanding the dynamics of difference, and developing a strong awareness of cultural knowledge to practice in the cultural context of its client base.

**Facilitator:** Instruct participants to group together, based on the ‘identified’ status of their respective organizations. Have them consider their role as individuals in moving their organization forward. There are 5 critical elements shown in the handout for this exercise:

**Awareness and acceptance of difference**

**Awareness of own cultural values**

**Understanding of dynamics of difference**

**Development of Cultural Knowledge**

**Ability to adapt practice to the cultural context of the client**

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**Facilitator:** Assign 1 element to each group and ask them to discuss the following:

Consider your role as individuals in your respective organizations as it relates to the particular element assigned to you. What are some of the things you can practice; what behaviors you can adopt; and what changes you can make in order to help move your organization forward towards cultural competency?

Are there any practices that you currently use that you can share with others?

**Facilitator:** Elicit participant feedback on their individual results, flip-chart responses, best practices, and ideas generated (See Workbook).

### Cultural Competence & the Community

#### Objectives:

At the end of this section, participants will be able to:

- Understand that culture is influenced by characteristics of the group and its behaviors,
- Acknowledge that culture is also influenced by the environment in which behaviors occur,
- Acknowledge that life experiences are different for different cultural groups and acknowledge how self-identified cultural influences apply to effective service provision,
- Distinguish cultural sub groups and be exposed to the dynamics of interacting with them,
- Explore and dispel common myths and stereotypes that cause preconceived notions and judgments.

### Section Overview

1. Existing challenges and barriers to achieving cultural competence
  - Individual Activity: Myths and Stereotypes (15 minutes)
  - Conduct Activity
  - Summary of Key Points
2. Interactive Group Activity: Community Identification Activity
  - Introduce Activity
  - Conduct Activity
  - Debrief
  - Group Exercise: Behaviors of an Effective Provider Employee in a Culturally Diverse Environment



## CCB - CULTURAL COMPETENCY TOOL KIT

### 3. Interactive Group Activity: Difficulties Encountered in Effective Service Provision

- Introduce Activity
- Conduct Activity
- Debrief

### 4. Group discussion on minority groups: Behaviors of an Effective Service Provider Employee in a Culturally Diverse Environment

- Asians
- Hispanics (including Brazilians)
- African-Americans
- Caribbean (Jamaican & Haitians)
- Other Subcultures: Age, Family, Gay/Lesbian
- Religion
- Disabled

## Cultural Competence and the Community

### Facilitator Note:

**Introduce this section by challenging the group to think about preconceived stereotypes and messages concerning various cultural groups. Emphasize that these stereotypes refer to groups and not individuals. However, when the stereotypes are acted upon, it impacts individuals or groups of individuals, and that all groups are UNFAIRLY stereotyped to their eventual detriment. Cultural competence becomes a critical factor in breaking these barriers.**

### **TRANSITION**

**Facilitator:** Let's take a look at a brief activity that will help us put these definitions in perspective...

## Individual Activity: Myths & Stereotypes

### Conduct Activity

**Facilitator:** Direct participants to answer the questions on Common Myths about Cultural Competence in their Workbook. Allow 5 minutes to complete.

**Facilitator:** Ask individual participants to reveal their answers, noting that this information is based on their individual perceptions, life experiences, and knowledge.

**Facilitator:** Elicit and discuss participant comments briefly.

#### **Summary of key points:**

1 The process of “de-mystifying” these cultural competence myths begins when a person learns to recognize and reject his or her preexisting beliefs about a culture; focuses on understanding information provided by individuals within the context at hand, and forgoes the temptation to classify or label persons with cultural misinformation. *Source: Maria D. Ramos, Esq. (Utah Multicultural Legal Center)*

2 This is not always easy to accomplish. Factors that influence life experience occur early in life – we are typically influenced by those we ‘trust’ at an early age, and tend to not question the knowledge or behavior as it comes from a source of perceived trust and authority:

- Parents
- Siblings
- Teachers/School System
- Religious leaders
- Community – Peers/Leaders
- Media (TV, Radio, Music, etc.)

3 As we grow and develop we tend to take these “lessons” for granted without questioning, or rarely questioning, their validity as they come from our family circle and ingrained system/values. As we face situations and opportunities that challenge these beliefs, values, and systems, we can react in various ways:

- Ignore the situation if it doesn’t fit our “filters” or beliefs
- Denial
- Culture Shock
- Rebel

**Facilitator:** Challenge/Question – it is this part of the process that helps us to understand and process, and validate alternate points of view.

## **Activity: Community Identification**

**Facilitator: Introduce and Conduct Activity**

**Have the group count off in ones and twos. Have the ones form an outside circle and the twos form an inside circle facing the ones.**

**Instruct the group that you will be asking them questions—ones go first then the twos. As each group answers the questions posed, the other group must listen without speaking. Two minutes will be allotted to answer each question. After one minute, the Facilitator will call “Change”, and the groups switch, with the twos answering the question and the ones listening without speaking.**

**Participants need to practice good listening skills while their partner is speaking and not interrupt. Each participant will have one minute to respond to each question and one minute to listen to their partner’s answer.**

**At the end of the 2 minutes the facilitator will tell the outer circle to move one person to the left so that each person has a new partner.**

**Facilitator:** Ask the following questions, allowing two minutes for answers, and switching from ones to twos after one minute:

- 1.) Share one interesting thing about your name.
- 2.) What holiday is your favorite and why?
- 3.) Who was your favorite teacher in elementary school and why?
- 4.) Describe an incident in your life when someone’s words hurt you.
- 5.) Share one prejudice you learned while growing up, with your partner.
- 6.) Describe your racial, religious or ethnic background to your partner, and describe something about your background about which you are very proud.
- 7.) Share one disturbing stereotype about your religious or ethnic background.
- 8.) Please describe a stereotype or image about a racial, religious, or ethnic group other than your own that you sometimes find yourself responding to, even though you don’t want to?
- 9.) Please describe your feelings when you hear someone speaking a language other than your own native tongue?

