

PROMOTING CULTURAL DIVERSITY AND CULTURAL COMPETENCY
Self-Assessment Checklist
For Personnel Providing Services and Supports
to Individuals and Families Affected by Sudden Infant Death Syndrome
and Other Infant Death (SIDS/ID)

Directions: Please 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 decor that reflect the cultures and ethnic backgrounds of families served by my program or agency.
- ____ 2. I insure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of families served by my program or agency.
- ____ 3. When using videos, films or other media resources for health education, bereavement counseling, treatment or other interventions, I insure that they reflect the cultures of families served by my program or agency.
- ____ 4. I insure that food, when provided, includes those that are unique to the cultural and ethnic groups of individuals and families served by my program or agency.

COMMUNICATION STYLES

5. When interacting with individuals and families who have limited English proficiency I always keep in mind that:
- _____ * limitations in English proficiency is in no way reflection of their level of intellectual functioning.
 - _____ * their limited ability to speak the language of the dominant 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 attempt to determine any colloquialisms used by individuals and families that may impact health education, bereavement counseling, treatment and other interventions.
- _____ 7. I use bilingual-bicultural staff or trained volunteers to serve as interpreters during health education, bereavement counseling, treatment interventions, meetings or other events for individuals and families who prefer or require this level of assistance.
- _____ 8. I insure that all notices and communiqués to individuals and families who speak a language other than English are written in their language of origin.
- _____ 9. I understand that it may be necessary to use alternatives to written communications for some individuals and families, as word of mouth may be a preferred method of receiving information.
- _____ 10. I understand the principles and practices of linguistic competency and:
- _____ * apply them within my program or agency.
 - _____ * advocate for them within my program or agency.
- _____ 11. I understand the implications of health literacy within the context of my roles and responsibilities.
- _____ 12. I use alternative formats and varied approaches to communicate and share information with children and/or their family members who experience disability.

VALUES & ATTITUDES

- ____ 13. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
- ____ 14. I screen books, movies and other media resources for negative cultural, ethnic or racial stereotypes before sharing them with individuals and families served by my program or agency.
- ____ 15. I intervene in an appropriate manner when I observe other staff or families within my program or agency engaging in behaviors, which show cultural insensitivity, racial biases and prejudice.
- ____ 16. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.
- ____ 17. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).
- ____ 18. I accept and respect that male-female roles in families may vary significantly among different cultures and ethnic groups (e.g. who makes major decisions for the family).
- ____ 19. I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value placed on the decisions of elders or the role of the eldest male in families).
- ____ 20. Even though my professional or moral viewpoints may differ, I accept the individual and family as the ultimate decision makers for services and supports impacting their lives.
- ____ 21. I recognize that the meaning or value of medical treatment, health education and bereavement counseling may vary greatly among cultures.
- ____ 22. I accept that religion and other beliefs may influence how families respond to illness, disease and death.
- ____ 23. I understand that culture influences how individuals and families perceive and cope with the loss or death of a child.
- ____ 24. I recognize and accept that religious and folk beliefs may influence an individual's or family's reaction and approach to a child born with a disability or later diagnosed with a disability, genetic disorder or special health care needs.

- ____25. I understand that grief and bereavement are influenced by culture.
- ____26. I seek information from family members or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally, ethnically and linguistically diverse individuals and families served by my program or agency.
- ____27. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs and expectations that are unique to families of specific cultures and ethnic groups served by my program or agency.
- ____28. I avail myself to professional development and training to enhance my knowledge and skills in the provision of services and supports to culturally, ethnically and linguistically diverse individuals and families.
- ____29. I advocate for the review of my program's or agency's mission statement, goals, policies and procedures to insure that they incorporate principles and practices that promote cultural diversity and cultural competence.

How to use this checklist

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of practices that foster such an environment. There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily be engaging in practices which promote a culturally diverse and culturally competent service delivery system for individuals and families.