

Major Cultural Groups in Our Community

(sample)

List the major cultural groups of your community (including but not limited to ethnic cultural groups) that your team will need awareness about in order to be effective:

GROUP A	GROUP B
<ul style="list-style-type: none"> • Immigrant Bosnian community 	<ul style="list-style-type: none"> • Persons in recovery from alcohol and drug addiction
<ul style="list-style-type: none"> • Persons with different physical disabilities 	<ul style="list-style-type: none"> • Baha'i faith community
<ul style="list-style-type: none"> • Migrant farm worker families 	<ul style="list-style-type: none"> • Southeast Asian community
<ul style="list-style-type: none"> • Seventh Day Adventist families 	<ul style="list-style-type: none"> • The Muslim faith community
<ul style="list-style-type: none"> • Persons living on public assistance 	<ul style="list-style-type: none"> • Persons living with HIV/AIDS
<ul style="list-style-type: none"> • Youth in foster care 	
<ul style="list-style-type: none"> • Members of the Gay, Lesbian, Bi-sexual, Transgender and Questioning community 	
<ul style="list-style-type: none"> • S'Klallam Tribal community 	

Help your team think through their approach to learning about your various cultural communities by clarifying:

- ⇒ Group A = Cultural Groups that are a priority to learn about because they are the cultural groups represented in the population you are involved with.

- ⇒ Group B = Cultural Groups that are also a second priority to learn about because they are part of the community but may not be as closely linked with your program

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Sample of a Cultural Audit Observation Worksheet

(Adapted from work of James P. Hickman)

This worksheet is to be completed during or after the observation. Please try to use as many of your senses as possible and also include your intuitive responses. Your impressions in detail will be helpful.

Name of Observer:

Cultural Background:

Program/Organization Observed:

Date and Time of Observation:

Area Observed (if limited):

Notes about the Style of Observation (e.g., announced or unannounced):

Other Members of Observation Team:

Other Comments about Observation Process:

Notes of cultural groups you are hoping to pay particular attention to:

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1. What do the visual images (art work, photographs, colors, decorations, etc.) you noticed reflect about which cultural groups might feel comfortable or uncomfortable here?

2. What do the sounds (music, loud speaker announcements, buzzers, etc.) that you noticed reflect about which cultural groups might feel comfortable or uncomfortable here?

3. What do the verbal communications you noticed reflect about which cultural groups might feel comfortable or uncomfortable here?

4. What do the written communications you noticed reflect about which cultural groups might feel comfortable or uncomfortable here?

5. What do the non-verbal communications you noticed reflect about which cultural groups might feel comfortable or uncomfortable here?

6. What do the physical design and layout of the building and its rooms reflect about which cultural groups might feel comfortable or uncomfortable here?

7. What do you notice about the people who you encountered---staff and visitors/clients/customers? What kinds of similarities and differences do you notice?
8. Are there patterns in how people of different cultural groups appear to hold different jobs, leadership positions?
9. What do you notice about how people of different cultural groups interact with each other—within their group and with people of other cultural groups?
10. If you have an opportunity to review any marketing materials for the organization, do you notice any differences about who is being recruited or marketed to?
11. What do you notice about how different cultural groups are validated within the setting?
12. Any other observations?
13. Please summarize your reactions to the way this organization appears to respond to diversity:

Resources

American Speech-Language-Hearing Association

<http://www.asha.org/about/leadership-projects/multicultural/self.htm>

National Center for Cultural Competence at Georgetown University Center for Child & Human Development

<http://www11.georgetown.edu/research/gucchd/nccc/>

Cultural Competence Checklist: **Personal Reflection**

Ratings:

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

This tool was developed to heighten your awareness of how you view clients from culturally and linguistically diverse (CLD) populations. There is no answer key; however, it will be important for you to review those responses which you rated "5" and "4", even "3".

- I treat all of my clients with respect for their culture, even though it may be different from my own.
- I do not impose my beliefs and value systems onto my clients, their family members or friends.
- I believe that it is acceptable to speak a language other than English.
- I accept my clients' decisions as to the degree to which they choose to acculturate into the dominant culture.
- I have no problems accepting and providing services to clients who are GBLT (Gay, Lesbian, Bisexual, or Transgendered).
- I am driven to respond to others' insensitive comments or behaviors.
- I do not participate in insensitive comments or behaviors.
- I am aware that the roles family members play may differ between or by culture.
- I recognize family members and other designees as decision makers for services and support.
- I respect non-traditional family structures (e.g. divorced parents, same gender parents, grandparents as caretakers, etc).
- I understand the difference between a communication disability and a communication difference.
- I understand that most people who have limited English skills and/or accents:
 - Have the same intellectual capacity as anyone else
 - May be very capable of communicating clearly and effectively in their native language

- I understand how culture can impact child-rearing practices in:
 - Discipline
 - Dressing
 - Toileting
 - Feeding
 - Self-help skills
 - Expectations for the future
- I understand the impact of culture on life activities, such as:
 - Education
 - Religion
 - Alternative medicine
 - Customs or superstitions
 - Employment
 - Perception of time
 - Views of wellness
 - Views of disabilities
 - The value of Western medical treatment
- I understand my clients' cultural norms may influence communication in many ways, including:
 - Eye contact
 - Interpersonal space
 - Use of gestures
 - Comfort with silence
 - Turn-taking
 - Topics of conversation
 - Asking and responding to questions
 - Greetings
 - Interrupting
 - Use of humor



While several sources were consulted in the development of this checklists, the following documents inspired its design. Goode, T. D. (1989, revised 2002). Promoting cultural and linguistic competence self-assessment checklist for personnel Providing services and supports in early intervention and childhood settings.

