Embracing People In Communities
A program of PROCEED, Inc.

Facilitator's Guide

Standardized Cultural Competence Staff In-Service Training

June 2012

About EPIC
Embracing **P**eople **I**n **C**ommunities
_____

Who We Are

PROCEED, Inc., located in Elizabeth, New Jersey, is a non-profit, community based organization with a history of more than 40 years in the provision of high quality, direct services throughout Union and Essex Counties. In 2001, PROCEED established the *National Center for Training, Support and Technical Assistance (NCTSTA)* as a platform to execute training and technical assistance (T/TA) on a national, regional, and local level. As such, NCTSTA has concentrated its efforts toward developing and sustaining culturally competent organizations.

NCTSTA's *Embracing People in Communities* (EPIC) Program is a training and technical assistance (T/TA) initiative aimed at assuring culturally and linguistically appropriate addiction prevention services among diverse populations throughout New Jersey.

Training and Technical Assistance from EPIC

The free services offered by EPIC seeks to enhance the operations of grantees funded through the NJ Division of Addiction Services (DAS) by boosting the knowledge and skill sets of management and staff as well as strengthening your ability to respond to the needs, beliefs, behaviors, perceptions, and preferences of your respective target groups.

EPIC provides group-level skills building trainings, customized one-on-one TA, mentoring, and resources to initiate, expand, and enhance an agency's capacity to provide addiction prevention services to multicultural and linguistically diverse communities. EPIC is generously funded by the NJ Department of Human Services, Division of Mental Health and Addiction Services (DMHAS).This Facilitator's Guide presents a standardized cultural competence in-service training entitled, *"Enhancing Relationships through Cultural Competence"*. It is designed to create a professional development opportunity for enhancing the cultural competence of staff members at DMHAS-funded addiction prevention organizations.

_____

EPIC trainings and services help to boost your knowledge and skill sets as well as strengthen your ability to respond to the needs, beliefs, behaviors, perceptions, and preferences of the diverse communities you serve.

Cultural Competence Staff In-Service Training

FACILITATOR'S GUIDE TABLE OF CONTENTS

About this Cultural Competence Training
_____

Overview of the Cultural Competence Staff In-Service Training

The standardized training entitled, *"Enhancing Relationships through Cultural Competence"*, is designed as an introductory to intermediate level course for staff members in need of a foundation or refresher on the importance of cultural competence. In this way, an agency can assure that each of its staff members receive the same training and information to better accomplish broader agency goals regarding attracting and retaining culturally and linguistically diverse clients, seeking new grant funding opportunities, employing and retaining a multicultural workforce, establishing policies on inclusiveness, partnering with diverse organizations and stakeholders, and so on.

In recognizing that most non-profit organizations have to "do more" with "less" in today's economy, this standardized training has been developed so that it can be implemented within an organization at a time best suited to the availability of all its staff members. The training explores cultural competence in the context of its essential connection to building and sustaining relationships and responding to others in a multicultural context. Participants will gain a deeper understanding of their own cultural identities, and their individual power to prevent discrimination by learning from, respecting, and accepting diverse worldviews.

Training Duration and Preparation

This standardized training can be implemented within a two-hour time frame. The facilitator will need to prepare for training implementation by becoming familiar with the PowerPoint presentation and correlating materials, and reading the notes section of the PowerPoint presentation or the "How to Use the PowerPoint Presentation to Facilitate the Training" section of this guide on page14. This training is interactive and designed to foster rich discussion among participants; therefore, allotting adequate preparation time is essential. The training also provides an evaluation form on pages 65-66 to assess how well the course met staff members' needs and helped enhance staff cultural competence.

Who Should Participate?

It is recommended that all staff members of an agency participate in this training, which may serve as an intermediate course to some and a refresher course to others. In this way, the training content will provide a foundation for all who participate (i.e., board members, leadership, support staff, prevention staff, volunteers, etc.) to learn and practice culturally appropriate strategies for responding to the needs, preferences, beliefs, behaviors, and perceptions of individuals.
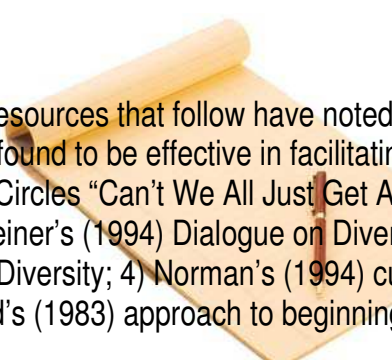
NOTE TO FACILITATORS

As a Facilitator your presence is vital to the success of this cultural competence training. The following twelve points are offered as an overview for thinking about your role. Dialogue is the cornerstone for successful trainings aimed at culture change. How to facilitate, organize, and approach your role can support or impede a participant's experience and willingness to engage. Review these points as a foundation for facilitating this standardized training.

1. **Stress** that participants will be engaged in a dialogue not a debate. Participants should speak from their own experiences. Expert opinion and facts are not part of the dialogue process. Review with participants the differences between dialogue and debate. (See Pgs. 7-8)

2. **Help** participants recognize that the process of dialogue is not easy. Therefore, there must also be a commitment from participants to risk the hard, emotional work of engaging their own biases.

3. **Stress** the necessity of a safe and open environment for genuine dialogue. Each participant is expected to converse with each other honestly and candidly. Organizers are to stress that everyone show respect to each participant, even if they hold an opposing opinion. Facilitators want to help the process by monitoring the group, not allowing any one person's biases to dominate the conversation. They also want to help stimulate deeper exploration of the topic to ensure that participants feel like they are not wasting their time.

4. **Explain** that the purpose of a dialogue on culture is not about reaching an endpoint. The process of dialoguing is a beginning. Through sharing and mutual understanding, the establishment of common ground can lead to healing, understanding and growth.

5. **Recognize** the role and importance of a neutral facilitator. The facilitator needs to be comfortable with silence and his or her role in the group. The facilitator should especially avoid bringing personal issues into the conversation. A biased facilitator could negatively influence the group or alienate minority members. The facilitator should have the ability to reframe and keep all members present during the conversation. Facilitators with previous group experience may enhance the process, although personal experience with the topic is most essential.

6. **Engage** a balanced group of participants. Diversification in representation is useful and helps the process feel beneficial. If the group is not well balanced with diverse people and opinions, the facilitator may use prompts to challenge the group. Any

additional materials used should also offer various controversial perspectives for promoting a deeper exchange.

7. **Incorporate** an educational piece because the historical experience of various cultural groups may have been left out or misrepresented. For example, if two groups are unaware of the other's historical struggles, education could help them see how they have similarly been alienated, oppressed, struggled and survived.

8. **Use** flexible materials and schedules. Different formats may be interchanged throughout a session. Personal stories, expert presentations, or current articles, multimedia and interactive exercises are a few alternative formats.

9. **Prepare** the participant for the process; all the basics such as time, place, and a basic format should be addressed.

10. **Allow** participants to express their concerns about the process before beginning. This opportunity to express their pessimism or anxiety is often cathartic. Participants may also share why they came and what they hope to gain from the experience. The process of sharing helps normalize the experience and allows the facilitator to know where people may want to begin.

11. **Establish** conversation ground rules or guidelines. The use of conversation ground rules helps keep discussions on track and fair. For example, the facilitator can refer to a specific ground rule to refocus a domineering participant.

12. **Acknowledge** that feelings of anger and fear are natural. The discussion of culture is very difficult and complex. However, it is possible to have productive dialogues, if everyone respects the other.

Adapted from Hawkins, D. The Chicago Dinners: A Noble Affair. (2001).

The five recommended resources that follow have noted several suggestions that should be incorporated and are found to be effective in facilitating difficult and emotion ridden dialogues: 1) The Study Circles "Can't We All Just Get Along?" (Niedergang & McCoy, 1992); 2) Kramer and Weiner's (1994) Dialogue on Diversity Format; 3) Capowski's (1996) guidelines for Managing Diversity; 4) Norman's (1994) cultural model for mixed group dialogue; and, 5) Sanford's (1983) approach to beginning a dialogue in South Africa.
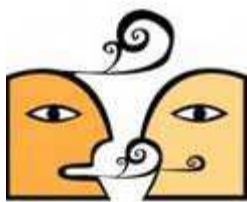
Enhance Your Relationship Building Skills
This list of the distinctions between a dialogue and debate can help set the tone for a more collaborative relationship. When people sit down to truly listen without rehearsing their own personal agenda, it is more likely that everyone will be able to achieve their goals. In other words, dialogue creates a relationship of understanding.

