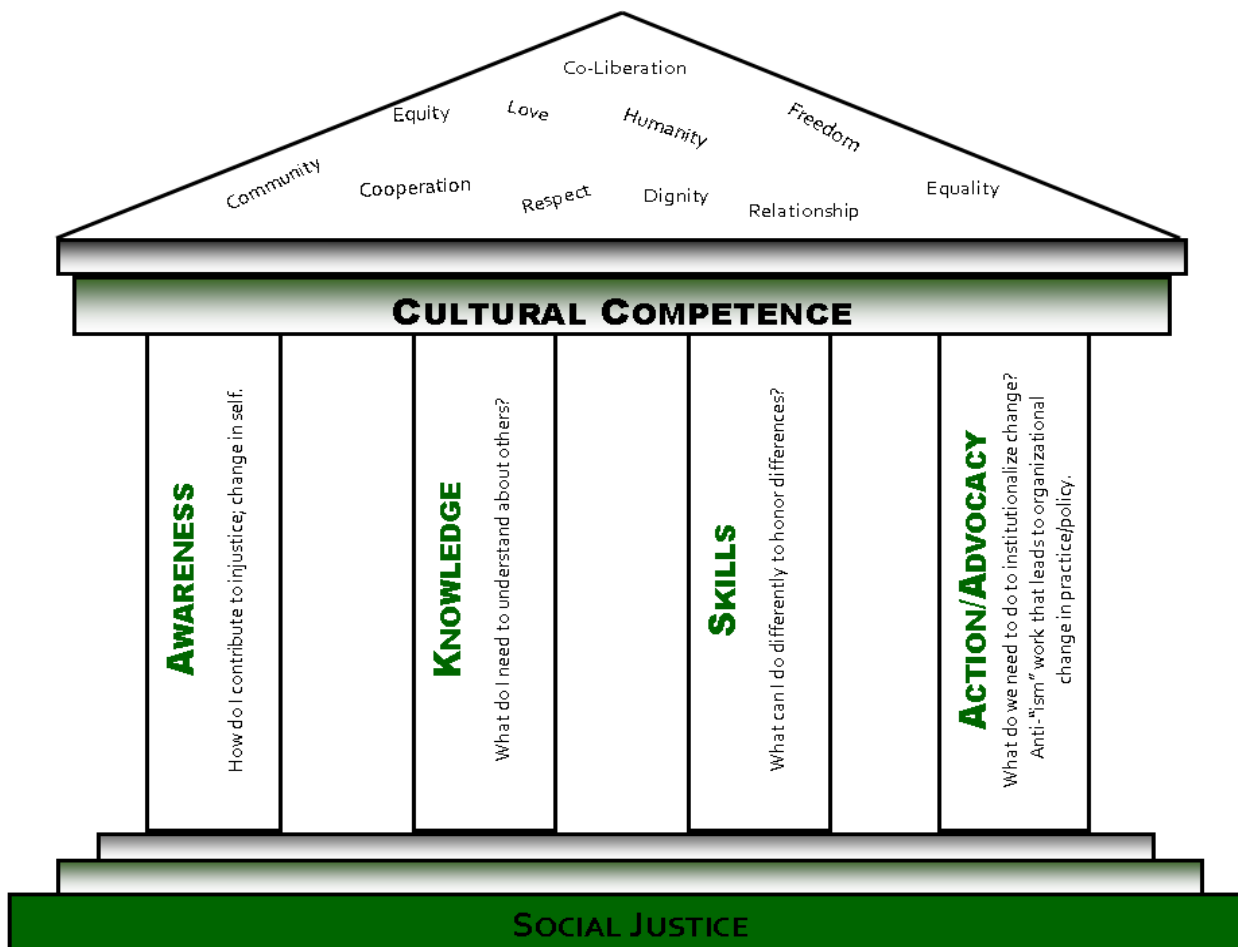


# FOUNDATIONS OF CULTURAL COMPETENCE



“A culturally competent professional is one who is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth.

