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Content validation of a model for organizational cultural competence of health-related post-secondary academic departments or units

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To the Graduate Council:

I am submitting herewith a thesis written by Diane Elizabeth Krause entitled "Content validation of a model for organizational cultural competence of health-related post-secondary academic departments or units." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Nutrition.

<div align="right">

Betsy Haughton, Major Professor

</div>

We have read this thesis and recommend its acceptance:

<div align="right">

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

</div>

(Original signatures are on file with official student records.)

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Melissa Hansen-Petrik

Katie Kavanagh

Accepted for the Council:

Carolyn R. Hodges, Vice Provost and
Dean of the Graduate School

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Content validation of a model for organizational cultural competence of health-related post-secondary academic departments or units

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Diane Elizabeth Krause
May 2009

ACKNOWLEDGMENTS

I would like to express gratitude to my adviser, Dr. Betsy Haughton, for her invaluable guidance, encouragement, and support throughout this research project. It has been an honor to collaborate closely with her and to receive her mentoring. I am also highly thankful to Joan M. Atkinson for her spirited role as facilitator, colleague, and guide. Her enthusiasm for and dedication to this project brought me great learning and joy. Also, I am grateful to our project's Expert Panelists who offered their contributions to this project with much consideration, commitment, and effort.

I thank my Thesis Committee members, Dr. Melissa Hansen-Petrik and Dr. Katie Kavanagh-Prochaska, for their input and time. My thanks go to Dr. Paul Campbell Erwin for his thoughtful suggestions about my manuscript. I offer thanks to Heather De Puy for sharing literature resources with me as I began this project.

Additional thanks go to Dr. Jay Whelan, Nutrition Department Head, for his support of this project even prior to my work on it. Also, I acknowledge the University of Tennessee's College of Education, Health, and Human Sciences (CEHHS) Ready for the World International/Intercultural Funding Initiative for funding support.

Lastly, I would like to express my thanks to my parents and Christopher for their encouragement, support, and patience throughout this process. They have reminded me that putting forth this effort has brought me many learning experiences that I will draw upon throughout my future endeavors.

ABSTRACT

OBJECTIVE: Health-related academic units need to be culturally competent to meet workforce needs for culturally competent personnel and to establish effective academic-practice linkages. This study was designed to test the content validity of a model, developed from a literature review, for organizational cultural competence of health-related academic units.

METHODS: An expert panel convened as a virtual team to provide input on domains and criteria statements that are important and relevant for academia. An iterative process was used as a series of large and small group telephone conferences and e-mail comment period.

RESULTS: Over a 4-month period, the expert panel revised, deleted, and added domains and criteria statements. Twelve domains with 73 criteria statements were identified and categorized as: Organization & Administration; Personnel; Community & Environment; Curriculum & Experiential Practice; Research; and Technical Skills & Consultation.

CONCLUSION: A model for organizational cultural competence of health-related academic units is proposed. Although further validation is needed, this research begins to establish content validity for the evolving model and establishes the beginning of a foundation to develop an organizational self-assessment tool for academic units to assess and enhance their cultural competence.

PREFACE

The format of this thesis is included here. The thesis consists of two parts and an appendix. Part I includes an introduction, literature review, and statement of the research question. Part II consists of a manuscript for publication. The Appendix consists of detailed project methods, including the original and evolving model throughout different stages of the research project.

TABLE OF CONTENTS

List of Tables

List of Figures

Part 1 Introduction and Literature Review

Introduction

The demographics of the United States population are becoming more diverse in terms of race and ethnic origin, and the population as a whole is aging. [1, 2] Health disparities have been documented among those who have health-related differences based upon race, ethnicity, age, education, socioeconomic status, and other cultural factors.[3] National initiatives have been designed to decrease health disparities in the short term and to address the changing characteristics of the population over the next several decades. A 2003 report by the National Academy of Sciences, Institute of Medicine recommends that health-related academic systems provide cross-cultural educational opportunities to students who will become future health care professionals.[4]

Academic settings can provide cross-cultural educational opportunities that help students develop understanding, knowledge, and skills related to providing equal health care services for all people. In addition, health-related academic units can establish organizational components, such as policies, programs, and activities, to provide cross-cultural opportunities to students.

The term cultural competence has been used to describe how an individual perceives, understands, and communicates with other people who differ from this individual in race, ethnicity, income, education, age, gender, language, religion, worldview, or other characteristics.[5, 6] Organizational cultural competence describes how organizational components affect the cultural competence of the institution's individuals, programs, and activities.

On an organizational level, there are a few proposed models for assessing the organizational cultural competence of health service delivery systems. Health service delivery systems can be viewed as analogous to health-related academic units in that health service delivery systems provide services as medical treatments to patients just as academic units offer services as education to students. However, due to the differences between health service delivery systems and academic departments, there exists a need for a validated model that can be used to assess and identify the assets and deficiencies of an academic department in terms of its organizational cultural competence. Assets cannot be built upon and deficiencies cannot be corrected without going through a process of assessing the existing resources and identifying priorities.

The ultimate goal of this project is to enhance the cultural competence of post-secondary students by impacting the cultural competence of health-related academic units. A validated model for organizational cultural competence will be useful to describe how health-related post-secondary academic departments or units have defined and implemented policies, practices, and curricula that promote cultural competence among departmental faculty, staff, and students. The assessment can help identify organizational strengths and weaknesses that can be used in developing a plan to enhance the cultural competence of the academic unit.

An organizational cultural competence self-assessment tool was developed in 2004 by University of Tennessee Department of Nutrition faculty and students.[7] This tool defines 11 cultural competence domains that refer to the governance, structure, personnel, environment, activities, and outreach of a post-secondary health-related academic unit. Each domain includes statements that set criteria for competency within that domain. Using the University of Tennessee "Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit" as a foundation, the purpose of this project was to:

- validate the domains of a model that describes the organizational cultural competence of a health-related post-secondary academic department or unit;
- validate the criteria statements associated with each domain in the model; and
- revise the model by adding, deleting, or modifying domains and criteria statements based upon the validation process.

