



# **7<sup>th</sup> National FIMR Conference**

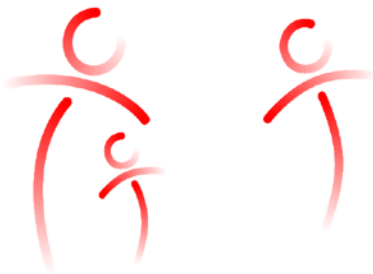
## **Assessing the Cultural Competence of Your FIMR Program**

**June 8, 2012  
Arlington, VA**

Suzanne Bronheim

National Center for Cultural Competence

**Georgetown University Center for Child and Human Development**  
**Georgetown University Medical Center**



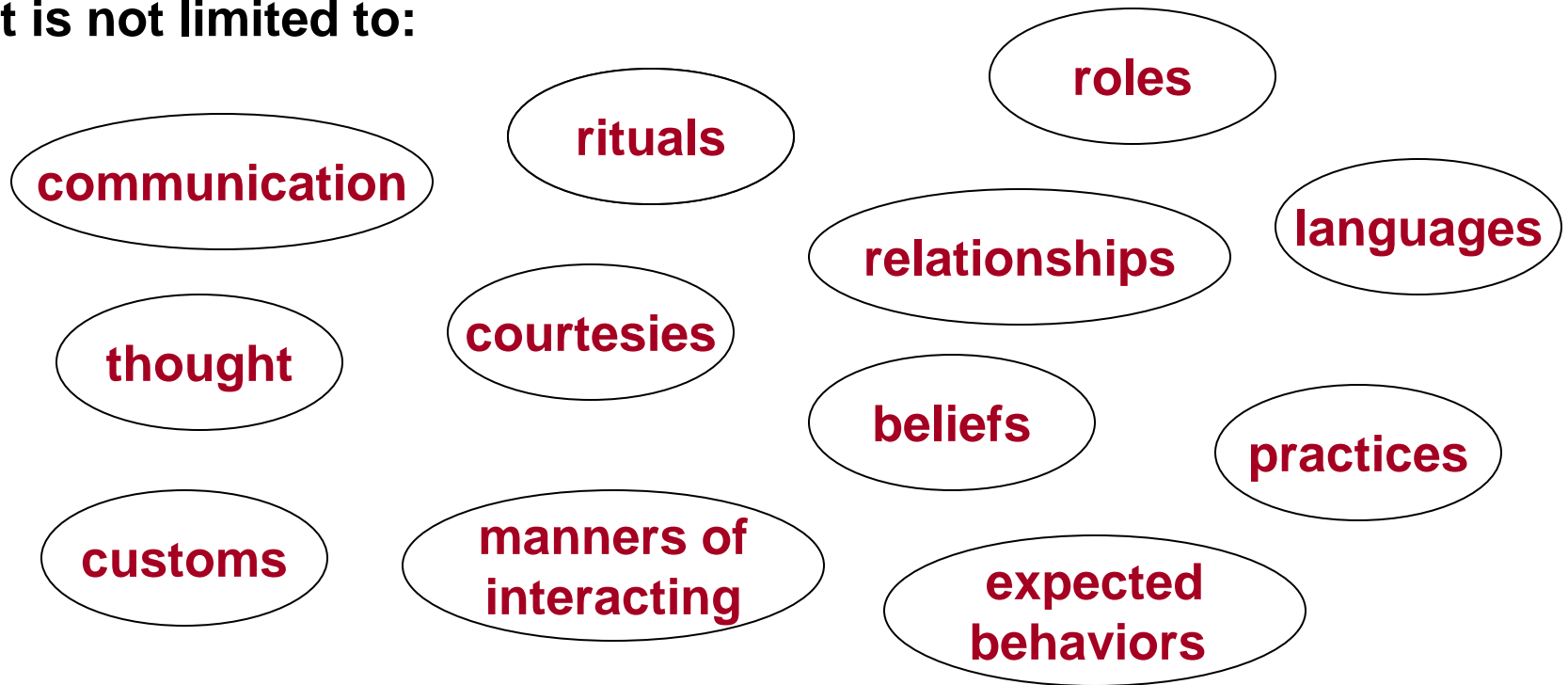
# What's Culture Got to Do with It?