## CCB - CULTURAL COMPETENCY TOOL KIT

10.) If you could change one thing about our modern society, what would that be?

**Facilitator:** Invite participants to share the immediate reactions, thoughts and emotions that came up while answering the questions.

**Facilitator:** Ask:

- 1.) How did it feel to share personal information with your different partners?
- 2.) Without naming them, what did someone do that made you feel they were truly listening to you?
- 3.) Did you hear anything new or surprising?
- 4.) What questions did you find were hard to answer? Why?
- 5.) What questions did you enjoy answering? Why?

### **Activity: Difficulties Encountered in Effective Service Provision**

**Facilitator:** Have participants count off in fives to divide into 5 different subgroups. Assign each group one of the questions below. Ask participants to provide a brief response or reaction to the question assigned to their group. Allow 5 minutes. (Use flip charts to record each group's responses.)

#### **Group 1**

##### Frustrations with the provision of services

- ❖ What are some aspects of the culture of the organizations in which your work that might affect service delivery?
- ❖ What are some of the things that may lead to a dissatisfying experience (e.g. long waits, lack of personal attention)?
- ❖ What are some of the factors that lead to satisfying experience?

#### **Group 2**

##### Social Economic inequalities

- ❖ What are some socioeconomic barriers to acquiring effective services? (inability to pay for transportation, childcare, or difficulties related to employment?)
- ❖ Even if a person is able to receive services, how might socio-economic issues impact his or her ability to follow recommendations?
- ❖ Can you think of examples or incidents that have made certain populations mistrust the helping systems?

## CCB - CULTURAL COMPETENCY TOOL KIT

- ❖ What are the strategies, both at the policy and the individual level, to rebuild trust with individuals and communities?

### **Group 3**

#### Newcomer, Immigrant and Refugees Service Issues

- ❖ What is the different between newcomer, immigrant and refugees?
- ❖ How might immigration status affect help-seeking behaviors?
- ❖ How might past experiences in a violent country affect help-seeking behaviors?
- ❖ What effect might a personal history of political or social persecution have?
- ❖ How might past history of physical or sexual abuse affect a person's ability to seek help?

### **Group 4**

#### Authority

- ❖ How does society generally teach providers to address the issue of authority?
- ❖ How can a client's willingness or unwillingness to question providers affect the quality of service?
- ❖ What is likely to happen when clients and providers have different concepts of authority?
- ❖ How do you define compliance? What power dynamics are implicitly in this term?

### **Group 5**

#### Religion and Spirituality

- ❖ In what ways can religious or spiritual faith be seen as a barrier to obtaining appropriate services?
- ❖ What are some strategies for incorporating religious leaders in the process of effective service provision?

**Facilitator:** Ask: How we can apply the lessons learned in this exercise at the individual service provider level?

**Facilitator:** In order to help us assess our individual behaviors, values, and attitudes in our work environment, let's conduct the following exercise:

## **Group Exercise: Behaviors of an Effective Service Provider Employee in a Culturally Diverse Environment**

**Facilitator:** Divide participants into 5 groups. Have groups use flip charts to record their answers.

**Direct participants to turn to “Behaviors of an Effective Service Provider Employee in a Culturally Diverse Environment” in their Workbooks.**

**Instruct participants to rank order their responses from 1 to 10, 1 being the most important behavior for a service provider employee and 10 being the least important behavior.**

**Once participants have ranked their individual responses in each category, ask them to reach consensus as a group on the order of importance from 1 to 10.**

**Facilitator:** Debrief by asking participants:

What is your first choice as an individual? What is your first choice as a group? What area did you find difficult to come to a consensus on? What was your last choice as an individual? As a group? Why? What communications barriers did you find in getting a consensus? How were they solved?

**Facilitator:** Write responses on a flip chart to see which behaviors are chosen by each group and what differences you can find.

**Facilitator:** Ask: As you consider the responsibility of your organization in being culturally competent, what behaviors, values, attitudes, do you think are critical for individuals to adopt in order to practice and work effectively in the context of cultural differences?

### **TRANSITION**

**Facilitator:** Let's put some of this into practice with situational case scenarios...

## **Group Case Discussion on Minority Groups**

**Facilitator:** In this section we are going to conduct role playing to illustrate the following case scenarios:

**Facilitator:** Instruct participants by explaining the following:

1. List and prioritize those stakeholders in the real world involved in the following issues under consideration.

## CCB - CULTURAL COMPETENCY TOOL KIT

2. Select the character or role that you would like to play (Note: you can combine different viewpoints into one role).
  3. Before you play the role, take into consideration the following:
    - a. If I was this person, how should I respond? (inevitably tying it to how I would act).
    - b. What would this person have to consider in response to the situation?
    - c. How is this person expected to act?
    - d. How did the person in this role act in similar cases in the past?
- A domestic worker takes her 12-year-old child for evaluation of severe depression and suicidal attempts. The mother is an immigrant from Nicaragua and she and her son were victims of war. They both came to the US and are now seeking legal residence.
  - A 15 year old female is having serious questions regarding her sexual orientation. She is displaying anxiety and depressive symptoms as a result of her situation and she wants you to tell her parents what she is going through. Her parents have made several negative remarks about their daughters female friends and have referenced them as “dykes” and you get the clear picture that homosexuality is not tolerated by them.
  - Three siblings are referred to a community-based clinic with active behavioral health concerns. They were all born in the US and have not traveled out of the country. An aunt from Haiti stayed at their small apartment last year. The children are enrolled in Medicaid managed care in the District of Columbia but all were assigned to different primary care providers who are not fluent in Creole. The children are bilingual but the parents only speak Creole.
  - You work in a senior service center that serves a large Hispanic Population. Most of your clients are recent immigrants who have come from Brazil and have limited English skills. When you ask questions about previous experiences and habits, you get smiles, shrugs, and very little information. You are frustrated because this lack of information hinders your ability to help them.
  - The 16 year-old son of an Egyptian family has been dating a Catholic girl. His parents strictly forbid him from associating with people outside of their Islamic religion. The son asks you what he should do.

