

# Achieving Cultural and Linguistic Competence: Implications for Human Services and Education

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## Rationale for Cultural and Linguistic Competence in Human Services & Education

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- Respond to current and projected demographic change
- Eliminate long-standing disparities
- Improve quality of care, services and outcomes
- Meet legislative, regulatory and accreditation mandates
- Gain & maintain a competitive edge in the market place

(Excerpt from NCCC Policy Brief 1 – Revised 2003)

T.D. Goode

Slide Source: National Center for Cultural Competence, 2008



## Rationale for Cultural and Linguistic Competence in Human Services & Education

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- Work force diversity
- Formal education of staff & volunteers
- Decrease risk of liability/malpractice
- Emerging research validates its efficacy

(Excerpt from NCCC Policy Brief 1 – Revised 2003)

T.D. Goode

Slide Source: National Center for Cultural Competence, 2008



## A quick look at demographic trends



Slide Source: National Center for Cultural Competence, 2008

### Persons Becoming Legal Residents of Maryland During Fiscal Year 2004 -Top 10 Countries of Birth

Country	Total
India	15,711
Philippines	1,540
El Salvador	1,362
Nigeria	1,200
China	1,068
Korea	909
Ethiopia	864
Jamaica	523
Ghana	506
Peru	420

Data Source: Office of Immigration Statistics, Profiles on Legal Permanent Residents Fiscal Year 2004

Slide Source: National Center for Cultural Competence, 2008

### Top 10 Languages Spoken in Maryland in Year 2005

English	4,344,045
Spanish	289,481
French	46,959
Chinese	39,898
Korean	32,649
Kru, Ibo, Yoruba	23,792
Tagalog	21,802
German	21,307
Russian	21,200
Vietnamese	16,756

Data Source: Modern Language Association based on 2005 Census data

Slide Source: National Center for Cultural Competence, 2008



## Language Use, English Ability & Linguistic Isolation

Census 2000 indicates that of those who speak a language other than English at home in Maryland:



- ➔ 51.5% speak English very well
- ➔ 26.2% speak English well
- ➔ 16.8 % do not speak English well
- ➔ 05.6 % do not speak English at all

Data Source: Migration Policy Institute and  
\*U.S. Census Bureau, Census 2000,  
Summary File 3, Tables P19, PCT13 and PCT 14

Slide Source: National Center for Cultural Competence, 2008



## What is Linguistic Isolation ?

Linguistic Isolation refers to households in which no person over the age of 14 speaks English at least very well



20.4% of the foreign-born population of Maryland lives in linguistic isolation.

Data Source: U.S. Census Bureau, Census 2000,  
Summary File 3, Tables P19, PCT13 and PCT14.

Slide Source: National Center for Cultural Competence, 2008



## Differing World Views



Slide Source: National Center for Cultural Competence, 2008

## Cultural Factors That Influence Diversity Among Individuals and Groups

### 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 Beliefs & Practices
- 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