Second, a culturally competent professional is one who actively attempts to understand the worldview of culturally diverse populations. In other words, what are the values, assumptions, practices, communication styles, group norms, biases, experiences, perspectives and so on, of culturally diverse clients, families, communities and colleagues you interact with?

Third, a culturally competent professional is one who is in the process of actively developing and practicing appropriate, relevant, and sensitive strategies and skills in working with culturally diverse clients, families, communities and colleagues.

Fourth, a culturally competent professional is one who advocates on behalf of the needs of clients, families, community, colleagues etc. They take action in their work place, community and society to create a culture of respect and equity.

Thus, cultural competence is active, developmental, an ongoing process and is aspirational rather than achieved.”

Adapted from Sue, D.W., & Sue, D (2003). Counseling the culturally diverse: Theory and practice, 4<sup>th</sup> Ed. New York: John Wiley. (Cultures Connecting)

## CULTURAL COMPETENCE: AWARENESS

<b>Awareness</b>	<input checked="" type="checkbox"/> <b>Check the box that most closely identifies where you are at in this work</b>
<p>The culturally competent professional is...</p> <p><b><i>...moving from being culturally unaware to being aware and sensitive to their own cultural heritage and to valuing and respecting differences.</i></b></p> <ul style="list-style-type: none"> <li>• Explores ones values, beliefs and assumptions about human behavior</li> <li>• Is not ethnocentric, believing in the superiority of one's group</li> <li>• Learning about own cultural heritage</li> </ul>	<p>I _____ work towards becoming aware and sensitive to my own cultural heritage and valuing and respecting differences.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>
<p><b><i>...aware of own values and biases and how they affect racially diverse people.</i></b></p> <ul style="list-style-type: none"> <li>• Avoid prejudices, unwarranted labeling, and stereotyping</li> <li>• Actively challenges their own assumptions</li> </ul>	<p>I _____ work towards becoming aware of my own values and biases and how they might affect culturally diverse people.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>
<p><b><i>...comfortable with racial differences between themselves and their clients and colleagues.</i></b></p> <ul style="list-style-type: none"> <li>• Does not profess color blindness</li> <li>• Does not negate the existence of differences</li> <li>• Differences are not seen as being deviant</li> </ul>	<p>I _____ feel comfortable with racial differences between me and my clients and colleagues.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>
<p><b><i>... sensitive to circumstances that may dictate a referral of a child or family to someone else (personal biases; stage of racial, gender, and sexual orientation identity; sociopolitical influences, etc)</i></b></p> <ul style="list-style-type: none"> <li>• Aware of one's limitations and at the same time not threatened by seeking help from other professionals <i>HOWEVER...</i></li> <li>• Willing to work with racially diverse people from clients and colleagues</li> </ul>	<p>I am _____ sensitive to circumstances that may dictate referral of a child or family to someone else and at the same time I am committed to working effectively with culturally diverse clients and colleagues.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>
<p><b><i>...aware of and accepts responsibility for one's own racist, sexist, heterosexist, and other detrimental attitudes, beliefs, and feelings and behaviors.</i></b></p> <ul style="list-style-type: none"> <li>• Does not deny that they have directly or indirectly benefited from individual, institutional, and cultural biases</li> <li>• Attempts to deal with own racism, sexism, heterosexism etc., in a non-defensive, guilt-free manner</li> <li>• Has begun the process of defining a new non-oppressive and non-exploitive attitude.</li> </ul>	<p>I _____ work towards becoming aware of and accepting responsibility for my own racist, sexist, heterosexist, or other detrimental attitudes, beliefs and feelings.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>

