

***The Cultural Competency Curriculum  
for Disaster Preparedness and Crisis  
Response***

*Course 1: Introduction to CLAS in  
Disaster Preparedness and Crisis  
Response*

# Course 1 Learning Objectives

- Provide a reason for including cultural and linguistic competence in disaster preparedness and crisis responses efforts.
- Describe the *National Standards on Culturally and Linguistically Appropriate Services in Health and Health Care (National CLAS Standards)* and what they stand for.
- Define cultural and linguistic competence.
- Identify the Five Elements of Cultural Competence.
- Identify elements of self-assessment to the practice of cultural competence.
- Use a culturally competent history taking tool.
- Identify three factors that contribute to the disproportionate risk that minorities face in disasters.
- Differentiate between an interpreter and a translator.
- Identify and describe the three roles an interpreter may hold.
- Name the individuals that should be present during a triadic interview.

# Course 1 Modules

1. Definition of a Disaster
2. Awareness and Acceptance of Difference
3. Awareness of Own Cultural Values
4. Understanding Dynamics of Difference
5. Development of Cultural Knowledge
6. Ability to Adapt Activities

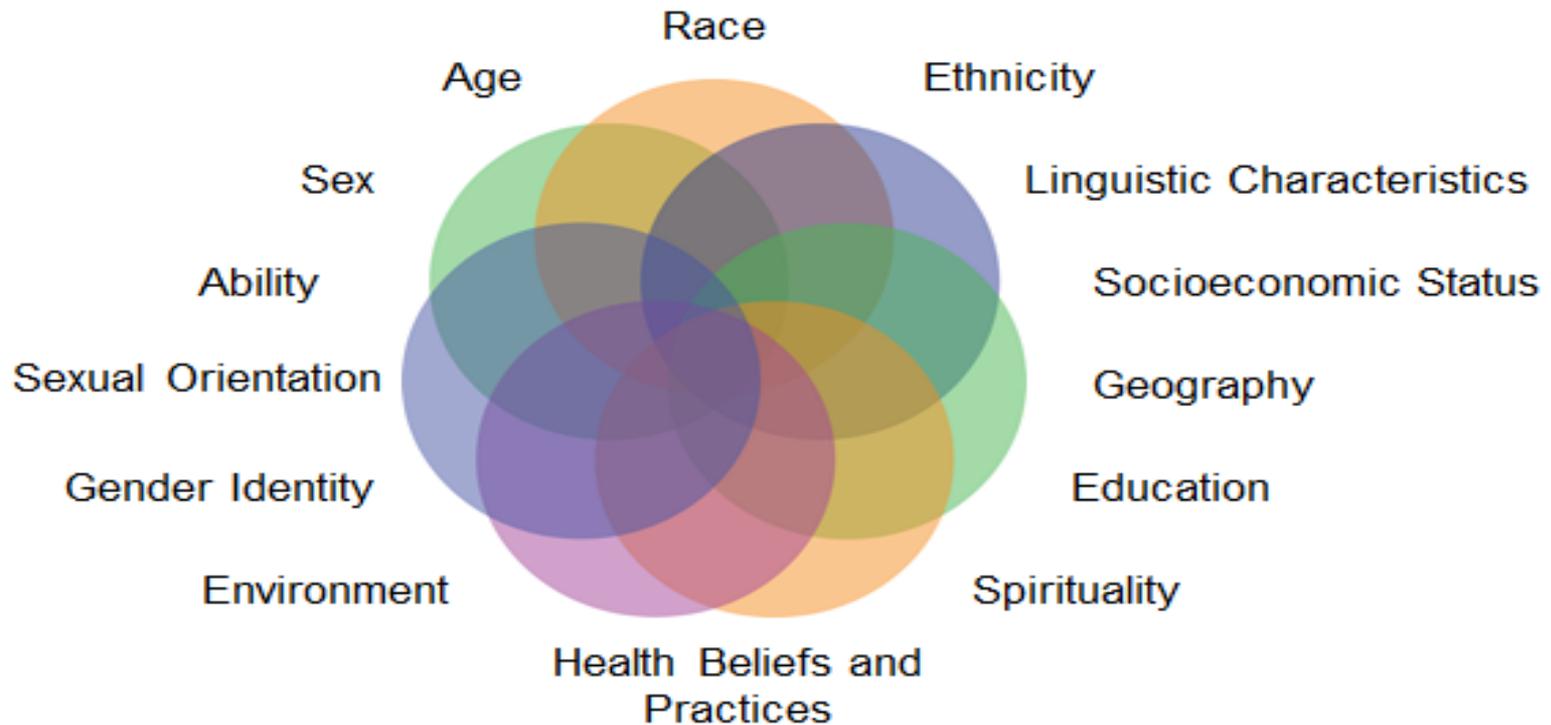
# *The National Standards on Culturally and Linguistically Appropriate Services in Health and Health Care*



