

# Planning, Implementing, and Evaluating Culturally Competent Prevention Programs:

## *25 Years of Lessons Learned*

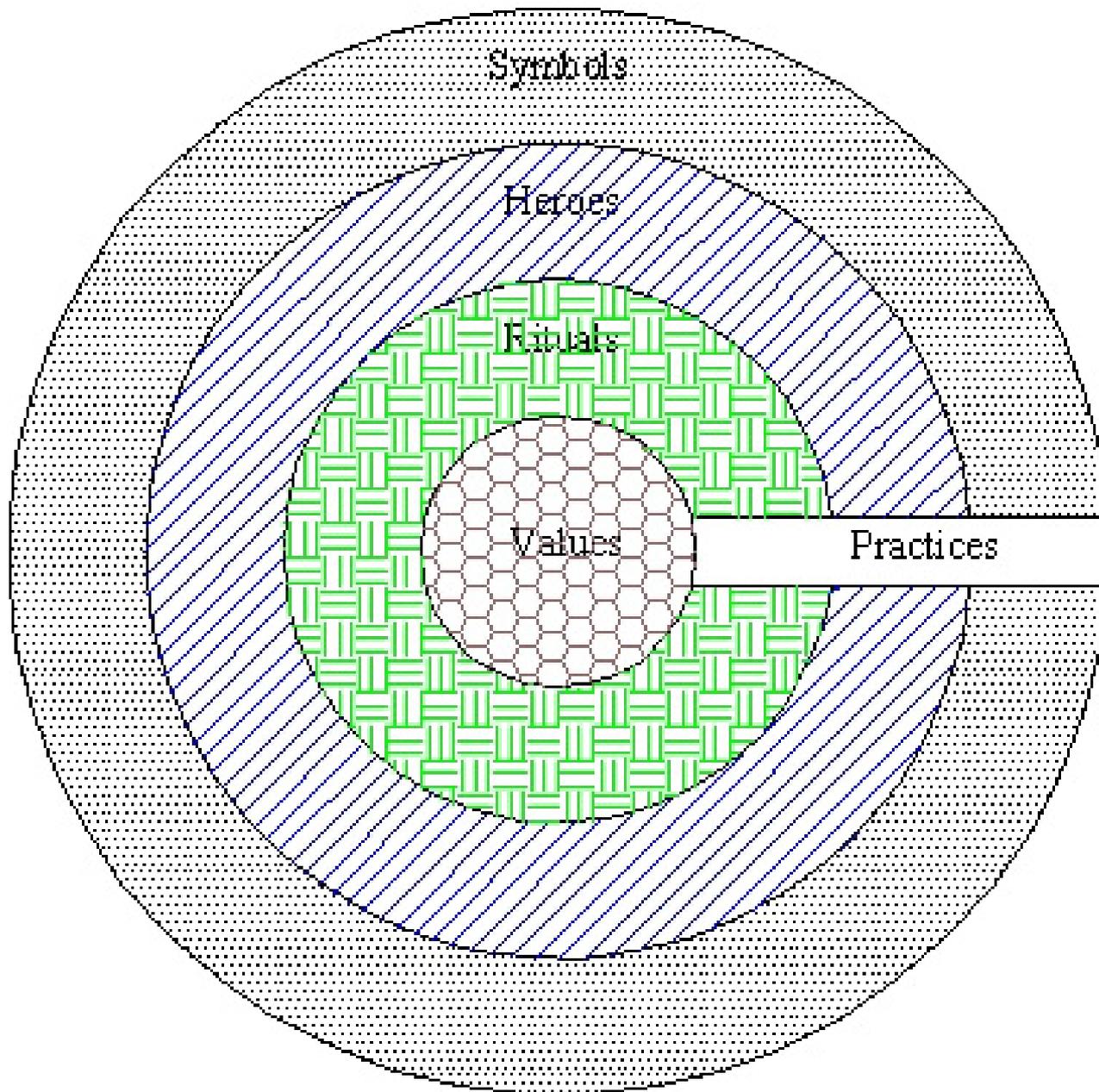
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## Understanding what the term culture means is the beginning of knowledge

Culture is a way of life of a group of people---the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

# Beyond an academic definition

- The core of a culture is formed by values.
- Symbols, heroes, and rituals are the tangible or visual aspects of the practices of a culture.