DIALOGUE	DEBATE
Is collaborative: two or more sides work together toward common understanding.	Is oppositional: two sides oppose each other and attempt to prove each other wrong.
Finding common ground is the goal.	Winning is the goal.
One listens to the other side(s) in order to understand, find meaning and find agreement.	One listens to the other side in order to find flaws and to counter its arguments.
Enlarges and possibly changes a participant's point of view.	Affirms a participant's own point of view.
Reveals assumptions for re-evaluation.	Defends assumptions as truth.
Causes introspection on one's own position	Causes critique of the other position.
Opens the possibility of reaching a better solution than any of the original solutions.	Defends one's own positions as the best solution and excludes other solutions.
Creates an open-minded attitude: an openness to being wrong and an openness to change.	Creates a close-minded attitude, a determination to be right.
One submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it.	One submits one's best thinking and defends it against challenge to show that it is right.

DIALOGUE	DEBATE
Calls for temporarily suspending one's beliefs.	Calls for investing whole-heartedly in one's beliefs.
Searches for basic agreements.	Searching for glaring differences.
Searches for strengths in the other positions.	Searching for flaws and weaknesses in the other position.
Involves a real concern for the other person and seeks to not alienate or offend.	Involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.
Assumes that many people have pieces of the answer and that together they can put them into a workable solution.	Assumes that there is a right answer and that someone has it.
Remains open-ended.	Implies a conclusion.
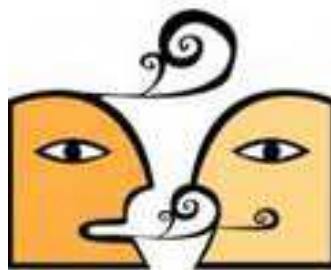
**Dialogue assumes that many people have pieces of the answer
and that together they can put them into a workable solution.**

The section above is adapted from a paper prepared by Shelley Berman, which was originally developed from discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Access this work online at:.
http://www.nald.ca/library/learning/study/scdvd.htm

Cultural Competence Staff In-Service Training

Training Title:

Enhancing Relationships through Cultural Competence

Training Description:

During this interactive training, participants will discuss cultural competence as an essential aspect of effectively responding to others in a multicultural context. Participants will gain an understanding of their own cultural identities, and their individual power to prevent discrimination by learning from, respecting, and accepting diverse worldviews. Through dynamic, memorable instruction, participants will learn strategies that will help them respond to the needs, preferences, beliefs, behaviors, and perceptions of individuals both in and outside their organization.

Training Objectives:

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

1. Understand how one's worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders

2. Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting

3. Explore the Cultural Competence Continuum as a personal and organizational evaluation tool

4. Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting

Cultural Competence Staff In-Service Training Agenda

* Date of Training*

Training Title:

Enhancing Relationships through Cultural Competence

I.   Welcome & Introductions

II.   Icebreaker Activity

III.   Culture & Worldview

IV.   Valuing Cultural Differences

     a. Film: "A Class Divided"

V.   What is Cultural Competence?

VI.   The Cultural Competence Continuum

VII.   Strategies for Enhancing Cultural Competence – Individual and Organizational Level

     a. Film: "Enhancing Organizational Cultural Competence"

VIII.   Evaluation & Adjournment

Schedule of Training Topics and Activities

This is an outline of the order of the topics and activities that take place during the Cultural Competence Staff In-service Training. The allotted time frames give an estimate as to how much time each section will take. These times can differ depending on the number of participants, the length of discussions, and/or questions that are asked.

Topic/Activity	Time
• Welcome, Introductions, Overview and Conversation Guidelines	12 minutes
• Activity: "Stand if…"	2 minutes
• Objectives	3 minutes
• Culture & Worldview	15 minutes
• Activity: "You as a Culturally Diverse Entity"	8 minutes
• Valuing Cultural Differences and Cycle of Conditioning	5 minutes
• View and debrief video: "A Class Divided"	13 minutes
• Cross-cultural interactions	5 minutes
• How does Cultural Competence relate to your work?	5 minutes
• Activity: "True or False" Quiz	8 minutes
• What is Cultural Competence?	7 minutes
• The Cultural Competence Continuum	12 minutes
• Activity: Reflections	5 Minutes
• View and debrief video: Enhancing Organizational Cultural Competence	10 minutes
• Ensuring Cultural Competence at the Organizational Level	5 minutes
• Evaluation and Adjournment	5 minutes
Total Time	*2 hours*

Materials and Advance Preparation for the Facilitator

Materials:
- LCD projector, laptop computer, and screen
- Newsprint, markers, and masking tape or pushpins
- Printed Answer Key for the "True or False" Quiz
- Note cards or index cards – 2 per participant for "Reflections" activity

Posted Newsprint (prepare in advance):
- Conversation Guidelines from PPT Slide #3 (leave enough space to add additional guidelines suggested by attendees)

Handouts:
- Agenda
- "You as a Culturally Diverse Entity" Blank Sheet
- Cultural Competence "True or False" Quiz

Advance Preparation:
- Distribute PowerPoint presentation and Agenda at each seat before the participants arrive.
- Download the two videos for the training before the presentation or bookmark it on your internet browser for easy access. If possible, make sure that YouTube is accessible and if it is not, please contact your IT administrator. The videos are as follows:
   1. "A Class Divided" – Watch Part 5 of the PBS Video entitled, "How the adults reacted". It is 14 minutes and 45 seconds in duration. If more than two hours is allotted for the training, it may be beneficial to show the participants Part 4 of the video as well. The video can be viewed online at: http://www.pbs.org/wgbh/pages/frontline/shows/divided/
   2. "Infusing Cultural and Linguistic Competence into Health Promotion Training" – Watch Chapter 4 of the National Center for Cultural Competence's Video entitled "Applying Cultural and

Linguistic Competence". It is 6 minutes and 21 seconds in duration. Information about the video can be viewed online at: http://nccc.georgetown.edu/projects/sids/dvd/index.html. The direct link to the online video is: http://nccc.georgetown.edu/projects/sids/dvd/view_online/p4a.html#

- Watch both videos prior to the in-service training. Better understanding of the video content will allow you to "set-up" or frame the videos around the training content so there is a clear connection, discuss the videos, and answer any questions.
- If possible, watch the whole film series, "A Class Divided." Watching the series in its entirety will allow you to gain a full understanding of what Jane Elliott initially did with her classroom and how the experiment evolved with time.

How to Use the PowerPoint Presentation to Facilitate this Standardized Cultural Competence Staff In-Service Training

To facilitate this staff in-service training entitled, *"Enhancing Relationships through Cultural Competence"*, the facilitator would find it useful to become familiar with the course content by reading through the notes section of each PowerPoint presentation slide. *Please note: some presentation slides may not have a lot of commentary because the information on the slide is self-explanatory.*

This section of the Facilitator's Guide offers guidance on what talking points should be conveyed by the facilitator to maximize learning opportunities and recommendations on how to debrief training activities. Each slide will be presented, along with the commentary that can be found on the notes section of the PowerPoint presentation slides.

SLIDE 1

Directions

Facilitator(s) welcome the participants and allow time for them to introduce themselves. This is especially helpful when inter-departmental staff members are participating in the

training together and group cohesion needs to be fostered to establish a safe and confidential training environment.

Recommended Icebreaker:

Each person can introduce themselves by sharing their nicknames and the story of their names. The facilitator(s) should start in order to model the way.

SLIDE 2

Overview

- Hope
- Activity
- Objectives
- Keys to Learning
- Culture & Worldview
- Who Am I?
- Valuing Cultural Differences
- Cultural Competence
- Cultural Competence Continuum
- Strategies for Enhancing Cultural Competence
- Wrap up

Directions

The facilitator should provide an overview of the agenda, starting with "hope". Ask the participants, "what do you hope to learn?" It is recommended that the facilitator jot down participant responses on large newsprint paper and connect what they've shared to the training content as it is covered in the course. In this way, the participants will feel empowered knowing that their hopes/expectations were met in the training.

Share Talking Points

The facilitator should convey the agenda, as follows:

- Hope
- Activity – honoring diversity
- Objectives
- Keys to Learning
- Culture and Worldview
- Who Am I?
- Valuing Cultural Differences
- Cultural Competence
- Cultural Competence Continuum
- Strategies for Enhancing Cultural Competence
- Wrap up

SLIDE 3

Conversation Guidelines

- What do we need to establish to make this a safe space?
    - Ability to Pass or Participate
    - Respect of Differing Opinions
    - Meet people where they are
    - Use of "I" Statements
    - All Questions are Valid
    - Confidentiality
    - Risk-Taking Encouraged
    - Have FUN while learning
- What is missing?

Directions

The facilitator should ask participants, "what do we need to establish to make this a safe space?"

After asking the participants, "what do we need to establish to make this a safe space?", the facilitator should read the conversation guidelines written on the presentation slide. After doing so, ask, "what is missing?" Allow time for the participants to share what they think is missing. Then ask, "why do this as a group?" Let the participants know that it is important for everyone to feel that they are in a safe training space for sharing their thoughts, questions, and concerns!

SLIDE 4

Honoring Diversity:
"Stand If…" Activity

Directions

The purpose of this exercise is to help the participants become aware of "otherness". The facilitator should mention that a series of questions will be asked and if the answer is "yes", the participant should stand (or, alternatively, participants can raise their hands).

