



# National Center for Cultural Competence

*Georgetown University Child Development Center  
Center for Child Health and Mental Health Policy  
University Affiliated Program*

## A Planner's Guide ...

### Infusing Principles, Content and Themes Related to Cultural and Linguistic Competence into Meetings and Conferences

This planner's guide was developed by the National Center for Cultural Competence (NCCC). It is designed to assist meeting and conference planners infuse principles, content and themes related to cultural and linguistic competence. The Health Resources and Services Administrations (HRSA) has embarked on a national campaign with a goal of attaining "one hundred percent access and zero disparities" among the nation's most vulnerable populations. As health care systems strive to achieve this goal, there is a need for ongoing education and skill building that will enable policy makers, administrators and providers to effectively utilize cultural and linguistic competence as a key tool. This planner's guide is a collaborative effort of HRSA's Bureau of Primary Health Care and Maternal and Child Health Bureau.

The planner's guide is based on the NCCC's understanding of the term culture. NCCC defines culture as an *"integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations"*. The NCCC embraces the philosophy that culture influences all aspects of human behavior. Of particular importance is its role in help seeking and health maintenance behaviors and how these health beliefs and practices are passed from generation to generation.

The guide also reflects one of the NCCC's principle values - that learning occurs in many different ways and in many different settings. Each individual places value on and has preferences for how he or she receives, processes and uses information. Meeting and conference planners can ensure greater participant engagement by:

- integrating innovative approaches which honor diverse opportunities for learning and information exchange, and
- highlighting the cultural heritage and traditions of a venue or geographic area.

The incorporation of these strategies demonstrates to meeting and conference participants that their diverse interests and needs are valued and respected.

Cultural and linguistic competence is often compartmentalized as meeting and conference planners may not see its relevance for a given health care topic. No matter what the overall topic or goal, principles of cultural and linguistic competence can be infused throughout all sessions. This guide is designed to help planners effectively convey a message, meet the interests and learning needs of the proposed audience, and integrate principles, content and themes related to cultural and linguistic competence in meetings and conferences.



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## Planning the Content

- Convene a planning committee whose membership represents diverse perspectives and backgrounds from the organization planning the meeting, the intended audience, and especially consumers and families.
- Determine if the sponsoring organization endorses a definition or philosophy on cultural competency. If not, the planning committee should decide on a definition of cultural competence that will be used for the meeting or conference. This should be shared in advance with presenters and in the conference materials for participants. (See Resource Section/Topic Area – Definitions and Underlying Principles).
- Identify the intended audience for the meeting or conference and gauge their level of knowledge and skills related to cultural or linguistic competence. Considerations may include:
  - how cultural and linguistic competence relates to the roles of the audience members (e.g. policy makers, administrators, service providers, researchers, academicians, consumers and family members and advocates).
  - the educational and literacy levels of the audience.
  - the ways in which the culture of audience members may influence their preference for participation in various meeting formats (e.g. listening v. speaking; formal v. informal; and culturally defined age and gender roles which may dictate appropriate spokespersons for specific groups and communities).
- Determine the goal(s) for infusing culturally or linguistically competent content into meetings and conferences, which may include:
  - **raising awareness** of cultural and linguistic competence.
  - **increasing understanding and knowledge** of cultural and linguistic competence related to the delivery of health care services.
  - **developing skill sets** that apply knowledge of cultural and linguistic competence to health disparities, health care access and utilization, consumer and provider satisfaction and participatory research methodologies.
- Determine strategies for integrating principles, content and themes related to cultural or linguistic competence that may include:
  - plenary sessions that can **raise the awareness** of the entire meeting or conference audience.
  - individual sessions, panel presentations, interest groups and round table discussions to **increase knowledge and understanding** of meeting or conference participants.
  - formats that allow for extensive time frames to **develop skills sets** including pre-meeting or conference workshops, special meeting or conference tracks, or entire meetings or conferences.
- Plan meeting or conference activities that promote peer technical assistance, self-directed and interactive learning experiences, and opportunities for casual exchange. This strategy can be utilized effectively within a cultural context. (See Example in Text Box on page 4.)
- Choose speakers with expertise in the particular topic to be addressed who are culturally and ethnically diverse. Consumers and family members bring unique perspectives and expertise and can fulfill essential roles as speakers in meeting and conferences.
- Develop guidelines for speakers that assist them in addressing issues of culture within the content and context of their presentation, which may include:
  - providing the definition of cultural competence to be used for the meeting. Speakers who use a different

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- definition should explicitly say so during their presentation.
- requesting that speakers consider how culture relates to their topic.
- requesting speakers who use case studies, scenarios and vignettes to provide examples that reflect diverse cultural perspectives.
- insuring that graphics and pictures used in handouts, visual aids and displays reflect culturally and ethnically diverse groups.
- providing guidance to speakers on language and literacy levels that are appropriate for the audience.
- requesting that statistics, demographic data or trends presented include information about racially, ethnically and linguistically diverse groups when appropriate. (See Resource Section/Topic Area – Data and Demographics).

