

**MOVING TOWARD CULTURAL COMPETENCE:  
CONTINUING THE JOURNEY**

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School of Nursing  
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**Overview**

- My Journey
- Cultural Competence Continuum – Where are you now?
- Moving toward Sustainability – Keeping up the Momentum
- Considerations

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**My Journey**

- Practice
  - Addressing perceptions of racism
- Education
  - MESA Center for Health Disparities
  - Developing competencies for BS and MS
- Advocacy
  - Hispanic organizations
  - Nursing organizations

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- Expand the cadre of nurse researchers involved in minority health or health disparities research
- Increase the number of research projects aimed at eliminating health disparities
- Enhance the career development of potential minority nurse investigators




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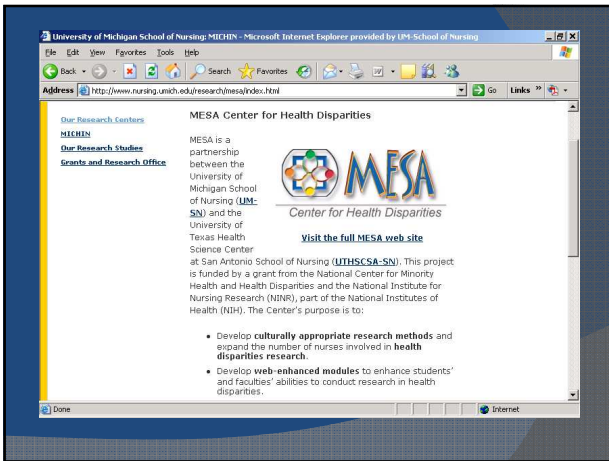
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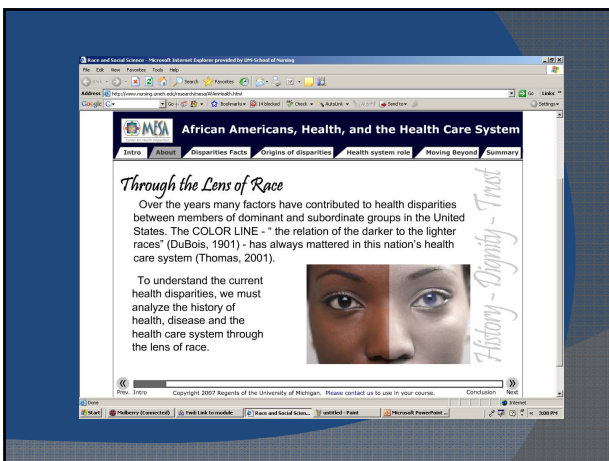
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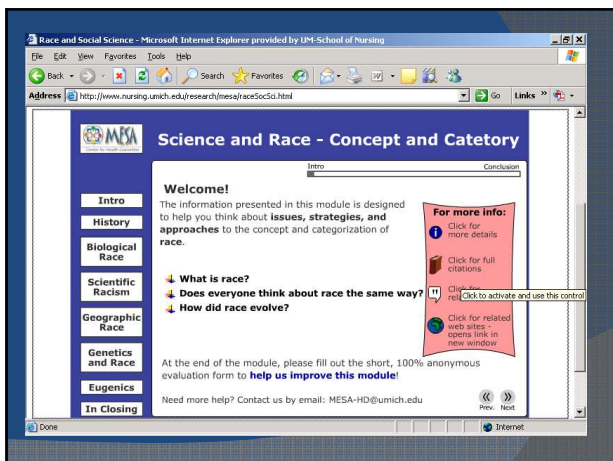
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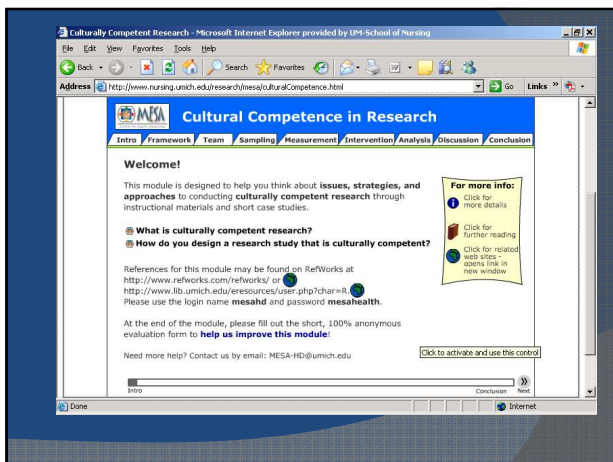
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**Cultural Competence Continuum**

- Level IV
  - Cultural Pre-Competence
    - *See the difference; respond*
- Examples
  - Quick fixes (e.g., short term programs, one-time trainings)
  - hiring some diverse staff without addressing work climate

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://stateofdelaware.com/education/ETM/edu/Cultural%20Proficiency%20Continuum.pdf>  
Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). Towards a Culturally Competent System of Care, Vol. I. Washington DC: National Institute of Mental Health. Child and Adolescent Service System Program.