# Culturally and Linguistically Appropriate Services (CLAS) and Cultural and Linguistic Competency

<p>Culturally and linguistically appropriate services (CLAS)</p>	<p>Services that are respectful of and responsive to individual cultural health beliefs and practices, preferred languages, health literacy levels, and communication needs and employed by all members of an organization (regardless of size) at every point of contact.</p>
<p>Cultural and linguistic competency</p>	<p>The capacity for individuals and organizations to work and communicate effectively in cross-cultural situations. Policies, structures, practices, procedures, and dedicated resources can support this capacity. Cultural and linguistic competency occurs through adopting and implementing strategies to ensure appropriate awareness of, attitudes toward, and actions about diverse populations' cultures and languages.</p>

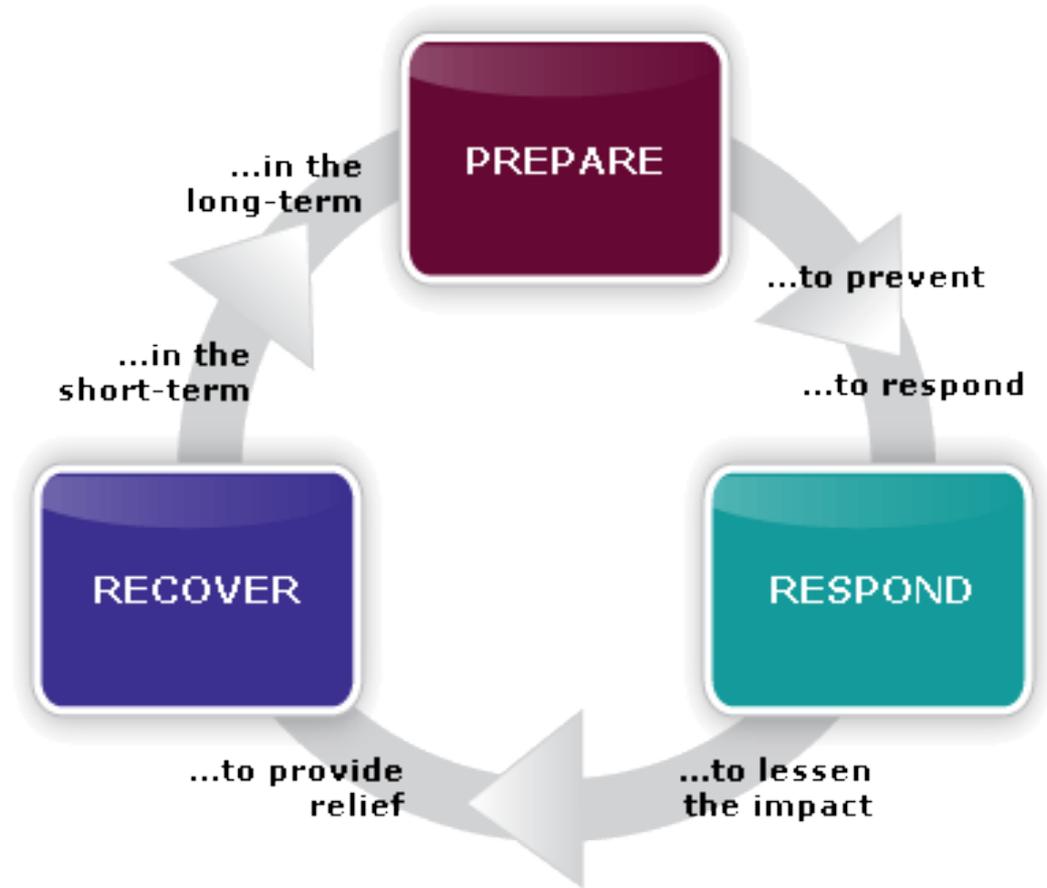
# Aspects of Culture



# Module 1: Definition of a Disaster

## Phases of a Disaster

- Preparation
- Response
- Recovery



# Five Elements of Cultural Competence



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# Five Elements of Cultural Competence