# What are you trying to influence or change?

- Knowledge
- Attitudes
- Behaviors

# What aspects of culture must be addressed to modify or change behaviors?

- Values and Beliefs
- Cultural Influencers
- *If you do not understand the core values/beliefs or the major influencers of your target group, then you will not be able to achieve sustainable outcomes!*

# What is cultural competency?

- **Cultural competence** is the process of communicating with audiences from diverse geographic, ethnic, racial cultural, economic, social, and linguistic backgrounds.
- Becoming culturally competent is a dynamic process that requires cultural knowledge and skill development of all staff involved in program implementation.

# Lessons Learned...

- Implementing a culturally competent prevention program is more than having someone on staff who is bilingual or who looks like the target population
- It is more important for staff to understand the core values of the target population and can connect in a mutually beneficial capacity.
- *Just because I look like you does not mean I can connect to you to make a positive impact!!!!*

# How we see the world will impact how we communicate and learn!

- Culture produces worldview, which in turn modifies culture, which in turn produces modified worldview, and so on.
- To provide culturally competent prevention programs, we must understand how culture impacts the way people think, learn and reason.
- **Dr. Ed Nichol's Model: The Philosophical Aspects of Cultural Differences can help prevention professionals understand**

# Dr. Ed Nichol's Model: The Philosophical Aspects of Cultural Differences

<b>Worldview</b>	<b>Values (Axiology)</b>	<b>Knowledge (Epistemology)</b>	<b>Reason (Logic)</b>	<b>Process</b>
<b>European Euro-American</b>	<b>Member-Object</b> The highest value lies in the object or in the acquisition of the object	<b>Cognitive</b> One knows through counting and measuring	<b>Dichotomous</b> Either/Or	<b>Technology</b> All processes are repeatable and reproducible
<b>African Afro-American Native American, Hispanics Arabic</b>	<b>Member-Member</b> The highest value lies in the interpersonal relationship between persons	<b>Affective</b> One knows through symbolic imagery and rhythm	<b>Diunital</b> The union of opposites	<b>Ntuology</b> All processes are interrelated through human and spiritual networks
<b>Asian Asian-American Polynesian</b>	<b>Member-Group</b> The highest value lies in the cohesiveness of the group	<b>Conative</b> One knows through striving toward the transcendence	<b>Nyaya</b> The objective world is conceived independent of thought and mind	<b>Cosmology</b> All processes are independently interrelated in the harmony of the universe

# Lessons Learned...

- **Selecting the right staff is crucial**
- **Staff Development is not a one time event**
- **Regular periodic review of the cultural competence of staff and program components is key role of program administration**
- **Take advantage of teachable moments for both staff and participants.**
- **Include cultural influencers in program activities when possible**

# **A Culturally Effective Prevention Program**

**Utilizes resources to appropriately  
address the diverse needs, histories,  
cultures and strengths within a  
community**

# Factors to Consider in Culturally Competent Services

- A thorough understanding of the historical realities of slavery, segregation, migrations, and civil rights
- A contemporary understanding of the current confluence of negative forces threatening minority groups
- An appreciation of and willingness to utilize the vast spiritual resources of ethnic communities

# Factors to Consider, Continued

- **Appreciation for the personal experience of minority groups within the larger culture that can be indifferent, fearful, and at times harmful**
- **An understanding of the concepts of marginalization and fractionalization as they apply to minority groups**
- **An understanding of the intolerable intra-psychic tension and sense of worthlessness experienced by some members of minority groups that can also be a concomitant aspect of risk taking behavior (i.e., substance abuse, early initiation of sexual activity, delinquency, etc.)**

## ...a Few More Factors for Consideration

- The ability to recognize and challenge cultural biases and stereotypes encountered when reviewing and considering models of prevention
- The capacity to apply cultural concepts of pain, illness, wellness, and recovery to prevention
- A recognition of the need for healthcare, prevention, and social services professionals from minority groups who can model and reinforce positive images