## CCB - CULTURAL COMPETENCY TOOL KIT

- A Middle Eastern grandmother goes with her grandson to a therapist to conduct a psychiatric evaluation. The therapist diagnosed the young teenager with bipolar disorder. The grandmother does not believe in this diagnosis.

**Facilitator:** Allow time for a small-group to role-play this case.

**Facilitator:** Reconvene and ask the following questions to the rest of the participants:

What would you have done differently?

What other resources can you provide to the “actors” to assist them in servicing their clients’ needs more effectively?



## Language and Communication:

### Objectives:

At the end of this section, participants will be able:

- To raise awareness about cultural influences on communication behaviors
- To stimulate discussion about barriers that impede intercultural communication
- To provide conflict resolution strategies to overcome communication barriers
- To become aware of advantages and disadvantages of different types of interpreters and the different training methods used for training interpreters

### Section Overview

1. Verbal and non verbal communication
  - Exercise and discussion
2. Communicating with limited-English speaking individuals
  - Exercise and discussion
3. Potential Failures in Service Process
  - Lecture
  - Discussion
4. Translator and interpreters
  - Types of interpreting trainings programs
  - Discussion
5. Essential communication skills and conflict resolution techniques
  - Discussion

## Verbal and Non Verbal Communication

**Facilitator:** Ask participants: How do you define communication?

Verbal communication requires a language. Language, defined in terms of semantics, is a group of labels used to represent approximations of space-time events and abstractions. The labels can be conveyed from one entity to another by a variety of means including vocalization, writing, etc.

Non-verbal communication can be defined as body language, or kinesics. Our bodies sometimes express our feelings and emotions better than words can. The body uses reflexive and non-reflexive movement, postures and positions to convey its message to anyone who would care to receive it. Our pupils dilate when we are excited. Our eyes narrow when we are concentrating. We slump when we are tired.

**Facilitator:** Ask participants: Why is it important to acknowledge and apply various forms of communication when dealing with multi-cultural clients?

**Facilitator:** Record participant responses and make the following point:

- We face many challenges communicating cross-culturally. In addition to barriers presented by language, accent, and other variables, emotions such as irritation, frustration, fear, and anger can make communication between patient and provider more difficult.

## TRANSITION

**Facilitator:** Let's now conduct an exercise on communication effects between cultures to better understand cultural influences on communications, and to become aware of our individual reactions to the behaviors of others that may trigger an emotional response in us.

**Facilitator:** Instruct participants to turn their Workbook to the Language and Communication section, and have them check off the boxes to identify any behaviors that bring a reaction from them in the way they communicate with others.

**Facilitator:** Once they answer the questions, instruct participants to pair up and discuss their reactions.

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**Facilitator:** Debrief with a large group discussion where you have participants answer the following questions:

- What issues did you and your partner have in common?
- How do you react/behave when you get an adverse reaction? How does that affect communication? Under what circumstances might your reactions vary?
- What different cultural rules and norms may be at the root of these behaviors?
- What does this behavior signify to you? What might it mean to the other person?
- What behaviors do you perhaps see differently now?

### Communicating with Limited English Speaking Individuals

**Facilitator:** Put up the following in an overhead slide or on a flip chart:

**“When you are talking about a medical encounter with an LEP patient, there are actually four languages present—English, the medical language in English, the second language, and the medical language in the second language . . . very few people have that whole repertoire at their disposal.”**

Source: Alice Chen, Asian and Pacific Islander American Health Forum

**Facilitator:** As we consider culture and language in communication – it is important to consider that the level of proficiency itself can be one of the most difficult factors in communicating with limited English speaking individuals.

A client with Limited English Proficiency (LEP) is defined to be a client who is unable to speak, read, write, or understand the English language at a level that permits him/her to interact effectively with health and social service agencies and providers.

(Source: Office of Civil Rights 2002)

**Facilitator:** Ask participants the following questions:

- What different languages do you deal with daily?
- What is the most difficult part of communicating with LEP individuals?

**Facilitator:** Ask participants to brainstorm techniques they have used that help, and list responses. Also brainstorm techniques that have not helped and list those responses as well.

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**Facilitator:** Direct participants to the “Communication with LEP Individuals” section of their Workbook and ask participants to respond to each question in the worksheet, assessing their own use of the 10 techniques.

**Facilitator:** Debrief responses in a large group, discussing what participants could do to improve communication with LEP individuals:

Questions for Debrief:

- Which of these techniques have you not generally used? Why?
- What other techniques have you found helpful?
- What could you do to enhance your effectiveness in communicating across language barriers?
- What is one technique you are willing to try first and how will you measure its effectiveness?

## Essential Communication Skills and conflict Resolution Techniques

**Objective:**

- To learn about basic communication skills
- To become knowledgeable about conflict resolution skills

There is no short and easy way to learn about a particular culture in any depth. However, there are some general principles that can lead to success in communicating with people who do not share the same values and beliefs:

- Direct experience is the best way to begin to learn about any culture
- Look for common ground instead of focusing solely on differences
- Acknowledge inconvenience or frustration and offer a timeline
- Improve your listening skills (Remember that what someone says and what we hear can be amazingly different: Ask questions such as “Have I understood you correctly?”)
- It is OK to say I do not know! You don't have to have all the answers.

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## CCB - CULTURAL COMPETENCY TOOL KIT

**Facilitator:** Instruct participants to consult their Resource Guide. Participants will find a list of strategies that can help to remove barriers when communicating with clients.

