

Cultural and Linguistic Competence: the Curricula Enhancement Module Series

Online Resources for LEND training programs



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**Georgetown University Center
for Child & Human Development**

**University Center for Excellence in
Developmental Disabilities**

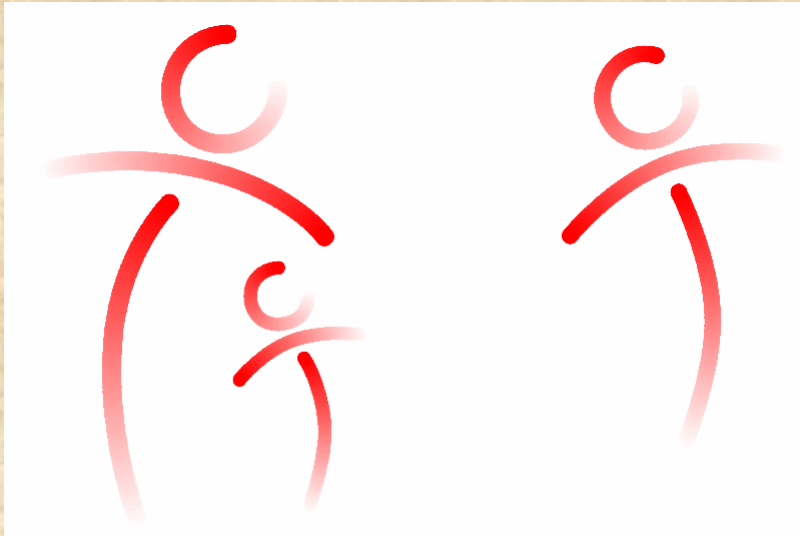


Overview

- Review cultural and linguistic competence frameworks and definitions
- Present selected excerpts from the curricula enhancement module series
- Summarize trends in the use of the module series



National Center for Cultural Competence



The mission of the NCCC is to increase the capacity of health and mental health programs to design, implement, and evaluate culturally and linguistically competent service delivery systems.

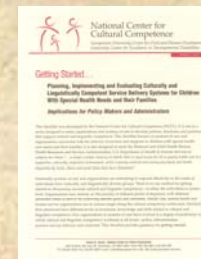
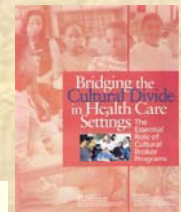




About the NCCC



- provides national leadership and contributes to the body of knowledge on cultural and linguistic competency within systems and organizations
- emphasis is placed on translating evidence into policy and practice for programs and personnel concerned with health and mental health care delivery, administration, education and advocacy





About the NCCC

The following approaches are used to fulfill our mission

- Web-based technical assistance
- Knowledge development & dissemination
- Support a “community of learners”
- Collaboration and partnerships with diverse constituency groups



Cultural and Linguistic Competence: Definitions & Conceptual Frameworks



Culture

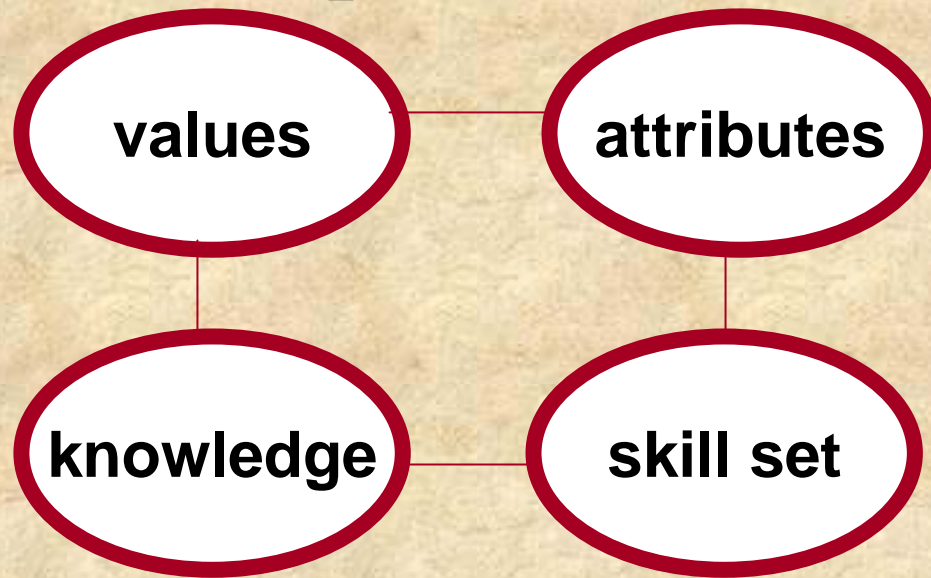
Culture is an integrated pattern of human behavior which includes but is not limited to:



