

Increasing Cultural and Linguistic Competence of the Sonoran University Center for Excellence in Developmental Disabilities

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Background

The Sonoran UCEDD (SUCEDD) serves and collaborates with the diverse communities of Arizona. In an effort to increase diversity and inclusion within its programming and services, the SUCEDD has undertaken an effort to increase its cultural and linguistic competence (CLC).

Objective

This presentation describes the initial process to increase the CLC of the SUCEDD. Specifically, we outline the approach to self-assessment and summarize its findings, and focus on the creation of a data collection tool for the SUCEDD to elicit feedback and demographic information from community members receiving resources, support, and services.

Methods and Process

1. The Cultural & Linguistic Competency Assessment for Disability Organizations (CLCADO)¹ was administered via an online survey to SUCEDD staff, faculty, trainees, and CAC members (n=30).

- It assessed the SUCEDD's world view of cultural diversity, how it approaches inclusion and equity in its services, and how CLC is integrated into the SUCEDD's guiding policies.
- Analyzed results revealed areas of strength and for improvement.

2. The SUCEDD formed a seven-person CLC workgroup, composed of trainees, staff, faculty, and community advisory committee (CAC) members.

- The workgroup met regularly to collect best practices from within the university and in the disability field to inform recommendations and provided recommendations for improving cultural and linguistic competence.

3. A plan was developed by the workgroup to improve cultural and linguistic competence which includes the following:

- 1) Create a tool and process to collect social identity and language data from SUCEDD service recipients.
- 2) Create and implement major policy modifications to clearly outline CLC expectations.
- 3) Host staff and faculty trainings to improve cultural and linguistic competence.

4. Diversity Fellowship capstone project focused on the first recommendation, the creation and implementation of a demographic data collection tool.

- At this point, the SUCEDD had no formal process to collect demographic and language data consistently.

Methods and Process

1. Guidelines for Completing the CLCADO

This instrument requires that you respond to detailed questions about cultural and linguistic competence within the context of your organization. Questions elicit your opinion about your organization's values, and knowledge of your organization's core functions and supporting policy related to cultural and linguistic competence. It is important to answer every question to the best of your knowledge. Remember there are no right or wrong answers. Please check only one box for each question. Refer to the Guide for Using the Cultural and Linguistic Competency Assessment for Disability Organizations for detailed instructions on conducting a self-assessment process.

Our World View
This section asks for the perspective about: (1) the organization's world view of cultural diversity and approaches to inclusion and equity; (2) the extent to which this world view guides organizational behavior and its established policy; and (3) the organization's philosophy, vision, and commitment to cultural and linguistic competence.

Please check only one box per item.

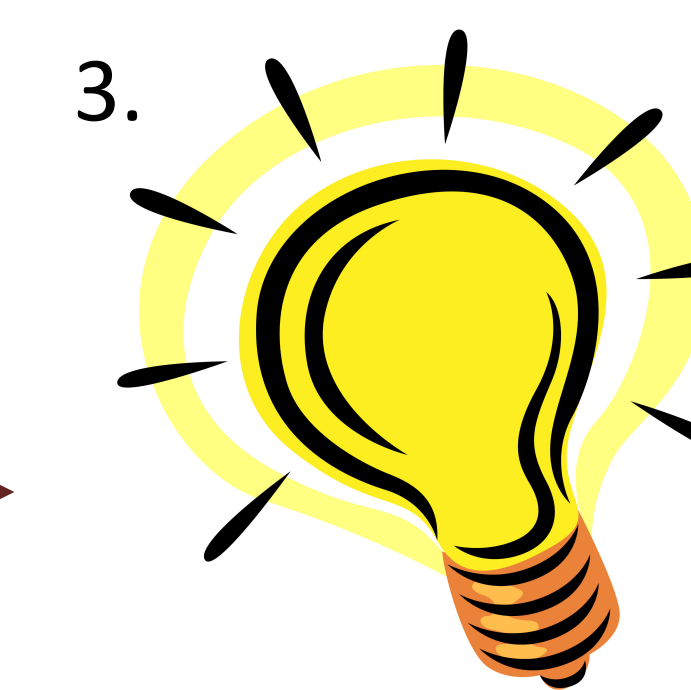
- In my view, our organization:**
1. Understands and is committed to the value of cultural diversity. Not at all A little Somewhat Very Much
 2. Recognizes and respects the great degree of diversity among people who experience disabilities (e.g., race, ethnicity, language, gender, sexual orientation, gender identity or expression, ancestry or ethnicity, socioeconomic status, religion/spirituality, U.S. territory, tribal communities, and geographic locale, veteran, non-veteran, immigrant).
 3. Recognizes that perceptions and beliefs about disability are culturally-defined.
 4. Understands that disability is only one aspect of diversity and cultural identity.
 5. Acknowledges the importance of cultural values, norms, and traditions to the diverse group of people who experience disabilities and their families.