# Culture

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



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



# Cultural Factors That Influence Diversity Among Individuals and Groups

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## Internal Factors

- Cultural/Racial/Ethnic Identity
- Tribal Affiliation/Clan
- Nationality
- Acculturation/Assimilation
- Socioeconomic Status/Class
- Education
- Language
- Literacy
- Family Constellation
- Social History
- Perception of Time
- Health/Mental Health Beliefs & Practices
- Mental Health Literacy
- Perception of Disability
- Perception of Mental Health
- Age & Life Cycle Issues
- Gender & Sexuality
- Sexual Orientation & Identity
- Religion & Spiritual Views
- Spatial & Regional Patterns
- Political Orientation/Affiliation



# Cultural Factors That Influence Diversity Among Individuals and Groups

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## External Factors

- Institutional Biases
- Racism & Discrimination
- Community Economics
- Intergroup Relations
- Group & Community
- Resiliency
- Natural Networks of Support
- Community History
- Political Climate
- Workforce Diversity
- Community Demographics



# What principles guide the choices about health behaviors?

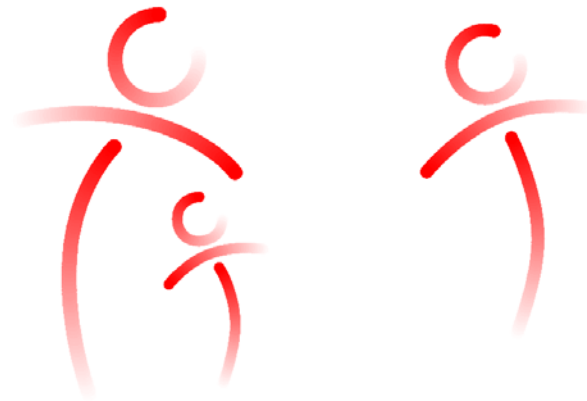
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- Current scientific evidence
- Family/cultural tradition
- Financial considerations
- Child/youth choice
- Religious laws/beliefs



