

Instructions for Assessment of Organizational Cultural Competence

The following Assessment of Organizational Cultural Competence is the work of an Ad Hoc Committee of the Association of University Centers on Disabilities (AUCD) Multicultural Council. Members include the following individuals:

Chana Hiranaka, Ad Hoc Committee Chair, University of Southern California UCE at Children's Hospital Los Angeles
Carolyn Richardson, Ad Hoc Committee Co-Chair, University of New Mexico
Allison Ball, University of Oregon
Rita Hohlstein, University of Wisconsin - Madison
Roberta Lopez, University of New Mexico LEND Fellow
F. John Meaney, University of Arizona, Tucson
Roz Parrish, University of Cincinnati
Linda Wilson, University of Oklahoma

In the current environment, many contracts and grants are requiring documentation of activities concerning cultural competence and/or sensitivity, including self-assessments and training. Therefore, the purpose of the instrument is to assist organizations to assess their progress towards cultural competence, both at the organizational and individual level.

In the development of the instrument, the term culturally competent means "...services, supports, or other assistance that is conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals who are receiving services, supports, or other assistance, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program involved..." (Developmental Disabilities Assistance and Bill of Rights Act of 2000, Public Law 106-402).

The instrument consists of three sections: 1) Assessment of Organizational Cultural Competence, 2) Respondent Information, and 3) Assessment of Individual Cultural Competence. Section 1 is structured to so that it can be individualized to the organization by inserting the appropriate information in the blanks provided; and by allowing respondents to skip those functions which do not pertain to the organization.

It is imperative that all faculty, staff, consumers and/or students know that their responses to Sections 1 and 2 of the instrument will be anonymous. Therefore, it is suggested that you have each of the two Sections submitted separately so that no respondent information could be used to identify responses on Section 1 of the instrument. The respondent information should be used to determine if the respondents to Section 1 reflect the individuals within your organization. Section 3 is solely for the respondent's use. We suggest that respondent be encouraged to keep a copy of this Section so that they can refer to it and to see their growth in this area.

It should take approximately 10 minutes to complete Section 1 and Section 2, and an additional 5 minutes to complete Section 3 (Assessment of Individual Cultural Competence).

There is also a database in ACCESS 2000 available by contacting John Meaney at fmeaney@u.arizona.edu. This will provide a means for entering and storing your data.

It is hoped that this instrument will assist your organization in identifying areas of strength and possible areas on which to work. The intent of the instrument is not to give an organization a "score", but to provide information as to where the organization may be on a continuum in moving toward cultural competence. The Ad Hoc Committee is planning to develop a manual, which will provide activities to assist with strengthening the cultural competency of your organization. The availability of the manual will be announced on this WEB site when it becomes available.

If you have any comments or feedback regarding this instrument, we would very much like to hear from you. Please contact either Chana Hiranaka at chanah@pacbell.net or Carolyn Richardson at crich@unm.edu.

Assessment of Organizational Cultural Competence

Our program is undertaking an effort to identify our organization's strengths and needs for further training and program development to become a more culturally competent organization. As a member of this program, your input into the assessment of our organization's cultural competence is important.

Your responses will be held in strictest confidence and will be anonymous. The results of this survey will be utilized in aggregate and summary form only. If you have questions about the assessment of organizational cultural competence, please contact (name of the individual who will be coordinating this effort) _____.
When you have completed the assessment, place it in (mail-box or location) _____.
Thank you for your assistance in this most important effort toward becoming a culturally competent program.

Please check below which of the following BEST describes your MAJOR function in the organization. CHECK ONLY ONE

- | | | |
|--------------------------------|---------------------------------|-----------------|
| Administration | Clinical services | Research |
| Support Services | Education/training | Student/Trainee |
| Advisory Board | Technical assistance/Consultant | |
| Community/continuing education | | |
| Other Please specify: _____ | | |

Please indicate the length of involvement with this organization:

- | | | |
|------------------|--------------|-------------------|
| Less than 1 year | 1 to 5 years | More than 5 years |
|------------------|--------------|-------------------|

Please check the ONE answer that BEST DESCRIBES your response to each of the statements.

A. Organization	YES	NO	Don't Know
1. Cultural competence is included in the mission statement, policies, and procedures.			
2. A committee/task force/program area addresses issues of cultural competence.			
3. Partnerships with representatives of ethnic communities actively incorporate their knowledge and experience in organizational planning.			
4. The organization supports involvement with and/or utilization of the resources of regional and/or national forums that promote cultural competence.			

B. Administration	Almost Always	Often	Sometimes	Almost Never	Don't Know
1. Personnel recruitment, hiring, and retention practices reflect the goal to achieve ethnic diversity and cultural competence.					
2. Resources are in place to support initial and ongoing training for personnel to develop cultural competence.					
3. Position descriptions and personnel performance measures include skills related to cultural competence.					
4. Participants for all advisory committees and councils are recruited and supported to ensure the diverse cultural representation of the organization's geographic area.					
5. Personnel are respected and supported for their desire to honor and participate in cultural celebrations.					
6. Fiscal resources are available to support translation and interpretation services.					

C. Clinical Services IMPORTANT: If your organization does not provide these services, please check here and proceed to the next Section.	Almost Always	Often	Sometimes	Almost Never	Don't Know
1. Clinical services are routinely and systematically reviewed for methods, strategies, and ways of serving consumers and their families in culturally competent ways.					
2. Cultural bias of assessment tools is considered when interpreting of the results and making recommendations.					
3. Translation and interpretation assistance is available & utilized when needed.					
4. Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for the populations served.					
5. Pictures, posters, printed materials and toys reflect the culture and ethnic backgrounds of the consumers and families served.					
6. When food is discussed or used in assessment or treatment the cultural and ethnic background of the consumer and family is considered.					

