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**Organizational Cultural and  
Linguistic Competence:  
Are We There Yet?**

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Development



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**Cultural & Linguistic Competency:  
Definitions and Frameworks**

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Slide Source: National Center for Cultural Competence, 2008



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## Cultural Competence

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behaviors practices policies  
attitudes structures

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

Adapted from Cross, Bazron, Dennis and Isaacs, 1989) Slide Source: National Center for Cultural Competence, 2008

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## 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) Slide Source: National Center for Cultural Competence, 2008

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## 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) Slide Source: National Center for Cultural Competence, 2008

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## ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization including:

- policy makers
- administration
- practice & service delivery
- consumer/patient/family
- community

and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

Slide Source: National Center for Cultural Competence, 2008



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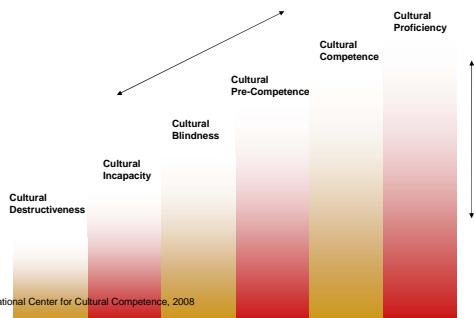
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## Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)



Slide Source: National Center for Cultural Competence, 2008

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## Linguistic Competence

- 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

Goode & Jones, Revised 2004, National Center for Cultural Competence

Slide Source: National Center for Cultural Competence, 2008



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## Linguistic Competence

- bilingual/bicultural or multilingual/multicultural staff
- cross-cultural communication approaches
- cultural brokers
- foreign language interpretation services (including distance technologies)
- sign language interpretation service
- multilingual telecommunication systems
- Videoconferencing & telehealth technologies
- TTY, CART, VRT and other assistive technology devices

Goode & Jones, Revised 2004, National Center for Cultural Competence

Slide Source: National Center for Cultural Competence, 2008



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## Linguistic Competence

- materials in alternative formats (e.g. audiotape, Braille, enlarged print)
- materials developed and tested for specific cultural groups, ethnic and linguistic groups
- ethnic media in languages other than English (e.g. television, radio, Internet, newspapers, periodicals)
- print materials in easy to read and low literacy formats (e.g. picture and symbol formats)

Goode & Jones, Revised 2004, National Center for Cultural Competence

Slide Source: National Center for Cultural Competence, 2008



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## Linguistic Competence

- varied approaches to share information with individuals who experience cognitive disabilities
- translation of:
  - legally binding documents (e.g. consent forms, confidentiality and patient rights statements, release of information, applications)
  - signage
  - health education materials
  - public awareness materials & campaigns

Slide Source: National Center for Cultural Competence, 2008



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## CLAS Standards

### Standards 1 -3

Culturally Competent Care

### Standards 4 -7

Federal mandates for language access

### Standards 8-14

Organizational Supports for Cultural Competence



<http://www.omhrc.gov/clas/finalcultural1a.html>

Slide Source: National Center for Cultural Competence, 2008



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## CLAS Standards 4-7 are Federal Requirements for all Recipients of Federal Funds



### Organizations must:

**Standard 4.** offer and provide language assistance services, at no cost to each patient/consumer, at all points of contact, timely and during all hours of operation

**Standard 5.** provide to patients/consumers in their preferred language both verbal offers and written notices informing them of their right to receive language assistance services

**Standard 6.** assure the competence of language assistance provided to limited English proficient patients/consumers by interpreters and bilingual staff

**Standard 7.** make available easily understood patient-related materials and post signage in the languages of the commonly encountered groups and/or groups represented in the service area

Slide Source: National Center for Cultural Competence, 2008



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## Cultural & Linguistic Competence

within the Context of Organizational Change



Slide Source: National Center for Cultural Competence, 2008



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## Considering Cultural & Linguistic Competence within the Context of Organizational Change

**Adaptive Challenge**  
vs.  
**Technical Challenge**

Does making progress require changes in people's values, attitudes and or habits of behaviors?