When communicating with people of different cultures, conflict may arise from misunderstandings or lack of knowledge about the cultural background of the individual been served. The following are tips to resolve conflicts between staff and clients, and between co-workers:

- Clarify perceptions
- Focus on individuals and shared needs
- Build shared perspectives
- Generate options
- Develop “doables” - stepping stones for actions
- Make mutual benefits agreements

Source: Dudley Weeks. The Eight Essential Steps to Conflict Resolutions. 1992

## Summary and Closing Section Overview

### Program Review and Closing

#### Objectives:

At the end of this section, participants will be able to:

- Identify specific ways in which they can take action to increase their role in providing culturally competent services to the multicultural population they serve.
- Practice, using new resources to improve communication and interaction within their diverse communities.
- Become more involved in the planning and execution of culturally competent programs in their community utilizing internal and external resources.

### Program Review and Closing

**Facilitator:** Summarize the program by noting the following.

#### You, your organization and your community

Linking cultural competency to the individual, organization and community level can be difficult to accomplish. However, the activities conducted in this workshop have hopefully provided you with new skills, reinforced old ones, and even questioned your knowledge about certain cross-cultural issues.

Ways in which we address cultural competence at the individual level:

At the individual level	At the workshop (activities)
Awareness and acceptance of difference	Self identification
Awareness of your own cultural values	Cultural competence myths, behaviors of a health care employee and intercultural communication hooks
Understanding the dynamics of difference	Group activities
Development of cultural knowledge	Communication with limited English individuals, cultural competence puzzle, and resource manual.
Ability to adapt practice to the cultural context of the client	Self assessment – Disclosure of best practices and role playing

## CCB - CULTURAL COMPETENCY TOOL KIT

**Facilitator:** In the organizational assessment, you have questioned your knowledge about the following aspects of your organization:

- Organization Structure
- Collaborative Agreements
- Policy
- Education
- Development of Standards

**Facilitator:** Your assessment results will assist you to have a better understanding as to how you can contribute to help your organization advance in the process of achieving cultural competence.

At the community level, we have provided a Resource Manual for your use, which provides you with some key guidelines and information that you can use to start to make a lasting impact.

**Facilitator:** Have participants reflect on the program's sessions. Have them identify one key action that they plan to take in the short-term, and one action which they will incorporate in their long term action plan.

**Facilitator:** Describe some of the resources available to expand and continue the learning process, such as:

- Knowing your Community
- Translator/Interpreter Guidelines
- Tips to remove Cross-Cultural Communication Barriers
- Cultural characteristics of Minority Groups
- Tips for creating Culturally Competent Programs
- CC Tips at the Service Practitioner Level

**Facilitator:** Today's program was about:

Understanding cultural competence dynamics  
Obtaining accountability, both personally and professionally  
Learning about other cultural groups  
Creating an inclusive and effective environment in your work place  
Attaining skills in communication and self--assessment

Overall, this program did not:

- Solve the world's problem
- Equip you with all the skills to move forward
- Give you all the answers
- Make you a cultural competence expert!

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**Facilitator:** Review the purpose of the workshop, by noting that it was to provide you with a deeper understanding of yourself and others by:

- Continue learning through open and honest dialogue
- Take risks to reveal yourself
- Think differently
- Take responsibility for your own cultural competency education

**Facilitator:** Request that participants complete the evaluation forms and turn them in to you before leaving.

**Facilitator:** Invite a few participants to share something that had an impact on them from this program, a word that summarizes how they feel leaving the session, or one action they plan to take as a result.

**Facilitator:** Acknowledge participants for their contributions and time during the workshop.



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**BROWARD COUNTY  
CULTURAL COMPETENCY WORKSHOP  
WORKSHOP EVALUATION**

Presenter/s: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Please indicate your impression of the workshop by circling the appropriate response  
**1 – Strongly Disagree; 2 – Disagree; 3 – Not Sure; 4 – Agree; 5 – Strongly Agree**

*CONTENT OF SESSION*

- 1. The content of the session was of interest to me. 1 2 3 4 5
- 2. The content was presented in a logical, well-organized sequence. 1 2 3 4 5
- 3. The content was presented with sufficient detail. 1 2 3 4 5
- 4. The examples increased the clarity and utility of the content. 1 2 3 4 5
- 5. The content was current and appropriate for the audience. 1 2 3 4 5

*PRESENTATION OF SESSION*

- 1. The presenter appeared to have a strong grasp on the subject matter. 1 2 3 4 5
- 2. The handouts and other materials were relevant and topic specific. 1 2 3 4 5
- 3. The presenter made good use of the allotted time. 1 2 3 4 5
- 4. The workshop met or exceeded expectation. 1 2 3 4 5
- 5. I will be able to apply the knowledge gained in my work setting. 1 2 3 4 5

*Please share additional comments below.*

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# APPENDIX

# WORKBOOK

**This workbook is provided as another tool for those attending a Cultural Competency training class. It will be used in conjunction with the Curriculum.**

**The Workbook addresses the following subjects:**

**Statistics on Cultural Diversity in the United States and Broward County**

**Culture and Cultural Competence—Definitions and how they work**

**Culture and the Community**

**Language and Communication**

**Statistics on Cultural Diversity in the United States**

**US DATA FACT SHEET – 2003**

Here are some demographic facts to put in perspective the variations in your ‘multicultural community’:

**Demographics**

Indicator	US	Florida	Broward
White	212,541,793	12,656,421	1,160,032
Black or African American	33,766,036	2,459,705	378,185
American Indian and Alaska Native	1,959,347	55,522	2,604
Asian	11,213,133	298,790	44,504
Hispanic	37,872,475	2,969,016	329,216
<b>Total</b>	<b>280,540,330</b>	<b>16,318,656</b>	<b>1,689,022</b>