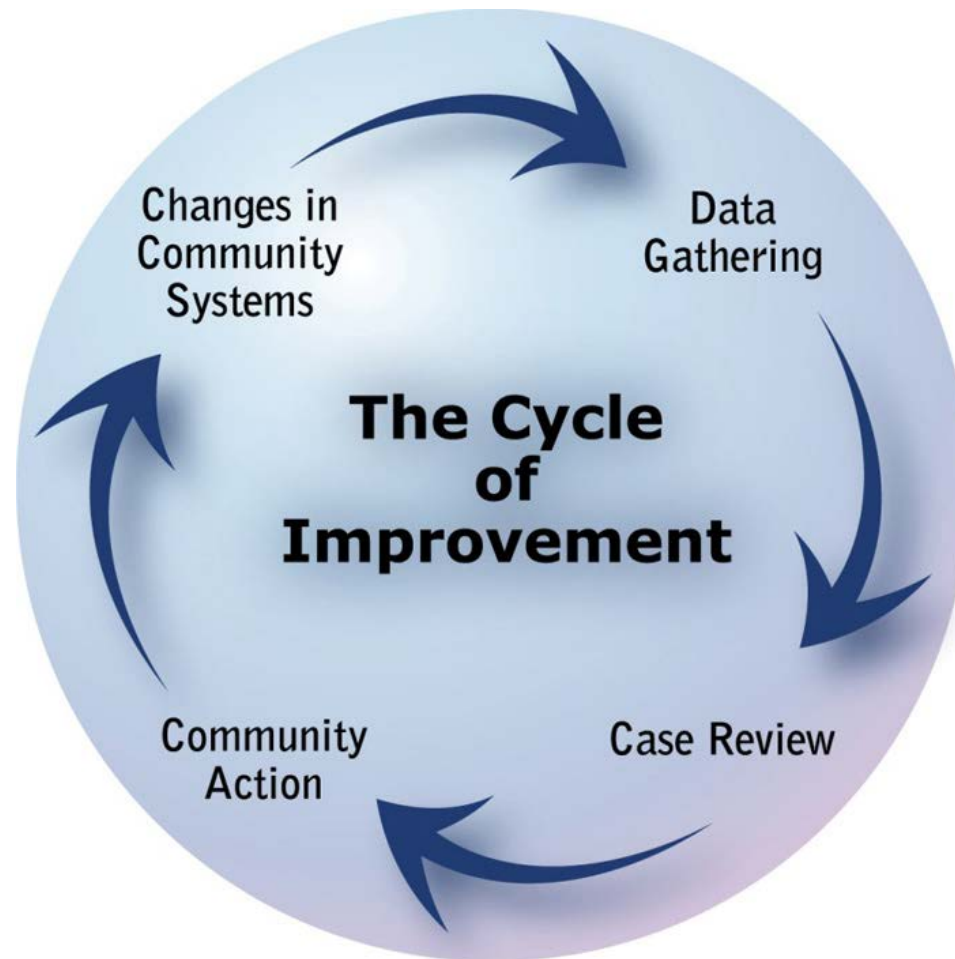
# Cultural & Linguistic Competency Definitions, Frameworks

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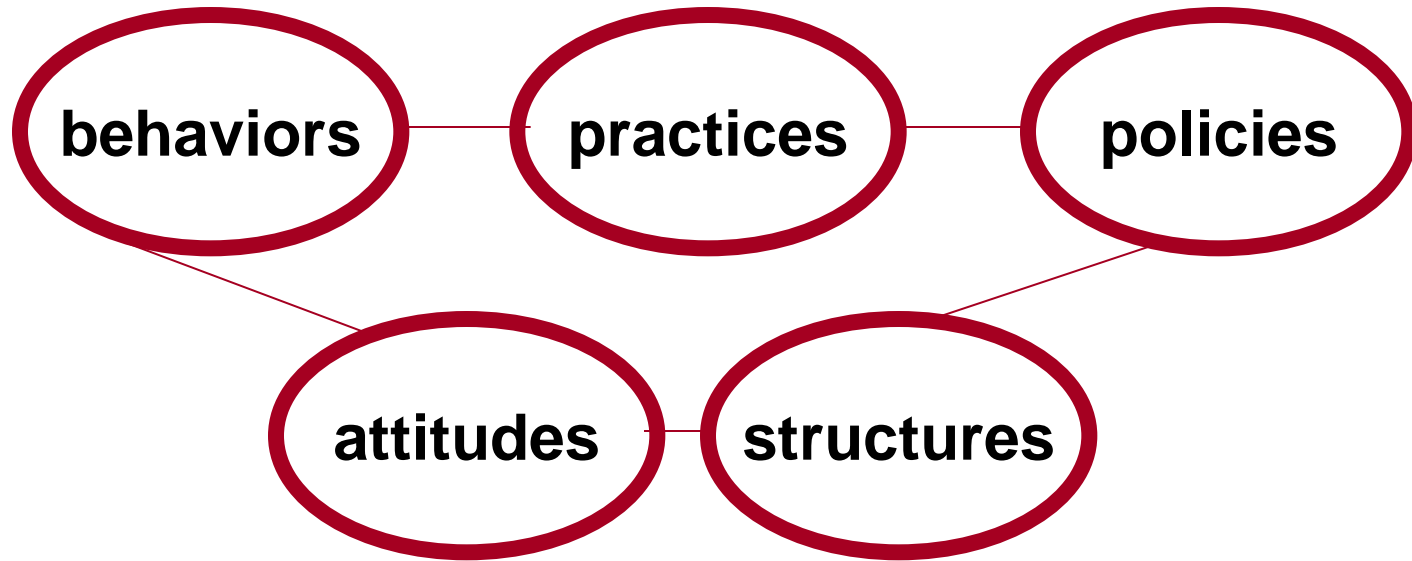


