

Cultural Competency Module

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Introduction

Cultural competency is considered to be a dynamic and evolving state, in which the person working to become competent is on a continuous journey of discovery. Cultural competency is composed of several aspects: cultural sensitivity, cultural knowledge, awareness, skill, behaviors and cross-cultural relationship development (). In fact, Campino-Bacote (1998) argues that achieving competency with one particular cultural group does not imply competence with another group.

With that as a background, this module is intended to increase student cultural competence, but it is not meant to assume that students will be culturally competent at conclusion. It is meant to provoke critical thinking, group discussion and individual exploration of values, knowledge and philosophy as they relate to caring for persons from diverse groups. Much like the module developed for working with the underserved populations, the student will hopefully come away with a perspective that will assist him/her to address one's own cultural competence in an informed and comprehensive manner. The module is designed for exploration of historical, social, and political contexts for the study of diverse cultures

The module was designed as an adjunct to a classroom or clinical setting. It is also designed to be web interactive. Students will review the recommended preparation materials and engage in discussions in delayed-time chatrooms or small groups with peers and faculty. Faculties are encouraged to use the module as it would best adjunct their other class assignments and readings. Thus, assignments are only meant as possible ideas. It is not intended that all assignments or all readings will be done for each objective. Further, the module can be used as a building process throughout the year or semester or quarter.

Two primary texts are suggested:

Andersen, M. L. & Collins, P. H. (1998). *Race, Class and Gender: An Anthology*. (3rd Ed.). Belmont, CA: Wadsworth Publishing.

The text is an anthology of essays written by lead authors in the area. The text is easy reading and is written often in the first person with personal perspectives about their experiences, often as a person of color or a white person struggling to come to terms with these issues.

Takaki, R. (1994). *From Different Shores: Perspectives on Race and Ethnicity in American*. (2nd Ed.). New York: Oxford University Press.

This text is a bit more difficult to read as it covers the accurate historical background to many of the United States' struggles with issues of race and ethnicity. For example, there is a chapter on the treatment of Native Americans during the Andrew Jackson era. It also has a chapter on the internment of Japanese Americans during World War II. The data, however, are crucial to students understanding of the broader perspective on care of these various groups.

Note: The module intentionally avoids several of the traditional nursing texts (i.e. Spector) since it has been assumed that these are used in other courses within the colleges of nursing. The expansion of values and perspectives often requires an experience of challenging one's thinking on our everyday understanding of others (Sue, Pedersen, & Ivey, 1996; Takaki, 1996). Therefore, the use of texts that students may not have encountered can provide an opportunity for these changes to occur.

Websites:

<http://cecp.air.org/cultural/>

Definitions, research, what is cultural competence, education

<http://learn.gwumc.edu/iscope/Cultcomp.htm#pictures>

Pictures and site with information on cultural competence , self-reflective exercises

<http://www.cstprogram.org/documents/diversityreadings.htm>

Reference list for cultural competency readings

<http://www.xculture.org/resource/order/index.cfm>

Resources from CCHCP resource (cross cultural health care program)

<http://www.xculture.org/resource/order/index.cfm?Category=Publications>

Ordering publications on various groups of cultures in the US

<http://bphc.hrsa.gov/quality/Cultural.htm>

Government site for cultural competency, cultural diversity and quality

<http://www.bphc.hrsa.dhhs.gov/cc/guidelines.htm>

Government site from bureau of primary health care site, that looks at importance of cultural competence in PC, and has developed guidelines for assessing in one's own institution

<http://www.wsu.edu:8001/vcwsu/commons/topics/culture/culture-index.html>

General information on culture, beliefs, past writings and current discussions

<http://www.xculture.org/>

Cross cultural health care, providers without borders

<http://198.64.202.245/cases.html>

Cross-cultural cases developed by Multicultural health care solutions. It provides pull down sections for knowledge, skill, emotions and awareness's

www.diversityRx.org

Diversity Rx is a clearinghouse of information on how to meet the language and cultural needs of minorities, immigrants, refugees and other diverse populations seeking health care.

