National Center for Cultural Competence
Georgetown University Center for Child and Human Development
University Center for Excellence in Developmental Disabilities
Box 571485 3300 Whitehaven Street, NW Suite 3300
Washington, DC 20057-1485
800. 788.2066 or 202. 687.5387
202 687.5503 (TTY) 202. 687-8899 (fax)
cultural@georgetown.edu (E-mail)
http://gucchd.georgetown.edu/nccc

SUGGESTED STRATEGIES FOR INCORPORATING CULTURAL AND LINGUISTIC COMPETENCE INTO MATERNAL & CHILD HEALTH (MHC) TRAINING PROGRAMS

The following is an excerpt from Section B. of each module in the series:

• **Create a structure.** Convene a work group with the sole purpose of determining how core concepts relating to cultural and linguistic competency can be integrated into all aspects of the MCH training program. This group will serve as the primary body for conceptualizing, planning, and framing the way in which this integration takes place. The work group membership should be diverse and should include such key stakeholders as faculty, staff, students, and community partners.

• **Clarify values and philosophy.** Each MCH training program will need to establish its own philosophy and values of cultural and linguistic competence. This approach is essential for creating a shared vision among faculty and staff to guide all efforts in this area.

• **Develop a logic model for cultural and linguistic competence.** There are numerous concepts and definitions for cultural and linguistic competence. (See Conceptual Frameworks/Models, Guiding Values and Principles developed by the NCCC at http://gucchd.georgetown.edu/nccc/.html). Reach consensus on a definition or framework for cultural competence and linguistic competence within the context of the MCH training program and/or department. The term logic model refers to a visual schematic that summarizes the relationship between the resources, activities, and outcomes of a culturally and linguistically competent system of care (Santiago, 2003). For more information, see the Kellogg Foundation Logic Model Development Guide, available directly from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf. See also a PowerPoint presentation providing an introduction to the use of logic models (Dr. Rachele Espiritu's "Developing a Logic Model").

• **Adapt or create curricula**. The logic model and framework should be used to guide the adaptation or creation of curricula that infuse content on principles, values, and practices of cultural and linguistic competence that have been determined by the work group.

• **Determine faculty and staff development needs and interests.** Conduct an initial assessment of faculty and staff to determine what they perceive as their training or professional development needs and interests related to cultural and linguistic competence. The assessment should query faculty and staff on the preferred methods, approaches, and formats for increasing awareness and acquiring new skills and areas of knowledge. Such an assessment should be repeated periodically as the group acquires knowledge and skills. Ensure that resources are budgeted to support this effort.

• **Conduct faculty and staff development.**   Knowledge of cultural and linguistic competence will vary among faculty and staff. Assessment results should be used to inform strategies for faculty and staff development. Plan and conduct ongoing faculty and staff development activities based on individual needs and preferences. Careful consideration should be given to the fact that faculty and staff will have different levels of comfort with this content area. Appropriate supports should be provided and may include: (1) provide opportunities for faculty and staff to meet informally to share opinions and engage in discussions; (2) create a book club that is dedicated to exploring themes and issues of culture, race, and ethnicity that are often difficult or controversial to discuss solely on an interpersonal level; (3) convene facilitated sessions to address major issues or concerns; and (4) offer mediation and conflict resolution as warranted by specific circumstances.

• **Create a refuge for sharing and learning**. It is critical to provide a safe, non-judgmental forum to explore honestly cultural considerations—their own and those of the constituency groups they serve. Creating such a structure provides a much-needed venue to support faculty, staff, and students in their journey toward cultural and linguistic competence.

• **Conduct an evaluation**.   Develop an evaluation strategy that measures at a minimum: (1) the extent to which faculty and staff have increased the incorporation of cultural and linguistic competence into all aspects of the MCH training program; (2) the extent to which students have increased awareness, knowledge, and skills in cultural and linguistic competence; (3) student perspectives on the effectiveness of the faculty and training program in incorporating principles and practices of cultural and linguistic competence; and (4) the extent to which key consumers benefit from the culturally and linguistically competent approaches employed by the MCH training program**.**