## CULTURAL COMPETENCE: KNOWLEDGE

<b>Knowledge</b> The culturally competent professional...	<input checked="" type="checkbox"/> Check the box that most closely identifies where you are at in this work
<p><b><i>... possesses specific knowledge and information about the particular groups they work with.</i></b></p> <ul style="list-style-type: none"> <li>• History, experiences, cultural values, lifestyles, issues</li> </ul>	<p>I am _____ intentional in learning more about the cultural norms, values, beliefs, communication styles, history etc., of the racially diverse children and colleagues I work with.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>
<p><b><i>...will have a good understanding of the socio-political system's operating in the U.S. with respect to treatment of marginalized groups in our society.</i></b></p> <ul style="list-style-type: none"> <li>• Impact of racism, power and oppression, e.g., education, health, housing, legal system, etc</li> <li>• Role of ethnocentric monoculturalism on the development of identity and worldviews among racial minority groups.</li> </ul>	<p>I have _____ understanding of the sociopolitical systems operating in the U.S. with respect to treatment of racially marginalized groups in the U.S.</p> <p><input type="checkbox"/> A Strong    <input type="checkbox"/> Some    <input type="checkbox"/> Little    <input type="checkbox"/> No</p>
<p><b><i>...will have clear and explicit knowledge and understanding of the generic characteristics of individuals from diverse ethnic, racial, and socioeconomic backgrounds.</i></b></p> <ul style="list-style-type: none"> <li>• Language factors, language and culture-bound values</li> <li>• Able to determine theories and models that may be useful to working with racially diverse groups</li> <li>• Does not limit the potential of a person based on their race</li> </ul>	<p>I _____ possess knowledge and understanding of the generic characteristics of children and colleagues from diverse racial backgrounds that I work with.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>
<p><b><i>...has knowledge of institutional barriers that prevent diverse groups from accessing and using services.</i></b></p> <ul style="list-style-type: none"> <li>• Location of services, transportation</li> <li>• Formality or informality of décor</li> <li>• Language used to advertise services</li> <li>• Where services are publicized</li> <li>• Availability of underrepresented groups at different levels in the organization</li> <li>• Organizational climate</li> <li>• Hours and days of operation</li> <li>• How services may be viewed</li> </ul>	<p>I am _____ knowledgeable of institutional barriers that prevent racially diverse families from accessing and using services.</p> <p><input type="checkbox"/> Usually    <input type="checkbox"/> Often    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely</p>

## CULTURAL COMPETENCE: SKILLS

SKILLS	Professional and/or Personal Examples in Your Life
<p><b>The culturally competent professional...</b></p> <p><i>...must be able to generate a wide variety of verbal and nonverbal responses.</i></p> <ul style="list-style-type: none"> <li>• Marginalized groups may learn to problem solve and respond differently (e.g., to teaching styles) than those from dominant groups.</li> <li>• The wider the repertoire of responses and pedagogy the educator possesses the more effective they will be.</li> <li>• Become comfortable with a multitude of teaching styles and modalities.</li> </ul>	<p>I _____ practice generating a wide variety of verbal and nonverbal responses with my diverse students, families and colleagues.</p> <p><input type="checkbox"/> Always    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely    <input type="checkbox"/> Never</p>
<p><i>...must be able to send and receive both verbal and nonverbal messages accurately and appropriately.</i></p> <ul style="list-style-type: none"> <li>• Must be able to communicate thoughts and feeling as well as read messages received.</li> <li>• Considers the cultural cues that are operating within a setting.</li> <li>• Is knowledgeable and skillful with different styles of communication e.g., subtlety and indirectness vs. directness and confrontation.</li> </ul>	<p>I _____ practice sending and receiving both verbal and nonverbal messages accurately and appropriately.</p> <p><input type="checkbox"/> Always    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely    <input type="checkbox"/> Never</p>
<p><i>...is able to exercise a variety of relationship building skills.</i></p> <ul style="list-style-type: none"> <li>• Attending special events</li> <li>• Outreach</li> <li>• Ombudsman roles</li> <li>• Home/community visits</li> <li>• Acting as change agent</li> </ul>	<p>I _____ practice a variety of relationship building skills.</p> <p><input type="checkbox"/> Always    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely    <input type="checkbox"/> Never</p>
<p><i>...is aware one's helping style, recognizes the limitations that one possesses, and can anticipate the impact on culturally diverse populations.</i></p> <ul style="list-style-type: none"> <li>• Consults with others.</li> <li>• Participates in Culturally Relevant Professional Development.</li> <li>• Able to communicate one's desire to help.</li> <li>• Avoids paternalistic helping, i.e., empathy rather than sympathy, does with rather than for.</li> </ul>	<p>I am _____ aware of my helping style and recognize my limitations anticipating the impact on my culturally diverse students, families and colleagues.</p> <p><input type="checkbox"/> Always    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely    <input type="checkbox"/> Never</p>
<p><i>...takes risks and makes mistakes, knowing that new learning occurs on the edge of one's competence.</i></p> <ul style="list-style-type: none"> <li>• Sees "mistakes" as an opportunity to grow.</li> <li>• Encourages students and colleagues to take chances and learn from mistakes.</li> </ul>	<p>I _____ take risks and am willing to make mistakes.</p> <p><input type="checkbox"/> Always    <input type="checkbox"/> Sometimes    <input type="checkbox"/> Rarely    <input type="checkbox"/> Never</p>