# Cultural Competence in the FIMR Cycle



# Cultural Competence

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



# Five Elements of Cultural Competence

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## Individual Level

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

(Cross, Bazron, Dennis and Isaacs, 1989)



# Five Elements of Cultural Competence

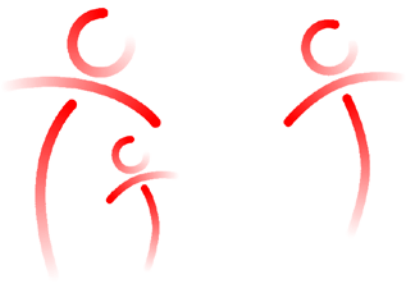
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## Organizational Level

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

(Cross, Bazron, Dennis and Isaacs, 1989)



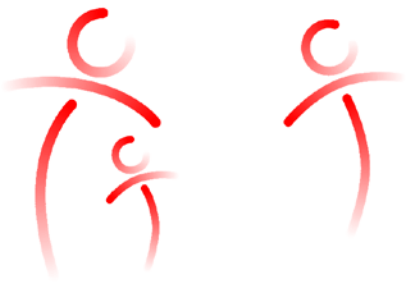


# Community Engagement

- Cultural competence extends the concept of self-determination to the community.\*
- Cultural competence involves working in conjunction with natural, informal support and helping networks within culturally diverse communities.
  - neighborhood, civic, and advocacy associations
  - local & neighborhood merchants and alliance groups
  - ethnic, social, and religious organizations
  - spiritual leaders and healers