Ask the participants to take note of how many individuals answer "yes" to each question and to think about the questions of which only a couple of people respond. For those questions, it would probably be harder for the group to appreciate the position they represent and they may need "glasses" or "hearing aids" to understand those positions.

Please note: where only one or two people represent a position, it may be especially hard for the dominant group to understand their position.

When the list of questions has been read, briefly discuss "otherness" and being able to "hear" or understand minority points of view with the participants.

"Stand If…" Questions:

1. Are you a NY Giants Fan?
2. Do you watch the Jersey Shore?
3. Do you like to participate in outdoor recreational activities?
4. Do you enjoy watching soap operas, "stories" or "novelas"?
5. Do you like to travel outside of the United States?
6. Are you 30 or younger?
7. Do you remember the day Martin Luther King was shot?
8. Has anyone in your family been a veteran?
9. Is your heritage any part Jewish?
10. Do you self-identify as being mixed or multiracial?
11. Are you an immigrant to the United States?
12. Did you speak a language other than English in your family growing up?
13. Have you ever applied to a school that you did not get into?
14. Have you ever experienced oppression or rejection because of your culture or race?
15. Do you practice the same religion as your parents?
16. Do you live in what you would consider a truly integrated neighborhood?
17. Do you have more than 2 children?
18. Has your class status changed from the class of your parents through education, marriage, or money?
19. Are you are a grandparent?
20. Did you grow up in a two-parent household?

Debrief Activity

Here are recommended debriefing questions to ask the participants in order to facilitate a discussion about this activity. The debriefing questions are as follows:

1. What reactions to and/or surprises do you have regarding the diversity in the room?
2. What questions, if any, were difficult to respond to? Why?

3. Share your thoughts/feelings about being among the majority / minority in the group. How might others feel if they were in the minority? What should be the responsibility of those in the majority?

SLIDE 5

Objectives

✓ Understand how one's worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders

✓ Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting

✓ Explore the Cultural Competence Continuum as a personal and organizational evaluation tool

✓ Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting

Directions

The facilitator should summarize and convey the training objectives to the participants. The Objectives are as follows:

1. Understand how one's worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders

2. Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting

3. Explore the Cultural Competence Continuum as a personal and organizational evaluation tool

4. Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting

The facilitator should express the limitations of this 2-hr training on cultural competence by stating that s/he will not be able to cover all aspects of cultural competence today, and so the training is designed to be an introductory overview of cultural competence for some of the participants and a refresher course for others.

SLIDE 6

Take Home Messages
Cultural Competence = Relationship Building

- **INDIVIDUAL** - Get to know yourself (worldview, values, cultural identities) so you can better explore the uniqueness of others

- **ORGANIZATION** - Get to know your community (traditions, cultures, norms, practices, beliefs) so your agency can be more in tune with their assets & needs

- **SYSTEMS** – Get to know your agency (culture, mission, values, staff, services, polices, practices, philosophies) so you can better serve the community

Directions

The facilitator should share the take home messages for this training, and emphasize that cultural competence is associated with relationship building.

Share Talking Points

Ask the participants, "what skills do we need to have in building relationships?" Provide the following points if no one has shared them:

1. Empathic listeners
2. Ability to be aware of our worldview and to not let assumptions be a hindrance to relationship building
3. Expression of genuine interest
4. Consistent demonstration of trust worthiness

Then, let the participants know that the same skills that are necessary in building relationships are the same skills needed in demonstrating cultural competence. Cultural competence can be demonstrated at the individual, organizational, and systems levels, and at each level some or all of the skills listed above are key.

SLIDE 7

Keys to Today's Learning

- Working with people is inevitably a cross-cultural enterprise.

- Becoming culturally competent is a process, not an endpoint.

- Everything we do exists within a cultural context.

Directions

The facilitator will need to unlock the door to learning and thinking about cultural competence with the keys noted on the presentation slide.

Share Talking Points

The facilitator should share that all of the participants have a role to play in their learning experience. It is recommended that the facilitator say, "throughout our time together, I encourage you to share the wealth of your knowledge and experiences so that we can learn from one another. So, here are just a few keys to guide our thinking and learning about this topic".

Other Keys to Share:

- Recognize the limitations of cultural awareness and acknowledge that there are always exceptions to cultural patterns.
- Understand that NO ONE can be fully "competent" in anyone else's culture.

SLIDE 8

Keys to Today's Learning

- Becoming aware of our own personal cultural filters is essential to this work.

- "How to" and cookbook approaches to cultural competency work to promote stereotyping.

- Stereotyping is a natural part of what we (people) do.

Directions

The facilitator will need to unlock the door to learning and thinking about cultural competence with the keys noted on the presentation slide.

Share Talking Points

- Becoming aware of our own personal cultural filters is essential to this work.
- "How to" and cookbook approaches to cultural competency work to promote stereotyping.
- Stereotyping is a natural part of what we (people) do.
    - o As humans, stereotyping is a natural human perception process.
    - o Learning about specific groups can lead to over confidence so we need to express cultural humility on an ongoing basis.

SLIDE 9

Culture can be defined as…

"… vast structures of behavior, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices peculiar to a particular group of people…[that]…provides them with a general design for living and pattern for interpreting reality…"

Wade Nobel, M.D., TA Partnership (2007)

Directions

The facilitator should read the presentation slide, as follows:

- Culture can be defined as "… vast structures of behavior, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies and practices peculiar to a particular group of people…[that]… provides them with a general design for living and pattern for interpreting reality…" - Wade Nobel, M.D. as noted by Cayce, et al. (2008)

Share Talking Points

The facilitator should share that when cultural competence is discussed later on in the training, the participants will learn that it is "the state of being capable of functioning effectively in the context of cultural differences." - Cross, Bazron, Dennis & Isaacs (1989). It is also important to mention that an organization's culture is made up of all of the life experiences each employee brings to the organization. Culture is especially influenced by the organization's founder, executives, and other managerial staff because of their role in decision making and strategic direction.

SLIDE 10
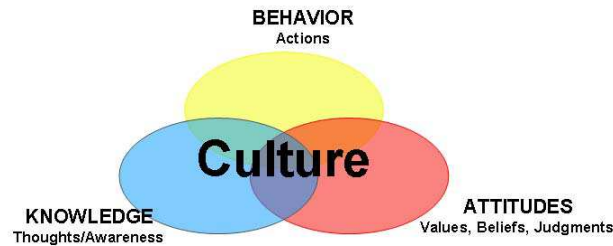
Directions

The facilitator should explain the diagram on the presentation slide. Culture is comprised of behavior, knowledge, and attitudes.

Share Talking Points

The facilitator should recap what was discussed about culture by saying, "we see here that culture encompasses behavior, knowledge, and attitudes".

- Culture is LEARNED not INHERITED! We each have the choice to adopt or disregard what we have learned or continue to learn about our cultural identities, and how we choose to demonstrate who we are.
- Cultural values are "rooted" in ethnic, religious, and generational beliefs, traditions, and practices that influence individual and social values (Lum, 1999)
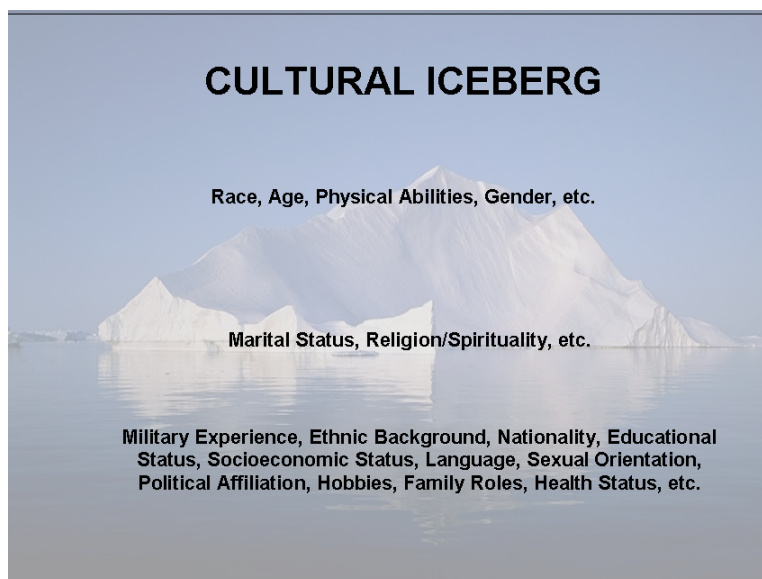
SLIDE 11

Cultural Considerations:

- ❖ Ethnicity
- ❖ Race
- ❖ Country of Origin
- ❖ Gender
- ❖ Age
- ❖ Socio-economic Status
- ❖ Primary Language
- ❖ English Proficiency

- ❖ Spirituality / Religion
- ❖ Literacy Level
- ❖ Sexual Orientation
- ❖ Employment
- ❖ Geographic Location
- ❖ Physical Ability/Limitations
- ❖ Immigration Status
- ❖ Criminal Justice Involvement
- ❖ Political Climate

Share Talking Points

This presentation slide presents some cultural considerations, which include age, country of origin, sexual orientation, primary language, literacy, criminal justice involvement, immigration status, and so on. Can you think of anything that is missing?