Modified from James Mason, Ph.D., NCCC  
Senior Consultant

Slide Source: The National Center for Cultural Competence, 2008

## Cultural Factors That Influence Diversity Among Individuals and Groups

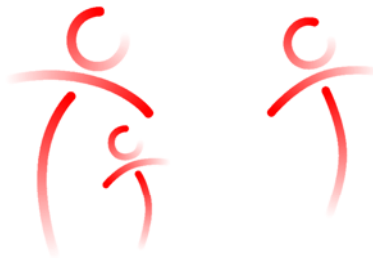
### External Factors

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

Modified from James Mason, Ph.D., NCCC  
Senior Consultant

Slide Source: The National Center for Cultural Competence, 2008

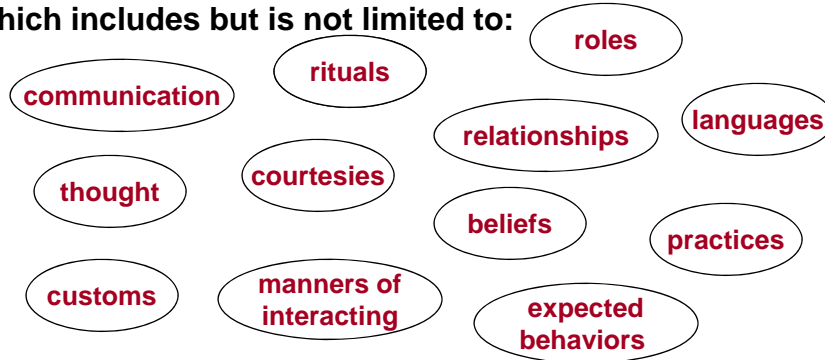
## A Closer Look at Culture



Slide Source: National Center for Cultural Competence, 2008

# Culture

**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.

Slide Source: The National Center for Cultural Competence, 2008

## Culture is ...

- applicable to all peoples
- active & dynamic
- changes over time
- changes with migration
- changes to meet new challenges to group
- changes through interactions with other groups
- changes based on climate



Adapted from Vivian Jackson, NCCC, 2003

Slide Source: National Center for Cultural Competence, 2008



## Culture is ...

- multi-layered
  - at personal, family, community level
  - home, school, work/profession levels
- malleable over time
- always considered within a context



Adapted from Vivian Jackson, NCCC, 2003

Slide Source: National Center for Cultural Competence, 2008



## Culture is ...

- viewed as thick, thin or compartmentalized
  - thick - permeates all aspects of life
  - thin - reflected in surface aspects
  - compartmentalized - different expression of culture at home and in public



Adapted from Vivian Jackson, NCCC, 2003

Slide Source: National Center for Cultural Competence, 2008



# Culture

- structures perceptions
- shapes behaviors
- is the total way of life – it tells group members how to behave and provides their identity



Adapted from Vivian Jackson, NCCC, 2003

Slide Source: National Center for Cultural Competence, 2008



# Culture

**Culture** is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

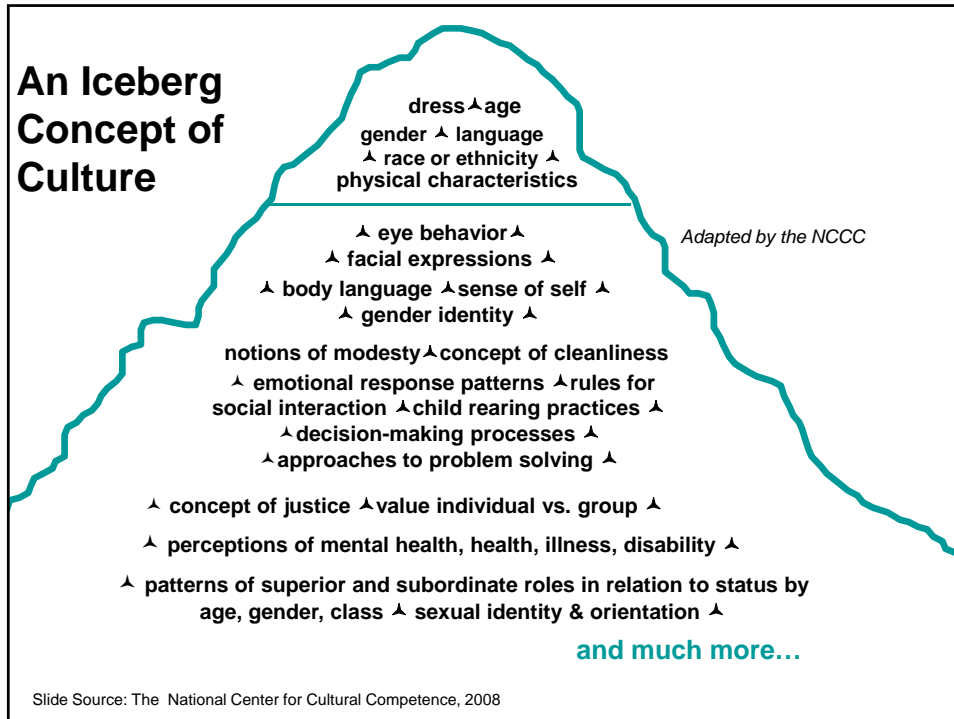


It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.

(Lynch & Hanson 1992 Developing Cross Cultural Competence)

Slide Source: National Center for Cultural Competence, 2008

## An Iceberg Concept of Culture



## Culture is ...

a system of collectively held values, beliefs, and practices of a group which guides decisions, and actions in patterned and recurrent ways. It encompasses the organization of thinking, feeling, believing, valuing and behaving collectively that differentiates one group from another. (Wenger, A. , 1991).