<http://www.igc.org/igc/gateway/arnindex.html>

Antiracism network of social justice leaders who regularly monitor racism in the U. S.

<http://www.umich.edu/~fammed/culture/links.html>

Additional website resources

<http://medicine.ucsf.edu/divisions/dgim/pods/html/main.html>

Perspectives of difference, an on-line cultural competency module developed by school of medicine at UCSF. It includes group exercises and patient experiences on diversity.

<http://raceandhealth.hhs.gov/>

Initiative to eliminate racial health disparities website

<http://www.mcare.net/>

Managed care clearinghouse with emphasis on the impact of MC on persons with disabilities

<http://www.bcm.tmc.edu/crowd/index.htm>

National Center for women with disabilities website

<http://www.library.kent.edu/~bschloma/hiv aids/culture.htm>

Multicultural Health Care Resources a website developed by the Online Journal of Nursing. It provides an excellent list of website resources for nursing and other health care professionals. (new)

Important other sites and information:

National Multicultural Institute
3000 Connecticut Avenue, Ste 438
Washington, D.C. 20008
(p) 202-483-0800
(f) 202-483-5233
email: nmci@nmci.org
<http://www.nmci.org/nmci>

Content Area/Concept	Objective/Preparation	Assignments
<p>Overview of Cultural Competency</p> <p>Reconstructing knowledge toward inclusive thinking</p>	<p>Analyze the various perspectives on cultural competency with an emphasis on issues of diversity, social justice, and a developmental approach to learning</p> <p><u>Readings/Preparation:</u> Review the information on these websites in order to define the concepts: http://cecp.air.org/cultural/ http://www.bphc.hrsa.dhhs.gov/cc/guidelines.htm http://bphc.hrsa.gov/quality/Cultural.htm Open the power point presentation at this site describing cultural competency as the essential ingredient for quality, accessibility and elimination of disparities in health across the U.S. http://www.wsu.edu:8001/vcwsu/commons/topics/culture/culture-index.html Review the discussion on the “The culture debate in the U. S.: Whose culture is it anyway?” <u>Text readings:</u> <u>Andersen and Collins:</u> Chapter 1. Missing People and Others: Joining Together to Expand the Circle, pp. 21-26 Chapter 2, La Guera26-33 Chapter 3, Report from the Bahamas, pp. 34-43</p>	<p><u>Compare and contrast definitions at various websites:</u> cultural competence, cultural knowledge and cultural sensitivity, institutional inequality, cultural diversity In small group or class format discuss the variety of definitions found in the various texts and websites.</p> <p><u>Review the website for evaluation guidelines:</u> http://bphc.hrsa.gov/cc/cc-activities.htm</p> <p>Write a short (2 page) paper or discuss in small group an evaluation of the cultural competence of the agency in which you work or have clinical experience</p> <p><u>Review the website</u> http://www.wsu.edu:8001/vcwsu/commons/topics/culture/culture-index.html</p> <p>In a small group format divide the class into three groups with each group taking a differing position on the culture debate “Whose culture is this anyway?” Each group must cogently defend their position and also discuss the political, sociological and economic ramifications of their position.</p>