This was accomplished by convening an expert panel via a series of four teleconferences. Using an initial visual-teleconference (phone conference supplemented with a PowerPoint presentation) and rounds of telephone conferences, this project validated the domains and criteria statements needed for such a model.

Literature Review

DEMOGRAPHIC CHANGES

The United States population is becoming more diverse by race and ethnic origin. According to the 2000 Census, non-Hispanic whites accounted for nearly 70% of the U.S. population. Population projections suggest that by 2050, the proportion of non-Hispanic whites in the U.S. population will decrease to about 50%, while population increases will occur among black, Asian, Hispanic, and other racial and ethnic groups.[1] This population shift is projected based on the higher fertility rates of all groups other than non-Hispanic whites. The expected shift takes into account the births projected from net immigration since 1992.[2] Additionally, the population as a whole is becoming older as a result of the aging Baby Boom generation born between 1946 and 1964.[2] As these changes occur, health service delivery systems must become more competent in delivering effective health care to individuals across all segments of the population.

HEALTH DISPARITIES

Cultural factors such as race, ethnicity, and socioeconomic status impact health status. Research documents that chronic disease risks such as heart disease and diabetes are increased in certain segments of the population more than others.[8-10] For example, the prevalence of diabetes in 2005 was found to be over two times higher in the American Indian or Alaskan Native population (101 cases per 1,000 people in the population) than among the white non-Hispanic population (49 cases per 1,000 people in the population).[9, 11] Also, the black non-Hispanic

3

population had a significantly higher prevalence of diabetes (84 cases per 1,000 individuals in the population) than the white non-Hispanic segment.

Studies show that the existence of health disparities relates to the accessibility, quality, and affordability of health care services.[11-13] In 2005 the white non-Hispanic population had significantly more health insurance coverage (88%) compared to all other segments of the American population, especially American Indian or Alaskan Native (68%).[11] Also, lack of health insurance coverage was three times higher in poor/near-poor populations compared to those in middle/high-income populations. In 2003 Asian, Hispanic or Latino, and black non-Hispanic segments were significantly less likely than the white non-Hispanic population to have an ongoing source of medical care and a usual primary care provider.[11, 12]

NATIONAL INITIATIVES TO ADDRESS HEALTH DISPARITIES

Healthy People 2010 is a national initiative between federal and state health agencies, businesses, and community organizations that details goals and objectives for improving the health of the American population. In response to documented discrepancies in the quality of health care across different racial and ethnic segments of the population, Healthy People 2010 set the following goal: "To eliminate health disparities among different segments of the population," which include differences by gender, race, ethnicity, education, income, and disabilities among others.[3]

The National Academy of Sciences, Institute of Medicine [4] assessed differences in the ways that medical care services are provided based upon racial and cultural differences, evaluated factors related to existing health disparities, and proposed recommendations for eliminating health disparities. Among many recommendations, the study's report proposed that health-related educational systems provide cross-cultural educational opportunities for students so that future health professionals are prepared to provide equal treatment for all people and address the factors that contribute to the problem of health disparities.

DESCRIPTION OF CULTURAL COMPETENCE

The term cultural competence has been used to describe how an individual perceives, understands, and communicates with other people who differ from this individual in race, ethnicity, income, education, age, gender, language, religion, worldview, or other characteristics.[5, 6] In health-related professions, health care practitioners, educators, students, and researchers must acquire knowledge of existing health disparities,[6, 14] understand cultural differences among people regarding beliefs about illness and health care practices,[14, 15] and study physiological differences related to disease risk factors and medical treatment [6, 14] so as to improve health outcomes for individuals within all population groups. Also, cultural competence in health care refers to an individual's attitude toward providing accessible, equal, and effective health care for all people.[16]

4

ORGANIZATIONAL CULTURAL COMPETENCE

Cultural competence can be practiced at both individual and organizational levels. Individual cultural competence refers to the provision of culturally appropriate care by specific health care practitioners. In contrast, organizational cultural competence is a term used to describe the effect of organizational components on the cultural competence of the institution's individuals, programs, and activities. Cross et al. describe cultural competence as "a set of congruent behaviors, attitudes, and policies, that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations."[17 (p13)]

Health care service systems and health-related academic institutions have the potential to improve the cultural competence of individuals such as personnel and students by making their organizations more culturally competent. For example, a university comprises individuals and academic departments that influence the attitudes, activities, and competencies of its personnel, including faculty, staff, and students. As such, organizational components related to administrative policies, governance, cultural characteristics of personnel and students, curricula, outreach, and other activities establish an environment in which students can learn about competencies needed to work in health care systems.[7]

In health service delivery, competent health care practitioners deliver effective care to patients when the health organization ensures that practitioners deliver appropriate services. In academia, a similar phenomenon occurs. When faculty members are encouraged to cultivate competencies that reflect the academic unit's organizational priorities, students gain knowledge and skills that reflect the competencies of both the faculty and organization.[18] Additionally, students can *experience* how educators, staff, and academic programs model competencies, affording students the opportunity to use their experiences to inform future health care practice.

MODELS FOR ORGANIZATIONAL CULTURAL COMPETENCE IN ACADEMIA

A literature review was conducted in search of models that relate to organizational cultural competence in health-related academic programs. Only one model was found in the literature that fit this description [7]. This model for organizational cultural competence in health-related academic departments was developed at The University of Tennessee, Knoxville in 2004 and is the model upon which this research project is based.

Because no other organizational cultural competence models for academic units were found, a literature review was conducted to find models that relate to organizational cultural competence in health care delivery systems. Several models or frameworks were found that describe and assess the organizational cultural competence of health service delivery systems. The differences among models demonstrate that no consensus exists on the necessary components of organizational cultural competence for health service delivery agencies. However, each study describes how organizational cultural competence models or frameworks were validated. Because the purpose of this project was to validate a model for a health-related post-secondary academic unit, it was important to understand how such a validation has been accomplished for

5

health service delivery systems. The following literature review defines the key components of different models for organizational cultural competence and illustrates methods for validating each model.