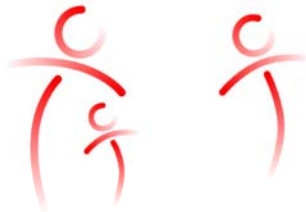
**Organizational culture is ...**

a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, E., 1985)

Slide Source: National Center for Cultural Competence, 2008

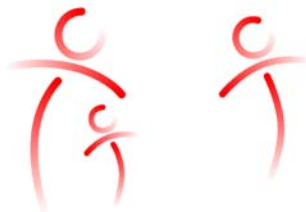


## Cultural & Linguistic Competency Definitions, Frameworks & Implications for Organizational Change



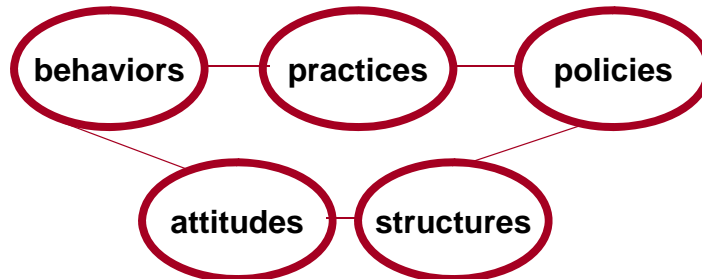
Slide Source: National Center for Cultural Competence, 2008

## Cultural Competence



Slide Source: National Center for Cultural Competence, 2008

# Cultural Competence



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



## 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)

Slide Source: National Center for Cultural Competence, 2008



## 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



## ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

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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.

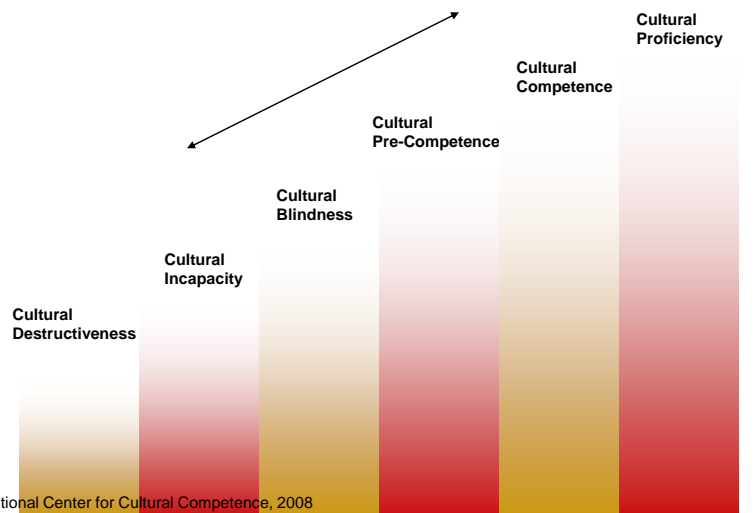
Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

Slide Source: National Center for Cultural Competence, 2008



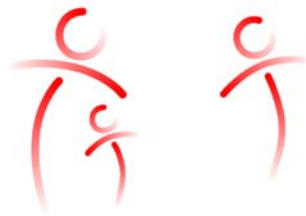
# Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)



Slide Source: National Center for Cultural Competence, 2008

# Linguistic Competence



Slide Source: National Center for Cultural Competence, 2008

# Linguistic Competence

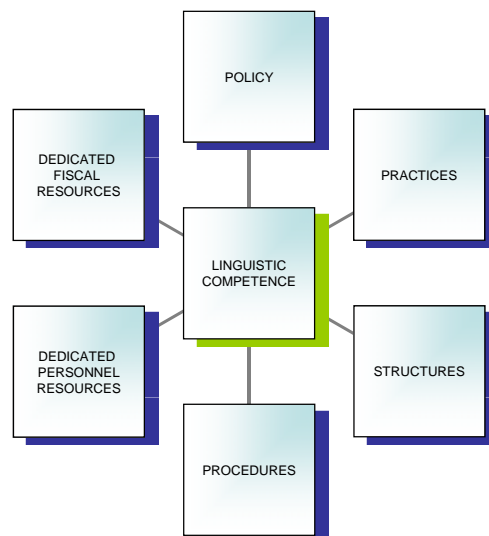
- is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills, and individuals with disabilities
- 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