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**Cultural Competence Continuum**

- Level V
  - Cultural Competence
    - *See the difference; understand the difference that difference makes*
    - Acceptance of and respect for differences

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://stateofdelaware.com/education/ETM/edu/Cultural%20Proficiency%20Continuum.pdf>  
Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). Towards a Culturally Competent System of Care, Vol. I. Washington DC: National Institute of Mental Health. Child and Adolescent Service System Program.

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**Cultural Competence Examples**

- Continuous self-assessment
- Adaptations to meet client/student needs
- Infrastructure changes
- Move towards sustainability

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**Cultural Competence Continuum**

- Level VI
  - Cultural Proficiency
    - See the difference; respond positively. Engage and adapt.
    - Holding culture in high esteem

Cecil County Public Schools. Cultural Proficiency Continuum. (n.d.) Retrieved Sept. 1, 2009 from <http://www.cecilcountypublicschools.org/Files/CulturalProficiencyContinuum.pdf>

Cross, T.L., Bazron, B.J., Dennis, K., et al. (1998). Towards a Culturally Competent System of Care, Vol. I. Washington DC: National Institute of Mental Health. Child and Adolescent Service System Program

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**Cultural Proficiency Examples**

- Advocating for cultural competence
- Conducting proactive and evaluative research to develop new approaches
- Sharing research results and knowledge
- Seeking to add to the knowledge base of culturally competent service delivery and education

Lindsey, Robins, & Terrell. (2009). Cultural Proficiency: A Manual for School Leaders—3rd ed. California: SAGE Company.

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**What makes an organization culturally competent?**

- A commitment to racially and ethnically diverse populations in all aspects of the structure and functions of the organization
- Sustained systematic integration and evaluation at all levels
- Significant collaboration from diverse populations integrated in the infrastructure of the organization

National Alliance for Hispanic Health. (2004). Delivering Health Care to Hispanics Companion Workbook (Third Edition). Washington DC: Estrella Press.

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**How to get there?**

- Cultural competency can not exist in a vacuum
- Need to hold staff, students and faculty accountable for teaching, learning, service, and practice
- Standards (education, practice) need to be linked to cultural competence process and outcomes

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**Foster organizational commitment and leadership**

- Allocate resources
- Develop collaborative relations to recruit and graduate diverse students
- Consult with culturally-diverse communities

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacnursing.org/culturalcompetency.pdf>

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**Promote commitment and involvement**

- Participate in ongoing development
- Mentor colleagues and students
- Recruit diverse staff, faculty, and students

American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacnursing.org/culturalcompetency.pdf>

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**Organizational Assessment**

- Organizational Self-Assessment
- A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment (NCCC, 2002)
- Diversity Scorecard
  - Provides evidence about the state of equity in educational outcomes for underrepresented students
  - Measures access, retention, institutional receptivity, and excellence
- Future Organizational Assessments
  - HRSA

Bensimon, E.M. (2004). The diversity scorecard: A learning approach to institutional change. *Change*, 36(1), 44-52.  
National Alliance for Hispanic Health. (2004). *Delivering Health Care to Hispanics Companion Workbook (Third Edition)*. Washington DC: Estrella Press.  
NCCC. (2002). <http://www11.georgetown.edu/research/ucchd/nccc/documents/ncccorgselfassess.pdf>

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**Sustainability**

- The likelihood of existing – after funding ends!
- Does what you/we are doing make sense as a long-term strategy?
- Can we keep this up?

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**Sustainability**

- Coalition sustainability
  - ability to maintain the human, social and material resources needed to achieve coalition's long-term goals.
  - ensuring that the coalition can successfully navigate a changing landscape, secure resources and hold itself together long enough to realize your ultimate goals.

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**Sustainability - What you need to know:**

- What must be sustained?
  - Program
  - Coalition
  - Infrastructure
- What resources are required?
- How to identify resources in your community or institution?
- What are the essential benefits your program brings to the community?

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**Approaches for ensuring sustainability in for cultural competence**

- Ask first.
  - How are the different strategies under consideration aligned, or not, with the values of different groups in our community?
- Let history be your guide.
  - Learn the history so your coalition does not undermine its sustainability by repeating earlier mistakes.
- Work with culture, not against it.
  - Culture represents a resource, not a burden. Building on your community's cultures can yield creative ideas for outreach and fund raising, resources for communications and space, and more.

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**Viability and Vitality**

- Vision
  - long-term goals for change.
- Human resources.
  - *internal vitality* depends on the skills, talents, experience and energies involved in efforts.
    - Staff turnover
    - Changes in leadership
- Social Resources
  - *external viability* depends on your community connection and the ability to serve an important niche in the "ecology" as it relates to the problem.
- Material resources.
  - Extent to which your issue is a priority

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### Learning the language of value

- Learn the language of value.
  - better at describing of community *need* than communicating the *value* of what they do.
- It's not only about what you think – it's about what THEY think
  - How does your work create value in addressing needs and issues of importance to stakeholders?
  - How have your *specific* contributions added to the perspectives, interests and priorities of multiple audiences.
- Connecting different stakeholders to your efforts.