ORGANIZATIONAL CULTURAL COMPETENCE IN HEALTH SERVICE DELIVERY SYSTEMS

Culturally and Linguistically Appropriate Services (CLAS) standards

In 1999 the Office of Minority Health (OMH) in the U.S. Department of Health and Human Services published draft standards for health care organizations to provide culturally and linguistically appropriate services (CLAS) in the hope of eliminating the cultural and language barriers that lower the quality of health care. CLAS standards were developed over a three-year period to provide recommendations for health providers to make their services culturally and linguistically accessible to all clients. Out of a total of 14 standards, 4 are federally mandated, 9 are recommended, and 1 is optional. CLAS standards are grouped into three categories: culturally competent care, language access services, and organizational supports for cultural competence.[19] Although CLAS standards do not describe a comprehensive model for organizational cultural competence, they provide a foundation for helping health service organizations recognize and remove the cultural and language barriers that lower health care quality.

Validation process of CLAS standards

The CLAS standards were developed using a process whereby literature was reviewed to compile content. An advisory committee coded cultural and linguistic competencies to fit within specific themes.[14] In the second stage, stakeholders consisting of individuals and representatives of health care-related organizations reviewed the standards and submitted their comments and recommended revisions during a public comment period. The project team revised the CLAS standards based upon recommendations from an advisory committee and the public comment process.[14]

CLAS standards provide a theoretical framework for health agencies to follow when implementing health care services. However, this framework does not specifically address criteria for assessing CLAS standards or describe how they are practiced in health organizations. Thus, one study built upon the CLAS standards to develop a framework for assessing cultural competence in health care. Additionally, two studies were conducted to operationalize the CLAS standards by converting the theoretical framework into specific structures and processes that give rise to a culturally competent health care delivery system. The following three studies sponsored by the U.S. Office of Minority Health (OMH) show how an organizational cultural competence framework can be applied in health service delivery systems.

Study that developed an organizational cultural competence assessment framework

The Health Resources and Services Administration (HRSA) sponsored a study [20] through the OMH that developed a framework for assessing organizational cultural competence in health care delivery organizations. A literature review was used to develop a preliminary assessment

6

framework. In a second stage, a technical expert panel (n=9), key informants (n=14), and committee workgroup (n=8) revised the model using an iterative process. This model was revised during a third stage using input from site visits to health organizations (n=7) in addition to further revision by the expert panel, key informants, and workgroup. The framework consists of 7 domains that characterize organizational cultural competence as governance, communication, staff development, and health services/interventions, among others. Each domain includes focus areas and indicators. Indicators describe competency within each focus area and domain (Table 1). For the purposes of this literature review, this framework is considered a model consisting of domains, focus areas, and indicators.

Study that operationalized CLAS standards in managed care organizations (MCOs)
Coinciding with the development of the CLAS standards, another study [21] attempted to operationalize the CLAS standards by assessing how they were practiced in managed care organizations (MCOs). Using a literature review, the project team (n=5), staff members at the Office of Minority Health (n=unlisted), and an expert panel (n=13) developed a basic model of 8 assessment domains that describe organizational cultural competence in terms of governance, policies, staff training, and patient care, among others. Each domain is subdivided into key elements and further separated into variables that describe competence for that domain (Table 2).

The model of assessment domains was adapted into an organizational cultural competence self-assessment tool consisting of three questionnaires designed for executives and staff personnel. The content of the self-assessment tool was pilot tested by staff members at 3 MCOs to validate this instrument. Subsequently, the questionnaires were administered among executives and staff members of 77 MCOs.[21] In terms of this current literature review, the domains, key elements, and variables of the MCOs self-assessment tool can be viewed as a preliminary model for organizational cultural competence.

Study that operationalized CLAS standards in local public health agencies (LPHAs)
In a second study that operationalized CLAS standards, the organizational cultural competence of local public health agencies (LPHAs) was assessed. Using literature review and lessons learned from the MCOs study, an expert panel (n=9) and project advisory group (n=4) reviewed the conceptual framework for delivering culturally and linguistically appropriate health care in the MCOs study and revised it for use in LPHAs. Similar to the MCOs conceptual framework, this model includes domains, key elements, and variables for assessing organizational cultural competence. Table 3 presents the domains, key elements, and number of variables that assess competence within each key element.

Organizational competence model in mental health service delivery
In another set of studies, Siegel et al. [23-25] developed an organizational cultural competence framework for delivering behavioral health services. In this framework, culturally competent health services are defined across three different organizational levels: administrative operations; health service delivery entities; and staff knowledge of organizational procedures for providing culturally appropriate health care.[25] This framework details the organizational structures

Table 1. Organizational Cultural Competence Assessment Framework [20]

Domain	Focus areas (n indicators within each focus area)
Organizational Values	• Leadership, investment and documentation (11) • Information/data relevant to cultural competence (8) • Organizational flexibility (2)
Governance	• Community involvement and accountability (5) • Board development (1) • Policies (1)
Planning and Monitoring/Evaluation	• Client, community and staff input (7) • Plans and implementation (2) • Collection and use of cultural competence-related information/data (6)
Communication	• Understanding of different communication needs and styles of client population (11) • Culturally competent oral communication (10) • Culturally competent written/other communication (6) • Communication with community (2) • Intra-organizational communication (3)
Staff Development	• Training commitment (10) • Training content (6) • Staff performance (5)
Organizational Infrastructure	• Financial/budgetary (3) • Staffing (8) • Technology (3) • Physical facility/environment (1) • Linkages (4)
Services/Interventions	• Client/family/community input (6) • Screening/assessment/care planning (7) • Treatment/follow-up (10)

Table 2. CLAS Standards Operationalized in Managed Care Organizations (MCOs) [21]