D. Research and Program Evaluation: IMPORTANT: If your organization is not involved in these activities, please check here and proceed to the next Section.	Almost Always	Often	Sometimes	Almost Never	Don't Know
1. Input on research priorities is sought from consumers and/or their families representing diverse cultures.					
2. Research projects include subjects of diverse cultures representative of the targeted research population.					
3. The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.					
4. Consumers and families representing diverse cultures provide input regarding the design, methods, and outcome measures of research and program evaluation projects.					

E. Technical Assistance/Consultation IMPORTANT: If your organization is not involved in these activities, please check here and proceed to the next Section.	Almost Always	Often	Sometimes	Almost Never	Don't Know
1. Technical assistance/Consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.					
2. When assessing the need for technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.					
3. Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.					
4. Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.					

F. Education/Training IMPORTANT: If your organization is not involved in these activities, please check here and proceed to the next Section.	Almost Always	Often	Sometimes	Almost Never	Don't Know
1. Trainees/students are actively recruited from diverse cultures.					
2. Trainees/students from diverse cultures are mentored.					
3. Representatives of the diverse cultures are actively sought to participate in the planning and presentation of training activities.					
4. The training curriculum and activities incorporate content for the development of cultural competence.					
5. The training curriculum, materials and activities are systemically evaluated to determine if they achieve cultural competence.					

G. Community/Continuing Education IMPORTANT: If your organization is not involved in these activities, please check here	Almost Always	Often	Sometimes	Almost Never	Don't Know
1. Participants are actively recruited from diverse cultures.					
2. Representatives of diverse cultures are actively sought to participate in the planning and presentation of these activities.					
3. The content and activities are culturally and linguistically appropriate.					
4. Participant evaluation of community/continuing education activities includes components of cultural competence.					

Adapted in part from Promoting Cultural Diversity and Cultural Competency Self Assessment Checklist for Personnel Providing Services and Support to Children with Special Health Needs and Their Families by Tawara D. Goode, Georgetown University Child Development Center, and Policy Brief 1: Rationale for Cultural Competence in Primary Health Care, developed by Elena Cohen, Consultant, and Tawara D. Goode, and Policy Brief 2: Linguistic Competence in Primary Health Care Delivery Systems: Implications for Policy Makers, developed by T. Goode, S. Sockalingum, M. Brown, and W. Jones, National Center for Cultural Competence, Georgetown University Child Development Center.

Respondent Information

Before completing this question, please review the statements on Assessment of Individual Cultural Competence. After reflecting upon the entire survey, please describe the subjects or topics you would like cultural competence training in:

1. _____

2. _____

3. _____

The data on this sheet are collected to obtain information about the survey respondents. This information will allow us to determine if all groups have been represented.

Your information will not be shared with anyone in the organization. This information will not be linked to your responses on the other pages.

PLEASE PROVIDE THE FOLLOWING INFORMATION by using a check mark.

Gender:	Female	Male		
Age:	18-35	36-49	50-65	65+
Do you have a disability?	Yes	No		
Are you a family member of a person with a disability?	Yes	No		

Please indicate your racial/ethnic identity using ONE of the categories below:

African American/Black American Indian/Native American
(including Alaskan native)

Asian Hispanic

Pacific Islander White, European, non-Hispanic

Multiethnic/Other Please specify: _____

Individual Assessment of Cultural Competence

As a member of the organization, the knowledge you have of yourself and others is important and reflected in the ways you communicate and interact. This individual assessment instrument was developed to assist you in reflecting upon and examining your journey toward cultural competence.

The following statements are about you and your cultural beliefs and values as they relate to the organization. Please check the ONE answer that BEST DESCRIBES your response to each of the statements.

Individual Assessment	Almost Always	Often	Sometimes	Almost Never
1. I reflect on and examine my own cultural background, biases and prejudices related to race, culture and sexual orientation that may influence my behaviors.				
2. I continue to learn about the cultures of the consumers and families served in the program, in particular attitudes towards disability; cultural beliefs and values; and health, spiritual, and religious practices.				
3. I recognize and accept that the consumer and family members make the ultimate decisions even though they may be different compared to my personal and professional values and beliefs.				
4. I intervene, in an appropriate manner, when I observe other staff engaging in behaviors that appear culturally insensitive or reflect prejudice.				
5. I attempt to learn and use key words and colloquialisms of the languages used by the consumers and families served.				
6. I utilize interpreters for the assessment of consumers and their families whose spoken language is one for which I am not fluent.				
7. I have developed skills to utilize an interpreter effectively.				
8. I utilize methods of communication, including written, verbal, pictures, and diagrams, which will be most helpful to the consumers, families, and other program participants.				
9. I write reports or any form of written communication, in a style and at a level which consumers, families, and other program participants will understand.				
10. I am flexible, adaptive, and will initiate changes, which will better serve consumers, families, and other program participants from diverse cultures.				
11. I am mindful of cultural factors that may be influencing the behaviors of consumers, families, and other program participants.				

Developed by the AUCD Multicultural Council.

Adapted in part from Promoting Cultural Diversity and Cultural Competency Self Assessment Checklist for Personnel Providing Services and Support to Children with Special Health Needs and Their Families by Tawara D. Goode, Georgetown University Child Development Center.