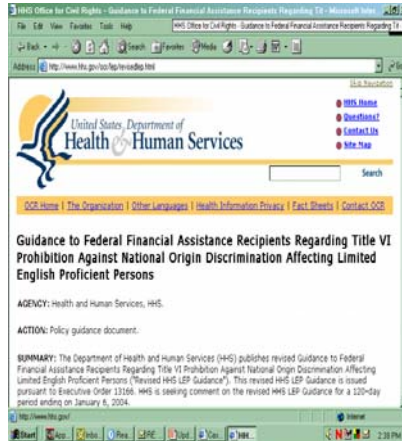
## LINGUISTIC COMPETENCE FRAMEWORK



Slide Source: National Center for Cultural Competence, 2008



## DHHS Guidance and Requirements



- <http://www.hhs.gov/ocr/lep/revisedlep.html>
- <http://www.lep.gov>

Slide Source: National Center for Cultural Competence, 2008

## Who is covered under the guidance?

### Recipients of HHS assistance may include, for example:

- Hospitals, nursing homes, home health agencies, and managed care organizations.
- Universities and other entities with health or social service research programs.
- State, county, and local health agencies.
- State Medicaid agencies.
- State, county and local welfare agencies.
- Programs for families, youth, and children.
- Head Start programs.
- Public and private contractors, subcontractors and vendors.
- Physicians and other providers who receive Federal financial assistance from HHS



Slide Source: National Center for Cultural Competence, 2008

# 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



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

### Health Care organizations must:

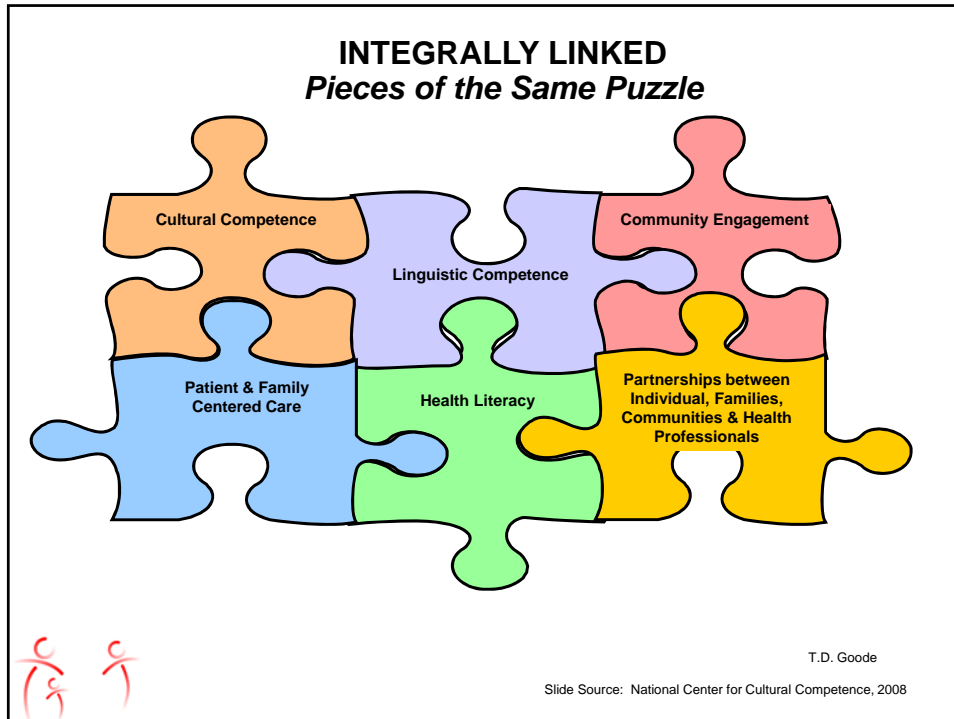
**Standard 4.** offer and provide language assistance services, at no cost to each patient/consumer, at all points of contact, timely and during all hours of operation

**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



## What are the implications for cultural and linguistically competency 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



Data Source: Planning for Cultural & Linguistic Competence in State Title V Programs Serving Children and Youth with Special Health Care Needs and their Families, 2003  
Slide Source: National Center for Cultural Competence, 2008

## **Characteristics of Culturally & 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

Slide Source: National Center for Cultural Competence, 2008



## **Cultural & Linguistic Competency within the Context of Organizational Change**



Slide Source: The National Center for Cultural Competence, 2008

## Considering Cultural & Linguistic Competency 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

## 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

## Organizational Change Theories Applied to Cultural & Linguistic Competency

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**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.