Domains	Key elements (n variables within each key element)
Organizational Governance	• Governing boards, committees and positions (7) • Organizational structure (0; includes description of organizational type only)
CLAS Plans & Policies	• Corporate planning (5) • Corporate policies (12)
Patient Care	• Assessment and treatment (3) • Materials and environment (2)
Quality Monitoring & Improvement	• Tracking system (6) • Needs assessment (NA) and evaluation (9)
Management Information Systems	• Members (6) • Staff (5)
Staffing Patterns	• Staff diversity (3) • Staff recruitment, retainment, and promotion (3)
Staff Training & Development	• Diversity training programs (13) • Staff development (4)
Communication Support	• Translation services (9) • Interpretation services (10)

Table 3. CLAS Standards Operationalized in Local Public Health Agencies (LPHAs) [22]

Domains	Key elements (n variables within each key element)
Organizational Governance	• Governing boards, committees and positions (9) • Organizational structure (2)
CLAS Plans & Policies	• CLAS planning (5) • CLAS policies (17)
Culturally Inclusive Health Care Environment and Practices	• Assessment and treatment (4) • Materials and environment (6)
Quality Monitoring & Improvement	• Tracking system (9) • Needs assessment and evaluation (9)
Management Information Systems	• Clients (8) • Staff (5)
Staffing Patterns	• Staff diversity (3) • Staff recruitment, retainment, and promotion (7)
Staff Training & Development	• Diversity training programs (16) • Staff development (6)
Communication Support	• Translation services (14) • Interpretation services (16)

needed, processes for implementation, and outcomes that should be achieved to demonstrate organizational cultural competence.

Validation process
Using a literature review to develop the conceptual model, this framework incorporates 6 domains that include: Needs Assessment, Information Exchange, Services, Human Resources, Policies and Plan, and Outcomes. Each domain is subdivided into domain factors describing cultural competency content areas. Each domain factor consists of indicators and performance measures. Indicators describe competencies within each domain and performance measures quantify each of these competencies. A 6-member project steering committee drafted and compiled the framework of domains, indicators, and performance measures. This framework was presented to an expert panel of 12 individuals who tested the content validity of it. Expert panelists were selected on the basis of representing different cultural groups and professional fields. The project committee and expert panel were selected according to their professional expertise in four mental health disciplines and additional fields, such as medical anthropology, cultural competence, and patient advocacy.[24] The content validity of the framework was tested by having the panel members consider the relevancy of each domain factor to cultural competence, the validity of each indicator to describe domain factors, and the specificity of each domain factor to address cultural competence, among others.[23] The expert panel deleted,

modified, and added indicators and performance measures. Subsequently, face validity of the framework was tested by having focus groups comment on the list of domains and measures and propose revisions and additions. Focus groups were composed of multicultural individuals (n=134) who were consumers, family members, advocates, and providers of health care delivery services. After focus groups were conducted, the expert panel finalized the domain content and produced a list of domains, domain factors, indicators, and performance measures.

In Phase II of the project, the expert panel reduced the number of performance measures from 231 to 85 using a Delphi-like process to reach consensus among panel members. Performance measures were reduced using criteria of "importance to the implementation of cultural competence," among others. Performance measures then were grouped into 12 categories to describe the areas in which they relate to organizational cultural competence. Table 4 lists the categories within which each of 85 total performance measures are contained.

As in Tables 1-4, the categories of performance measures in Table 4 may be viewed as domains of a model for organizational cultural competence in a health service delivery system. These four models have structural similarities in that they all consist of domains and elements that describe competency within each domain. The next section will describe further similarities and differences among these four models.

SUMMARY OF LITERATURE REVIEW
Comparison between organizational cultural competence frameworks (models) in health service delivery systems
The HRSA study that developed an assessment profile provides the basis of a model for describing cultural competence in health service organizations.[20] This framework includes

Table 4. Categories of Performance Measures in Mental Health Service Delivery (Siegel et al.) [23-25]

	Categories of performance measures in Phase II
I.	Commitment of Organization to Cultural Competence
II.	Integration of Cultural Competence within Organization
III.	Activities Related to Cultural Competence in Organizational Components
IV.	Cultural Competence Advisory Committee
V.	Knowledge of Cultural Needs of Target Population/Population Area
VI.	Knowledge of Cultural Needs of Service Users
VII.	Linguistic Capacity
VIII.	Services
IX.	Cultural Competence Training and Education
X.	Recruitment, Hiring and Retention
XI.	Outcomes
XII.	Consumer and Family Education

domains, focus areas, and indicators that are similar to the structure of a model. The two studies [21, 22] that operationalized CLAS standards in MCOs and LPHAs validated the content of a *self-assessment tool*, not a *model* for organizational cultural competence in health care settings.

However, the self-assessment tools validated in the operationalization studies were developed using a conceptual framework with domains, key elements, and variables that resemble the structure of a model. Similar to the conceptual frameworks used to develop the assessment profile and to operationalize CLAS standards, the framework for organizational cultural competence in mental health service delivery systems by Siegel et al. provides domains, domain factors, indicators, and performance measures. When comparing the Siegel framework to the assessment profile and to the conceptual frameworks for assessing CLAS in MCOs and LPHAs, all have domains that are divided into sub-domains referred to as focus areas, domain factors or key elements, respectively. Also, all of these frameworks have criteria statements for assessing organizational cultural competence within each domain, referred to as indicators in the assessment profile, variables in the CLAS-related studies, and indicators/performance measures in the Siegel study. However, the framework for cultural competence in mental health service delivery systems is different from the studies that assessed CLAS in MCOs and LPHAs in that it is a model for implementing organizational cultural competence, not a self-assessment tool.

Thus, the conceptual frameworks for assessing CLAS in MCOs and LPHAs and for implementing a culturally competent mental health delivery system provide insight into the appropriateness and relevance of domains and criteria statements needed in a health-related model for organizational cultural competence. Because organizational cultural competence frameworks and models share structural characteristics, the two words here are considered synonymous.