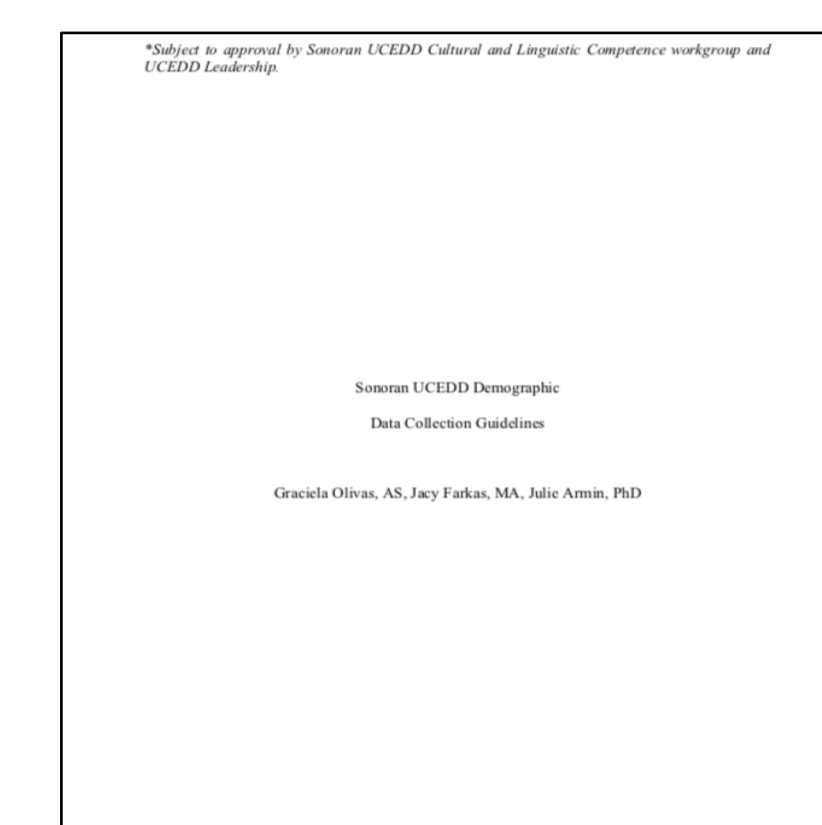
UCEDD Stakeholders = 30



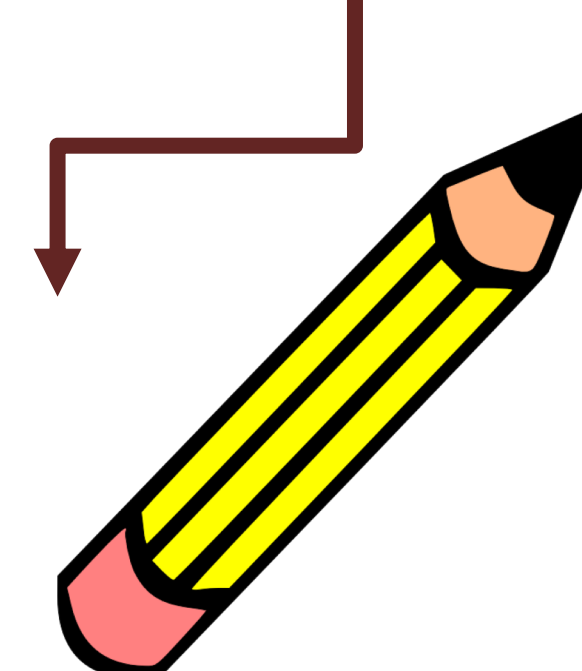
Discussion and brainstorming among faculty, staff, and CAC.



Workgroup developed a plan to improve cultural and linguistic competence.



Plan included the recommendation to create a demographic data collection tool.



Worked closely with CLC workgroup and University partners to draft document.

4. Section III: Measures

The CLC workgroup recommends using the following questions to ensure we are collecting the same information based on best practices. Please consider modifying your current data collection instrument if you currently collect this data.

RECOMMENDED QUESTIONS

Demographic questions were adapted using the standards set forth by the National Institutes of Health, the US Census Bureau, National LGBT Health Education Center, The general demographic information collected, those on the questions or program UCEDD faculty and stakeholders use when asking about ethnicity/race, language, disability, sexual identity and gender identity. We would like to bring consistency to data collection across UCEDD programming.

Please consider adding a sentence to explain why the UCEDD would like to collect these data, such as: We would like to better understand you so that we can improve our programming and serve all communities in Arizona. Please answer the following questions about yourself.

ETHNICITY & RACE

- Which best describes how you identify? (select all that apply)
- Native American or Alaska Native
 - Tribal Affiliation
 - Asian
 - Black or African American
 - Hispanic or Latin American or Spanish
 - Multiracial
 - Native Hawaiian or Pacific Islander
 - White
 - Is there another way you describe yourself? _____

LANGUAGE

What language is most understandable for your communication?

- English
- American Sign Language
- Other (Please specify) _____

Discussion

As a result of the CLC workgroup recommendations, a demographic data collection tool for the SUCEDD was created.

- Tool will be used to consistently collect and analyze demographic data to ensure SUCEDD services cater to the needs of representative populations in Arizona.
- The data collection tool uses demographic questions based on recommendations from the University of Arizona's Office of Diversity and Inclusive Excellence, the National Institutes of Health, the US Census Bureau, and the National LGBT Health Education Center.
- Guidelines for data collection across all UCEDD core functions were developed to ensure consistency among SUCEDD programs.
- The National Information and Reporting System (NIRS), which all UCEDDs utilize for federal reporting, will be customized with user-defined fields to complement the SUCEDD's new data collection tool in order to manage data in one repository for all SUCEDD programs.

The consistent collection of demographic data and the creation of guidelines for data collection to which SUCEDD staff and faculty can refer, is the first step in making the SUCEDD more inclusive and culturally and linguistically responsive.

Conclusion

Through the implementation of workgroup recommendations regarding data collection, inclusiveness at the SUCEDD will be measurable, enhancing the Center's ability to monitor progress. Ultimately, these modifications to SUCEDD policy and practice provide a sustainable process that will continue to improve the cultural and linguistic competence of SUCEDD's programs.

References

1. Goode, T. D. (2010). A guide for using the cultural and linguistic competence assessment for disability organizations. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development

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