# Module 1 Recap



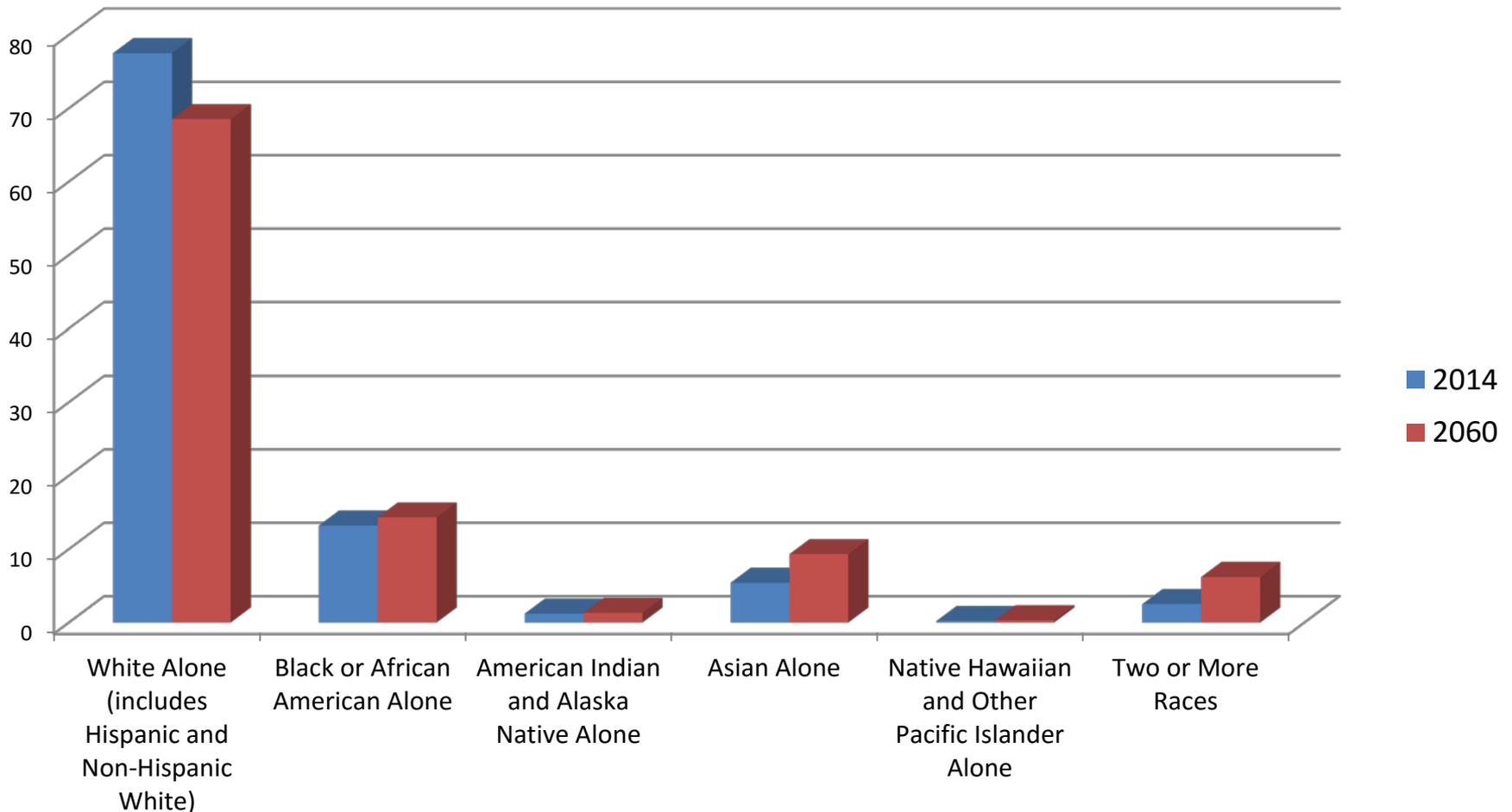
Take a moment to reflect on what we have covered so far.

What are your most important insights?