Goode & Brown . 1997

\* Cross, Bazron, Dennis & Isaacs, 1989



# Community Engagement

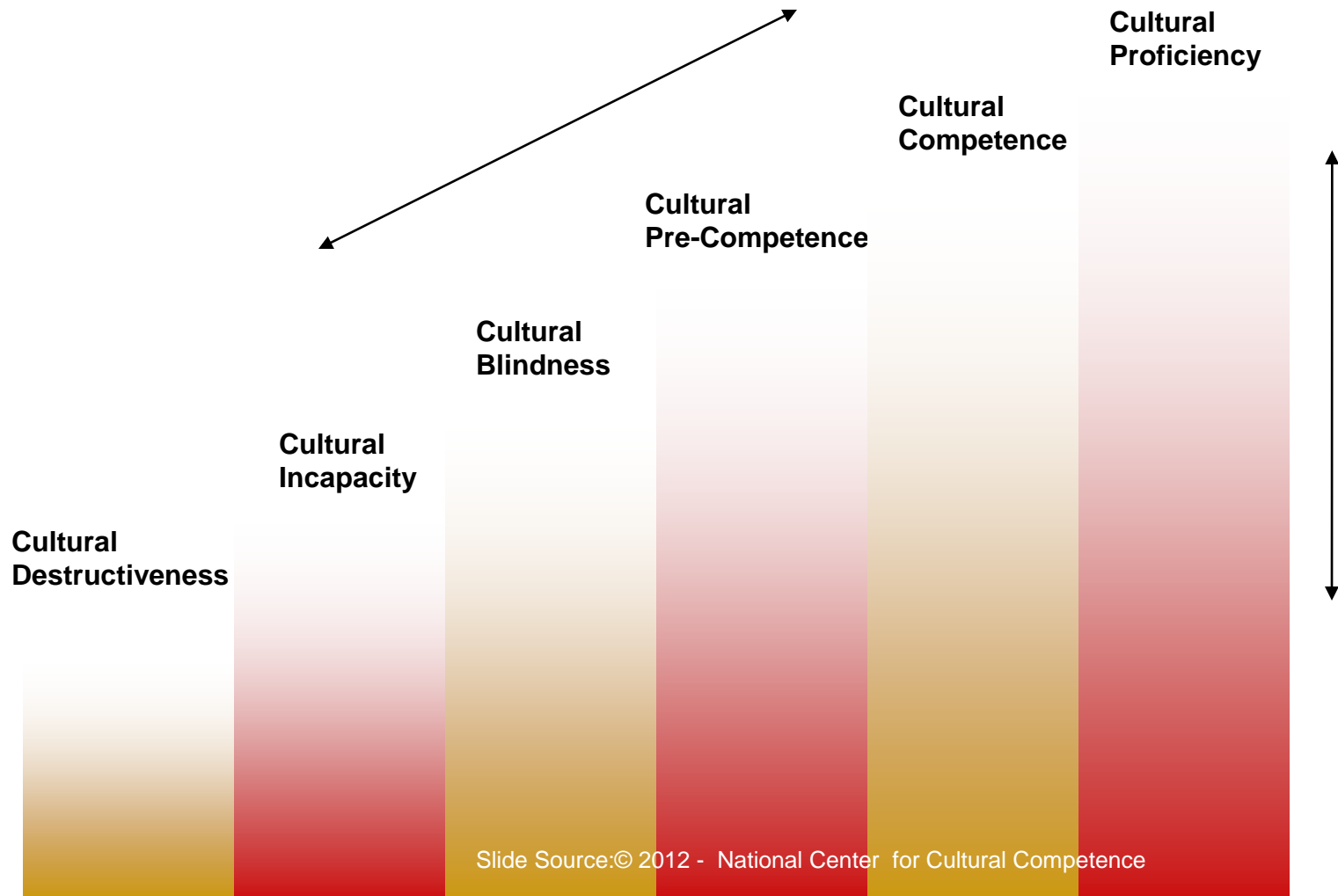
- Communities members are full partners in decision-making.
- Communities should benefit economically from collaboration.
- Community engagement should result in the reciprocal transfer of knowledge and skills between all collaborators and partners.

Goode & Brown . 1997

•Cross, Bazron, Dennis & Isaacs, 1989

# Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)



# What Cultural Competence is Not

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- Cookbook approaches to specific racial or ethnic groups
- Translating materials into other languages as the only action
- Making alterations in programs/approaches at one point in time
- Treating everyone the same
- Only the concern of providers/employees





# Linguistic Competence

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



# The Tool and the Process

- Benefits
- Guiding Values and Principles
- Tool Development



# Benefits of Self-Assessment



# Benefits of Self-Assessment

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- ★ gauge the degree to which organizations are effectively addressing the needs & preferences of culturally and linguistically diverse groups
- ★ establish partnerships that will promote meaningful involvement of patients and their families consumers, key community stakeholders, & constituency groups
- ★ improve family/consumer access to and utilization of services and enabling supports

Excerpt from A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment, 2002



# Benefits of Self-Assessment

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- ✦ increase patient/family satisfaction with services received
- ✦ strategic planning for the systematic incorporation of culturally and linguistically competent values, policies, structures, practices, & procedures
- ✦ allocation of personnel and fiscal resources to enhance the delivery of services and enabling supports
- ✦ determine individual and collective strengths and areas for growth within organizations and systems

Excerpt from A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment, 2002



# Philosophical Constructs Guiding Values & Principles of Self-Assessment



# Philosophical Constructs

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- ◆ achieving cultural and linguistic competence is a developmental process that evolves over an extended period of time,
- ◆ both individuals and organizations are at various stages and levels of awareness, knowledge and skills along this continuum, and
- ◆ cultural and linguistic strengths exist within organizations or networks of professionals but often go unnoticed and untapped (modified from Mason, 1996).