Reference: Heifetz, R.A. (1994). *Leadership Without Easy Answers*. Cambridge, MA: The Belknap Press of Harvard University Press

Slide Source: National Center for Cultural Competence, 2008



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## Fears and Concerns about Cultural & Linguistic Competency

"If I am asked to learn about cultural competence, then they must be implying that I am incompetent!"

"If I am authentic about this, I will stir up a hornet's nest in this place. Then there will be repercussions. I am not willing to take that risk."

"There are too many cultures. I can't possibly learn about all of them. This is futile."

"I am a person of color. I know what it means to be culturally competent. I don't need any special training."

"I have examined studies about various cultures, changed some of my thoughts, and now I feel competent."

"I may discover I have more biases than I care to admit."

"If we really get into this my colleagues will discover that I don't know as much as I think I need to know."

Slide Source: National Center for Cultural Competence, 2008



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## Organizational Change Theories Applied to Cultural & Linguistic Competence

**Resistance** is a characteristic of any major organizational change effort and a major reason why organizational change efforts fail. (Prochaska, Prochaska and Levesque, 2001).

**Resistance** should be expected in different stages of multicultural organizational change because the topics of prejudice, discrimination and oppression are controversial and emotionally charged. (Brantley, Frost and Razak, 1996).

The Transtheoretical Model of Change suggests that it is counterproductive to forge ahead with action without addressing issues such as **resistance**, that stand in the way of individual and organizational readiness for change.

Data Source: Mayeno, L. Multicultural Organizational Development: A Resource for Health Equity, in Cultural Competence in Health Care Series, The California Endowment and Compasspoint Nonprofit Services, April 2007.

Slide Source: National Center for Cultural Competence, 2008



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## Examples

### The Work of the Leader

**Technical**

- Computer training
- Assessment forms
- Parents at meetings
- Memorandum of interagency agreement
- Waiver
- Translation and interpretation services

**Values Change**

- What shifts in priorities, resources and power are necessary?
- What sacrifices would have to be made and by whom?
- Whose values, beliefs, attitudes or behaviors must change in order to move forward?

**Adaptive**

- Computers in the workplace
- Strengths based services
- Family involvement
- Interagency collaboration
- Flexible financing
- Cultural and Linguistic Competence

Source: Leadership Academy, Georgetown University, 2003

Slide Source: National Center for Cultural Competence, 2008

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## Addressing Disparities

**Technical work:  
Eliminating Disparities**

- Collect and report data on health care access and utilization by patients' race, ethnicity, socioeconomic status, and where possible, primary language
- Increase the proportion of underrepresented U.S. racial and ethnic minorities among health professionals
- Promote the use of community health workers and multidisciplinary treatment and preventive care teams
- Integrate cross-cultural education into the training of all current and future health professionals

**Adaptive work:  
Addressing Inequities**

- Increase awareness of racial and ethnic disparities in health and mental health care among the general public and key stakeholders
- Enhance patient-provider communication and trust to reduce barriers
- Implement client education programs to increase their health literacy, including knowledge of how to best access care, navigate service system, and participate in treatment decisions
- Embark on advocacy activities to change social policies that contribute to disparities.

Sockalingam and Jackson, 2007

Slide Source: National Center for Cultural Competence, 2008

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## Workforce Diversity

**Technical work:  
Having the right numbers**

- Collecting employee data on a variety of cultural factors
- Preparing demographic analysis of service population and community being served
- Abiding by Equal Employment Opportunity, Affirmative Action and Americans with Disability Act laws
- Developing human resource policies and procedures that address diversity and cultural and linguistic competence
- Using racial, ethnic, and culture specific media to recruit workers from different racial, ethnic and cultural groups

**Adaptive work:  
Having the right people**

- Engaging in analysis of the nature of the work to be accomplished and redefining the job titles, position descriptions, and classifications
- Reviewing academic requirements, credentialing requirements and other potential barriers
- Engaging staff in an on-going process of professional development in cultural and linguistic competence
- Engaging existing staff in a process to accept and embrace vision for diverse workforce, and to confront bias and stereotypes in a safe environment.