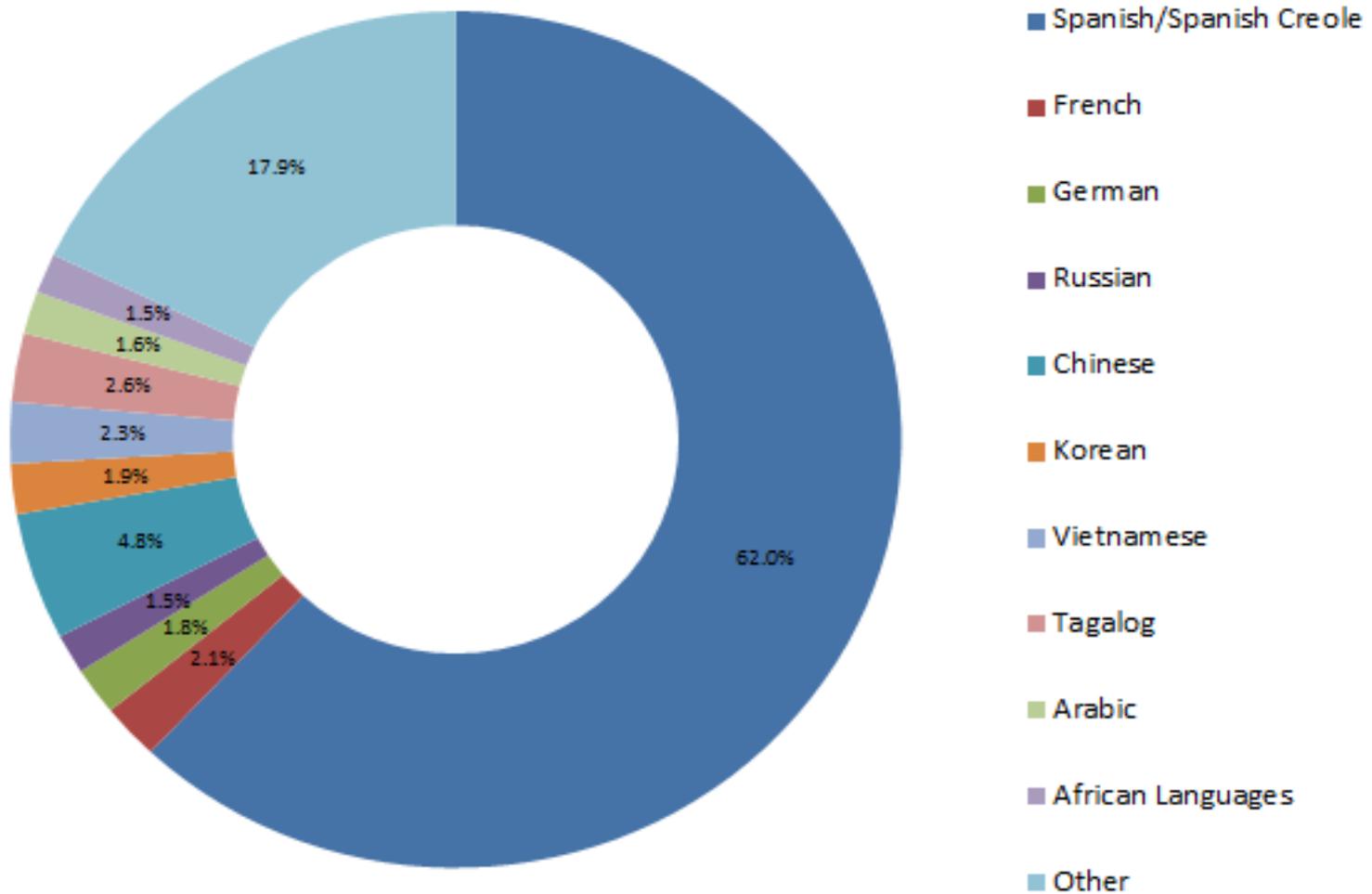
# Module 2:

# Awareness and Acceptance of Difference

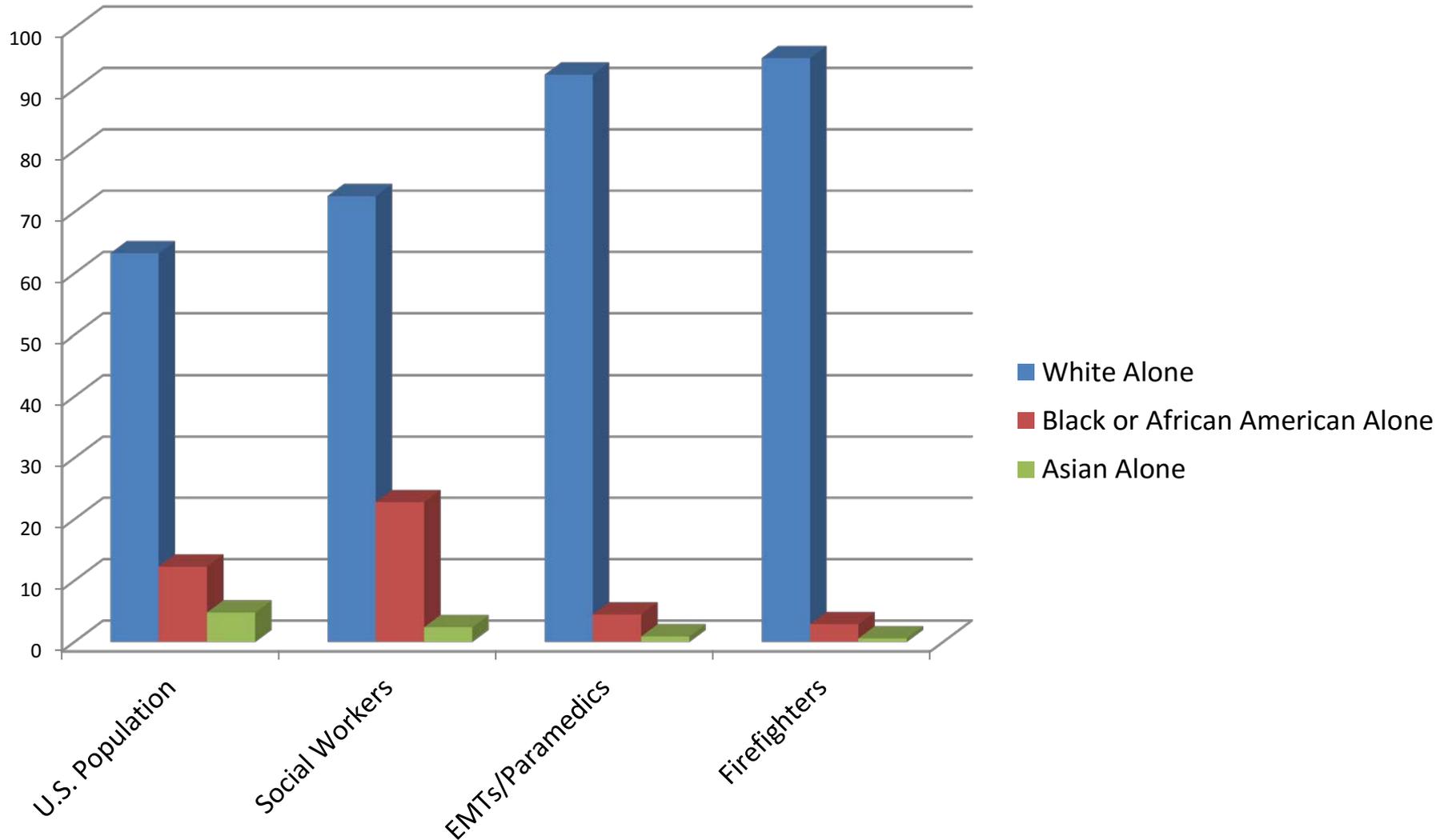
## Racial Diversity in the United States



# Diversity of Language in the United States



# Diversity of First Responders in the United States



# From the Field

## **Disaster Personnel and Emergency Center Work Together to Better Serve Community**



What types of collaborations, if any, like this exist in the area you serve?

What can you do to help initiate more of these collaborations in your area?