SLIDE 12

CULTURAL ICEBERG

Race, Age, Physical Abilities, Gender, etc.

Marital Status, Religion/Spirituality, etc.

Military Experience, Ethnic Background, Nationality, Educational Status, Socioeconomic Status, Language, Sexual Orientation, Political Affiliation, Hobbies, Family Roles, Health Status, etc.

Share Talking Points

There are primary and secondary characteristics of a person's identity. The primary characteristics of a person can not be changed. These include, but are not limited to: age, race, physical abilities, and gender. While secondary characteristics of a person can change. These include, but are not limited to: marital status, religion, and educational status. We often meet people and only focus on the characteristics that we can see, but we need to get beneath the tip of the iceberg to truly get to know a person's individuality.

Remember, get to know a person beneath the tip of the iceberg!

SLIDE 13

Share Talking Points

Based on the definition of culture, a person has many unique identities. This is because culture can be ethnically, racially, and behaviorally defined. Cultural identities can be influenced by:

1. Acculturation	9. Language
2. Economy	10. Sexual Orientation
3. Family Structure	11. Migration
4. Food	12. Politics
5. Gang Affiliation	13. Profession
6. Gender	14. Religion
7. Music	15. Geography
8. Immigration	

SLIDE 14

You as a Culturally Diverse Entity
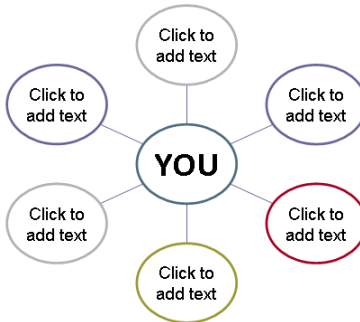
Directions

Give each participant a copy of the handout associated with this presentation slide. For your reference, it can be found on page 63 of this Facilitator's Guide.

Share Talking Points

Let us discuss your cultural identities and the rules, norms, and values associated with each of them. This will help us to explore and better understand the range of cultural identities, behaviors, and expectations that influence the makeup of who we are as individuals. Individual culture is multifaceted and encompasses so many dimensions or layers such as:

- Personality i.e., unique style
- Internal factors i.e., gender, race, age, sexual orientation
- External influences i.e., society, experiences
- Where individuals grow up or live now
- Religious affiliation / Spirituality

Debrief Activity

Here are recommended debriefing questions to ask the participants in order to facilitate a discussion about this activity. The debriefing questions are as follows:

1. What reactions to and/or surprises do you have regarding your own cultural diversity?
2. Do any of your cultural identities come in conflict with one another? If so, explain.
3. Describe whether you adopt all of the rules, norms, and values learned from each of your identities.

SLIDE 15

What if…

- Think about two of your most important cultural identities on the diagram…

  – Pretend that someone knew everything about you except those two important cultural identities.
  – Now, pretend those two important cultural identities were discussed in a negative way.

Directions

The facilitator should help the participants to explore how they would feel or what they would think if their two most important cultural identities were not valued.

Ask the participants these reflection questions after they imagine their two most important cultural identities not being valued:

1. Would you feel welcomed?
2. How might this impact your ability to work, access services, build a new relationship with someone?

SLIDE 16

Culture Shapes Worldview

- "A culturally based variable that directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making and conflict resolutions (Ibrahim, 1991):

- An individual's perception of his or her relationship with the world, i.e., nature, institutions, people, and things (Sue, 1978).

Directions

The facilitator should read the presentation slide.

Share Talking Points

Worldview is another term that is relevant to a discussion on culture. It describes the manner in which culture influences the human perceptual process. Culture and worldview help shape and/or reinforce socio-cultural experiences, that is, peoples' ways of meaning and sense of their individual, familial, community and societal interactions and experiences.

SLIDE 17

> *"At least half of the exercise I get everyday comes from jumping to conclusions."*
>
> Bruce Dexter, Journalist

Share Talking Points

Jumping to conclusions may be like going through a ring of fire, it can be very dangerous, producing unintended consequences based on our assumptions. Would anyone like to describe a time when assumptions were made about you that led to discrimination, or even a time when you have made assumptions?

Self-awareness of our own cultural identities and stereotypes will allow us to improve cross-cultural interactions.

Think about your thoughts and actions…

- Distinguish between the "intent" and the "impact" of your behavior
- Notice how you assign status and importance to individuals
- Review your negative reactions to others and ask yourself "What am I responding to and why?"

Moreover, exercising our ability to NOT make assumptions about others will better enable us to provide culturally competent service delivery.

SLIDE 18

Cultural Differences = Culture Clash?

Share Talking Points

What are your thoughts on whether differences affect cross-cultural interactions?

We often label people or things we do not understand as "weird", "bad", or "wrong". Acknowledging our cultural differences need not divide or paralyze us with fear of not saying or doing the "right thing".

Becoming more aware of our cultural differences/similarities can help us interact more effectively with each other.

SLIDE 19

**Creating Prejudice:
How we learn to discriminate**

The Cycle of Conditioning:
We are all influenced by our environment.

– Prepare
– Separate groups
– Differences pointed out
– Justify marginalized group's behavior
– Continue cycle-reinforced stereotypes

Directions

Let the participants know that they are about to watch a film entitled, "A Class Divided".

Share Talking Points

In this film, we will learn about how discrimination is taught through the cycle of conditioning. (Introduce briefly the cycle of conditioning, as per the presentation slide.)

How discrimination is taught:
- Prepare - use a person that is trusted to share grossly inaccurate information
- Separate groups so they can not learn about the other
- Differences pointed out - use isolated incidents or one individual's behavior to stereotype to a larger group
- Justify marginalized group's behavior
- Continue cycle-reinforced stereotypes

Pay close attention to what happens in the film, and how our expectations can shape another group's behavior.

Recommended term to explore: Prejudice, an emotional commitment to a particular point of view, not swayed by contradictory evidence.

SLIDE 20

Video: "A Class Divided"
Jane Elliot

http://www.pbs.org/wgbh/pages/frontline/shows/divided/

- Keep in mind the cycle of conditioning.

- Note your reactions.

- Have you seen this in other settings?

Directions

Show the participants Part 5 of the Video, which is entitled, "How the adults reacted". It is 14 minutes and 45 seconds in duration. If more than two hours is allotted for the training, it may be beneficial to watch Part 4 of the video as well. The video can be viewed online at: http://www.pbs.org/wgbh/pages/frontline/shows/divided/

SLIDE 21

Discussion about Video

- What did you notice about yourself and your reactions / feelings?
- Have you ever felt left out, different, or discriminated against?
- How did the cycle play out?
- How do you see the cycle playing out in society today?
- How do we break or interrupt this cycle?

Debrief Activity

Place the participants in pairs or small groups so they can answer the questions noted on the presentation slide. After they spend time sharing, ask them to report their responses to the larger group for further processing.

Share Talking Points

In this video, we get a sense of how our worldview, biases, and assumptions impact relationships with others. Before prison staff members were introduced to Jane's experiment, they were probably a more cohesive group. With a changed worldview and new assumptions, the staff members worked in opposition to one another based on the distinctions made between blue-eyed and brown-eyed people. How might the worldviews and assumptions of service providers impact how they engage and serve community members?

SLIDE 22

Cross-cultural Interactions

"_We all use stereotypes, all the time, without knowing it. We have met the enemy of equality, and the enemy is us._"

~ Article from Psychology Today

Share Talking Points

The ability to distinguish friend from foe helped early humans survive, and the ability to quickly and automatically categorize people is a fundamental quality of the human mind. Categories give order to life and, every day, we group people into categories based on social and other characteristics. The word "stereotype" means to categorize or generalize. It is usually exaggerated or oversimplified (is often offensive), and is used to describe or distinguish a group in a positive or negative way.

SLIDE 23

Breaking the Cycle by Becoming More Mindful

"Promising evidence in social cognitive psychology indicates that with sufficient motivation, cognitive resources, and effort, people are able to focus on the unique qualities of individuals, rather than on the groups they belong to, in forming impressions and behaving toward others."

From *Reducing Racial Bias Among Health Care Providers: Lessons from Social-Cognitive Psychology*

Directions

The facilitator should read the presentation slide.
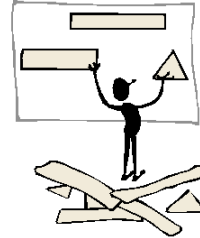
Share Talking Points

A Person who Negatively Stereotypes can Change! The negative stereotypes associated with many immigrant groups, for example, have largely disappeared over time. For African-Americans, civil rights laws forced integration and nondiscrimination, which, in turn, helped to change public opinion.