... of a racial, ethnic, religious, social, or political group; the ability to transmit the above to succeeding generations; dynamic in nature.



Competence

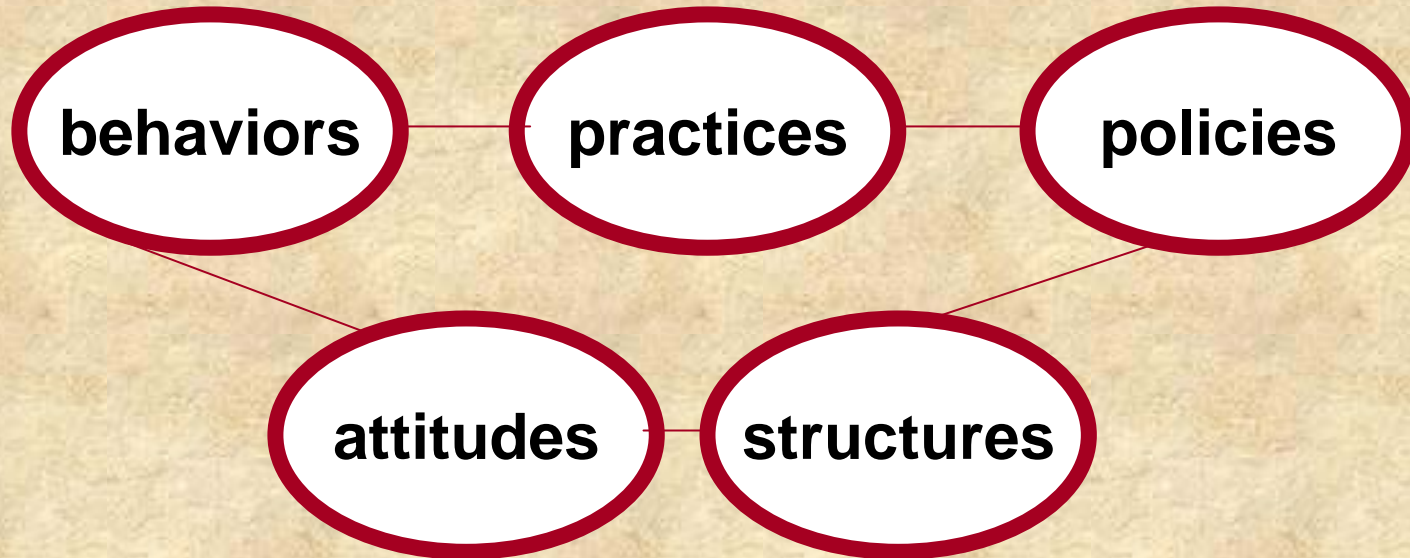


requires values, attributes, knowledge and a skill set to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis and Isaacs, 1989)

Slide Source: The National Center for Cultural Competence, 2006

Cultural Competence



requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally

(adapted from from Cross, Bazron, Dennis and Isaacs, 1989)

Five Elements of Cultural Competence

Organizational Level

- value diversity
- conduct cultural self-assessment
- manage the dynamics of difference
- institutionalize cultural knowledge
- adapt to diversity
 - policies - structures
 - values - services

(Cross, Bazron, Dennis and Isaacs, 1989)



Five Elements of Cultural Competence

Individual Level

- acknowledge cultural differences
- understand your own culture
- engage in self-assessment
- acquire cultural knowledge & skills
- view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)



ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization including:

- policy makers
- administration
- practice & service delivery
- consumer/patient/family
- community

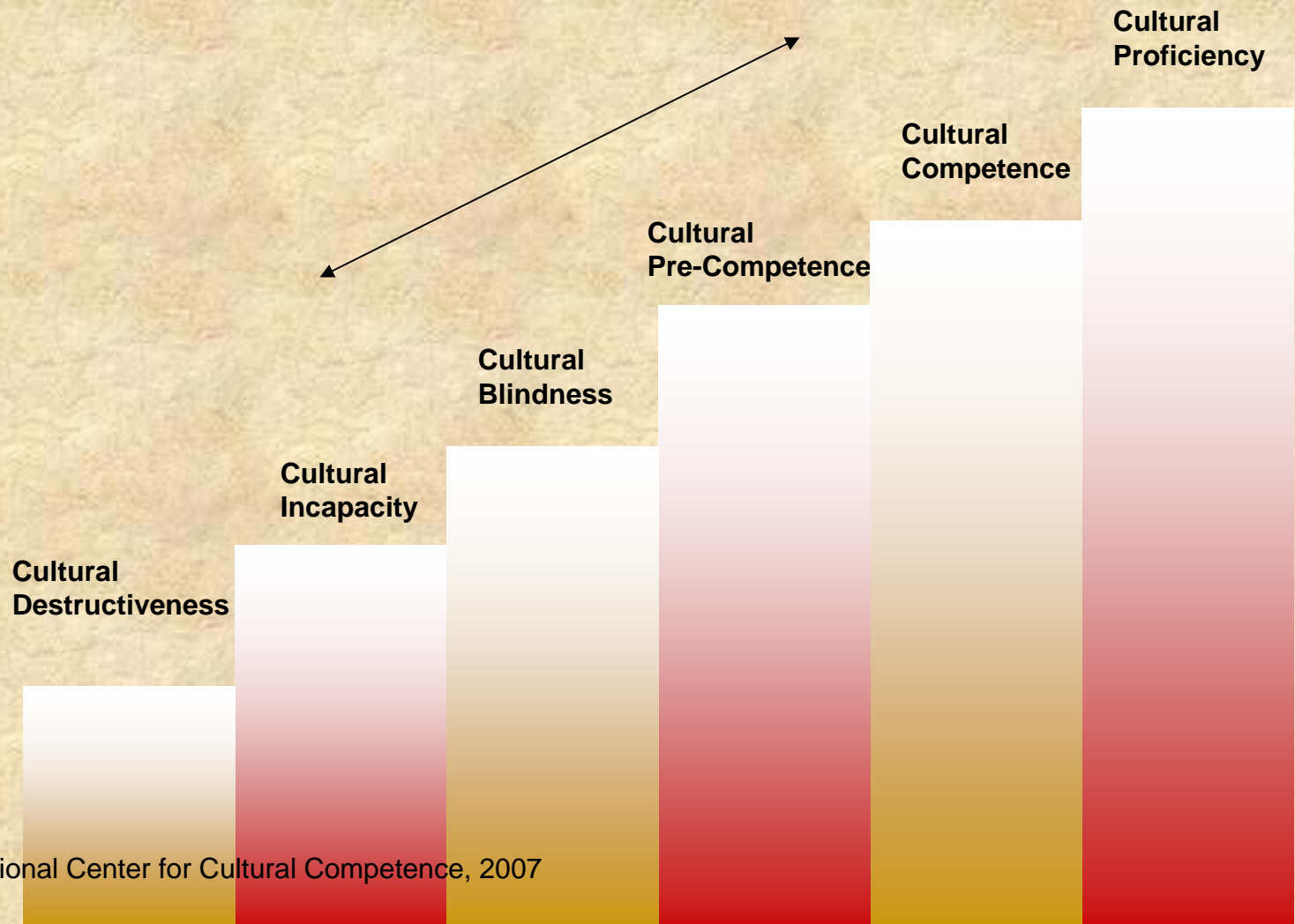
and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989



Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)



