



Mission

The mission of the National Center for Cultural Competence (NCCC) is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.

QUICK TIPS

Creating materials and approaches to training that are culturally and linguistically appropriate for the intended audience

Materials development for culturally and linguistically diverse groups- General Rule of Thumb

- Identify and define characteristics of the intended audience (one size does not fit all).
- Develop and refine the content/message(s) in partnership with the intended audience – use key partners, community members, or cultural brokers to assist with this process.
- Attend to literacy and health literacy of the intended audience.
- Determine the most effective mode of delivery.
- Select and test images and graphics.
- Test the effectiveness of the message or content by eliciting the opinion/feedback from a sample of the intended audience and modify as required.

Materials development in languages other than English

- It is preferable to create materials/resources in the language of the intended audience from the beginning.
 - Identify and define the intended audience.
 - Attend to the literacy and health literacy of the intended audience (in their language of origin).
 - Web-based translation tools/programs are limited and should not be used as a sole source.
 - Many concepts and words are rooted in culture and have culturally-defined meaning. There may not be an equivalent concept or word when translating from one language to another. Focus on recreating the intended meaning of the concept or word rather than literal translation.
 - Determine the most effective mode of delivery. (Hint! It may not be print documents)
 - Select and test images and graphics
 - Test the effectiveness of the resources/materials with members of the intended audience and modify accordingly
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Translating English language documents into other languages

- Identify and define the characteristics of the intended audience.
- Attend to the literacy and health literacy of the intended audience (in their language of origin).
- Be cognizant that translation is a distinct skill. Someone who is a heritage speaker or has studied a given language may not have the capacity to serve as a translator.
- A translator should have knowledge of the content or subject area. If not, it will be necessary to provide the translator with a glossary of terms and information about the content or subject area.
- Ensure that the translator has the requisite skills to perform the task. Inquire if the translator is a member of the American Translator Association. Inquire about certification or other credentials.
- Test the effectiveness of the resources/materials with members of the intended audience and modify accordingly.

Conducting professional development or training for diverse audiences

- Know your audience. To the extent possible gather information on the characteristics of your audience well in advance.
- Match or tailor training methodologies and approaches to the intended audience
- Address the literacy and health literacy of the intended audience in both oral and written presentation of the topic/content.
- Be conscious of and use preferred pronouns of audience members.
- Make effective use of media. Pre-screen and elicit feedback on video or other media prior to conducting the professional development/training event.
- Ensure images, case studies, vignettes and other content are devoid of stereotypes.
- Be cautious with humor as cultural interpretations may not necessarily align.
- Inquire about and plan for the individuals who may need accommodations (deaf or hard of hearing, blind or decreased visual acuity, and disabilities) in professional development/training activities (e.g., plain language, sign language interpreters, closed captioning, other assistive technologies to ensure full and meaningful participation).
- Ensure that the venue and setting for the professional development/training activities are accessible for the intended audience (e.g., near public transportation when feasible; facilities are accessible for people with disabilities, seating arrangements, lighting).
- Determine if the content/topic area could be enhanced by a first person account or someone with the lived experience. If so, find out who are “credible voices,” extend an invitation to co-present, and fully prepare the person for the presentation and the audience. Address issues associated with confidentiality.
- Evaluate professional development/training activities and include queries about the appropriateness and the extent to which literacy, health literacy, and relevant cultural factors were addressed.

Considering the needs of audience members who speak languages other than English

- Inquire about the inclusion of people who speak languages other than English in training activities.
- Converse or meet with interpreters to determine their approach to interpreting, any equipment that will be used, and how they prefer to work with the speakers/presenters.
- Provide interpreters with copies of training materials well in advance.
- Ensure that all relevant documents are translated, including slide presentations.
- Inform the audience that language interpretation will be provided and elicit their support as necessary to work with the interpreters.
- Plan for additional time that may be necessary to conduct professional development/training activities.
- Check in with the interpreter periodically and adjust timing (rate of speech) accordingly.
- Evaluate the audience's experience of the interpretation services provided.