

Cultural Competency and Community Development Resources

Culture is the shared values, traditions, norms, customs, arts, history, folklore and institutions of a group of people. It is determined by such factors as ethnicity, geography, age, socioeconomic status, religion, gender, sexual orientation, education, and language. Culture contributes to a person's sense of self in relation to others; experiences in the world; and the influences on decisions and actions.

Achieving cultural competence is a lifelong process that includes the examination of personal attitudes and desires; the acquisition of relevant knowledge; and the development of skills that facilitate working effectively with individuals and groups who are culturally diverse. The vision to acquire cultural competency should be manifested at every level of an organization, including policy making, administration and practice. This vision should be reflected in the attitudes, structures, policies, and services of the organization.

With our growing culturally diverse society, the delivery of services that are culturally sensitive and competent has become a priority. Therefore, organizations must become knowledgeable of and value issues related to respecting and acknowledging the collective diversity and racial/ethnic differences in the service delivery population.

Cultural competency is a form of social intelligence with four components:

1. **AWARENESS** - the ability to recognize one's own reactions to people who are different, as well as understanding the implications of these reactions for effective interaction with others.
2. **ATTITUDE** – one's values and beliefs about differences among individuals or groups.
3. **KNOWLEDGE** – one's understanding of the facts about individual or groups.
4. **SKILLS** – tools and processes used to communicate and interact with diverse individuals or groups.

TOP TEN CULTURAL COMPETENCY SKILLS

1. A willingness to learn about one's own prejudices and biases.
2. A willingness to identify and overcome personal biases to the extent possible.
3. An ability to work toward equal status relationships with people who are or appear different from oneself.
4. An ability to accept responsibility for the harm that one's intentional or unintentional actions may cause for people who are different or who are perceived to be different from oneself.
5. An ability to use language in a manner that promotes equal status interactions.
6. An ability to question personal assumptions about the skills and competencies of people who are different or who are perceived to be different from oneself.
7. An ability to tolerate the ambiguity of not knowing what one expects or what to do in intercultural interaction.
8. A desire to learn as much as possible about how one's own culture is different or similar to other groups or individuals, and how this knowledge can contribute to a particular way of viewing oneself and others.
9. An ability to take risks in efforts to communicate with people from other cultures.
10. An ability to learn from mistakes made in communications with persons or groups of other cultures.

STEPS TO CULTURAL COMPETENCY

- The recognition and acceptance that all cultures have a profound influence in our lives.
- The personal awareness that oppression is pervasive in our society. It is a part of our collective history and does affect our relations and interactions with each other.
- The acceptance that there are cultural differences that all need to learn to respect, even though there may be aspects that are not always understood.
- Having the humility to accept that we do not know everything about other cultures, and never will. Therefore, one needs to continually strive to learn what we need to know about the groups that are interacted with.
- A willingness to pursue information and knowledge about other groups via methods that are available.
- When unable or complete the steps listed above, having the courage to identify and confront any personal resistance, anger and especially fears that may interfere with one's ability to acknowledge, respect or effectively interact with other individuals or groups.

ALWAYS:

- **Recognize that culturally competency training is necessary, but not solely sufficient to accomplish cultural competency.**
- **Recognize the goal of cultural competence training to continually strive to reach a progressively higher state of competence, but the learning and the application of knowledge and skills obtained during training and experiences is a lifelong process.**

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RESOURCES

National Center for Cultural Competence

http://gucchd.georgetown.edu/topics/cultural_linguistic_competence/index.html

1-800-788-2066

Sarah Gorman, Executive Director
Healthy Start Coalition of Sarasota County

Cultural Competency Resources

Websites

- Center for Civic Partnerships (<http://www.civicpartnerships.org/default.asp>)
- California Endowment's Cultural Competence Program (http://www.calendow.com/program_areas/cultural_competence.stm)
- Diversity Rx (<http://www.diversityrx.org/HTML/WEARE.htm>)
- National Center for Cultural Competency (<http://gucchd.georgetown.edu/nccc/index.html>)