Linguistic Competence

- is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills, and individuals with disabilities
- requires organizational and provider capacity to respond effectively to the health literacy needs of populations served
- insures policy, structures, practices, procedures and dedicated resources to support this capacity



Literacy & Health

Those with limited literacy skills:

- Report poorer overall health
- Are less likely to make use of screening & other preventive activities
- Present in later stages of disease
- More likely to be hospitalized
- Have lower adherence to medical regimens



Literacy Expectations in Health Care

- Access information
- Recognize cues to action
- Access care
- Navigate institutions
- Complete forms
- Provide consent



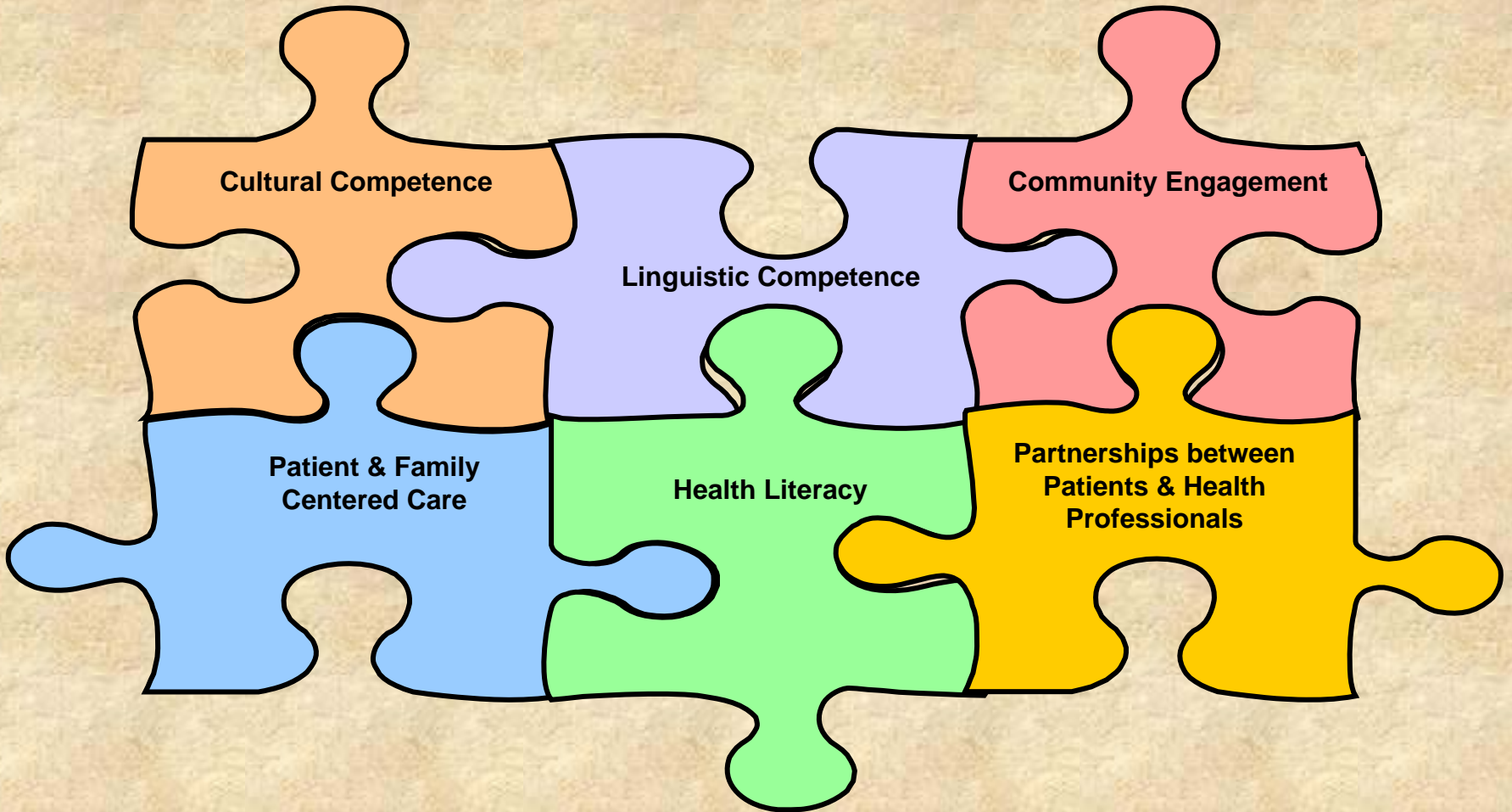
- Communicate with professionals
- Provide information for assessment, diagnosis & treatment
- Understand directions
- Follow regimens
- Advocate