# Philosophical Constructs

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Assessing the attitudes, behaviors, policies, structures and practices of an organization, including those of its board, faculty, staff, and volunteers, is a necessary, effective and systematic way to plan for and incorporate cultural and linguistic competency.





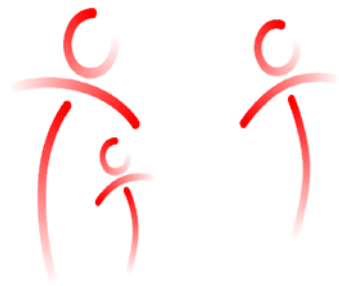
# NCCC's Guiding Values & Principles for Self-Assessment

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- strengths-based model
- safe & non-judgmental environment
- meaningful involvement of consumers, communities & key constituency groups
- results enhance and build capacity
- diverse dissemination strategies



# Tool Development and Content



The NCCC and NFIMR are grateful for the expertise and enthusiasm of the following expert state and local FIMR contributors to the instrument:

### **District of Columbia**

- Yvette Clinton-Reid
- Sharan James
- Barbara Marshall
- Davene White

### **Maryland**

- Marsha Smith
- Tina Basel
- Marilyn Akinfolarin
- Ilana Molkner

### **Virginia**

- Joan Corder-Mabe
- Phyllis Turk
- Pam Lindsey
- Debbie Byrne
- Lynn Kuba



# Content of the Tool

It consists of four domains in relation to the three aspects of the FIMR cycle—data gathering, case review, and community action:

- ***Our World View,***
- ***Who We Are,***
- ***What We Do, and***
- ***How We Work.***



# *Our World View*

Subscale examines, from the perspective of staff or volunteers:

- (1) the FIMR philosophy, values, and commitment to cultural and linguistic competence, and
- (2) the extent to which this world view guides organizational behavior and is established in policy. It probes the FIMR's world view of diversity and approaches to inclusion and equity.



# *Who We Are*

Subscale examines the diversity of staff and volunteers, and the necessary knowledge and skills development and training to support cultural and linguistic competence.



# ***What We Do***

Subscale examines how cultural and linguistic competence applies to the core functions of the FIMR including data gathering, case review, and community action.



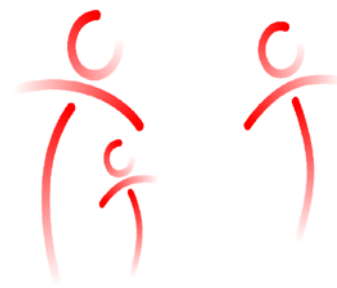
# *How We Work*

Subscale examines how the FIMR applies cultural and linguistic competence to: (1) infrastructure and funding, and (2) community engagement and leadership.





# Considering Depth and Scope of Self-Assessment Process



# Options for Levels of Self-Assessment

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## Option - High Level

- ☑ Conduct structured interviews with staff, board, key informants,
- ☑ review mission, policies, procedures, publications, web site, budget,
- ☑ process to analyze data (internal or external)
- ☑ determine format to share results with staff, stakeholders, partners, constituencies



# Options for Levels of Self-Assessment

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## Option – Comprehensive

- ☑ Conduct structured interviews or focus groups with staff, board, contractors, community partners, and other key informants
- ☑ examine mission, policies, procedures, administrative practices, publications, web site, budget, MIS & telecommunication systems etc.
- ☑ administer instrument/tool
- ☑ conduct consumer focus groups



# Options for Levels of Self-Assessment

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## Option - Comprehensive

- ✓ prepare data summaries & draft report
- ✓ disseminate report to leadership, solicit feedback & revise
- ✓ develop final report
- ✓ disseminate report findings/assessment results in a variety of formats accessible to diverse stakeholders



# Community Engagement in Self-Assessment

How well known is our FIMR in our community?

In the culturally diverse communities within your service area or those that you represent?

In which ways do you think our FIMR demonstrates that it values diversity?