Sockalingam and Jackson, 2007

Slide Source: National Center for Cultural Competence, 2008

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## Evidence-Based Practices

<p><b>Technical work:</b> Evidence based/supported</p> <ul style="list-style-type: none"> <li>• Researching the most appropriate evidence-based approaches or evidence-supported treatments</li> <li>• Developing guidelines for adoption of evidence based approaches or evidence supported treatments</li> <li>• Training staff in their use to a level of clinical competence</li> <li>• Developing evaluation protocols for accountability of outcomes</li> <li>• Creating a continuing education system that ties research and practice in training programs</li> </ul>	<p><b>Adaptive work:</b> Practice/Community based</p> <ul style="list-style-type: none"> <li>• Analyzing the effectiveness of evidence-based approaches and evidence supported treatments to meet needs populations of focus and making adaptations as indicated.</li> <li>• Motivating clinicians, supervisors, administrators, and intervention systems to implement and use theoretically sound, practice or community based interventions</li> <li>• Identifying and implementing approaches that combine: best research evidence and best clinical experience, consistent with client values, expectations of helpers, and explanatory beliefs.</li> </ul>
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Sockalingam and Jackson, 2007

Slide Source: National Center for Cultural Competence, 2008

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## Culturally Competent Practices

**Policy Making Level**



- values & principles
- vision or mission statement
- allocation of fiscal & personnel resources
- community engagement, partnerships & capacity building
- quality improvement & program evaluation
- MIS/data systems
- contracts & consulting agreements
- participation in research

(Adapted from NCCC Policy Brief Series)

Slide Source: National Center for Cultural Competence, 2008

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## Culturally Competent Practices

**Administrative Level**



- agency self-assessment
- recruit, retain and support a diverse workforce
- insure for a well-trained and competent workforce
- service delivery adapted to community and cultural context
- provision of interpretation & translation services

(Excerpt from Policy Brief 1 - NCCC)

Slide Source: National Center for Cultural Competence, 2008

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## Culturally Competent Practices

### Provider Level

modify approaches to:

- assessment & diagnostic protocols
- treatment & interventions
- medication protocols
- education & counseling
- consulting with traditional/indigenous practitioners & natural healers

Slide Source: National Center for Cultural Competence, 2008



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## Culturally Competent Practices

### Provider Level

modify approaches to:

- intake interview protocols
- disseminating information
- partnering with consumers and families
- consulting & collaborating with cultural brokers
- coaching & mentoring (e.g. home, school, work, recreational settings)

Slide Source: National Center for Cultural Competence, 2008



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## Culturally Competent Practices CONSUMER LEVEL

- advocacy
- partnerships
- advisory groups
- board membership
- program staff & consultants
- knowledge beacon

T.D. Goode

Slide Source: National Center for Cultural Competence, 2008



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## What are the implications for cultural & linguistic in ...

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- **CORE FUNCTIONS**  
What we do .....
- **HUMAN RESOURCES & STAFF DEVELOPMENT**  
Who we are ...
- **FISCAL RESOURCES & ALLOCATION**  
Where the money goes ...
- **COLLABORATION & COMMUNITY ENGAGEMENT**  
Who our partners are ...
- **CONTRACTS**  
Whom do we entrust to deliver services and supports ...



Slide Source: National Center for Cultural Competence, 2008


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## Framework for Cultural and Linguistic Competence

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- Values
- Policies
- Structures
- Practices
- Behaviors
- Attitudes

Slide Source: National Center for Cultural Competence, 2008


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## Characteristics of Culturally and Linguistically Competent Organizations

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- philosophy
- mission statement
- policy, structures, procedures, practices
- diverse, knowledgeable & skilled workforce
- dedicated resources & incentives
- community engagement & partnerships
- publish & disseminate
- advocacy

T.D. Goode  
Slide Source: National Center for Cultural Competence, 2008


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