The NCCC has used the strategy described below in three national workshops. The name, décor and recognition of cultural traditions changed according to the venue. El Zócalo was featured in Santa Fe, New Mexico and La Plaza in Rio Grande, Puerto Rico. The Potlatch was used in Seattle, Washington. The following is a sample invitation letter.

### ***You're invited!!***

The National Center for Cultural Competence (NCCC) extends a personal invitation to you to visit ***el Zócalo*** during our three days together. ***El Zócalo*** is typically known as a Mexican public square. In many cultures, the town square is the center of activity where people come together to exchange information, have casual conversation, make purchases or barter with merchants and artisans, participate in festivals and engage in recreational activities. In keeping with the spirit of ***el Zócalo***, the NCCC has reserved a room for peer technical assistance consisting of opportunities for self-directed and interactive learning experiences and casual exchange. Enclosed please find three flags bearing your name. We are inviting you to visit ***el Zócalo*** and place your flags on two maps (the U.S. and the world) to indicate where you call home. This is part of the **Welcome Station** and is one of five activities offered in ***el Zócalo*** that includes the following:

**Ideas Station-** features the *Parking Lot and Seeds of Change* activities. As ideas come to you during the workshop, please use the post-notes to write them down and to park them in the *Parking Lot*. *Seeds of Change* offers an opportunity to plant ideas from one community to another in hopes that they will take root and grow.

**Exchange Station-** features *Ask a Colleague* and *Give and Get* activities. *Ask a Colleague* provides an opportunity for peer exchange on a variety of issues pertaining to children with special health needs and cultural competence. *Give and Get* provides a forum for peer bartering of resources and services.

**Sharing Kitchen Wisdom-** offers opportunities for informal dialogue. Families of varied cultures practice this oral tradition of gathering around the kitchen table. Come see what's cooking in the kitchen.

**Evaluation Station-** features an array of options that require you to tell us what you really think about the ***el Zócalo*** and the workshop in general.

See you there!!

**\*\**El Zócalo*** will be available during breakfast, lunch and evening hours on Friday, Saturday and Sunday morning.

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## Planning the Logistics

- Select dates and times for meetings that do not conflict with cultural or religious holidays and events.
- Select meeting or conference facilities that are accessible. Ask participants for individual accessibility needs that will insure their full participation in meetings or conferences. This may include but is not limited to: the use of personal assistants, special dietary requirements or preferences, sign-language interpretation services or listening devices, closed caption, large print or Braille materials, transportation assistance and child or dependent care.
- Consider the economic impact of attending meetings or conferences for some participants. Scholarships or stipends may need to be provided to cover lost wages or to purchase meals. Direct billing for transportation and lodging can minimize out-of-pocket expenses. Conference fees may need to be waived for some participants.
- Insure that resources are allocated for the translation of all conference-related materials based on the needs of the audience. Speakers will need to submit their materials in time for translation. Set deadlines accordingly.
- Insure that resources are dedicated to the provision of interpretation services based on the needs of participants. The following examples are provided.
  - Consider fiscal and logistical issues related to the following: individual, small or large group interpretation, simultaneous or consecutive interpretation, simultaneous isolation booths and wireless head sets, or separate sessions presented in languages other than English.
  - Room size and seating arrangement need to be carefully planned. Announce at the beginning of the session that interpretation services are being provided so that speakers and participants are not distracted and annoyed by what they perceive as sideline conversations.
  - Provide instructions or briefings to speakers when simultaneous or consecutive interpretation services are utilized in their sessions (e.g. pacing of speech and articulating clearly).
  - Plan and allow for sufficient time for presentations that are interpreted.
- Determine the extent to which participants will require the use of a cultural broker-interpreter in order to participate fully in the meeting or conference. Cultural brokers help participants to understand meeting or conference dynamics such as terminology, process, roles and responsibilities.
- Consider the influence on the overall meeting or conference climate of the site selection, decor, menu and entertainment.
- Plan multiple strategies to evaluate the degree to which the meeting or conference infused principles, content and themes related to cultural and linguistic competence. This may include using:
  - bulletin boards, easels and post-it notes
  - small group debriefing of participants
  - daily debriefing of conference speakers when feasible
  - formal and informal evaluations
  - follow-up surveys and evaluations via telephone, correspondence or e-mail

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- Consider using evaluation forms that record staff position, discipline and agency or community affiliation. Data and results can be grouped and analyzed to identify:
  - response trends among different segments of the audience
  - specific training needs for policy makers, administrators, service providers and consumers
  - participants who require basic, intermediate or advanced level training(See Textbox below)

## Evaluation Questions

The NCCC has used an array of evaluation questions for meetings, conferences and workshops. The following are examples of questions that use open-ended and Likert formats.

These questions lend themselves to a Likert format.

### How did we do?

- the quality of foreign interpretation services
- the usefulness of printed materials (including literacy and translation)
- the content considered culturally and ethnically diverse perspectives
- depictions of diverse racial, ethnic and cultural groups were accurate and free of stereotypes
- an atmosphere of trust and respect was established that encouraged participants to openly express their views
- extent to which accommodations and supports promoted full meeting or conference participation (e.g. supports such as scholarships, stipends, pre-paid transportation and hotel expenses, child or dependent care, or specific disability related accommodations)

These open-ended questions have been well received by audiences and provided insight for future training and technical assistance activities.