DATA SOURCE: Rudd, R.E. (2003) Empowering Disadvantaged Populations. [electronic slide presentation] Retrieved 7/22/05, from Harvard School of Public Health, Health Literacy Studies Web site



INTEGRALLY LINKED

Pieces of the Same Puzzle



DRTE Project at NCCC

to increase the capacity of DRTE-funded programs to incorporate principles and practices of cultural and linguistic competency in all aspects of leadership training.



Curricula enhancement module series

Assist faculty in incorporating four key content areas of cultural and linguistic competence areas into existing curricula

- Cultural Self-Assessment
- Public Health in a Multicultural Environment
- Process of Inquiry – Communicating in a Multicultural Environment
- Cultural Awareness



Curricula enhancement module series

- Provide a set of defined areas of knowledge, skills, and awareness related to each core content area
- Offer relevant materials, articles, publications, and other multimedia resources for each core content area
- Provide faculty with instructional and self-discovery strategies



Curricula enhancement module series

The screenshot shows a Microsoft Internet Explorer browser window with the address bar set to <http://www.nccc-curricula.info/>. The page title is "NCCC: Curricula Enhancement Module Series - Microsoft Internet Explorer". The website header features the NCCC logo (two stylized figures) and the text "National Center for Cultural Competence Curricula Enhancement Module Series". Below the header is a navigation bar with links for "Additional Info", "FAQs", "Glossary", "Resources", "Search", and "Site Map". The main content area is divided into two columns. The left column has a yellow background and contains two sections: "New User?" with a link to "Register for the Curricula Enhancement Module Series" and "Returning User?" with a link to "Enter site and access modules". The right column has a white background and contains the following text: "Welcome to the **Curricula Enhancement Module Series**." followed by a paragraph about the series' development by the National Center for Cultural Competence through a cooperative agreement with the Division of Research, Training and Education (DRTE), Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services. The goal is to increase the capacity of DRTE-funded programs to incorporate principles and practices of cultural and linguistic competence into all aspects of their leadership training. Below this is a section titled "The curricula enhancement series centers on four key content areas:" followed by a bulleted list: "Cultural awareness", "Cultural self-assessment", "Process of inquiry -- communicating in a multicultural environment", and "Public health in a multicultural environment". At the bottom of the right column, it says "The curricula enhancement module series is designed to:" followed by a partially visible bullet point: "Assist faculty in incorporating four key content areas into existing". The browser's status bar at the bottom shows "Internet".



Each Module Offers...

- Section A: Overview and Purpose of the Modules
- Section B: Cultural and Linguistic Competence: Rationale, Conceptual Frameworks, and Values



Each Module Offers...

- Section C: Key Content
- Section D: Teaching Tools, Strategies, and Resources, including
 - ❖ case studies
 - ❖ vignettes
 - ❖ self-discovery exercises



Curricula enhancement module series

Key content from “Process of Inquiry”

- Key community informants
- Cultural brokers *
- Focus groups
- Participatory action research

* Further supported with products and resources online at the newly launched Cultural Broker feature of the NCCC’s main web site

• <http://www11.georgetown.edu/research/gucchd/nccc/resources/brokering.html>



Curricula enhancement module series

Key content from “Process of Inquiry”

- Emerging Evidence on Translation Services

<http://www.ncccurricula.info/communication/C22.html>

- Best Practices in Translation

<http://www.ncccurricula.info/communication/bestpractices.html>

* Further supported by a 2006 NCCC web feature, Frequently Asked Questions in Language Access