What do you believe are our FIMR's greatest strengths in working to improve our community's ability to address fetal and infant mortality in culturally and linguistically diverse populations? Where could we improve?



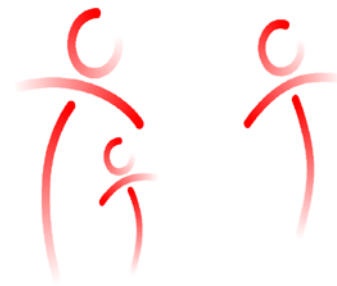
# Community Engagement in Self-Assessment

Our FIMR is engaged in a process to enhance its cultural and linguistic competence. What approaches do you recommend to help us in our journey?

What are ways in which we (your organization or constituency groups and our FIMR) can collaborate to Address cultural and linguistic competence?

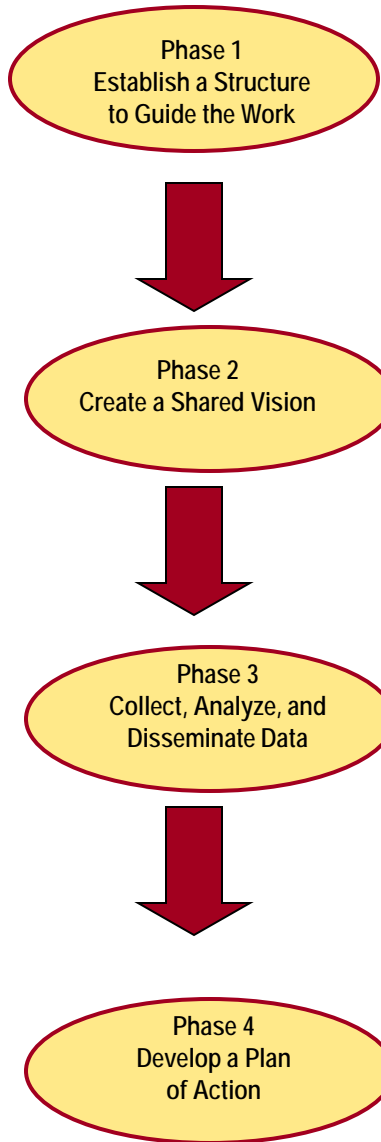


# Process for the Self-Assessment Process



# Phases to Conduct Self-Assessment

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 Structure

 Vision

 Data

 Action





# Phases to Conduct an Organizational Self-Assessment

- **Establish a structure to guide the work**

Assemble a work group with the responsibility of coordinating the organizational self-assessment. The group can plan, implement, and provide oversight to the process. *Be inclusive.* Extend invitations to staff, volunteers, host organization boards/advisory committees, families, community partners, and stakeholders.



# Phases to Conduct an Organizational Self-Assessment

- **Create a shared vision & shared ownership**

Convene forums to define cultural competence and linguistic competence and explore their value and relevance for your FIMR. These forums can be held face-to-face during regularly scheduled or special team meetings or via teleconference. *Solicit diverse participation.* Include representation from staff, volunteers, families, partners, community-based organizations in the service area, key stakeholders, and invested constituency groups.



# Phases to Conduct an Organizational Self-Assessment

- **Collect, analyze, and disseminate data**

Many data sources can be tapped for the self-assessment process including those from the FIMR-CLCA, focus groups, interviews, Census and vital records data, and the FIMR's own records. These data should be carefully reviewed and analyzed. Use the data to develop a report that celebrates the strengths of your FIMR and delineates areas for growth.