# Module 2 Recap



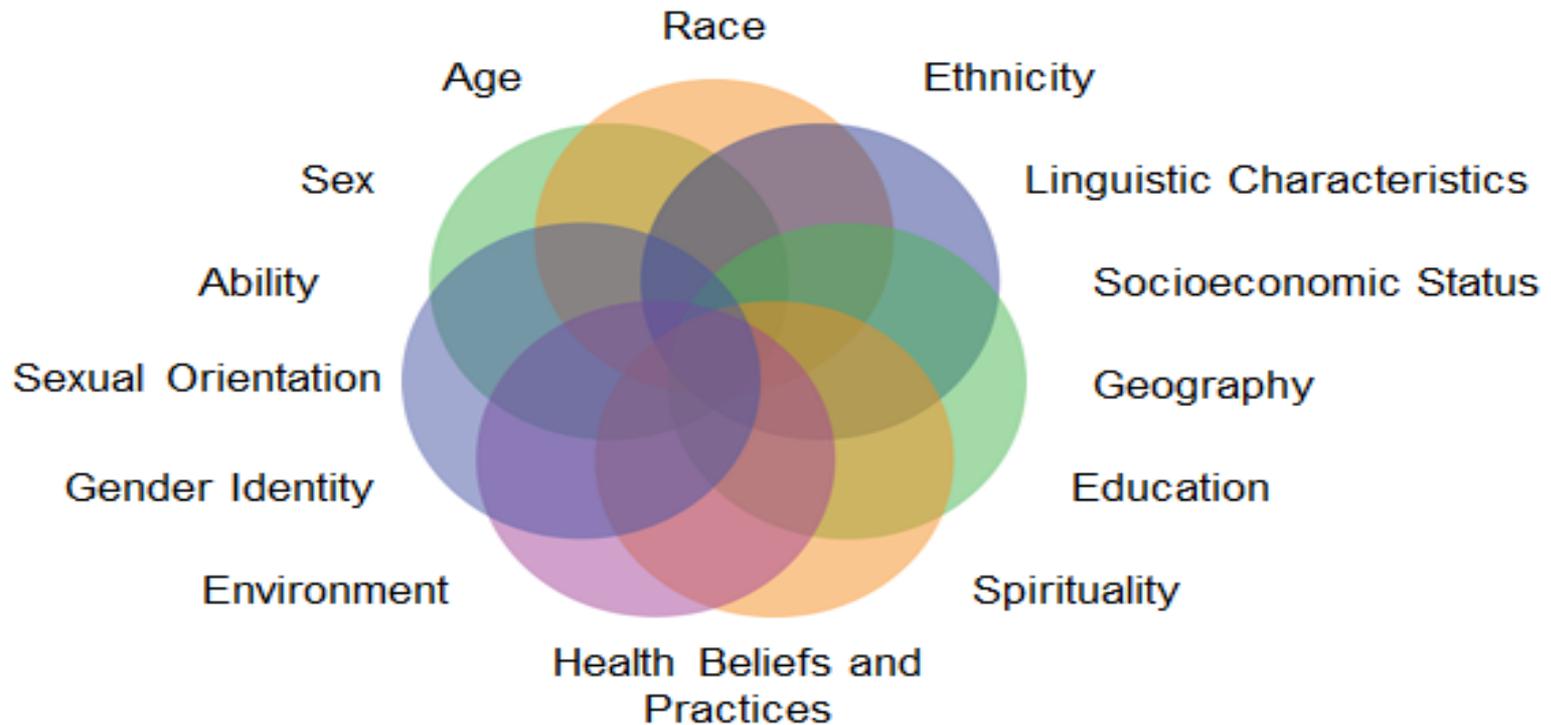
Take a moment to reflect on what we have covered so far.

What are your most important insights?

# Module 3: Awareness of Own Cultural Values



# Aspects of Culture



# Self Assessment Exercise

## Valuing Diversity and Self-Assessment<sup>15</sup>

Rate yourself *openly and honestly* on a scale of 1 to 5 for each item.

		1=Rarely 3=Seldom 5=Always				
1.	I understand my organization's diversity goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
2.	I regularly assess my strengths and weaknesses in the areas of diversity, and I consciously try to improve myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
3.	I'm always asking questions. I'm curious about new things and people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
4.	When I don't understand what someone says, I ask for clarification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
5.	I'm committed to respecting all co-workers, community members and patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
6.	I work willingly and cooperatively with people different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
7.	I recognize how bonding with my own group may exclude or be perceived as excluding others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
8.	I can communicate with and influence people who are different from me in positive ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
9.	I'm interested in the ideas of people, who don't think as I do, and I respect their opinions even when I disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5
10.	Some of my friends are different from me in age, race, background, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		1	2	3	4	5

# Module 3 Recap

## **Taking Time to Understand the Communities You Serve**

“I would see [disaster personnel] go into a situation...they felt that their presence alone and the fact they were there to provide a service should be reason enough for these people to be accepting of them and accepting of the services that they wanted to give. And although your heart might have been in the right place and this is your job...if you don't understand or take the time out to try to understand their culture and what makes them tick, your services may, although be needed, may not be wanted.”

# Module 4:

# Understanding the Dynamics of Difference

## RESPOND Mnemonic

R	Build rapport with the individuals you come in contact with.
E	<b>Explain the purpose of your conversation</b> to help build rapport. Establishing clear intentions and expectations about the nature of the conversation will go a long way in making communication more efficient and effective.
S	Identify what community based <b>services</b> and resources are available to community members to help them re-establish their lives. In addition, be aware that many individuals might not understand that these services are available, let alone that they are often offered at no cost to them.
P	Encourage individuals to be <b>proactive</b> in seeking help and identifying their needs.
O	<b>Offer assistance</b> for individuals in the affected communities by helping them identify their needs as much as you are able.
N	<b>Negotiating</b> what was " <b>normal</b> " prior to the disaster may help an individual in identifying their needs as much as you are able.
D	Finally, <b>determine what the next steps</b> are for that individual, as people affected by a disaster are likely to feel increasingly vulnerable. Providing them the security of structure and normalcy can improve their ability to recover more quickly.

