

Promoting Cultural and Linguistic Competency: Self-Assessment Checklist

Purpose

1. To increase individual awareness of practices, beliefs, attitudes and values that promotes and hinders cultural and linguistic competence in the delivery of services
2. To identify training needs.

Survey Information:

25-item list divided into 3 categories: Physical Environment, Materials, and Resources, Communication Styles and Values and Attitudes. Each item is rated on a 3-point scale

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural and linguistic cultural competence in service settings. It provides concrete examples of the kinds of beliefs, attitudes, values and practices, which foster cultural and linguistic competence at the individual or practitioner level.

DIRECTIONS: Select A, B, or C for each item listed below.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES

1. I display pictures, posters, artwork and other décor that reflect the cultures and ethnic backgrounds of clients served by my program or department.
2. I insure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of students and families served by my program or department.

3. When using videos, films or other media resources for education, information or other purposes, I insure that they reflect the cultures and ethnic backgrounds of individuals and families served by my program or department.

4. I insure that printed information disseminated by my program or department takes into account the average knowledge/literacy/jargon levels of students and families receiving services.

COMMUNICATION STYLES

5. When interacting with students and families who have limited English proficiency I always keep in mind that:

- limitations in English proficiency are in no way a reflection of their level of intellectual functioning.

- their limited ability to speak the language of the normative culture has no bearing on their ability to communicate effectively in their language of origin

- they may or may not be literate in their language of origin or English.

6. I use bilingual-bicultural staff and/or personnel and volunteers skilled in interpretation during the provision of services, interventions, meetings, or other events for students and families who need or prefer this level of assistance.

7. For students and families who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during service provision or other situations.

8. I attempt to determine any familial colloquialisms used by students or families that may impact service provision or other situations.

9. When possible, I insure that all notices and communiqués to students and families are also written in their language of origin.

10. I understand that it may be necessary to use alternatives to written communications for some students and families, as word of mouth may be a preferred method.

VALUES & ATTITUDES

11. I avoid imposing values which may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

12. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with students and families served by my program or department.

13. I intervene in an appropriate manner when I observe other staff or clients within my program or department engaging in behaviors which show cultural insensitivity, racial biases and prejudice.

14. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the normative culture.

15. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).

16. I accept and respect that male-female roles may vary significantly among different cultures and ethnic groups (e.g. who makes major decisions for the family).

17. I understand that age and life cycle factors must be considered in interactions with students and families (e.g. high value placed on the decision of elders, the role of eldest male or female in families, or roles and expectation of children within the family).

18. Even though my professional or moral viewpoints may differ, I accept individuals and families as the ultimate decision makers for services and supports impacting their lives.

19. I recognize that the meaning or value of educational and business services may vary greatly among cultures.

20. I accept that religion and other beliefs may influence how students and families respond to stressful and crisis situations etc.
21. I understand that the perception of deadlines, cut-off dates, form-completion and allied services have different meanings to different cultural or ethnic groups.
22. I seek information from individuals, families or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse groups served by my program or department.
23. I keep abreast of the major concerns and issues for ethnically and racially diverse client populations residing in the geographic locale served by my program or department.
24. I use professional development and training opportunities to enhance my knowledge and skills in the provision of services and supports to culturally, ethnically, racially and linguistically diverse groups.
25. I advocate for the review of my program or department's mission statement, goals, policies, and procedures to insure that they incorporate principles and practices that promote cultural and linguistic competence.

There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily demonstrate beliefs, attitudes, values and practices that promote cultural and linguistic competence within health care delivery programs.

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