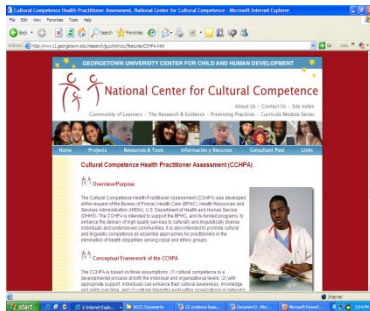


# Phases to Conduct an Organizational Self-Assessment

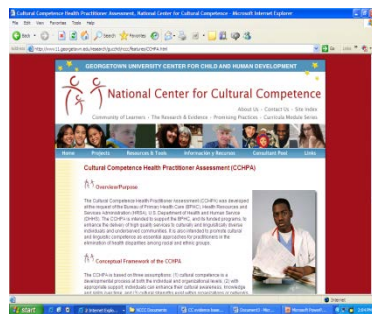
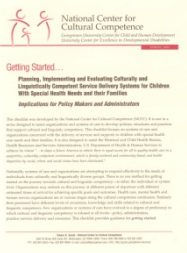
- **Develop and implement a plan of action**  
Create a plan of action using the results of the organizational self-assessment. Identify priorities. Determine the strategies, activities, partners, resources, timetables, and responsible parties to achieve desired goals. Establish benchmarks to monitor and assess progress.



# NCCC's WEB RESOURCES



- Publications, Checklists, Tools
- Consultant Pool
- Self-Assessment Instruments
- Promising Practices
- Curricula Module Series
- Spanish Language Portal

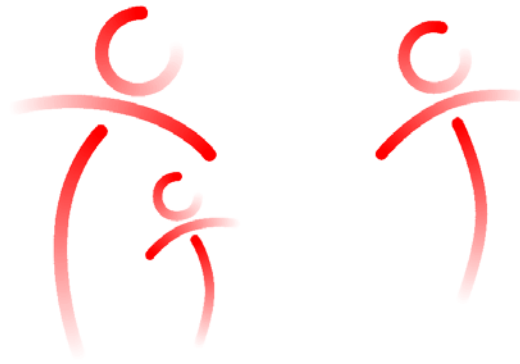


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# CONTACT US

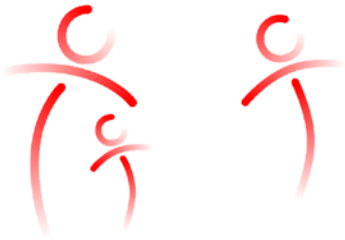
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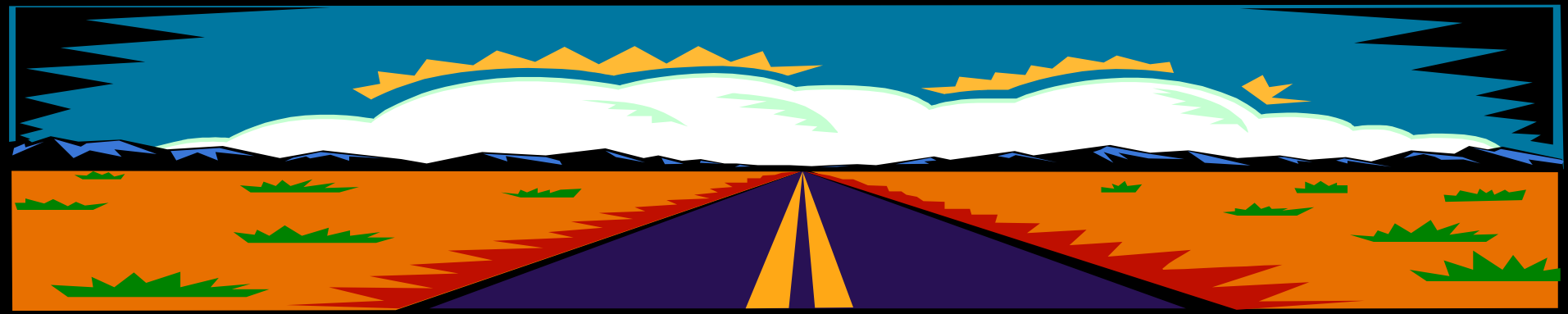
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**Cultural and linguistic competence is a  
life's journey ...  
not a destination**

**Safe travels!**