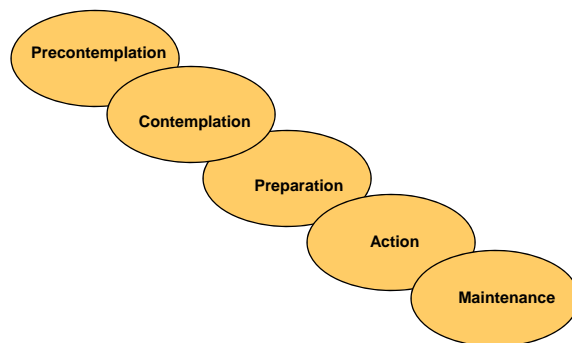
Data Source:  
Mayeno, L. Multicultural Organizational Development: A Resource for Health Equity, in Cultural Competence in Health Care Series, The California Endowment and Compasspoint Nonprofit Services, April 2007.

Slide Source: National Center for Cultural Competence, 2008



## Stages of Change

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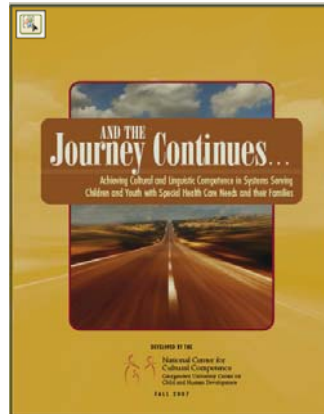


Data Source: Prochaska, J.O., Redding, C.A. & Evers, K.E. (1997). A Transtheoretical Model and Stages of Change. In K. Glanz, F.M. Lewis, B.K. Rimer (Eds.) Health Behavior and Health Education: Theory Research and Practice a(2<sup>nd</sup> edition) (pp. 60-84). San Francisco: Jossey-Bass Publishers.

Slide Source: National Center for Cultural Competence, 2008



## LESSONS OF THE JOURNEY



Slide Source: National Center for Cultural Competence, 2008

## WATCH FOR SIGNS ALONG THE ROAD!!



Detour  
Stop Sign  
U-Turn



Proceed with Caution

Hidden Entrance

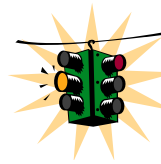
Work Zone

Divided Highway

New Traffic Pattern

Hazardous Driving Conditions  
Watch for Pedestrians & Cyclists

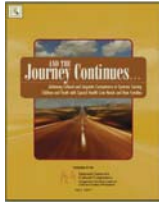
Slow Speed  
Toll Ahead



T.D. Goode

Slide Source: National Center for Cultural Competence, 2008

## LESSONS OF THE JOURNEY



- Leadership
- Shared Ownership
- The ISMs: Confronting the Undercurrents
- Keeping it Real
- Weave into the Fabric of the Organization

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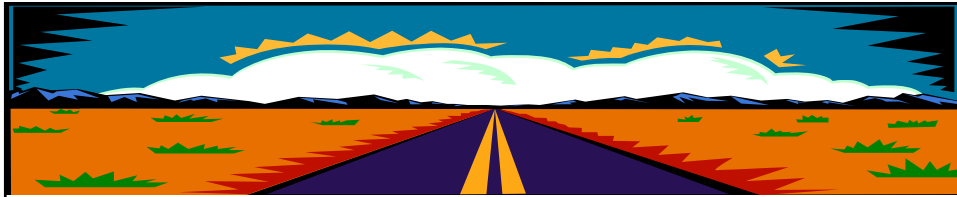
**As a culturally competent \_\_\_\_\_  
I am capable of interacting positively with  
people who do NOT**

**look like,  
talk like,  
move like,  
think like,  
believe like,  
act like,  
live like...  
ME!!!**

(Adapted from Multnomah County Department of Health, Oregon)

Modification from Mike Magy, Massachusetts Department  
of Mental Health, November 2005

Slide Source: The National Center for Cultural Competence, 2008



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

**Safe travels!**

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