## ...and Finally, a Few More

- A willingness to explore styles of communication with and among minority groups as well as to gain an understanding of their non-verbal behaviors
- Ongoing exploration and understanding of one's own cultural background and its significance to cross-cultural situations
- Recognition and validation of persons served through meaningful cultural celebrations and events that are inspiring and meaningful

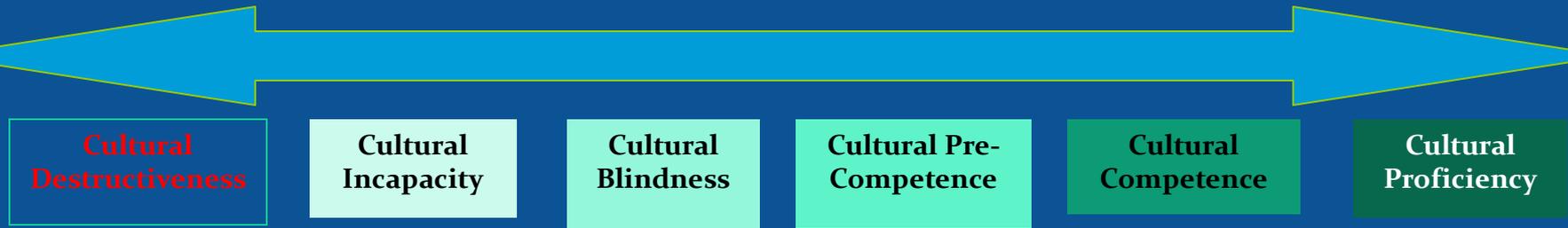
## **A culturally competent individual is able to:**

- share social experiences;
- project a feeling of respect for others
- listen and communicate with understanding;
- empathize;
- avoid making value judgments;
- identify with others' socioeconomic status; and
- be sensitive to different perspectives.

# Lessons Learned...

- It is important that staff understand the elements or factors in creating and/or delivering culturally competent services
- Ongoing training is crucial for staff development and productivity
- Program administration must periodically assess where the organization/program services are on the **Cultural Competent Continuum**

# Cultural Competence Continuum



**Cultural Destructiveness** is characterized by attitudes, policies and structures, and practices within a system or organization that are destructive to a cultural group.

**Cultural Incapacity** is the lack of capacity of systems and organizations to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups.

**Cultural Blindness** is an expressed philosophy of viewing and treating all people as the same.

**Cultural Pre-Competence** is a level of awareness within systems or organizations of their strengths and areas for growth to respond effectively to culturally and linguistically diverse populations.

**Cultural Competence** is where systems and organizations that exemplify cultural competence demonstrate an acceptance and respect for cultural differences.

**Cultural Proficiency** is where systems and organizations hold culture in high esteem, and use this as a foundation to guide all of their endeavors.

# Lessons Learned...

- Change does not occur overnight
- Develop an Action Plan or a Logic Model to reach cultural competency goals
- Ongoing staff development and assessment are vital for sustained change
- It is better to take the time to conduct an organizational/program cultural assessment to learn cultural strengths and weaknesses that might impact program outcomes.
- Failure to assess could result in an unplanned failure!!!

# Finally...

- One lesson that I have learned over the years is that the right team is the fundamental key to achieving positive program outcomes!

# A Team That Makes A Difference: Five Key Ingredients

- **Visionary Leadership – High Expectations**
- **Clear Mission Statement – Culturally Competent Organizational Environment**
- **Member Commitment – The Right Fit**
- **Member Development – Knowledge Power**
- **Member Recognition – Motivational Tool**

# Resources

- *Cultural Context of Prevention, Module 5, Substance Abuse Prevention Specialist Training, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Service Administration, [www.samhsa.gov](http://www.samhsa.gov)*
- *Cultural Context of Prevention, Credentialing Consortium of Georgia (PCCG), Six Hour Core Course.*
- *National Standards on Culturally and Linguistically Appropriate Services (CLAS), <http://minorityhealth.hhs.gov>*