<p>Race Ethnicity Culture Physical ability Class Sexual orientation Age</p>	<p>Develop a working definition for various concepts relevant to cultural competency</p> <p><u>Readings/Preparation:</u> Review the definitions for the terms listed in first column (i.e. race, culture, etc.) in the following:</p> <p><u>Text:</u> Julia (1996). <u>Multicultural Awareness in the Health Care Professions</u>. Chapter 1, Understanding the concepts (pp. 1-7)</p> <p>And</p> <p><u>Websites:</u> www.diversityRx.org http://www.wsu.edu:8001/vcwsu/commons/topics/culture/culture-index.html http://learn.gwumc.edu/iscope/Cultcomp.htm#pictures http://medicine.ucsf.edu/divisions/dgim/pods/html/terms.html http://www.mcare.net/ http://www.bcm.tmc.edu/crowd/index.htm http://www.tash.org/ Definitions can be found under TASH resolutions. Organization in support of persons with disabilities http://www.aarp.org/ontheissues//programs/consumer/ AARP elder/consumer rights advocacy page has several definitions of age discrimination.</p>	<p>Divide class into smaller groups or divide the definitions between small groups of individual students. Take each term listed in column one and assign to a student or seven small groups of students.</p> <p><u>Class discussion of preparation:</u></p> <ol style="list-style-type: none"> 1. Have each student/group find three differing definitions for the term. Identify source. If definitions are vastly contrasting, develop the pros and cons for their selection of a particular term. 2. Have each student/group defend their definition in class or small clinical group. 3. Provide their definitions to the class
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<p>Oppression/Power/ Privilege</p>	<p>http://www.ngltf.org/library/index.cfm National Gay and lesbian rights task force library. Many of the publications can be downloaded and read for information on definitions</p> <p>http://www.critpath.org/pflag-talk/library.html Website for parents and friends of gay, lesbian and transgender persons. Provides education and resources for those needing to educate themselves</p> <p>Analyze the available knowledge regarding issues of oppression, racism, power and privilege within a historical and sociological U. S. perspective</p> <p>Describe how a majority group status may impact your own perspectives towards people of color and people from other marginalized groups in our society</p> <p><u>Readings/preparation:</u> Review these text selections for a broader understanding of issues of race and ethnicity in America. Selected chapters could be divided among students or all read (very short and easy to read)</p> <p><u>Andersen and Collins:</u> Chapter 5, Oppression Chapter 7, Something about the subject makes it hard to name, pp. 89-93 Chapter 8, White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies (1988)</p>	<p>Interview one person of color, person with disability or person from a marginalized group (i.e. gay, lesbian), whom you only know casually. Ask the following questions:</p> <ol style="list-style-type: none"> 1. Describe for me 2 incidents in which you have been discriminated against because of your culture/ ethnicity/sexual orientation, etc. 2. How would you want a health care provider to treat you during a health care interaction? 3. What community event could I attend that would give me insight into the views and discrimination issues confronting you as a person of color, gay individual...? <p>An alternative learning assignment: (as opposed to doing the preparation and the assignment above) Have a student or a group of students select a piece of fiction or nonfiction that depicts a particular groups experience in America.</p>
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<p>Cultural sensitivity awareness</p>	<p>Chapter 10, Seeing more than Black & White: Latinos, racism, and the cultural divides, pp. 112-119. Chapter 12, Tired of Playing monopoly? , pp. 126-136 Chapter 48, Where has the gay liberation gone? An interview with Barbara Smith, pp. 442-446. Chapter 42, optional ethnicities: For Whites only?, pp. 401-412. Chapter 44, You're short, besides!</p> <p><u>Thompson, C.</u> (1992). On Being heterosexual in a homophobic world, pp. 235-245.</p> <p>French, S. (1990). Ageism. <u>Physiotherapy</u>, 76 (3), 178-182.</p> <p>Pohl, J. & Boyd, C. J. (1993). Ageism within feminism. <u>Image</u>, 25, 199-203.</p> <p>Analyze one's own sensitivity and personal biases towards others of differing race, ethnicity, gender, age, class, sexual orientation</p> <p>Go to the following websites and follow the process described below for each of the sites:</p> <p><u>Readings/Preparation:</u> http://learn.gwumc.edu/iscope/Cultcomp.htm#pictures</p>	<p>Then have them write a short essay or group discussion on:</p> <ol style="list-style-type: none"> 1. Messages of discrimination found in the book 2. Messages of power 3. Messages of suffering <p>Go to website: http://198.64.202.245/cases.htm Read through all four cases then focus on the comments from the boxes entitled; awareness's, emotions, skill</p> <p>http://learn.gwumc.edu/iscope/Cultcomp.htm#pictures Perform the self reflection picture exercises and self reflection exercises</p>