Web-based Courses

- **Communicate to Make the Difference**
 - Web address** <http://www.nynj-phtc.org/cc/default.cfm>
 - ❖ Interactive Web-based interactive
 - ❖ Sponsor: NYNJ Public Health Training Centers
 - ❖ Method: Interactivity based on case/situation scenarios and assessment activities. Three modules;
 - Culture
 - Communication
 - Cross-Cultural Communication
 - ❖ Cost: Free
 - ❖ Length: 3 modules; self-paced
 - ❖ Continuing Education Credits: not provided

- **Family Physician's Practical Guide to Culturally Competent Care**
 - Web address** <http://www.thinkculturalhealth.org/>
 - ❖ Web-based continuing medical education activity that consists of nine modules
 - ❖ Sponsor: HRSA Office of Minority Health
 - ❖ Training Method: Individual or group case study reviews and assessment exercises
 - Theme 1: Culturally Competent Care
 - Module 1.1: Overview of Culturally Competent Care
 - Module 1.2: Cultural Competency Development
 - Module 1.3: Patient-Centered Care and Effective Communication
 - Theme 2: Language Access Services
 - Module 2.1: Importance of Language Access Services
 - Module 2.2: Models To Provide Language Access Services
 - Module 2.3: Working Effectively With an Interpreter
 - Theme 3: Organizational Supports
 - Module 3.1: The Importance of Environment/Climate
 - Module 3.2: Assessing Your
 - Module 3.3: Building Community Partnerships
 - ❖ Cost : Free
 - ❖ Length: 9 modules, self-paced
 - ❖ Continuing Education Credits
 - Upon completion of CME activity evaluation and credit request form, and score 70% or higher on the posttest. Deadline for submission of the evaluation and posttest

- expires December 5, 2006. Certificates and statements of credit are sent to the participant's computer
 - Physicians – up to nine category 1 credits toward the AMA Physician's Recognition Award (1 credit for each module completed)
 - Other health professionals – receipt of statement of participation that can be submitted to accreditation organizations
 - CME Cost: Free
- **Course in Cultural Competency Skills for Diabetes Care (CRASH)**
 - Web address www.conferencesseek.com/resources**
 - ❖ A Flash media segment that is a part of a 4-module web-based education series for health care professionals involved with diabetes treatment and prevention
 - ❖ Sponsor: Florida Diabetes Prevention & Control Program, Florida Heart Disease & Stroke Prevention Program and Medical Education Collaborative
 - ❖ Training method: Audio lecture and slide show
 - ❖ Cost: Free
 - ❖ Length: 50 minutes
 - ❖ Continuing Education Credits
 - 1 CEU is offered at the completion of the post-test and the receipt of passing grade of 70%.
 - Physicians – One category 1 credit towards Physician's Recognition Award
 - RNs, LPNs, LVNs and NPs – One contact hour of continuing education
 - Registered Dietitians and dietician technician and – One continuing professional education unit (CPEUs)
 - CEU Cost: A processing fee may be required

Community Development Resources

- Center for Urban Affairs and Policy Research, Northwestern University. (1996). Mapping Community Capacity.
(PDF Available -<http://www.northwestern.edu/ipr/publications/papers/mcc.pdf>)
- Center for Urban Affairs and Policy Research, Northwestern University (1988). A Primer for a School's Participation in the Development of Its Local Community.
(PDF Available -<http://www.northwestern.edu/ipr/publications/papers/primer.pdf>)
- Institute for Policy Research, Northwestern University (1996). A Twenty-First Century Map for Healthy Communities and Families.
(PDF Available -<http://www.northwestern.edu/ipr/publications/papers/century.pdf>)
- Institute for Policy Research, Northwestern University (1996). Voluntary Associations in Low-Income Neighborhoods: An Unexplored Community Resource.
(PDF Available - <http://www.northwestern.edu/ipr/publications/papers/grandblvd.pdf>)
- Office of Minority Health State Partnership Initiative. (2004). Building Coalitions among Communities of Color: A Multicultural Approach. Rockville, MD: Department of Health and Human Services.
(PDF Available - <http://www.omhrc.gov/OMH/WhatsNew/2pgwhatsnew/ShireGuide.pdf>)