**Social Characteristics**

Indicator	US	Florida	Broward
Foreign born	33,048,849	2,925,326	467,167
Born in Europe	4,857,924	380,162	55,357
Born in Asia	8,880,369	262,433	38,351
Born in Africa	1,013,880	39,496	6,302
Born in Oceania	193,890	4,876	1,159
Born in Latin America	17,281,472	2,126,380	342,946
Northern America	821,314	112,015	23,052

**Acculturation**

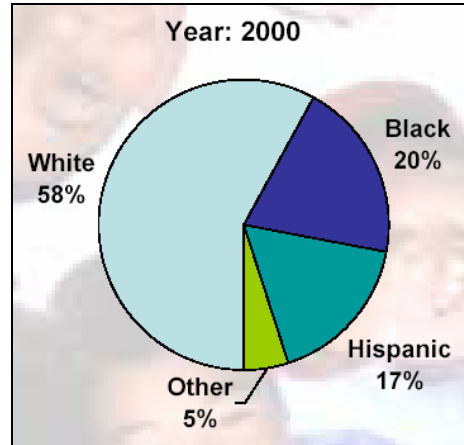
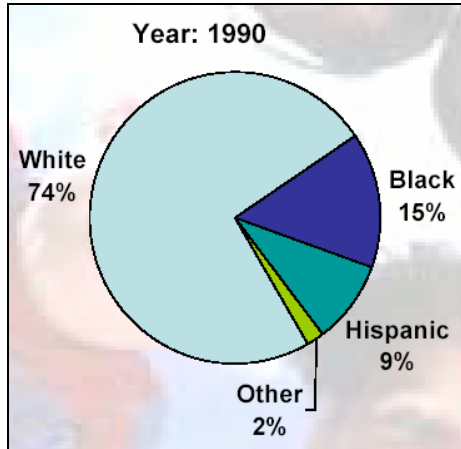
Indicator	US	Florida	Broward
Spanish speakers who speak English less than “very well”	13,639,423	1,198,929	123,415
Other Indo-European speakers who speak English less than “very well”	3,186,925	282,847	19,044
Asian natives who speak English less than “very well”	3,600,563	76,521	8,693

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Other foreign born people who speak English less than "very	561,362	29,326	4,808
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*Source: U.S. Census Bureau Data - 2003*

**Broward County's Changing Racial Ethnic Landscape**



***Source: Broward County Office of Urban Planning and Redevelopment, 2003***

**BROWARD COUNTY BY THE NUMBERS FROM THE 2000 CENSUS:**

**2000 Total Broward County Population: 1,623,496**  
**1990 Total Broward County Population: 1,255,496**

**RACIAL MAKEUP:**

<b>WHITE</b>	<b>70.6% (16.7% Hispanic)</b>
<b>BLACK</b>	<b>20.5%</b>
<b>ASIAN</b>	<b>2.3%</b>
<b>PACIFIC IS.</b>	<b>0.1%</b>
<b>OTHER:</b>	<b>3.0%</b>

**FOREIGN BORN: 25.3%**

<b>LATIN AMERICA</b>	<b>71.6%</b>
<b>EUROPE</b>	<b>14.1%</b>
<b>N.AMERICA</b>	<b>5.0%</b>
<b>ASIA</b>	<b>0.7%</b>
<b>OCEANIA</b>	<b>0.1%</b>

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### **LANGUAGES SPOKEN AT HOME:**

**English Only: 71.2%**  
**Languages Other than English: 28.8%**  
**Spanish: 16.3%**  
**Other Indo/Europe: 10.4%**  
**Asian Pacific: 1.2%**

### **Some Facts:**

**28.8% households with 65+**  
**18.2% 62 years +**  
**37.6% grandparents responsible for grandkids**  
**1.6% have no phone**  
**0.4% have no plumbing**

**Number of countries represented in Broward County schools: 155**  
**Languages spoken: 57**

## Culture and Cultural Competence: Concepts and Process Statements

### Organizational Self-Assessment

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How does your organization rate? Complete the assessment questions by circling the answer that applies to you below for each phase. This will help provide you with a clearer picture of where you are – where you may want to go, and what you may need to do to get there.

**Organizational Structure** – The priority of dealing with issues of diversity is best seen in an organization’s mission and philosophy and the infrastructure developed to support and sustain efforts. Process questions within your organizational review should address the infrastructure to support diversity (e.g. evaluation of standards and performance related to diversity, mechanisms for input from members and communities of color, etc.)

<b>Yes</b>	<b>No</b>	<b>DK</b>	Does your organization’s mission statement, philosophy and/or code of ethics reflect an explicit commitment to diversity?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Is there a standard mechanism in your organization to address issues concerning diversity?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Is diversity represented at all levels within your organization (e.g. personnel, membership, officers, and board?)
<b>Yes</b>	<b>No</b>	<b>DK</b>	Is the percentage of diversity within your organization reflective of diversity in the United States?

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**Collaborative Agreements** – The type and quality of collaborative agreements with ethnic minority professionals and communities is an important barometer in both determining and evaluating an organization's efforts and priorities to address diversity. Process questions within your organizational review should address the nature of these arrangements, their permanency within the organization, and organizational support directed toward these arrangements.

<b>Yes</b>	<b>No</b>	<b>DK</b>	Has the organization developed relationships with racial/ethnic and cultural organizations within your community?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Has the organization developed relationships with racial/ethnic and cultural communities or organizations outside your area?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Are these collaborative arrangements a stable part of the infrastructure (vs. ad hoc arrangements for grant activities??
<b>Yes</b>	<b>No</b>	<b>DK</b>	Has there been adequate support within your organization to support these collaborations?

## CCB - CULTURAL COMPETENCY TOOL KIT

**Policy** – An organization's effort to develop and support policies related to diversity reflect its commitment to look beyond professional self-interest. Policies reflect an organization's commitment to realize its mission, philosophy, and code of ethics. Process questions within your organizational review should address the extent to which an organization works to better the well-being of racial and ethnic communities beyond organizational interests.

