

# DELIVERING CULTURALLY COMPETENT CARE\*

## ▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 105 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
  - Describe essential ideas about culture and cultural competency.
  - Describe the difference between Cultural Knowledge, Cultural Awareness, Cultural Sensitivity, and Cultural Competency.
- ★ **Training Method:** Large Group Discussion
- ✓ **In This Activity You Will...**
  - Lead a discussion about cultural competency in health care (30 minutes).
  - Work with participants on an exercise about values/customs in other cultures that we like and why (15 minutes).
  - Instruct participants to develop lists of values/customs in other cultures that they are uncomfortable with and why they think that culture developed that value/custom (30 minutes).
  - Lead a group discussion on the items each table has come up with (30 minutes).

(continued next page)

## Instructions

1. Introduce session and explain that we will be discussing sensitive issues today and that we would like participants to really work with us. “I am asking you to stretch your brain and to think in new ways.”
2. Conduct discussion of Delivering Cultural Competent Health Care.
  - a. What is culture? (make a list of items on a flipchart)
  - b. Can it change?
  - c. How many cultures can one person belong to?
  - d. Who decides which culture they belong to?
3. With the trainer using handout (How does Cultural Competency differ from Cultural Sensitivity/Awareness?) ask participants how they would define the following terms and discuss each one. Cultural Knowledge, Cultural Awareness, Cultural Sensitivity, Cultural Competency.
4. Ask participants how Cultural Competency is different than Cultural Sensitivity or Awareness.
5. Ask participants what Linguistic Competency is and how it is different than Cultural Competency.
6. Hand out the How does Cultural Competency differ from Cultural Sensitivity/Awareness? handout and review any information that has not already been discussed.
7. Discuss who can be culturally competent. (People and agencies/ organizations)
8. Why is cultural competency important? (There are ongoing differences in health outcomes for different groups and most of

\* This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

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## ABOUT THIS ACTIVITY (CONT.)

### **Materials:**

- Handout – How does Cultural Competency differ from Cultural Sensitivity/Awareness? This can be downloaded from [http://cecp.air.org/cultural/Q\\_howdifferent.htm](http://cecp.air.org/cultural/Q_howdifferent.htm)
- Handout – Self Assessment
- Flip chart and easel
- Markers
- Eraser

### **Preparation:**

- Prepare handouts.

that can be caused by different treatment. It's all about respect. How a client is treated when they walk through the door can determine if they will come back or not)

## Summary

- Hand out the Self Assessment and suggest that participants do it when they have a moment.
- Wrap up session.

\* This module is part of the online toolkit Building Blocks to Peer Success. For more information, visit [http://www.hdwg.org/peer\\_center/training\\_toolkit](http://www.hdwg.org/peer_center/training_toolkit). This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

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## SESSION HANDOUT

### SELF-ASSESSMENT CHECKLIST

This self-assessment checklist is a tool for self-reflection. It is not intended to be a measure of cultural competence.

This checklist does not have an answer key with correct responses, but it can aid you in identifying specific areas where you may be able to improve your cultural sensitivity.

#### Directions:

Please select A, B, or C for each item listed below.

- A = Things I do frequently
- B = Things I do occasionally
- C = Things I do rarely or never

#### Physical Environment, Materials & Resources

\_\_\_\_\_ I ensure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of individuals and families served by my program or agency.

\_\_\_\_\_ I ensure that printed information disseminated by my agency or program takes into account the average literacy levels of individuals and families receiving services.

#### Communication Styles

\_\_\_\_\_ For clients who speak languages or dialects other than English, I try to learn and use words in their language so that I can communicate with them better.

\_\_\_\_\_ I try to learn any slang expressions or colloquialisms that my clients use in our conversations.

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## SESSION HANDOUT (cont.)

### SELF-ASSESSMENT CHECKLIST (CONT.)

#### Values & Attitudes

- \_\_\_\_\_ I try not to expect people to hold the same values that I, my family, and or my culture hold.
- \_\_\_\_\_ I accept that individuals from different cultural backgrounds may not want to adopt (assimilate to) the dominant culture as much as others.
- \_\_\_\_\_ I understand and accept that different cultures define family differently (for example, 'family' may include extended family members, fictive kin, godparents).
- \_\_\_\_\_ I take my clients' age and their family roles into account in my interactions with them (for example, a client may seek the opinions and decisions of the oldest male or female member of the household, or may expect young adult children to continue to live with parents).
- \_\_\_\_\_ Even though my professional or moral viewpoints may be different than my clients' viewpoints, I accept that they are the ultimate decision makers for services and supports that impact on their lives.
- \_\_\_\_\_ I recognize that the meaning or value of medical treatment and health education changes from one culture to another.
- \_\_\_\_\_ Before I visit a client in the home setting, I try to get information on acceptable behaviors, customs, and expectations that are common in that client's culture.
- \_\_\_\_\_ I look for development and training to increase my knowledge and skills about providing services to culturally, ethnically, racially and linguistically diverse groups.

*The items to which you responded "C" indicate areas where there may be room to improve your cultural sensitivity.*

Adapted and excerpted from a checklist developed by:

Tawara D. Goode, - Georgetown University Center for Child and Human Development - Adapted from Promoting Cultural and Linguistic Competence and Cultural Diversity in Early Intervention and Early Childhood Settings and Promoting Cultural Competence and Cultural Diversity for Personnel Providing Services and Supports to Children with Special Health Care Needs and their Families - (June,1989; revised 1993, 1996, 1997, 1999, 2000, and 2002).