<http://www11.georgetown.edu/research/gucchd/nccc/features/language.html>



Curricula enhancement module series

Key content from “Public Health in a Multicultural Environment”

- Models and Frameworks

<http://www.ncccurricula.info/public/C18.html>



Curricula enhancement module series

Vignette from “Cultural Self-Assessment”

● The State Health Department

<http://www.ncccurricula.info/assessment/D2.html>



Curricula enhancement module series

Self-Assessment Exercise from “Cultural Self-Assessment”

- Excerpts from questions to DRTE-funded training programs

<http://www.ncccurricula.info/assessment/D4.html>



Curricula enhancement module series

Teaching tools from “Process of Inquiry”

- The case against using family, friends, and minors as interpreters

<http://www.ncccurricula.info/communication/D15.html>



Each Module Supported by NCCC web site

- Searchable Resource Database
- Promising Practices
- Research and the Evidence



Each Module Supported by NCCC web site

- Cultural Broker Portal
- Spanish Portal
- Frequently Asked Questions in Language Access



Each Module Supported by NCCC web site

- Cultural & Linguistic Competence Policy Assessment Tool and Guide
- Online self-assessment tool for health care providers (CCHPA)



Each Module Supported by NCCCC web site

- NCCCC products and publications
 - Policy briefs
 - Guides
 - Checklists
 - Articles
 - Promising Practices



Module User Trends

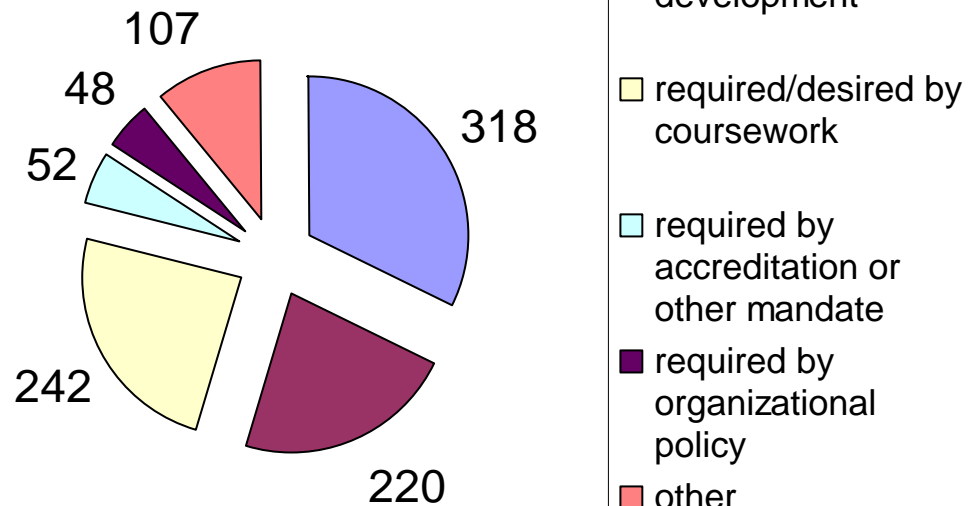
From 6/2005 to 11/ 2006

- there were **2,083** registered users of the curricula enhancement site
- **34%** (700) were from MCHB-funded programs
- **31** were from the LEND



Module User Trends

Intended Purpose (all that apply)



Module User Trends

Among the **107 MCHB-funded** registered users who checked “other”, intended uses included:

- training staff or students
- curriculum development and teaching guidance
- organizational policy & staff development



Module User Trends

continued....

- research projects
- grant writing
- initiating organizational change
- developing a cultural competence plan



Module User Trends

Other registered users include :

- ❖ OMH-funded Bilingual Bicultural Demonstration Program
- ❖ Hispanic Center of Excellence – School of Dentistry – University of Puerto Rico
- ❖ Native American Tobacco Education Network
- ❖ Mayo Clinic



Module User Trends

continued...

- Arthur Ashe Institute for Urban Health
- President's Council on Bioethics
- University of Wisconsin
- Tlingit & Haida Indian Tribes of Alaska
- Center for Diversity in Healthcare