SLIDE 24

Reducing the Impact of Stereotyping

These efforts may, over time, reduce the strength of stereotyping:

✓ Commit to change.

✓ Monitor and attempt to make better hidden attitudes before they are expressed through behavior.

✓ Make a conscious decision to be egalitarian, which may lead one to widen one's circle of friends and knowledge of other groups.

Directions

The facilitator should read the presentation slide.

Share Talking Points

How can a person commit to change? If people are aware of the ways in which they stereotype, they can monitor and attempt to ameliorate hidden attitudes before they are expressed through behavior. This compensation can include attention to language, body language, and to the stigmatization felt by target groups.

Common sense and research evidence also suggest that a change in behavior can modify beliefs and attitudes. It would seem logical that a conscious decision to be egalitarian might lead one to widen one's circle of friends and knowledge of other groups. Such efforts may, over time, reduce the strength of stereotyping.

SLIDE 25

How does Cultural Competence
relate to your work?

Share Talking Points

How does cultural competence relate to your work? As a person or an agency concerned about appropriately helping those that you serve, encouraging voluntary behavior changes, and producing successful outcomes, the person or agency itself must hold cultural differences and diversity in high esteem by promoting improved cultural relations within and between diverse groups (Adapted from Cultural competence Continuum, Cross et al.).

SLIDE 26

Common Critiques of Cultural Competency

It's a *Soft Construct* because:

- It's not skill-based
- It's not data-driven
- It's not linked to specific outcomes
- It's hard to operationalize

Share Talking Points

Many organizations, leadership, and even some of you may feel that cultural competence is a *Soft Construct* because:

- It's not skill-based
- It's not data-driven
- It's not linked to specific outcomes
- It's hard to operationalize

Well, we are going to explore some of the benefits of cultural competence to make this term more concrete.

SLIDE 27

Cultural competence enables a person to...

- Value the differences/similarities between persons and groups
- Make the knowledge of a culture a part of oneself
- Focus on one's strengths and capacities
- Recognize the importance of a person's life context

Directions

The facilitator should read the presentation slide.

SLIDE 28

Cultural competence enables an agency to...

- Respond to demographic changes in the community
- Work towards eliminating disparities in the health status of multicultural people
- Improve quality of services & outcomes
- Meet legislative, regulatory, & accreditation mandates
- Gain a competitive edge in the marketplace
- Provide community focused service delivery
- Enhance the workplace environment

Directions

The facilitator should read the presentation slide.

SLIDE 29

What is Cultural Competence?

Multidimensional Construct

- Individual / Provider Level
- Organizational Level
- Systems Level

Directions

The facilitator should read the presentation slide.

Multidimensional Construct:

- Individual Provider Level (practices, skill sets, experiences)
- Organizational Level (mission and vision statement, culture, demographic composition of management and staff, etc.)
- Systems Level (policies and procedures, programs and services)

SLIDE 30

Cultural Competence
True or False Quiz

Directions

The facilitator should distribute the *Cultural Competence Assessment* found on page 64 of this Facilitator's Guide so that the participants can complete it. Be sure to review each answer before moving on to other training content. The purpose of this exercise is to test the knowledge of the participants and to keep them engaged in the content.

Answer Key can be viewed on page 65:

1. T
2. F
3. T
4. F
5. F
6. F
7. T
8. F
9. T
10. T

Score Key:

0 to 4: You have a lot to learn. We hope you find this training and the strategies / tools provided useful in the process!
5 to 8: You have a solid foundation. Use this training to enhance the support you offer.
9 to 10: You are ahead of the game! Use this training to teach others and continue to strive for excellence!

SLIDE 31

Cultural Competence

"A process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of cultural diversity in a defined social system."

Directions

The facilitator should read the presentation slide.

Share Talking Points

So, what is cultural competency? Does anyone have a definition other than the one noted on this presentation slide that can be shared? There is no single definition of cultural competence that is universally accepted – that's why as the USDHHS defines it, cultural competency is a goal that a system, agency, program, or individual continually aspires to achieve. Another definition states that cultural competence is "the extent to which programs provide effective services to members of various cultural backgrounds". This is a simple way to think of how this complex term works in practice.

Terms related to cultural competence include: Cultural Sensitivity; Cross-Cultural Competence; Cross-cultural Expertise; Cross-cultural Effectiveness; Cultural Responsiveness; Cultural Awareness; Culturally Skilled; Cultural Proficiency; and, Multicultural Competence. Essentially, each of these terms describes the extent to which individuals and organizations provide effective services to members of various cultural backgrounds.

It is recommended that you share other definitions of Cultural Competence with the participants, such as:

1. Cultural Competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientation and other diversity factors in a manner that recognizes, affirms and values the worth of individuals, families and communities and protects and preserves the dignity of each (Oregon Department of Human Services).

2. Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes. (http://www.oregon.gov/DHS/aboutdhs/diversity/definitions.shtml)

3. HRSA Bureau of Health Professions Division of Nursing: Cultural competence is a set of academic and interpersonal skills that allow an individual to increase their understanding and appreciation of cultural differences and similarities within, among and between groups.

4. HRSA Bureau of Primary Health Care – Office of Women and Minority Health: Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

5. Knowledge and Information integrated and transformed into Clinical standards, skills, approaches, techniques and marketing-that match the individual's culture and increase both the quality and appropriateness of health care and health outcomes. (King Davis, 2003)

SLIDE 32

Elements of Cultural Competence

1. Awareness of one's own culture
2. Understanding the dynamics of difference
3. Awareness and acceptance of difference
4. Development and application of cultural knowledge
5. Celebration of diversity

Directions

The facilitator should read the presentation slide.

Share Talking Points

Cultural awareness is different from cultural competence in that being culturally competent requires action and behavior changes. In other words, because you are aware of cultural differences and similarities, you strive to do something about it. You are an ally of oppressed groups, you develop programs that consider the cultural values of the intended audience, and you develop relationships with diverse people to increase your cultural understanding.

SLIDE 33

Cultural Competence

"To be culturally competent doesn't mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept that there are many ways of viewing the world."

Dr. Okokon O. Udo

Directions

The facilitator should read the presentation slide. Ask participants what this quote from Dr. Okokon O. Udo means to them in terms of building relationships with others.

SLIDE 34

Cultural Competence is an ongoing process so keep working towards it even if you feel lost!

Directions
The facilitator should read the presentation slide.

Share Talking Points

Cultural Competence is an ongoing process so keep working towards it even if you feel lost. To transition to the next presentation slide, ask the participants, "what should be done if one is lost?"

Participants might say:
- The person should ask someone for directions.
- The person should buy a map.
- The person should keep going until their destination is found.

After responses are shared, you can say, "the person should assess where they are to get a better sense of where they are heading in relation to their destination (or, end goal)", if no one has conveyed this point.

Ask participants, "when we think about cultural competence, how can we assess where we are as individuals to get a better sense of whether we are continually moving towards cultural competence, which is an ongoing professional development process and not a destination endpoint?

Let the participants know that you will begin a discussion on cultural competence self-assessment with the next activity.

SLIDE 35

| Quick Self-Check Using the Cultural Competence Continuum	
What Stage Are You In?	**Characteristics**
RED	attitudes, behaviors, values, and practices that are destructive to a cultural group
ORANGE	lack of skill and knowledge to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups
YELLOW	beliefs and practices that support viewing and treating all people as the same
GREEN	level of awareness about your strengths and areas for growth to respond effectively to culturally and linguistically diverse populations
BLUE	has acceptance and respect for differences
PURPLE	holds culture in high esteem

Directions

Pass out note or index cards. Ask participants to take a card and jot down where they think they fall on the Cultural Competence Continuum after reading the characteristics of each stage. For this activity, do not reveal what the colors mean.

Debrief Activity

Tell the participants that the purpose of this activity is for them to become familiar with completing a quick self-check of their individual cultural competence. The Cultural Competence Continuum will be discussed in the next several presentation slides, and they will get a better understanding of what each color means on the continuum. Later, they will process this activity even further by answering some follow-up questions. So, let the participants know to keep their note or index cards nearby.

SLIDE 36

The Cultural Competence Continuum

Cross, Bazron, Dennis & Isaacs, 1989
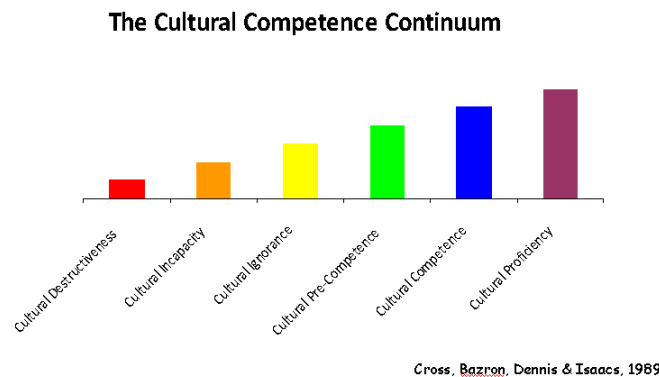
Directions
Explain what the colors means in relation to the Cultural Competence Continuum.

