

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

*Course 4: Implementing CLAS in
the Recovery Phase of a Disaster*

Course 4 Learning Objectives

- Define the recovery phase of a disaster.
- Identify several factors that contribute to minorities having a slower and more difficult recovery following disasters.
- Cite examples of disparities among minorities relating to physical health and well-being.
- Cite examples of disparities among minorities relating to mental health.
- Define elements that may have an influence on one's health.
- Describe some reasons for working with the community during disaster recovery.
- Describe the cycle of disaster preparedness and crisis response.
- Explain the role of evaluation in the recovery process.
- Identify components of a successful evaluation.
- Discuss how elements of the preparation phase are applicable during recovery.

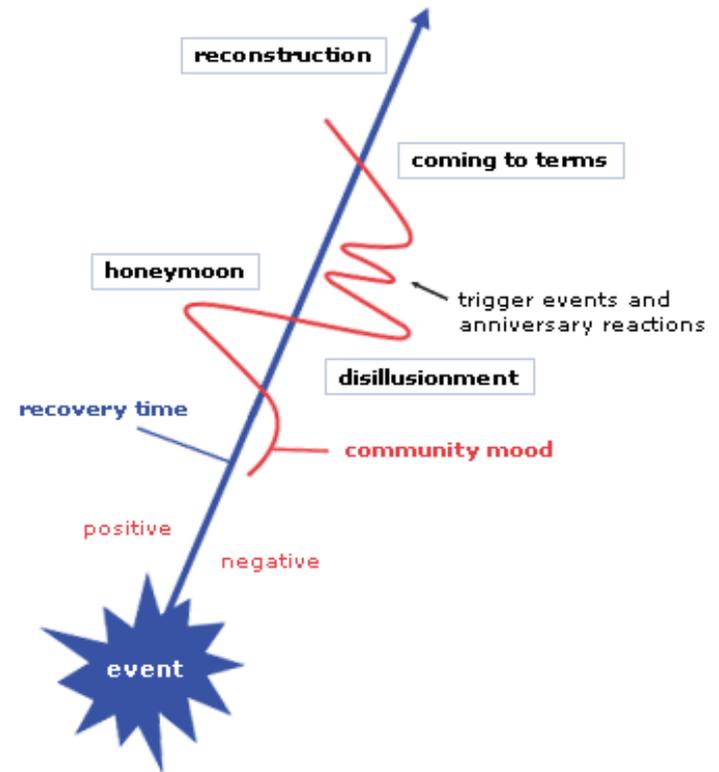
Course 4 Modules

1. Disparities in Recovery: Seeking Assistance
2. Rebuilding Neighborhoods
3. Consulting the Community
4. (Re)Planning
5. Evaluation

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



Disaster Recovery



Disparities in Recovery: Seeking Assistance

- Communities often recover more slowly after disasters because of:
 - Cultural and linguistic barriers
 - Lower incomes
 - Fewer savings
 - Greater unemployment
 - Less insurance
 - Poorer access to information
 - Bias in the search for long-term housing

Module 1 Recap

Video Case Study: But What if I'm Deported?

<https://www.ThinkCulturalHealth.hhs.gov/Disaster/SmallGroup/Facilitator/Videos>



**How do you feel about the story presented?
Do you think it was handled appropriately?**

The Physical Impact of Disaster

- Higher rates of mortality, morbidity, and injury experienced by minorities after a disaster are related to many things, including:
 - Lack of safe housing
 - Segregated residential patterns
 - Economic issues related to safe construction



The Mental Impact of Disaster

- Risk factors for depression include:
 - Racism
 - Discrimination
 - Acculturation
 - Challenges of economic survival
 - Gender
 - Age
 - Health status
 - Perceived control of stress
 - Language difficulties

From the Field

Culturally Competent Efforts Make a Difference When Disaster Strikes a Highly Diverse Community



How would you go about implementing similar programs in your community?

What resources would you need?

Who would you need to talk to?

Rebuilding Neighborhoods



Module 2 Recap

Working with Tribal Elders to Help in Disaster Recovery

In many Native American communities, elders are trusted and respected for their knowledge and experience. It is important to involve elders in disaster recovery efforts in order to understand the community's unique history, their values, and how they define, talk about, and cope with a disaster or trauma and tailor the recovery approach accordingly. Further, "building a relationship and connection [with] members of the community is a good way to demonstrate respect for traditional values" and to gain context and understanding of some communities' negative experiences of individuals or organizations from outside the tribe dictating what action members need to take. (SAMHSA, 2014)

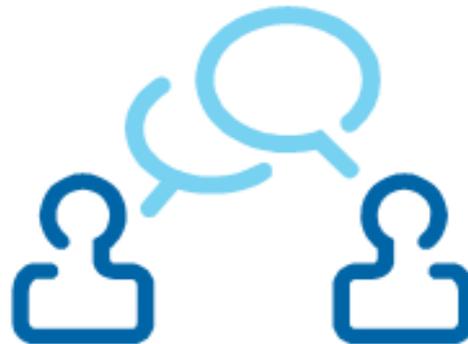
What else could be done to ensure cultural competence when working with tribal communities?