Organizational cultural competence in health service delivery vs. academic settings
Organizational cultural competence frameworks in health service delivery systems and a model for organizational cultural competence in a health-related post-secondary academic department are similar in that they both describe cultural competence in relation to organizational structure, governance, policies, plans, and priorities. Also, both involve current or future health care professionals and cultural competence training for personnel.

The major difference between organizational cultural competence frameworks of health service delivery settings compared to academic settings is that although some health-related academic units may provide health care services to patients, many do not. In addition, the primary service users of academic units are students, whereas those who use health service delivery systems are patients. Lastly, in academic settings, cultural competence training is provided both to personnel and service users (students), whereas in health service delivery settings, cultural competence is promoted among personnel but not service users (patients).

12

A review of the literature finds models related to organizational cultural competence in health service delivery systems. Similarities among health service delivery and academic settings inform a model for organizational cultural competence in a health-related post-secondary academic unit. However, differences between health delivery service systems and academic settings call for a model that fills this gap in the literature.

Two research examples suggest the need for a comprehensive model and describe organizational structures and processes needed for integrating cultural competence education throughout an academic unit's curriculum.[26-28] The U.S. Health Resources Services Administration (HRSA) funded a cultural competence curriculum guide that describes the relevance of organizational change and self-assessments to successful implementation of culturally competent curricula. This guide also proposes that academic units use organizational cultural competence models for health care service organizations as parallel frameworks that can be adapted for academic units by substituting language such as "research" and "education" for health care "services."[28] An organizational model specific for academia is needed to address its unique aspects different from health service delivery organizations.

The University of Pennsylvania School of Nursing also has developed a blueprint for integrating cultural competence education throughout its curriculum.[26, 27, 29, 30] This blueprint includes organizational structures the nursing school has used to promote cultural competence throughout the academic unit, as described by a task force. However, the blueprint does not suggest a comprehensive model that can be evaluated through specific domains and criteria that describe these domains.

Although both the HRSA [28] and University of Pennsylvania [26, 27] documents support that organizational structures and processes are needed to enhance cultural competence of students, it is unclear when these descriptions refer to curricular implementation specifically or to cultural competence within the broader academic environment and organizational structure. Therefore, it is important for academic settings to consider cultural competence on an organizational level of which curriculum is only one piece. A validated model is needed to describe cultural competence within this broader organizational context.

ORGANIZATIONAL CULTURAL COMPETENCE MODEL FOR A HEALTH-RELATED ACADEMIC UNIT

The model developed at The University of Tennessee at Knoxville for a health-related post-secondary academic unit can be used as a foundation for describing the components necessary for an organizational cultural competence model in education.[7] Similar to the previously presented models, the model was developed based upon a literature review. The following two cultural competence assessment tools for health service delivery systems informed this educational model (henceforth referred to as "UT at Knoxville model").

13

AUCD assessment of organizational cultural competence

The Association of University Centers on Disabilities (AUCD) is an organization of university centers that facilitates education and training about developmental disabilities to university students and health care professionals.[31] In 2004 an AUCD committee developed an "Assessment of Organizational Cultural Competence" for use in AUCD-associated university centers that not only provide health care services, but also train future and current health practitioners involved in health service delivery systems.[31] This assessment instrument was designed to help university centers identify strengths and weaknesses related to the practice of cultural competence throughout all organizational operations. Table 5 shows the domains of the AUCD model and presents the number of criteria statements within each domain.

The educational components of the AUCD organizational cultural competency assessment instrument were adapted in developing the UT at Knoxville model.[7] For example, the AUCD instrument divides organizational areas into domains, some of which include organization, administration, technical assistance/consultation, research, and education/training. However, a domain related to clinical service provision was not adapted for use in the UT at Knoxville model because academic health-related units do not always serve as health care providers, especially those units involved in baccalaureate education. Also adapted from the AUCD assessment instrument was the use of criteria statements that describe cultural competency within each domain. The UT at Knoxville model format arises out of the AUCD assessment tool's use of domains and criteria statements.

Government of British Columbia Ministry for Children & Families cultural competency assessment tool

The Canadian Ministry for Child and Families (MCF) in the Vancouver area of British Columbia developed a "Cultural Competency Assessment Tool" that was to be used in agencies throughout Vancouver to promote cultural competency in various types of social service organizations.[32] This assessment tool was designed to help participating organizations identify strengths and weaknesses in providing effective cross-cultural services to recipients of Vancouver agencies.

The MCF organizational cultural competence assessment tool is arranged according to "areas of impact," which are similar to domains, that describe organizational components. These areas include program policies and procedures, program practices, personnel policies and procedures, skills and training, organizational composition and climate, and community consultation and communication. Similar to the AUCD instrument, each area of impact (domain) includes criteria statements that support cultural competency for the respective area.

14

Table 5. AUCD "Assessment of Organizational Cultural Competence"[31]

Domains (n criteria statements)
A. Organization (4)
B. Administration (6)
C. Clinical Services (6)
D. Research and Program Evaluation (4)
E. Technical Assistance/Consultation (4)
F. Education/Training (5)
G. Community/Continuing Education (4)

Table 6 lists each area of impact and the number of criteria statements that assess competency in each area.

The MCF assessment tool was designed for use throughout various social service agencies including, but not limited to, health service delivery agencies. Thus, areas of impact and criteria statements from the MCF tool that pertain to a health-related post-secondary academic unit were adapted when developing the UT at Knoxville model.[7] The following section describes components of the UT at Knoxville model.

UT at Knoxville Model

According to the UT at Knoxville model, [7] a culturally competent health-related post-secondary academic organization is defined across 11 domains which can be grouped within four general categories: administrative structure; personnel; educational environment; and curricular, research, and outreach areas. There are a total of 85 criteria statements in the UT at Knoxville model that describe competency within the respective domains. Figure 1 depicts the model's 11 domains that are arranged vertically into four columns, or general categories (Table 7).

The administrative structure category refers to documented program policies, mission statements, and procedures that promote cultural competence throughout the academic unit (domain A). Also, the administrative structure includes the organization and governance of the academic department to address cultural competence issues and to involve individuals from different cultural backgrounds throughout all aspects of the organization (domain B).