<b>Yes</b>	<b>No</b>	<b>DK</b>	Are policy statements made with consideration of how they affect diversity?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Has the organization developed policy statements that support the interests of diverse communities?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Were these policy statements developed with significant input from diverse communities?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Has the organization "signed-on" or supported policy statements developed by diverse communities?

**Education** – The importance and commitment of an organization to diversity can be reflected in the nature and topics of general meetings, seminars, and continuing education opportunities. Process questions within your organizational review should address efforts not only to include diversity content, but mechanisms to ensure quality as determined by diverse communities.

<b>Yes</b>	<b>No</b>	<b>DK</b>	Are there explicit mechanisms to address diversity in education initiatives?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Are diversity topics developed with sufficient input from diverse communities and members?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Are diversity education initiatives given adequate visibility within conference and topic meetings?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Are racial and ethnic communities involved in the design and evaluation of your organization's diversity education initiatives?



## CCB - CULTURAL COMPETENCY TOOL KIT

**Development of Standards** – Education and practice standards related to diversity, and efforts to help organizations reach them, represent the “institutionalization” of aspects important to an organization. Process questions within your organizational review should address the adequacy of the organization’s infrastructure to develop, support, and evaluate professional standards.

<b>Yes</b>	<b>No</b>	<b>DK</b>	Has your organization developed practice or education standards that address diversity?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Were members of diverse communities included in the identification, development, or evaluation of these standards?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Are diversity standards for professional practice reflected as mandatory (vs. optional)?
<b>Yes</b>	<b>No</b>	<b>DK</b>	Is any technical assistance provided by the organization to those working to comply with standards?

## HOW DOES YOUR ORGANIZATION RATE?

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Based on your Organizational Self-Assessment, how would you rate your organization? The attributes listed below for each step characterize qualities of an organization at each phase, as shown in the graphic which follows. They can serve as a guide in determining where your organization falls in the cultural competency continuum.

### **Cultural Destructiveness or Cultural Incapacity – no desire; no capacity**

- There is no diversity within the organization
- There are no significant collaborations with organizations or communities of diverse backgrounds
- There are no programmatic or policy initiatives to address diversity within or outside the profession

### **Cultural Blindness – one size fits all**

- There is no diversity within the organization
- There are no significant collaborations with organizations or communities of color
- There are no programmatic or policy initiatives to address diversity within or outside the profession

### **Cultural Pre-competence – moving forward**

- There is a recognition of the need to address diversity within the organization
- There is evidence of efforts to address diversity issues in programmatic and policy efforts as well as organizational structure.
- These efforts are at some – but not all levels of the organization
- Efforts are being made to reach out to diverse communities

### **Cultural Competence – experts in the field**

- The organization's structure, mission, philosophy, and values reflect a commitment to diversity
- Efforts are being made to address diversity and are reflected at all levels and activities of the organization
- Established relationships exist with diverse communities

## CCB - CULTURAL COMPETENCY TOOL KIT

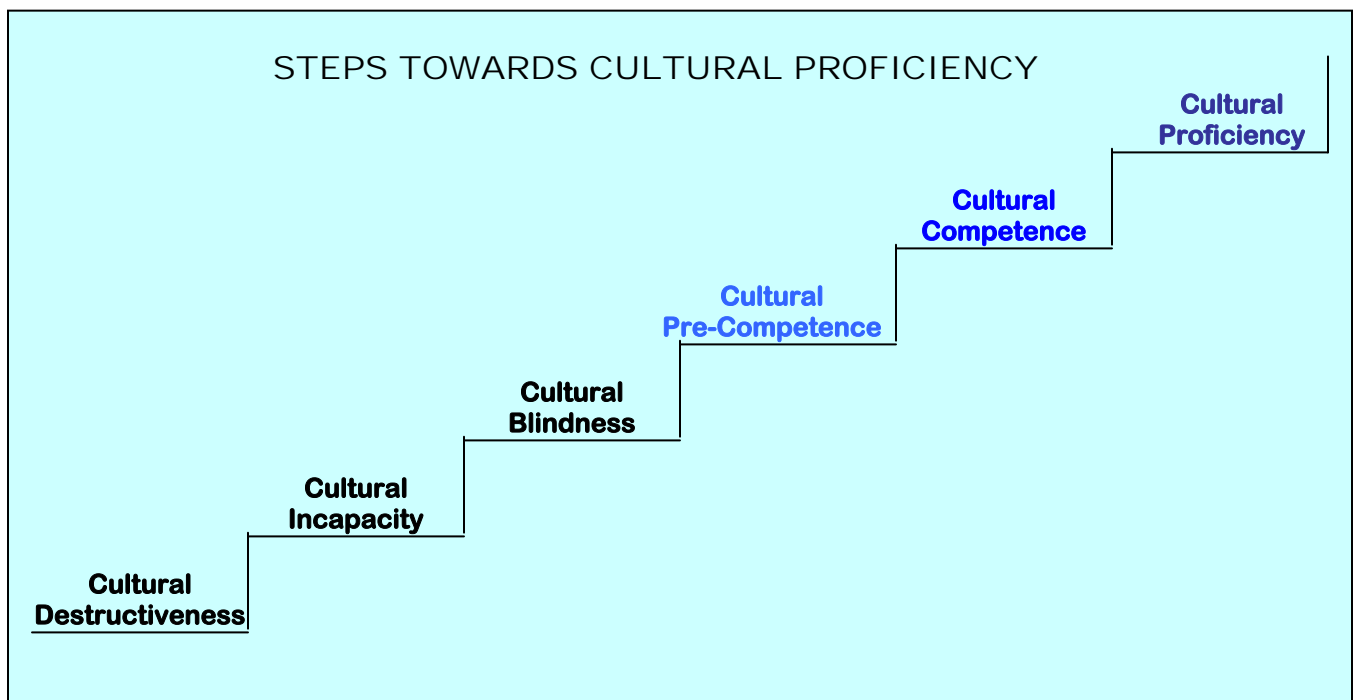
### Cultural Proficiency – leaders of the pack