Cultural Competency Assessment Tool

Published by the Vancouver BC, Ethnocultural Advisory Committee of the Ministry of Children and Families

Area of Impact	Criteria Statement
Organizational/ Foundation Statements and Documents	<ul style="list-style-type: none"> • The process of developing/reviewing the statements/documents includes input and/or participation from staff and people from outside the organization.
	<ul style="list-style-type: none"> • Statements/documents have been communicated to staff and are understood by staff.
	<ul style="list-style-type: none"> • Statements/documents have been communicated to the target population or are readily available to them.
	<ul style="list-style-type: none"> • Statements/documents reflect that all services, whether delivered directly or indirectly, should be culturally competent.
	<ul style="list-style-type: none"> • Language in the organizational statements/documents acknowledge the ethno-cultural diversity of the target population (service and geographical targets), board and staff.
	<ul style="list-style-type: none"> • The statements/documents make reference to involving various groups in decision making.
	<ul style="list-style-type: none"> • Organizational statements/documents acknowledge the importance of service equity.
Program Policies and Procedures	<ul style="list-style-type: none"> • Policies and procedures are developed through consultation with and input from staff, board, and others who reflect the cultural make-up of the target client population.
	<ul style="list-style-type: none"> • Policies promote a range of culturally appropriate service delivery models.
	<ul style="list-style-type: none"> • The organization has policies that incorporate goals of eliminating barriers of accessibility to services and which have been implemented.
	<ul style="list-style-type: none"> • The organization has policies on multiculturalism, racism, harassment and discrimination that extend to clients and which have been implemented.
	<ul style="list-style-type: none"> • Policies that should be shared with clients are available in different languages. (Alternatively, the organization could have a translator, interpreter or multi-lingual staff to assist non-English speaking clients.)
	<ul style="list-style-type: none"> • Policies are translated into procedures, which are reviewed for

	consistency with policy.
	<ul style="list-style-type: none"> • Policies and procedures are communicated to staff and/or discussed in training sessions.
Program Practices	<ul style="list-style-type: none"> • Information is gathered about the demographics of the targeted client group.
	<ul style="list-style-type: none"> • Client groups are reflective of the community served, assuming the target group is a community in general.
	<ul style="list-style-type: none"> • A range of culturally appropriate service delivery models are planned, developed and implemented.
	<ul style="list-style-type: none"> • Programs are developed/reviewed through community consultation.
	<ul style="list-style-type: none"> • Programs are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate services in terms of cultural needs.
	<ul style="list-style-type: none"> • Program practices are reviewed for consistency with policies and procedures.
	<ul style="list-style-type: none"> • A complaint resolution process is used and is effective.
	<ul style="list-style-type: none"> • The skill sets of staff/volunteers reflect the needs of the target population.
Personnel Policies and Practices	<ul style="list-style-type: none"> • The organization has developed and implemented an employment equity plan that covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and composition of work force that reflects the cultural diversity of the community.
	<ul style="list-style-type: none"> • Input was sought from staff, management and board members in developing Employment Equity and Personnel policies.
	<ul style="list-style-type: none"> • The organization has personnel policies on multiculturalism, racism, harassment and discrimination, which have been implemented.
	<ul style="list-style-type: none"> • The organization has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs, and which has been implemented.
	<ul style="list-style-type: none"> • Policies are translated into procedures, which are reviewed for consistency with policy.
	<ul style="list-style-type: none"> • Policies and procedures are communicated to staff and staff

	<p>understand them.</p>
	<ul style="list-style-type: none"> • Management conducts performance evaluations being sensitive to cultural differences.
	<ul style="list-style-type: none"> • Performance evaluations have a section on cultural competence.
Skills and Training	<ul style="list-style-type: none"> • A training plan, which includes ethno-cultural and cultural competency related training, has been developed.
	<ul style="list-style-type: none"> • The training plan acknowledges the importance of providing relevant and accessible services to the targeted groups.
	<ul style="list-style-type: none"> • The organization provides training to all staff to increase their awareness of cultural competency.
	<ul style="list-style-type: none"> • The organization provides additional support to ethno-cultural staff and volunteers, where required.
	<ul style="list-style-type: none"> • Funds and staff time are set aside for cultural competency training.
	<ul style="list-style-type: none"> • People with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.
Organizational Composition and Climate	<ul style="list-style-type: none"> • The composition of the organization (management, staff, board, committees, contractors) is reflective of the targeted client groups.
	<ul style="list-style-type: none"> • The organization provides a welcoming environment for the relevant target groups.
	<ul style="list-style-type: none"> • The organization and its contractors accommodate diverse religions and cultures.
	<ul style="list-style-type: none"> • People from diverse backgrounds participate in the organization.
Community Consultation and Communication	<ul style="list-style-type: none"> • A Community Consultation strategy to assist in service planning and delivery was developed with the community.
	<ul style="list-style-type: none"> • The Community Consultation strategy recognizes the linguistic diversity of the community.
	<ul style="list-style-type: none"> • The knowledge and experience of community resources are recognized and utilized when designing programs and

	services.
	<ul style="list-style-type: none">• Various cultural groups in the community have been consulted about the best ways to pursue employment equity.
	<ul style="list-style-type: none">• Promotional and educational materials are culturally sensitive and accessible to all client target groups.
	<ul style="list-style-type: none">• The organization collaborates with other organizations to develop and deliver culturally responsive services.