Share Talking Points
The Cross, et al. framework emphasizes that the process of achieving cultural competency occurs along a continuum and offers six non linear stages: 1) cultural destructiveness **(red color)**, 2) cultural incapacity **(orange color)**, 3) cultural blindness or ignorance **(yellow color)**, 4) cultural pre-competence **(green color)**, 5) cultural competency **(blue color)**, and 6) cultural proficiency **(purple color)**.

Please note: The term "cultural blindness" may be viewed as an insensitive one towards those with visual impairments, especially since it is being used on the Cultural Competence Continuum to characterize a phase that individuals may find themselves in on the continuum and need to work towards moving beyond if they are to demonstrate culturally appropriate practices towards all individuals. This term can be substituted with "cultural ignorance".

Organizations and their staff must progressively move along the cultural competence continuum, which is an ongoing, active developmental process that encompasses a spectrum from culturally destructive to culturally proficient.

1. Cultural destructiveness: attitudes, policies, structures, and practices that are destructive to a cultural group partly because one way of being is acknowledged and accepted
2. Cultural incapacity: lack of capacity of organizational systems and individuals to respond to linguistically and culturally diverse groups so that overt and covert systematic biases and devaluation mechanisms persist
3. Cultural blindness/ignorance: based on the assumption that all people should be treated equally – what works with members of one culture should work within all other cultures
4. Cultural pre-competence: demonstrates an awareness of strengths in diversity and the need to respond effectively to culturally diverse groups but no clear plan for achieving cultural competence
5. Cultural competence: an acceptance and respect for difference, actively seeking advice and consultation, and a commitment and strategic plan for incorporating new knowledge and experiences into a wider range of practice
6. Cultural proficiency: hold culture in high esteem and use it as a foundation to guide all endeavors

SLIDE 37
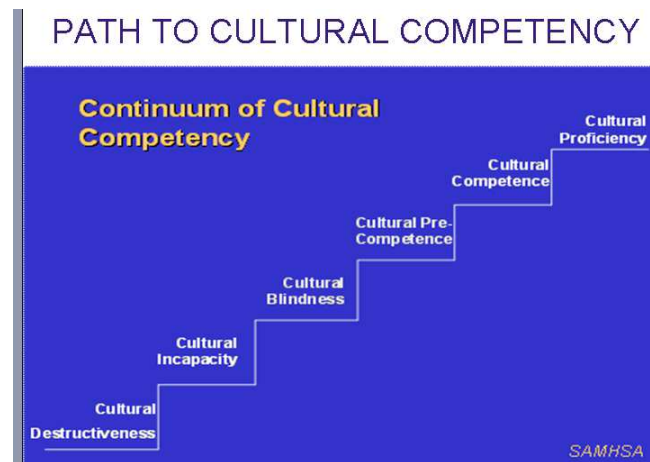
Share Talking Points

Cultural competence is a complex framework, and there is a tendency for individuals and organizations to want a textbook solution, a quick fix, a recipe, or a "how to", step-by-step approach for engaging, serving, and building relationships with diverse communities. The complexity of achieving cultural competence does not allow for such an easy solution. The Cultural Competence Continuum helps present a frame for understanding the complexity of Cultural Competence.

The characteristics described as a "continuum" are not meant to simply define an individual or organization, as they are not linear. These stages allow individuals and organizations to broadly gauge where they are, and to plan for movement toward enhanced cultural competence. More than likely, individuals and organizations will be at different stages at various points in regard to different client populations and cultural groups. This offers a visual representation of the Cultural Competence Continuum and its stair-steps, which showcases the up-and-down movement in either direction that exists.

Before we review each stage, what questions or comments would you like to share?

SLIDE 38

CULTURAL DESTRUCTIVENESS

Actively participates in purposeful attacks on other cultures. Attitudes, policies and practices are destructive to cultures and individuals within the cultures, e.g., depriving gay or lesbian clients access to quality care.

Directions
The facilitator should read the presentation slide.

Share Talking Points
In the Cultural Destructiveness stage, individuals and organizations actively participate in purposeful attacks on other cultures. Attitudes, policies, and practices are destructive to cultures and individuals within the cultures. For example, depriving gay or lesbian clients access to quality care.

SLIDE 39

CULTURAL INCAPACITY

Lacking the capacity to help individuals from other cultures. These individuals are extremely biased, may believe in race superiority of the dominant group or act paternalistic towards Minorities.

Directions
The facilitator should read the presentation slide.

Share Talking Points

In the Cultural Incapacity stage, individuals and organizations lack the capacity to help individuals from other cultures. These individuals are extremely biased, may believe in race superiority of the dominant group or act paternalistic towards minorities. For example, referring a Burmese client to another agency because the client does not speak English or conveying subtle messages that some cultural groups are neither valued nor welcomed. In addition, having or expressing lower expectations for some cultural, ethnic, or racial groups demonstrates cultural incapacity.

Make connection back to the Jane Elliot film, "A Class Divided", and the cycle of conditioning!

SLIDE 40

CULTURAL IGNORANCE

The perspective that color or culture makes no difference whatsoever, if the system works as it should, all people, regardless of race or ethnicity, shall be served with equal effectiveness, e.g., ignoring the individual differences of your community or prevention activities, and treating them all the same.

Directions

The facilitator should read the presentation slide.

Share Talking Points

An individual or organization in the Cultural Ignorance (Blindness) stage would express a philosophy of viewing and treating all people the same. This conveys a perspective that color or culture makes no difference whatsoever and, if the system works as it should, all people, regardless of race or ethnicity, shall be served with equal effectiveness, e.g., ignoring the individual differences of your community and treating everyone the same without providing targeted and tailored prevention activities.

SLIDE 41

CULTURAL PRECOMPETENCE

Awareness of one's limitations in serving persons of diversity and making small steps to improve on some level, e.g., asking a colleague or client about their culture in effort to acquire cultural knowledge and sensitivity.

Directions
The facilitator should read the presentation slide.

Share Talking Points
In the stage of Cultural Precompetence, an individual or organization has an awareness of their limitations in serving diverse persons and makes small steps to improve on some level, e.g., asking a colleague or client about their culture in an effort to acquire cultural knowledge and sensitivity.

The individual or organization exhibits the following:
1. Value for the delivery of high quality services and supports to culturally and linguistically diverse populations;
2. Commitment to human and civil rights;
3. Hiring practices that support a diverse workforce;
4. Capacity to conduct asset and needs assessments within diverse communities;
5. Concerted efforts to improve service delivery usually for a specific racial, ethnic or cultural group;
6. Tendency for token representation on governing boards; and,
7. Unclear plan for achieving organizational cultural competence.

SLIDE 42

CULTURAL COMPETENCE

Accepting and respecting differences among and within different cultures. Continuously assessing one's behavior to ensure it is congruent with culturally competent practices. Expanding one's knowledge, resources and services in order to better meet the needs of different racial and ethnic groups.

Directions
The facilitator should read the presentation slide.

Share Talking Points
In this stage, individuals and organizations, accept and respect differences among and within different cultures. They continuously assess themselves to ensure congruency with culturally competent policies, philosophies, and practices. In addition, they work to expand their knowledge, resources, and services in order to better meet the needs of different racial and ethnic groups.

SLIDE 43

CULTURAL PROFICIENCY

Taking a proactive approach towards cultural competency to move it forward on a systemic level. The advanced level specializes in cultural competency and these individuals are often involved in multicultural research, developing new preventions and treatment modalities that address diversity issues, publishing culturally-based knowledge, raising society awareness and sensitivity to cultural issues.
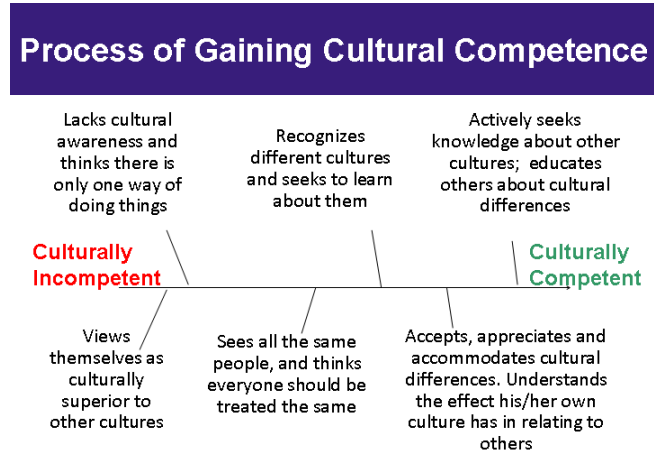
Directions
The facilitator should read the presentation slide.