## CULTURAL COMPETENCE: ADVOCACY AND ACTION

<b>ADVOCACY &amp; ACTION</b>	<input checked="" type="checkbox"/> Check the box that most closely identifies you			
<b>The culturally competent professional...</b>				
Educates co-workers and close friends about racism and other forms of oppression.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Raises issues in the workplace with people in power, co-workers and staff.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Changes what normally appears on bulletin boards, walls, handouts, newsletters, and other materials to be inclusive.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Is a referral resource—directs people to those who might be of assistance?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Acts as a model, taking risks and questioning the dominant power structure.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Establishes discussion groups and other activities around racism e.g., readings, films, exercises in school or workplace.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Makes sure that resources are allocated for enhancing the learning experience of students of color.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Assesses the environment of their workplace to ensure that it reflects the diversity of staff and students (e.g., assemblies, activities, décor, staff of color).	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Contributes time and/or money to agencies, organizations or programs that actively confront the problems of oppression.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Looks at own racist attitudes and behaviors and the impact they have on families.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Openly disagrees with racist comments, jokes or actions of those around them.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Takes the time to complain to those in charge when they notice racism in businesses e.g., greeting cards, toys, foods.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Demonstrates a willingness to change self vs. others as it relates to cultural norms, values, behaviors, and attitudes.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Seeks out and actively participates in professional development aimed to enhance their awareness, knowledge and skills in effectively working cross culturally.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Envisions a world free of bias and works to restructure ideas and create alternatives.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never

<b>Advocacy &amp; Action</b> <b>The culturally competent professional...</b>	<input checked="" type="checkbox"/> <b>Check the box that most closely identifies you</b>			
Examines policies within their organization to see if they meet the needs of diverse students, staff, and clients.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Questions the norms of meetings to ensure equity.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Reviews hiring policy and practices to include diversity.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Reviews the mission and vision of their organization to include diversity.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Ensures the organization's evaluation and assessment tools take into consideration issues of racism, power, privilege and oppression.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Investigates curricula in their school/classroom for cultural relevance and anti-bias qualities.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Aligns curriculum within their grade level and the school vs. independent teaching.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Includes diverse ethnic and socio-economic representation in decision making.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Engages in conversations around race and social justice issues with students, families and colleagues.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
Infuses cultural relevance in all professional development.	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
<i>Add your own</i>	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never

Adapted from Sue, D.W., & Sue, D (2003). Counseling the culturally diverse: Theory and practice, 4<sup>th</sup> Ed. New York: John Wiley. (Caprice D. Hollins)

Action/Advocacy Section Adapted from Katz, J.H. (1978) White awareness: Handbook for anti-racism training. Oklahoma Press.