# Module 4 Recap



What did you notice about the conversation?

In what ways do you think the RESPOND mnemonic could help you in your job?

How do you see yourself implementing the RESPOND mnemonic?

# Module 5:

## Development of Cultural Knowledge

### **Examples of how disparities and cultural and linguistic issues can impact individuals' disaster preparedness and crisis response:**

Evacuation information is only distributed in English, preventing or delaying receipt of important information to non-English-speaking residents in disaster zones.

- Stocking emergency supplies, making structural reinforcements to homes, or purchasing certain types of insurance (i.e., earthquake or flood) can be prohibitively expensive.
- Living in unsafe housing creates even greater risks in disaster situations.
- There is a lack of transportation options.
- There is limited access to financial resources and insurance to help rebuild.
- There is reluctance to seek Federal aid.
- Residents may fear or mistrust government agencies.
- Residents may experience real or perceived discrimination from aid agencies.

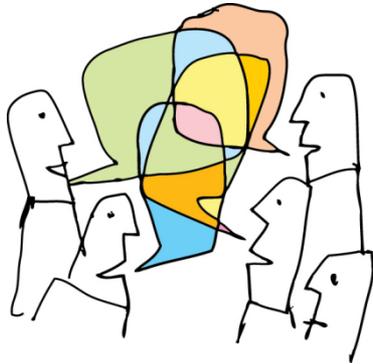
Please,  
help me!



# Module 5 Recap

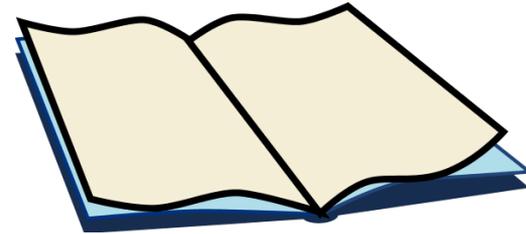
“It’s very difficult to get information from individuals you can’t communicate with. Sometimes they have the lists of medications or the bottles of the medicine. Other people may have large scars, but when you ask them what they had surgery for, they don’t know. Or you may ask if they have high blood pressure and they say no, but you find they have medications for high blood pressure. Then they say, I don’t have high blood pressure now, but I used to.”

# Module 6: Ability to Adapt Activities



Interpreters

Bridge the communication gap between disaster personnel and individuals who do not share a common language to ensure they understand each other in conversation



Translators

Adapt the written word from one language into another

# From the Field

## **Fifteen Minutes without an Interpreter**



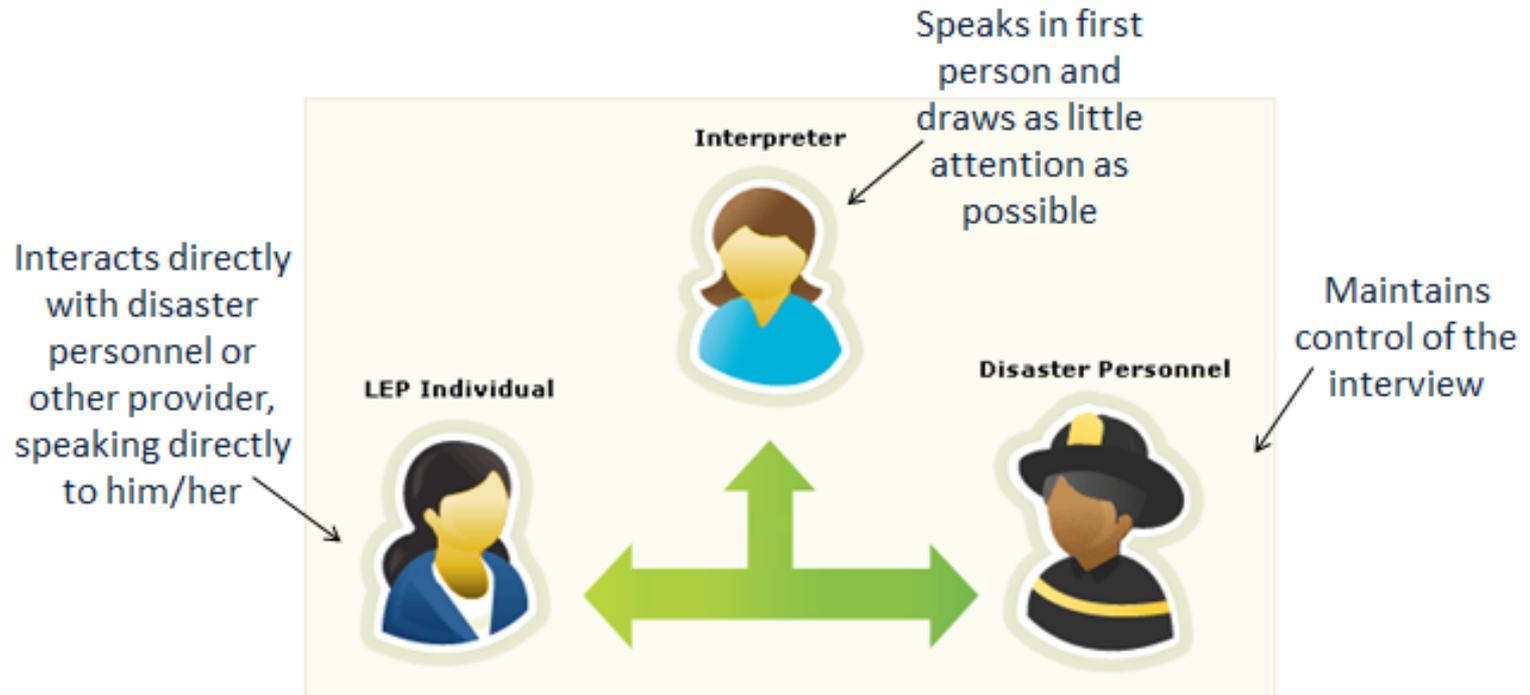
What does this story make you think about?