Share Talking Points
This stage represents advanced Cultural Competence (Cultural Proficiency). Individuals and organizations take a proactive approach towards cultural competency to move it forward on a systemic level. These individuals and organizations may specialize in

cultural competency and often conduct multicultural research, develop new prevention and treatment modalities that address diversity issues, publish culturally-based knowledge, and raise societal awareness and sensitivity to cultural issues.

SLIDE 44

Process of Gaining Cultural Competence

Lacks cultural awareness and thinks there is only one way of doing things

Recognizes different cultures and seeks to learn about them

Actively seeks knowledge about other cultures; educates others about cultural differences

Culturally Incompetent

Culturally Competent

Views themselves as culturally superior to other cultures

Sees all the same people, and thinks everyone should be treated the same

Accepts, appreciates and accommodates cultural differences. Understands the effect his/her own culture has in relating to others

Directions
Explain the diagram. Check in with participants for understanding, as this information will help them complete the exercise that follows.

Share Talking Points
This is another way to view the process of moving from one end to the other – the culturally incompetent end represents a lack of awareness and unwillingness to actively seek out knowledge. If you notice, the culturally competent end is not represented by "knowing" everything about other cultural groups but indicates an awareness and ability to seek and learn and teach others about differences.

SLIDE 45

Reflections….

- Now, thinking about where you fall on this continuum, what is ONE thing you can do to move along the continuum towards cultural proficiency?
- Where does the agency fall on this continuum?
- How can everyone work together to move the agency along the continuum towards cultural proficiency?
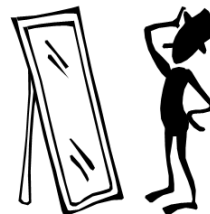
Directions
Ask participants to take out the index card or note card that they used for the Quick Self-Check Exercise using the Cultural Competence Continuum. Distribute new index cards for those needing one. Participants should write down on their index card the one thing they can do to move along the continuum.

Collect the cards and redistribute them, and have each person share what is on the index card. Discuss briefly, by asking the participants what they think about their position on the continuum and whether they view it important or have confidence in moving towards cultural competency.

Move on to the next question. Have the participants write their response about where the agency falls on the continuum on a new index card or note card. Then, on the other side, have them write what can be done to move the agency along the continuum. Collect the cards and redistribute them. Have participants share and discuss.

Debrief Activity
It can be difficult for individuals and organizations to make changes. Ask the participants whether they can see themselves as agents of change in their organization taking action to help their agency move towards cultural competence in everything that it does e.g., hiring multicultural staff, establishing and monitoring inclusive policies, advocating for social justice and the elimination of health disparities, etc.

SLIDE 46

We all need Cultural Competence

• Everyone will work with people outside their own cultural groups; so they must be able to learn about, relate to, and communicate with people who are different from themselves
• To build trust and rapport
• To be able to work effectively

Share Talking Points
So, based on all that we have discussed, we all need cultural competence. Can you imagine going to a health care provider or an educational institution or a store or to a

neighbor who does not value your cultural identities? You probably would not feel respected or valued as a person. Everyone will work with people outside their own cultural groups; so they must be able to learn about, relate to, and communicate with people who are different from themselves.

We need cultural competence to build trust and rapport, and to be able to work effectively with others.

SLIDE 47

Directions

The facilitator should read the presentation slide. Pass out a handout on the Culturally and Linguistically Appropriate Services Standards (CLAS) (OMH-DHHS, 2000). This information can be retrieved and printed out for the participants in advance of the training by accessing it at:

http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15

Share Talking Points

The 14 CLAS Standards are based on an analytical review of key laws, regulations, contracts, and standards currently in use by federal and state agencies and other national organizations. The goal of the standards is to increase access to care and contribute to the elimination of health disparities. In addition, organizations striving to meet these standards demonstrate clearly that they value and honor the diverse populations served.

SLIDE 48

Exploring Strategies to Enhance
Cultural Competence so…
Together, we can move Forward!

Celebrate what works!
What does your agency do or
what do you do to effectively
work with and serve the
diverse groups in your
community?

Directions
Depending on the number of participants, break them up into pairs or small groups. Have them discuss what culturally competent practices work at the agency. In other words, what does the agency do or what does the participant do to effectively work with and serve diverse groups in the community? How can they do even better work by exploring opportunities to partner with other agencies, seek grant funding to provide sustainable services to diverse populations, etc.

Ask the pairs or small groups to report what they identified to the larger group.

SLIDE 49

Enhancing Cultural Competence

Georgetown University's
National Center for Cultural Competence

"Infusing Cultural and Linguistic Competence
into Health Promotion Training – Video"
Chapter 4: Applying Cultural & Linguistic Competence

Video Presented by:
Suzanne Bronheim, Ph.D.

http://nccc.georgetown.edu/projects/sids/dvd/view_online/p4a.html

Directions

Watch the National Center for Cultural Competence's video clip on *Enhancing Cultural Competence*. It can be viewed in 6 minutes and 21 seconds and is accessible online at: http://nccc.georgetown.edu/projects/sids/dvd/view_online/p4a.html

How does Dr. Suzanne Bronheim's message provide insight into how you should consider the life context of each individual that you aim to impact by your health promotion and prevention efforts?

SLIDE 50

Enhancing Cultural Competence at the Organizational Level

Organizational Values: An organization's perspective and attitudes with respect to the worth and importance of cultural competence, and its commitment to provide culturally competent care.

Governance: The goal-setting, policy-making, and other oversight vehicles an organization uses to help ensure the delivery of culturally competent care.

Planning and Monitoring/Evaluation: The mechanisms and processes used to guide cultural competence planning; and the systems and activities in place to track and assess an organization's level of cultural competence.

Communication: The exchange of information between the organization/providers and the clients/population, and internally among staff, in ways that promote cultural competence.

Directions

The facilitator should read the presentation slide. Prior to the training, this information can be accessed online at: http://captus.samhsa.gov/access-resources/ensuring-cultural-competence-organizational-level

Share Talking Points

In enhancing your organization's cultural competence level, routine assessment is key. You can use the Cultural Competence Continuum as a valuable assessment tool or access evaluation tools and resources online. In assessing your organization, consider these key performance indicators.

SLIDE 51

Ensuring Cultural Competence at the Organizational Level

Staff Development: An organization's efforts to ensure staff and other service providers have the requisite attitudes, knowledge and skills for delivering culturally-competent services.

Organizational Infrastructure: The organizational resources required to deliver or facilitate delivery of culturally-competent services.

Services/Interventions: The degree to which the organization delivers services in a culturally competent manner.

Directions

The facilitator should read the presentation slide. Prior to the training, this information can be accessed online at: http://captus.samhsa.gov/access-resources/ensuring-cultural-competence-organizational-level

Share Talking Points

Also, consider these performance indicators in assessing your organization's cultural competence level.

SLIDE 52

Leading with Cultural Intelligence (CQ)

- Read (i.e., local paper when you travel)
- Go to the movies / museum
- Eat out
- Learn a new language
- Attend cultural celebrations
- Find a cultural coach

- Visit a temple, mosque, church
- Consume a variety of news sources
- Look for culture
- Join a multicultural group
- Take a class
- Create a faith club

D. Livermore, 2010

Directions

The facilitator should read the work of Dr. Livermore in advance of the training to aid in the facilitation of this content. More information can be found online at: http://culturalq.com/index.html.

Share Talking Points

These are ideas for enhancing your cultural competence by developing your Cultural Intelligence (CQ). CQ is a person's ability to effectively function in situations influenced by cultural diversity. To enhance your personal CQ level, these simple ideas can lead to big outcomes. Dr. Livermore suggest that you can increase your CQ by doing activities that help to increase your cultural awareness, sensitivity, and competence.

1. Read
2. Go to the movies
3. Eat out
4. Journal
5. Learn a new language
6. Attend cultural celebrations

7. Visit a temple, mosque, church
8. Consume a variety of news sources
9. Look for culture
10. Join a multicultural group
11. Take an acting class
12. Talk with taxi drivers
13. Role play
14. Go to the museum
15. Read local paper when you travel
16. Find a cultural coach
17. Take a class
18. Create a faith club
19. Take public transportation
20. Stroll through grocery store

How can these activities increase your exposure to and understanding of cultural groups? In what ways can you build relationships with other individuals through these activities?

SLIDE 53

Take Home Messages
Cultural Competence = Relationship Building

- **INDIVIDUAL** - Get to know yourself (worldview, values, cultural identities) so you can better explore the uniqueness of others

- **ORGANIZATION** - Get to know your community (traditions, cultures, norms, practices, beliefs) so your agency can be more in tune with their assets & needs

- **SYSTEMS** – Get to know your agency (culture, mission, values, staff, services, polices, practices, philosophies) so you can better serve the community

Share Talking Points
Cultural Competence is all about relationship building! Have fun making connections with individuals who have a cultural background different from your own!

SLIDE 54

Questions or Comments?

Share Talking Points
What are your questions or comments?

SLIDE 55

Directions
Thank participants for giving of their time to participate in the training. Distribute and encourage them to complete an evaluation of the training.