- The organization engages in consistent, proactive, creative, sustained efforts to address diversity at all levels of the organization
- The organization is recognized as a leader in addressing diversity at programmatic, policy, and organizational levels
- The organization's infrastructure reflects the centrality of commitment to diversity

### Advancing towards Cultural Competency

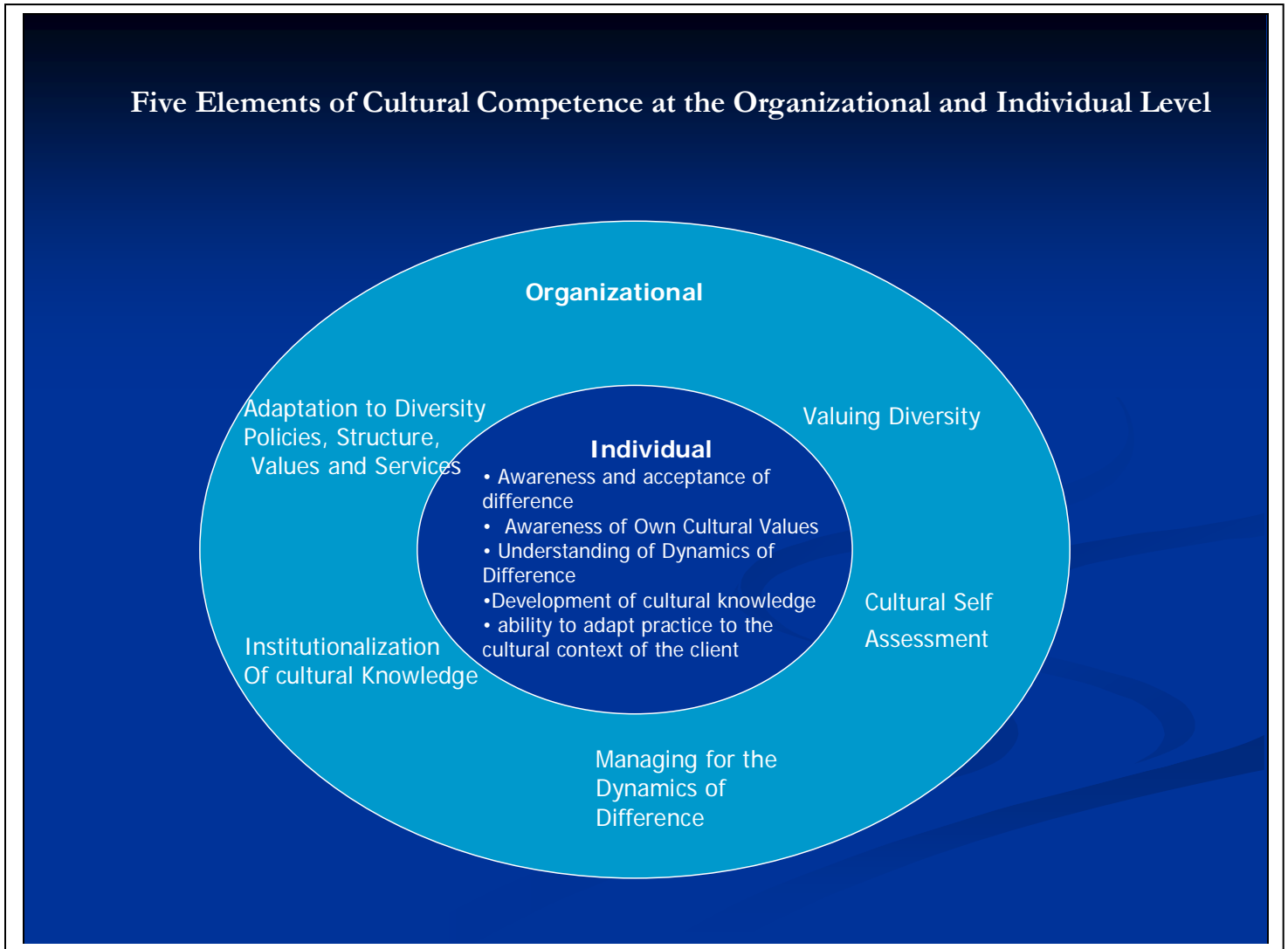
In evaluating your answers to the queries above, you can begin to assess your organization's progress on the scale of cultural proficiency set forth below. Becoming Culturally Competent is an on-going process of organizational improvement. However, some organizations place far more importance on issues regarding being Culturally Competent than others. That appreciation of cultural issues is reflected in the bottom line numbers for these organizations, as well as in their customer satisfaction ratings and employee satisfaction survey results.

You can now begin to get a better understanding of what needs to be done in your organization to advance towards the level of Cultural Proficiency. Continuing assessment, cultural training and quality improvement on the part of your organization's management will be key in moving towards this goal.



## 5 Elements of Cultural Competence

### At the Organizational & Individual Level



Source: Culture as the Cornerstone of Family Strength, 2002

## **ORGANIZATIONAL LEVEL**

An organization must first recognize the value that diversity brings to the venture. Such a valuation must come from the top of the organization. Without placing a significant value on diversity, cultural competence is not achievable. Organizations may pay lip service to holding such values, but unless they are practiced and revered, from the top on down, the organization will not advance.

An organization must make the commitment to assess itself to determine just how culturally competent it is as an institution. Only then will management know how to progress to attain a greater degree of competency.

It then becomes incumbent upon management to effectively deal with the dynamics of difference, utilizing the organizations strengths and identifying its weaknesses, so as to be better prepared to move forward in a continuum of self-improvement.