The personnel of the organization includes faculty, staff, and students. The personnel category refers to documented policies and practices that promote recruitment and retention of faculty, staff, and students from all cultural backgrounds (domains C and D).

In addition, this category refers to initial and ongoing cultural competence training and development for faculty and staff of the academic unit (domain E).

Table 6. MCF "Cultural Competency Assessment Tool"[32]

Areas of impact (n criteria statements)
Organizational/ Foundation Statements and Documents (7)
Program Policies and Procedures (7)
Program Practices (8)
Personnel Policies and Practices (8)
Skills and Training (6)
Organizational Composition and Climate (4)
Community Consultation and Communication (6)
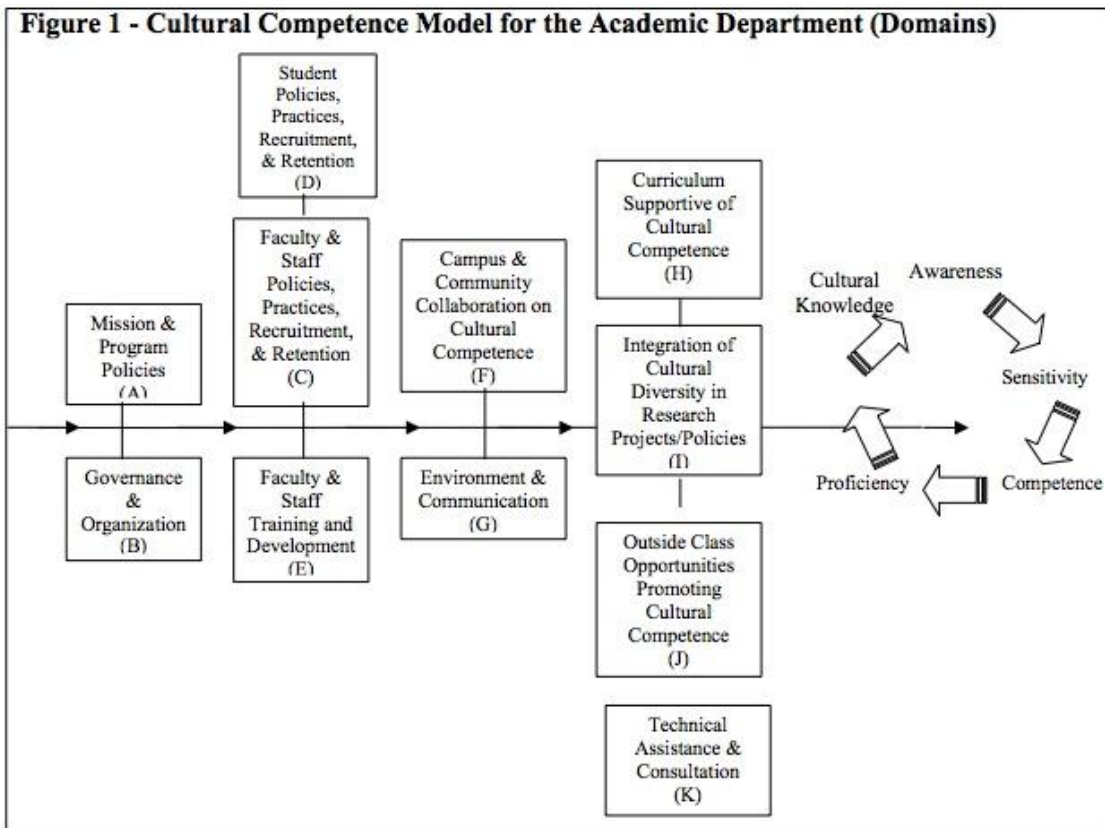
Figure 1. UT at Knoxville Model Cultural Competence Domains.[7]

Table 7. UT at Knoxville Model categories of cultural competence with respective domains [7]

Categories	Domains (n criteria statements)
Administrative Structure	A. Mission and Program Policies (12)
	B. Governance and Organization (5)
Personnel	C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention (17)
	D. Student Policies, Practices, Recruitment, and Retention (14)
	E. Faculty and Staff Training and Development (on Cultural Competence) (3)
Community & Environment	F. Campus & Community Collaboration on Cultural Competence (3)
	G. Environment & Communication (5)
Curricular, Research, & Outreach areas	H. Curriculum Supportive of Cultural Competence (8)
	I. Integration of Cultural Diversity in Research Projects/ Policies (5)
	J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence (8)
	K. Technical Assistance & Consultation (5)

The educational environment category refers to how the academic unit uses resources and community collaborations to promote cultural competence of academic programs (domain F). In addition, this category includes the accessibility of the academic unit's physical environment as well as the use of culturally appropriate communication materials throughout all departmental activities (domain G).

The final category refers to curricular, research, and outreach areas of the academic unit. These areas include curricula and classroom activities supportive of cultural competence (domain H), research projects that consider the role of culture in health care (domain I), and outside class activities, such as internships or field experiences, that promote cultural competence (domain J).

Also, this category refers to consultation with individuals who have skills working with specific communities or cultural segments of the population (domain K).

Although previous research describes the importance of these individual domains for promoting organizational cultural competence particularly for health service delivery, no comprehensive model brings these components together and defines criteria statements for competencies in each area related to academic settings. Thus, the current research project used the UT at Knoxville model as a foundation for developing a model that contains the appropriate domains and supporting criteria statements for assessing organizational cultural competence of a health-

17

related post-secondary academic unit or department. Just as the organizational cultural competence models for health delivery systems used an advisory committee or expert panel to develop their models, this project convened an expert panel to validate the content of the model and to revise it accordingly.

OBTAINING INPUT FROM EXPERT PANEL MEMBERS

Research studies described herein have used expert panels to test the content validity of organizational cultural competence frameworks or models. The following section describes content validity and methods that have been used to build agreement among groups of project team members.