I gained knowledge about .....

I think what I will remember most was .....

The information presented was useful to me in my position because .....

The information presented was easy to understand because ..... **or** was difficult to understand because .....

I am still confused about .....

My attitude has changed about .....

I can benefit from additional training at the basic, intermediate or advanced level because .....

## Definitions

The NCCC has provided definitions for specific terms used in the guide. The terms interpretation and translation are often used interchangeably. The NCCC makes a distinction between the two terms and has provided the following definitions.

**Translation** typically refers to the written conversions of written materials from one language to another.

**Interpretation** is the oral restating in one language of what has been said in another language. Interpreted information should accurately convey the tone, level and meaning of the information given in the original language. (National Association of Judiciary Interpreters and Translators).

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**Simultaneous interpretation** is concurrent oral restating on one language of what has been said in another language.

**Consecutive interpretation** is delayed oral restating in one language of what has been said in another language.

## FOR MORE INFORMATION.....

### **Topic Area** Definitions, underlying principles and models of cultural competence.

Campinha-Bacote, J. (1994) *The Process of Cultural Competence in Health Care: Second Edition*. Wyoming, OH :Transcultural C.A.R.E. Associated Perfect Printing Press.

Evans, J. (1995) *Journey Towards Cultural Competency: Lessons Learned*. National Maternal and Child Health Resource Center on Cultural Competency, Texas Department of Health: MCH Bureau/HRSA.

Cross, T. et al., (1989) *Towards a Culturally Competent System of Care: Volume I*. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.

Roberts, R. et al. (1990) *Developing Culturally Competent Programs for Families of Children with Special Needs*. Washington, DC: Georgetown University Child Development Center.

### **Topic Area** Data and demographics related to cultural and linguistic competence for meeting planners and presenters.

Health Care Rx Access for All Chartbook available at [www.hrsa.dhhs.gov/newsroom/features.htm](http://www.hrsa.dhhs.gov/newsroom/features.htm)

Statistics about immigration patterns available at [www.ins.usdoj.gov/graphics/aboutins/statistics/index.html](http://www.ins.usdoj.gov/graphics/aboutins/statistics/index.html)

Statistic and demographic data by racial, ethnic and linguistic subgroups is available at [www.census.gov](http://www.census.gov) and numerous pages on that site including:

Population Estimates: [www.census.gov/population/www/estimates/popest.html](http://www.census.gov/population/www/estimates/popest.html)

Population Projections: [www.census.gov/population/www/projections/popproj.html](http://www.census.gov/population/www/projections/popproj.html)

International Programs: [www.census.gov/ipc/www](http://www.census.gov/ipc/www)

### **Topic Area** Information about effectively providing health care services to culturally and linguistically diverse groups.

Transcultural Nursing Society  
[www.transculturalnursing.org](http://www.transculturalnursing.org)

The websites of the following organizations provide an array of information and resources on providing culturally and linguistically competent health services.

Diversity RX  
[www.DiversityRX.org](http://www.DiversityRX.org)

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National Multicultural Institute  
[www.nmci.org](http://www.nmci.org)

Cross Cultural Health Care Program at Pacific Medical Clinics  
[www.xculture.org](http://www.xculture.org)

**Topic Area**    **Policies, definitions and guidelines of professional organizations for health care providers on cultural and linguistic competence.**

American Medical Association  
[www.ama-assn.org/ethic/diversity/index.htm](http://www.ama-assn.org/ethic/diversity/index.htm)

American Academy of Pediatrics  
[www.aap.org/policy/re9753.html](http://www.aap.org/policy/re9753.html)

American Psychological Association  
[www.apa.org/pi/oema/guide.html](http://www.apa.org/pi/oema/guide.html)

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## About the



The National Center for Cultural Competence (NCCC) is a funded project of the Health Resources Services Administration (HRSA). The project is a collaboration between: the Maternal and Child Health Bureau (MCHB) Division of Services for Children With Special Health Needs and its Infant and Child Health Branch; and the Bureau of Primary Health Care (BPHC). **The mission of the NCCC is to increase the capacity of health care programs to design, implement and evaluate culturally competent service delivery systems.** The NCCC is focusing on HRSA funded programs including: 1) Maternal and Child Health Title V programs concerned with children with special health needs and their families; 2) primary health care programs such as Community Health Centers, Migrant Health Centers, Health Care for the Homeless Grantees, Healthy Schools-Healthy Communities Grantees, Health Services for Residents of Public Housing Grantees, Primary Care Associations, and Primary Care Offices; and 3) programs supporting families affected by Sudden Infant Death Syndrome and Other Infant Death. The NCCC is a component of the Georgetown University Child Development Center, Center for Child Health and Mental Health Policy, and is housed within the Department of Pediatrics of the Georgetown University Medical Center.

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