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<p>Cultural knowledge</p>	<p>At this site read from Module 2 the introduction, definitions, general information, examples of potential differences in values, gaining accurate information</p> <p>Articulate relevant cultural knowledge principles that expand learning about other cultures without a cookbook approach</p> <p>http://learn.gwumc.edu/iscope/Cultcomp.htm#pictures</p> <p>Read the information on general information about cultures, minority populations, recently immigrated minorities, nonverbal communication, verbal communication and go to websites identified in the community toolbox and ethnic medicine. At the community toolbox site, review At the Ethno medicine website, review the</p>	<p>Respond to the team exercise questions considering the population or community in which your clinical experiences are taking place</p> <p>http://medicine.ucsf.edu/divisions/dgim/pods/html/pod_3.html</p> <p>Read “critical incidents” and “patient iceberg” real life experiences on this on-line module. Critical incidents describe four different real life experiences that involve interactions that raise issues around awareness of differences and assumptions based on stereotypes and misinformation or ignorance. These incidents may be used as discussion pieces or may be role-played. In either format, participants should first discuss or enact the event as it occurred, then discuss (re-enact) alternative approaches to resolving the incident. Go to website: http://198.64.202.245/cases.htm Read through the cases then focus on the comments from the box entitled; knowledge and skill</p> <p>http://bphc.hrsa.gov/quality/Cultural.htm</p> <p>Go to this site and then go to “Resources” section, place the website for Office of Minority Health, National Center for Cultural Competence and Office of Census Bureau in your “favorites” bookmark list.</p>
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	<p>information on 2-3 different cultural groups.</p> <p>http://bphc.hrsa.gov/quality/Cultural.htm go to this site and read current reports on culture, ethnicity and health disparities Read the reports on Asian and Pacific Islanders link Go to “Resources” and review the various websites for the information they can provide to you</p> <p>http://www.xculture.org/resource/library/index.cfm Go to this website and review resources and library for up to date cultural information. Can also link to other websites and other information specific to a cultural group, written by that group.</p> <p>http://medicine.ucsf.edu/divisions/dgim/pods/html/pod_2.html Read sections relevant to African American health care issues within this on-line module</p> <p>If you would like to pursue information about another culture not listed go to: Cultural Information at Galaxy</p> <p>Additional cultural competency related website resources: http://www.umich.edu/~fammed/culture/links.html</p>	<p>http://www.georgetown.edu/research/gucdc/ncccpcy3.html Read the Policy Brief # 3. Come prepared to discuss or write a short essay on areas you as a student could improve your skills and knowledge to enhance your own cultural competence. Conclude the discussion or essay with 2 objectives on how you will improve that knowledge base using the websites provided.</p>
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<p>Coalition development, Social justice</p>	<p>Describe potential processes that could reconstruct our health care institutions through social justice and coalition development with marginalized individuals, groups or communities</p> <p><u>Readings/preparation:</u> <u>Andersen and Collins:</u> Chapter 56, Coalition Politics, pp. 517-523</p> <p><u>Reed, et. al.</u> (1996), Interpersonal practice beyond diversity and toward social justice: The importance of critical consciousness. (From; Garvin, C. D. and Seabury, B. A. (1996) Interpersonal Practice in Social Work; promoting competence and social justice (2nd Ed. .)</p> <p><u>Takaki:</u> Affirmative Action in a zero-sum society, pp. 235-241 At the end of the century: the culture wars in the US, pp. 296-299.</p>	<p>A. Identify one form of social justice or coalition activity that you could engage in with one of the identified marginalized groups discussed in this module.</p> <ol style="list-style-type: none"> 1. Identify at least one website that your peers could use as a resource for a social justice activity and further information on the group you have selected 2. Describe an activity you could see yourself engaging in in the future 3. Describe other potential activities that you or your peers could engage in 4. (Optional). Participate in your described activity and write a short essay describing your learning about yourself, the group and the experience. <p><u>Potential websites:</u> http://www.igc.org/igc/gateway/arnindex.html Antiracism network for national and local polices related to fighting racism. http://www.ngltf.org/ National Gay and lesbian rights task force http://qrd.tcp.com/qrd/www/orgs/aja/home.htm And Justice For All website, fighting for gay rights and equality for persons with a variety of sexual orientations http://www.dralegal.org/ National center for fighting homelessness and poverty</p>
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