


BUILDING WITH WHAT TOOLS?

- Framework
- Leadership
- Plan
 - Policies
 - Resources

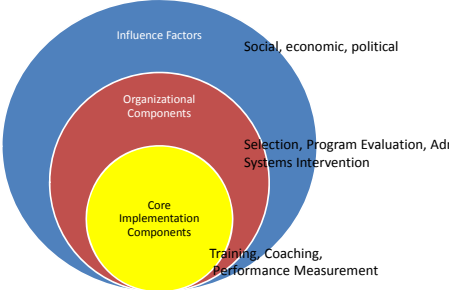


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TRANSLATION TO PRACTICE



IMPLEMENTATION SCIENCE



Influence Factors: Social, economic, political

Organizational Components: Selection, Program Evaluation, Adm, Systems Intervention

Core Implementation Components: Training, Coaching, Performance Measurement

National Implementation Research Network www.fpg.unc.edu/~nirn

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

(adapted from Cross, Bazron, Dennis and Isaacs, 1989)

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Five Elements of Cultural Competence

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)

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Five Elements of Cultural Competence

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)

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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
- patient/family/consumer
- community


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

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

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Create an Infrastructure: What are the implications for culture & language in ...

- **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 ...



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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."

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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. (Branley, 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, 2011

The bell curve



Slide Source: National Center for Cultural Competence, 2011

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, 2011

NCCC Cultural and Linguistic Competence Policy Assessment

- Knowledge of Diverse Communities
- Organizational Philosophy
- Personal Involvement in Diverse Communities
- Resources and Linkages
- Human Resources
- Clinical Practice
- Engagement of Diverse Communities

Slide Source: National Center for Cultural Competence, 2011

Power of Policy

- **Codifies values and principles** of the body
- Informs the body of **expectations**
- Guide for **decision-making**
- Provides **instruction and direction**
- Asserts **authority** over the tasks at hand
- Delineate **consequences** related to action and inaction

In the spirit of practice improvement - the direction and instruction within the auspice of authority helps to move the bell curve in the preferred direction.

Slide Source: National Center for Cultural Competence, 2011

A Framework for Putting Culturally and Linguistically Competent Values into Policy & Practice

Value	Policies	Structures	Practices	Behaviors	Attitudes
Community members are full partners in decision-making.	Community participation is required in planning, implementation, evaluation of organization's activities	Community participation in: - committees - governing boards - task forces - focus groups - grant reviews - ad-hoc committees - IRB committees	Provide accommodations and other supports to assure participation (e.g. transportation, stipends, meetings held in accessible venues). Provide training to ensure that necessary information for meaningful participation is equally shared.	Actively acquire community knowledge	Diverse perspectives are actively solicited, welcomed, and respected

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Unclaimed Children Revisited: The Status of Children's Mental Health Policy in the United States*

- *“Competency-based training for cultural and linguistic relevance*
- *Infrastructure support for developing and sustaining a culturally and linguistically competent workforce*
- *Regularly updated assessments of cultural and linguistic competence*
- *Stakeholder involvement in policy and programming”*

*(Cooper, Aratani, Knitzer, et al, 2008 – National Center for Children in Poverty)

Slide Source: National Center for Cultural Competence, 2011



Summary of Policy Themes

- Structures
- Plan
- Training
- Credentialing
- Stakeholder/community engagement
- Via executive order, legislation, administrative rule, law suit
- Tailored for the issues and demographics of the community

Slide Source: National Center for Cultural Competence, 2011



My House



A hill is a house for an ant, an ant

A hive is a house for a bee



A hole is a house for a mole or a mouse

And a house is a house for me