What can be done going forward to avoid such situations in the future?

# How to Work with an Interpreter

<b>Interpreter Role</b>	<b>Description</b>	<b>When Interpreter Adopts this Role</b>
<b>Conduit</b>	This is the most basic interpreter role (default role). The interpreter conveys in one language literally what has been said by the other, without additions, omissions, editing, or polishing.	Interpreter perceives a clear potential for misunderstanding.
<b>Clarifier</b>	The interpreter explains or makes word pictures of terms that have no linguistic equivalent (or whose linguistic equivalent will not be understood by either individual) and checks for understanding.	Interpreter believes it is necessary to help all participants understand.
<b>Culture Broker</b>	The interpreter provides a necessary cultural framework for understanding the message being interpreted.	Cultural differences are leading to a misunderstanding on the part of either disaster personnel or community member.

# The Triadic Interview Process



# From the Field

## Removing Language Barriers During an Emergency



If you were the dispatcher, how would you have handled this situation?

How could providing proper language access services have improved this situation?

# Module 6 Recap

## **“Where does it hurt-o”: Communication and Care Without an Interpreter**



How does this situation illustrate the need for the ability to adapt activities?

What are the lessons learned from this scenario?

# Course 1 Summary

- To be culturally and linguistically competent means being able to
  - Manage your own beliefs
  - Understand your patients' behavior based on their cultural context
- Remember, cultural and linguistic competence is a process and not something that happens overnight.



# Earn Your Continuing Education Credits

<http://www.ThinkCulturalHealth.hhs.gov/Disaster/SmallGroup>

The screenshot shows the Think Cultural Health website interface. At the top, there is a navigation bar with the U.S. Department of Health & Human Services logo and the URL www.hhs.gov. Below this, the Office of Minority Health logo and the website URL minorityhealth.hhs.gov are displayed. The main header area features the 'THINK CULTURAL HEALTH' logo, the title 'Cultural Competency Curriculum for Disaster Preparedness and Crisis Response: Small Group Participants', and a user profile box for 'Jen K, Associate' with links for 'My Progress', 'Logout', and 'Update Profile'. A secondary navigation bar includes links for 'Home', 'About TCH', 'Credit Information', 'Technical Requirements', and 'Help/FAQ'. On the left side, a 'Toolkit' sidebar contains links for 'Instructions' and 'Video Case Studies'. The main content area is titled 'My Progress' and includes a breadcrumb trail 'Home / My Progress'. Under the 'Instructions' section, there is a 'Curriculum Certificate' section with a note that a course must be completed for certification, and links to 'View/Print PDF Certificate (PDF - 62 KB)' and 'View/Print HTML Certificate'. Below this is a 'Course 1:' section containing a table of activities and their completion status.

Activity	Status	Date Completed
<a href="#">Course 1 A Little About You</a>	<input checked="" type="checkbox"/>	4/27/2016
Course 1 Pretest	<input checked="" type="checkbox"/>	4/27/2016
<a href="#">Course 1 Posttest</a>	<input checked="" type="checkbox"/>	4/27/2016
Course 1 Evaluation	<input checked="" type="checkbox"/>	4/27/2016

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