Consulting the Community



From the Field

Importance of Culturally Competent Workers from the Community



Why do you think employing an African American team leader was helpful to the disaster crisis counseling program?

Do you think that a person from outside the county could have been equally effective as a local team leader?

Module 3 Recap

Video Case Study: Relocating after a Hurricane

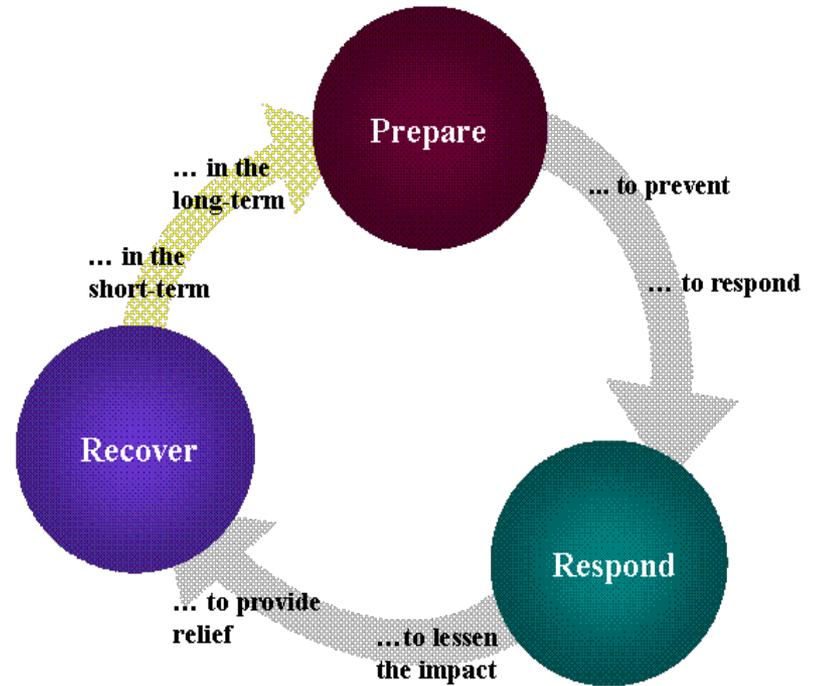
<https://www.ThinkCulturalHealth.hhs.gov/Disaster/SmallGroup/Facilitator/Videos>



Would you have handled the situation differently?

(Re)Planning

Take into account both the short and long-term recovery efforts for the individuals impacted by the disaster.



Module 4 Recap

A study was conducted after Hurricane Katrina to determine the factors that influenced African Americans to not evacuate New Orleans before the hurricane hit.

Major reasons for not evacuating included:

- Feeling safe because they had survived previous storms and had religious faith
- Misunderstanding regarding the severity of the storm
- Financial constraints and neighborhood crime
- Perceived racism and inequities

Do any of the responses surprise you?

What can be implemented going forward to help address concerns such as these in your community?

Evaluation

An evaluation should identify assets, weaknesses, and opportunities and be used to develop action plans.

- An evaluation should be:
 - Transparent
 - Independent
 - Consultative
 - Relevant



Module 5 Recap



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

What are your most important insights?

Course 4 Summary

- You learned:
 - About disparities in times of a disaster
 - How cultural and linguistic competence can aid in the reduction of these disparities
 - The components of cultural competence that match up with short- and long-term recovery
 - The knowledge, skills, and attitudes necessary during the recover phase of a disaster

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.

The main navigation menu includes Home, About TCH, Credit Information, Technical Requirements, and Help/FAQ. On the left side, there is a 'Toolkit' section with links for Instructions and Video Case Studies.

The 'My Progress' section is highlighted, showing a breadcrumb trail 'Home / My Progress'. Under the 'Instructions' header, there is a 'Curriculum Certificate' section with a note that a course must be completed for certification. Links are provided to view/print PDF and HTML certificates.

The 'Course 1:' section contains a table with the following data:

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

A 'Back to top' link is located at the bottom of the page.