As a follow-up to the training, participants may identify other topics related to cultural and linguistic competence. PROCEED, Inc. – NCTSTA's EPIC Program offers a variety of training and technical assistance services that can be utilized at no cost to addiction prevention agencies funded by the Division of Mental Health and Addiction Services (DMHAS).

Facilitator's Guide

Appendices

You as a Culturally Diverse Entity

YOU
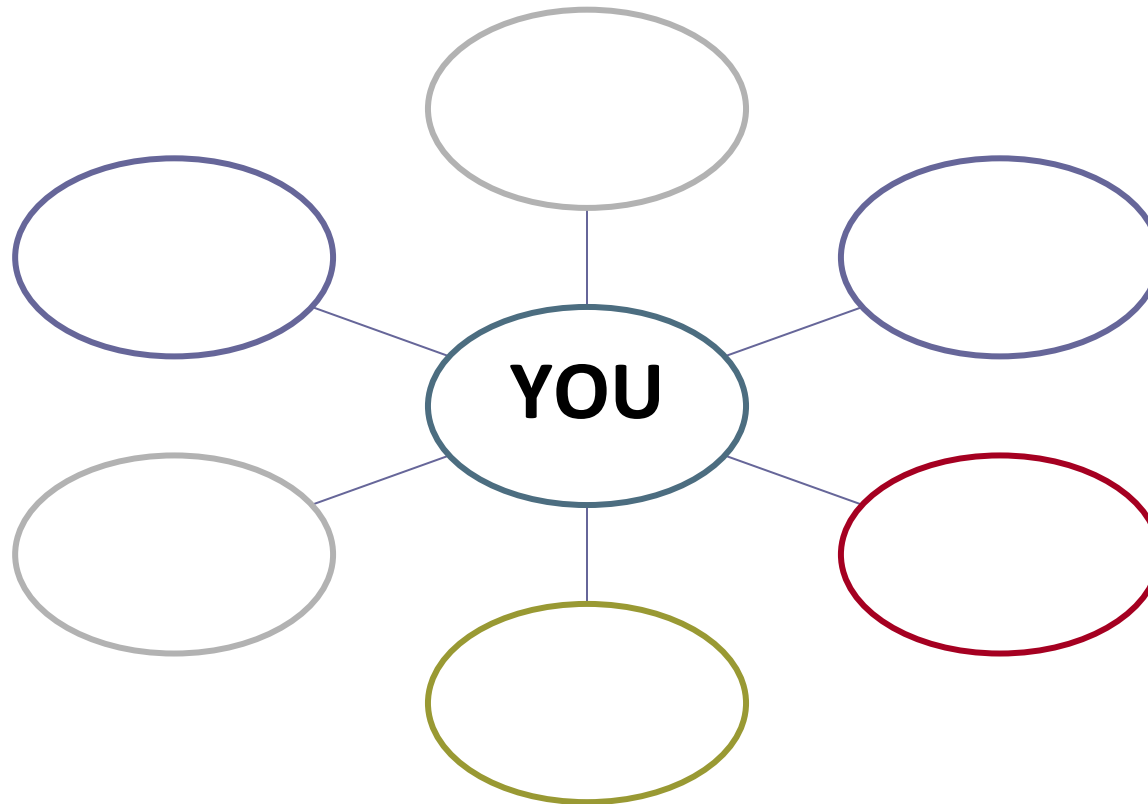
Directions: In each circle, write one of the identities of your cultural heritage. Then, next to each circle, write the most important rules, norms, and/or values you learned from each identity. (For example, next to *female* one might write, "growing up, I had to be in the house by 9:00pm on a daily basis because my parent(s)/guardian(s) believed that young ladies should never roam the street at night".)

National Center for Training, Support, and Technical Assistance (NCTSTA)

Cultural Competence Assessment

<u>Instructions</u>: Read each statement below and indicate if you believe the statement is *True* or *False*.

Introduction to Cultural Competence		
Statement	**True**	**False**
1. Worldview directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making, and conflict resolution.		
2. Stereotyping is a behavior that only the culturally ignorant engage in.		
3. All encounters are cross-cultural.		
4. Culturally competent providers do not have personal cultural filters.		
5. The best way to work with people is to adopt a "color-blind" approach in which the differences between people and groups are not recognized.		
6. Cultural competence is an endpoint not a process. The goal of cultural competence is to achieve it and move on.		
7. Collaborating with key stakeholders is an important strategy for increasing organizational cultural competence.		
8. Ethnicity and race are the best indicators of culture.		
9. Culture defines how health care information is received.		
10. Cultural competence entails avoiding assigning labels or stereotypes to individuals.		

Score Key:
0 to 4: You have a lot to learn. We hope you find this training and the strategies / tools offered useful in your ongoing learning process!
5 to 8: You have a solid foundation. Use this training to enhance the support you offer.
9 to 10: You are ahead of the game! Use this training to teach others and continue to strive for excellence

National Center for Training, Support, and Technical Assistance (NCTSTA)

Cultural Competence Assessment – ANSWER KEY

Instructions: Read each statement below and indicate if you believe the statement is *True* or *False*.

Introduction to Cultural Competence		
Statement	**True**	**False**
1. Worldview directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making, and conflict resolution.	X	
2. Stereotyping is a behavior that only the culturally ignorant engage in.		X
3. All encounters are cross-cultural.	X	
4. Culturally competent providers do not have personal cultural filters.		X
5. The best way to work with people is to adopt a "color-blind" approach in which the differences between people and groups are not recognized.		X
6. Cultural competence is an endpoint not a process. The goal of cultural competence is to achieve it and move on.		X
7. Collaborating with key stakeholders is an important strategy for increasing organizational cultural competence.	X	
8. Ethnicity and race are the best indicators of culture.		X
9. Culture defines how health care information is received.	X	
10. Cultural competence entails avoiding assigning labels or stereotypes to individuals.	X	
Total Correct: _____		

Score Key:
0 to 4: You have a lot to learn. We hope you find this training and the strategies / tools offered useful in your ongoing learning process!
5 to 8: You have a solid foundation. Use this training to enhance the support you offer.
9 to 10: You are ahead of the game! Use this training to teach others and continue to strive for excellence

Enhancing Relationships through Cultural Competence
Staff In-Service Training EVALUATION FORM

Please provide your assessment of the *"Enhancing Relationships through Cultural Competence"* **Staff In-Service Training** in which you recently participated. Please take a few minutes to complete the following brief evaluation about the facilitator(s), the content of the training, and your suggestions regarding future training topics. Thank you, in advance, for your time in completing and returning this evaluation.

A. TRAINING CONTENT:	Strongly Agree				Strongly Disagree
1. Included a description of learning objectives to be covered in the session.	5	4	3	2	1
2. Covered webinar objectives.	5	4	3	2	1
3. Was appropriate for my level of experience.	5	4	3	2	1
4. Was well organized and followed a logical order.	5	4	3	2	1
5. Included useful handouts and other written materials.	5	4	3	2	1
6. Incorporated helpful exercises that facilitated my learning.	5	4	3	2	1
7. Raised my awareness on the importance of being culturally competent.	5	4	3	2	1
8. Described strategies for increasing organizational cultural competence.	5	4	3	2	1

B. FACILITATORS:	Strongly Agree				Strongly Disagree
9. Demonstrated a thorough knowledge of content.	5	4	3	2	1
10. Incorporated useful examples.	5	4	3	2	1
11. Showed how to apply the content to my work.	5	4	3	2	1
12. Answered questions clearly.	5	4	3	2	1

C. OUTCOMES:	Strongly Agree				Strongly Disagree
13. This training increased my practice knowledge.	5	4	3	2	1
14. This training encouraged me to re-examine my attitudes/values.	5	4	3	2	1
15. I expect to use what I learned on my job.	5	4	3	2	1

16.   What about this training was particularly helpful to you?

17.   What follow-up to this training would be helpful in order to apply what you have learned to your job?

18.   What other training topics related to cultural and/or linguistic competency would you like offered?

19.   Please provide us with any suggestions or comments about the training in which you just participated.

Embracing People In Communities
A program of PROCEED, Inc.

Requesting Additional Training from EPIC

To request additional training and/or technical assistance services from PROCEED, Inc. – NCTSTA's EPIC Program, contact:

Corynna Hines, MPH, CHES
Capacity Building Coordinator
(908) 351-7727
or via e–mail at: chines@proceedinc.com

PROCEED, Inc.'s experienced staff will assist you to design and implement a customized plan of action that will strengthen your organization's services and their impact on your clients and community.

EPIC's Capacity Building Assistance Services

We offer customized cultural competence trainings and technical assistance in areas such as:

- Strategic Planning
- Recruitment and Retention of Multicultural and Linguistically Diverse Clients
- Supervision & Management of a Diverse Workforce
- Ongoing Professional Development for your Staff
- Board Development

Our services can be delivered face to face and/or web-based.
Contact us to discuss options that suit your organization's needs.