Content validity

This research project tested the content of the model using an assessment type called content validity. Content validity refers to a subjective assessment of an instrument that is performed by individuals who have expertise in the particular field of study.[33] An expert panel may consist of people who have advanced knowledge and experience in the field. In addition, panelists who have limited formal expertise in the subject, but who would provide an important perspective need to be included.[33] For example, when validating a health-related model, patients of health care services should be included in addition to health care professionals. It is critical that a model is validated by panel members representing those who might be affected by such a model. Content validity is determined using organized methods that enable the panel members to form an overall opinion about the model or instrument being measured.

Large group interaction methods

Expert panels may use a variety of methods to validate a model by receiving input from panel members. Throughout the last several decades, a variety of large group interaction methods have been developed to gain input from participants when planning and implementing organizational change efforts in public and private sectors. According to Bryson et al.,[34] large group interaction methods share the following features: they involve at least eight people; are structured to involve high participation by group members; include a variety of stakeholders; can involve a series of workshops or conferences that take place over time; and often involve a skilled facilitator. Bryson et al. note that skilled facilitation using "a *process* and not a *content* expert" plays a key role in helping large group interaction methods to be successful.[34] The facilitator role is needed to help the group "clarify the content of the issues to be addressed" through a particular process as well as to "[manage] group interactions through the process."[34] World Café is a method for receiving input from a group of participants that shares the previously described features of other large group interaction methods.[35] Its function as a research method is discussed in the following sections.

World Café as a research method for building agreement

Large group interaction methods, such as focus groups, search conferences, Delphi method, action research, and many others, have been used in qualitative research studies.[36] According to a doctoral dissertation by Dennis List [36] in which consensus-building methods were

18

extensively reviewed, most of these methods were developed in the following ways: they had originated many years before they were documented, had seemingly developed unintentionally until someone noticed that a method was forming, had a developer who began with several central ideas from which the emerging method was derived and then modified, and were not developed systematically from the beginning.[36] Thus, it appears that effective qualitative research methods are based on their functionality in building agreement as opposed to being developed from a prescribed research design.

Similar to the development of the vast majority of consensus-building methods, the World Café method gradually emerged at a small business-related conference, has been refined over time, and has been adapted for use in different organizational and research settings (S. Gregory, MPH, written communication, September 2007).[35, 37] Here, the research literature supports that the World Café method was developed in a similar fashion as other agreement-building methods that have been widely used in qualitative research studies.[36] A discussion of World Café procedures and settings in which it has been used follows.

World Café procedures
The World Café method has mostly been used during face-to-face meetings.[38] This method involves placing tables in one room where participants converse with other participants in rounds of conversation. A table host stays at each particular table for all conversational rounds and facilitates discussions there. The host asks questions of the first round of participants and the topic is discussed. When the first round ends, the table host initiates the same type of conversation with the next round of participants, but begins by summarizing what others have said in previous rounds. With the exception of table hosts who stay at their respective tables for a series of conversational rounds, all participants have the opportunity to discuss all of the topics that are presented in the room and learn what others have added to each topic.[35]

At the end of each conversational round, table hosts document the highlights of each table conversation. At the end of multiple rounds of table conversations, the table host summarizes the discussion in writing. All table hosts present the results of multiple conversational rounds to the entire group for further large group discussion.

Settings in which World Café method has been used
World Café method used in public health nutrition research
World Café was used to generate the U.S. Department of Health and Human Services "Blueprint for Nutrition and Physical Activity," a document that outlines policy guidelines for communities and organizations to improve healthy eating and physical activity among the local population (S. Gregory, MPH, written communication, September 2007).[39] During this project, stakeholders attended a face-to-face meeting and participated in rounds of "conversation" at five different tables, each facilitated by a table host. Table hosts summarized conversations held at their respective tables and encouraged participants to build upon what previous groups of participants had contributed. At the end of conversational rounds, each table host summarized table discussions in writing and reported the findings to the larger group. A draft of policy guidelines

19

was prepared and a panel of experts revised and finalized the document (S. Gregory, MPH, written communication, September 2007).[39]

Adaptations of World Café method
Many variations of World Café have been used in different fields across public and private sectors.[40] World Café forums vary in relation to the project's purpose and methods. Although the World Café method has been practiced in diverse settings, it has been used for the common purposes of building agreement among participants, gathering ideas from a heterogeneous group of people, and building on ("cross-pollinating") ideas from different individuals throughout multiple conversational rounds.[35]

The World Café method has mostly been used in conferences that last one to three days. However, an exception to this took place when the Hewlett Packard corporation used the World Café method to get input from employees at multiple international company locations.[35] The Hewlett Packard management asked employees for their suggestions on how to reduce safety risks in their factories. In this case, World Café conversational rounds took place over four years instead of at a one or two day conference. Thus, research supports that World Café can be implemented over the course of a few weeks or months if needed.

Although the World Café process has mostly been used during face-to-face meetings, there are exceptions to this as well. As an electronic forum, World Café has been adapted for use as an online educational tool known as a "virtual knowledge café."[40] In this case, students build upon each other's ideas by hosting or participating in a variety of online discussions. Although a literature review of World Café settings did not demonstrate its use in phone conferences, focus groups (another qualitative research method) have been conducted using teleconferences for health care research among general practitioners.[41] Therefore, adapted versions of World Café and other qualitative methods are supported by the research literature.

Virtual teams
Information technology has been increasingly used to support interactions between people who are dispersed geographically.[42] "Virtual teams" refer to groups of people who live and work in different geographical locations and organizations and are "brought together using information and telecommunication technologies to accomplish one or more organizational tasks."[42] A review article on virtual teams reports that studies comparing the performance outcomes of virtual teams and traditional face-to-face teams have found many similarities when virtual teams incorporate training of group members and team building activities.[42] In addition, virtual teams work best when there is an appropriate fit between the technology used and the specific task to be accomplished.[42-44] Thus, the current research project incorporated these components and factors into teleconferences and electronic communications to support the task of validating an organizational cultural competence model.