The organization must take an inventory of its cultural knowledge, which should be available for sharing with all employees. The inventory should be updated on a regular basis.

Finally, the organization must adapt its policies, structure, values and services to reflect a culturally competent entity. It should then more closely reflect the community that it serves.

## **INDIVIDUAL LEVEL**

An individual must gain an awareness and acceptance of difference. If one does not recognize difference, then one cannot advance to learn to appreciate what difference can offer.

An individual must have an awareness of his or her own cultural roots and customs. These are two important components of what makes each person different from everyone else on the face of the earth.

## **CCB - CULTURAL COMPETENCY TOOL KIT**

Becoming educated as to the dynamics of difference and how they can both positively and negatively affect a situation is key to advancing in cultural competency.

An individual should never stop learning about new and different cultures and societies. It helps to expand one's view of the world, and helps to create a better understanding among community members.

Taking the steps above will assist the individual in adapting his or her service provision to the cultural context of the client being served, thereby making a more effective impact upon the client through culturally competent service provision.

## Culture and the Community

### Exercise: Common Myths About Cultural Competency

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#### Individual Checklist

*Read each myth and write a brief response to the statement.*

**Myth #1:** There are too many cultures. I cannot possibly learn what I need to know about all of them.

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**Myth #2:** I have examined my preconceptions about the various cultures in my community, changed some of my thoughts, and now feel culturally competent to deal with any and all people who interact in my community.

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**Myth #3:** As a person of color, I know what it means to be culturally sensitive. I don't need any special "training" on how to practice cultural competency.

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**Myth #4:** I need a more concrete way to achieve cultural competency. This process is too "touchy feely" in asking me to become more aware, becoming aware will not make a difference in my cultural competency.

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## CCB - CULTURAL COMPETENCY TOOL KIT

**Myth #5:** There are only a couple of cultures that are different from the dominant (American) culture in my community.

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## CCB - CULTURAL COMPETENCY TOOL KIT

### Exercise: Behaviors of an Effective Provider Employee In a Culturally Diverse Environment

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*Directions:* Rank order your responses from 1 to 10, 1 being the most important behavior for a provider employee and 10 being the least important behavior for a provider employee. Then reach consensus with your training group on the order of importance from 1 to 10.

<b>Your Ranking</b>		<b>Group Ranking</b>
	1. Works through religious and various community groups to create ties in the community.	
	2. Understands the different cultural norms and preferences of clients and coworkers.	
	3. Takes the initiative to offer information to make clients feel comfortable.	
	4. Is flexible and creative in finding alternate ways of informing and communicating with clients and their families.	
	5. Cultivates productive relationships with fellow employees.	
	6. Treats all clients and family members with dignity and respect.	
	7. Gives necessary information in ways that people of various backgrounds and education levels can understand.	
	8. Knows how to work within the system to make the process as user friendly as possible.	
	9. Takes pride in helping clients feel secure.	
	10. Solicits and uses feedback to improve interactions with clients and families.	

Source: AED Center on AIDS & Community Health

## CCB - CULTURAL COMPETENCY TOOL KIT

### Exercise: Language and Communication

**Directions:** Check off any of these communication behaviors that irritate, frustrate, or upset you, indicating at what degree they influence how you communicate with others.

#### Verbal:

Speaking too loudly  Not At All  Somewhat  Very Much

Speaking too softly  Not At All  Somewhat  Very Much

Speaking too slowly  Not At All  Somewhat  Very Much

Speaking too fast  Not At All  Somewhat  Very Much

Speaking with a heavy accent  Not At All  Somewhat  Very Much

Asking intrusive questions  Not At All  Somewhat  Very Much

Not answering questions  Not At All  Somewhat  Very Much

Withholding or not volunteering information  Not At All  Somewhat  Very Much

Speaking another language  Not At All  Somewhat  Very Much

Not speaking English  Not At All  Somewhat  Very Much

Calling me by my first name  Not At All  Somewhat  Very Much

Using inappropriate Language  Not At All  Somewhat  Very Much

## CCB - CULTURAL COMPETENCY TOOL KIT

### Non-Verbal

- |                           |                                     |                                   |                                    |
|---------------------------|-------------------------------------|-----------------------------------|------------------------------------|
| Standing too close        | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Stiff, erect posture      | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| No eye contact            | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Vulgar gestures           | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Lack of facial expression | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Glaring eyes              | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Soft hand shake           | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Distracting gestures      | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |
| Slouching and leaning     | <input type="checkbox"/> Not At All | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very Much |

All of the communication behaviors above are practiced, to some extent, by members of one or another various cultures.

Yet they may be found to be annoying and off-putting to members of other cultures. You have tested your own patience level by responding to the communication behaviors listed above. As a provider, you may face these types of behaviors in your daily practice. Realizing that these behaviors may be associated with a client's culture may help you to better assist the client with a greater degree of patience.

## Exercise: Communication with Limited-English-Speaking (LEP) Individuals

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**Directions:** Check off each of the following behaviors you usually engage in when communicating with a client who you know is limited in his or her ability to speak English (an LEP client):

- 1. I use pictures, signs, diagrams, and other visual symbols.
- 2. I demonstrate as I explain.
- 3. I use their language, either in writing or speaking.
- 4. I speak slowly, pausing between sentences.
- 5. I use simple vocabulary and avoid using idiomatic expressions such as “Get to the bottom line,” or “Go to the extra mile.”
- 6. I repeat using different words. If possible, I try to use words that are more internationally known, for example, problem rather than dilemma, glitch or snafu.
- 7. I assume confusion, avoid asking people if they understand, and do not take a nodding head, smile, or yes to mean I have been understood.
- 8. I get the help of an interpreter when I need it.
- 9. I try to walk in the other person’s shoes, imagining how this difficulty might feel.
- 10. I smile, showing warmth and friendless, but I do not laugh.