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### Framing the Message

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| <ul style="list-style-type: none"> <li>• Democrats                     <ul style="list-style-type: none"> <li>• Imbalance in levels of health is unjust.</li> <li>• Equality should be our goal. - equal distribution of resources; treatment for all; outcomes</li> <li>• Society bears primary responsibility for inequality - to fix it requires more change in society than in the individual.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Republicans                     <ul style="list-style-type: none"> <li>• Imbalance in levels of health is natural.</li> <li>• Equality is unrealistic and unfair - Tailor distribution of [limited] resources to particular needs</li> <li>• Both society and individual choices create disparities; social aid must be balanced against individual responsibility.</li> </ul> </li> </ul> |
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#### Considerations for Message Framing

How do we make the information clear and compelling without oversimplifying decades of research?	<i>Headline what's most important</i>
How do we break through to gain attention?	<i>Challenge conventional wisdom with unexpected facts.</i>
How do we make theories tangible?	<i>Use real stories, analogies and everyday language.</i>
How do we connect with a target audience?	<i>Utilize the identified deep metaphors.</i>
How do we make it timely and relevant?	<i>Provide a call to action.</i>

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### Framing the Message – Social Determinants of Health

- Where we live, learn, work and play can have a greater impact on how long and how well we live than medical care.
    - Our zip code may be more important to our health than our genetic code.
    - A person's health and chances of becoming sick and dying early are greatly influenced by powerful social factors such as education, income, nutrition, housing and neighborhoods.
    - There is more to health than health care.
- <http://www.rwjf.org/files/research/commissionmessage/translationissuebrief20091207.pdf>

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### Framing the Message - Health Disparities

- The health of America depends on the health of all Americans. Despite enormous investment, America is not achieving its full health potential.
    - America spends more on health care than any other nation, but ranks below many countries on key health indicators like infant mortality and life expectancy.
    - All Americans do not have the same opportunities to make healthy choices. Sometimes, barriers to healthier decisions are too high for an individual to overcome – even with great motivation.
    - Good health requires individuals to make responsible personal choices and requires a societal commitment to remove the obstacles preventing too many Americans from making healthy decisions.
- <http://www.rwjf.org/files/research/commissionmessage/translationissuebrief20091207.pdf>

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### Communicating Value

- Message framing:
  - How are we making a difference?
  - To whom are we conveying this information (i.e., which person, organization, stakeholder, funder, etc.)?
  - Why would—and should—this person, organization, stakeholder, funder, etc. care?

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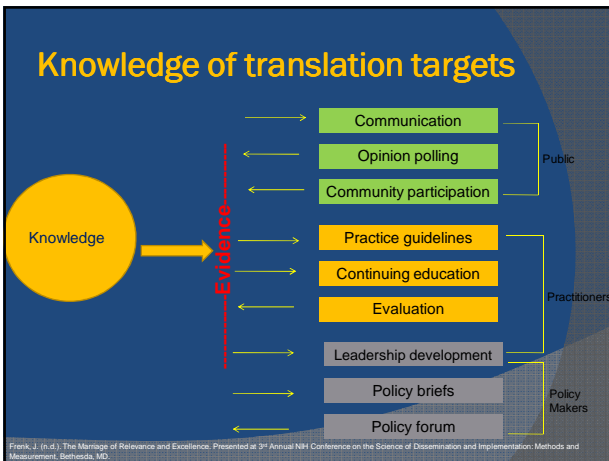
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### Maintaining the change

- How deep/lasting are the changes that our strategies can create?
- Are you including enough high-leverage change strategies?

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### Maintaining Change

- What are the operative forces that might actively or passively oppose or undo your work?
  - Identify risks
  - Develop a plan to counteract them

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**Leverage for sustaining change**

- Lower leverage
  - Programs or individuals
- Mid range leverage
  - Institutional standards and norms
  - Improved capacity
- Higher leverage
  - Systems, policies, paradigm shifts that support mid and lower leverage efforts

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**YOUR JOURNEY?????**

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**Resources for more information**

- American Association of Colleges of Nursing. (n.d.). Cultural Competency in Baccalaureate Nursing Education. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/competency.pdf>
- American Association of Colleges of Nursing. (n.d.). Tool Kit of Resources for Cultural Competency Education for Baccalaureate Nurses. Retrieved Sept. 01, 2009 from <http://www.aacn.nche.edu/Education/pdf/toolkit.pdf>
- CACDCA (2008). Sustainability Primer: Fostering Long term Change to Create Drug Free Communities. Retrieved October 01, 2010 from <http://www.cadca.org/files/sustainability-primer-2008.pdf>
- National Center for Cultural Competence (NCCC). (n.d.). Retrieved Sept. 01, 2009 from <http://www11.georgetown.edu/research/gucchd/nccc/>
- Office of Minority Health, United States Department of Health and Human Services. <http://www.omhrc.gov>
- U.S. Department of Health and Human Services (DHHS). Cultural Competency Resources for Health Care Providers. Retrieved Sept. 01, 2009 from <http://www.hrsa.gov/culturalcompetence/>

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