Using World Café method to validate content of UT at Knoxville Model

World Café is a large group interaction method that has been used in qualitative research and adapted for use in many other settings to build agreement among participants. The research literature suggests that the World Café method can be used to obtain input from a diverse virtual team of expert panelists using a skilled facilitator throughout a series of synchronous distance conferences.

Content validation of the UT at Knoxville model was accomplished by convening an expert panel via a series of teleconferences to:

- validate the domains of a model that describe the organizational cultural competence of a health-related post-secondary academic unit
- validate the criteria statements associated with each domain in the model
- revise the model by adding, deleting, or modifying domains and criteria statements based upon the expert panel's recommendations

Therefore, the research question asked:

What components are relevant and important for organizational cultural competence of a post-secondary health-related academic department or unit?

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Part 2 Relevance and importance of organizational cultural competence in health-related post-secondary academic units

27

Abstract

OBJECTIVE: Health-related academic units need to be culturally competent to meet workforce needs for culturally competent personnel and to establish effective academic-practice linkages. This study was designed to test the content validity of a model, developed from a literature review, for organizational cultural competence of health-related academic units.

METHODS: An expert panel convened as a virtual team to provide input on domains and criteria statements that are important and relevant for academia. An iterative process was used as a series of large and small group telephone conferences and e-mail comment period.

RESULTS: Over a 4-month period, the expert panel revised, deleted, and added domains and criteria statements. Twelve domains with 73 criteria statements were identified and categorized as: Organization & Administration; Personnel; Community & Environment; Curriculum & Experiential Practice; Research; and Technical Skills & Consultation.

CONCLUSION: A model for organizational cultural competence of health-related academic units is proposed. Although further validation is needed, this research begins to establish content validity for the evolving model and establishes the beginning of a foundation to develop an organizational self-assessment tool for academic units to assess and enhance their cultural competence.

Background

Gaps in health and health care quality have been documented among those who have health-related differences based upon race, ethnicity, age, education, socioeconomic status, and other cultural factors.[1-4] National initiatives [4-6] have been designed to decrease health disparities, which include standards and recommendations for health service systems, organizations, and individuals to be culturally competent.[7-11] In response to documented health disparities, the National Academy of Sciences' Institute of Medicine recommended that health-related academic systems provide cross-cultural educational opportunities to students who will become future health care professionals.[6] Furthermore, organizations that accredit health-related programs at universities have developed competencies and accreditation standards that relate to cultural competence education and diversity.[12-14] Health-related post-secondary academic programs have aimed to produce culturally competent graduates by providing an effective culturally competent curriculum.[15-22] Recent research suggests that to implement a culturally competent curriculum in a health-related academic unit, organizational structures and changes are needed.[23-26] So, which organizational components are needed to make an academic unit culturally competent?

To our knowledge, only one model for organizational cultural competence of health-related academic units [27] existed prior to our research. It includes 85 criteria statements to comprise 11 domains in the broad categories of administrative structure, personnel, educational environment, and areas encompassing curriculum, research, and outreach. Development of this 2004 model was informed by a literature review and in large part by two cultural competence assessment tools for health service delivery and training systems.[28, 29] Health care models have been developed using literature reviews, expert panels, and an iterative process for defining domains and criteria statements that describe competency within each domain.[30-34] We therefore asked: "What components are relevant and important for organizational cultural competence of a post-secondary health-related academic department or unit?"

Methods

To test for content validity, we asked an expert panel to use an iterative process to review and refine the 2004 model [27] for organizational cultural competence of a health-related post-secondary academic unit.

SELECTION CRITERIA FOR EXPERT PANELISTS
All expert panelists were required to have expertise working with cultural competence projects or diverse populations. Panelists were screened further to meet at least one "diversity criterion" such that the panel would represent both genders; include at least two races/ethnicities; involve

29

different ages as identified by retirement, employment, or student status; incorporate panelists from four U.S. geographical regions; include experts from at least five separate health disciplines; represent academic units by including at least one administrator, faculty member, and student; and involve personnel associated with health care delivery systems. Individuals who met selection criteria were identified through key informants and a research literature review.

The project team consisted of the project investigator, co-investigator, and a professional facilitator unaffiliated with the university who was not a cultural competence expert. This study received human subjects approval from the University's Institutional Review Board prior to the project's inception.

MODEL DEVELOPMENT

The expert panel focused on developing a model for organizational cultural competence of health-related post-secondary academic departments or units (Figure 2). It functioned as a virtual team using telephone conference calls as the primary means to operate. An adapted version of the World Café [35-37] method was used, in which panelists were divided into small groups for a series of three audio-recorded conference calls hosted by the project facilitator. Each round of calls was summarized by the facilitator's call notes and used to inform the next series of calls. The project investigator listened to audio recordings of each small group call, drafted summaries for each call, compared summaries against the facilitator's call notes, and the project team reviewed the evolving model for consistency with call discussions. To develop the model, panelists first considered if the initial model's 11 domains were appropriate and then if initial and newly proposed domains were important and relevant to organizational cultural competence. They next considered if the initial 85 criteria statements within each domain were important and relevant for this model. Prior to each stage of the process, the project team revised and e-mailed the evolving model to the panelists. The overall 4-month process included: (1) A full group conference call to build collegiality and describe the project; (2) E-mail/FAX feedback on appropriateness of each domain ("Is this domain appropriate…[for this model]?") and identification of new domains for inclusion; (3) Small group conference calls to review relevance and importance of each domain ("Is this domain *relevant*…?" "Is this domain *important*…?"); (4) Small group conference calls to review relevance and importance of criteria statements focused on adding, deleting, and revising statements; (5) Group conference call to review evolved model; (6) E-mail for additional comments; and (7) E-mail to "accept or reject the model as is."

Results

EXPERT PANEL

Twenty-two potential panelists were contacted with information about the project's purpose, methods, and panelist commitment. Eleven individuals initially committed to the project; however, two individuals declined participation after the first informational phone conference due to scheduling conflicts. All nine panelists had expertise in cultural competence or working
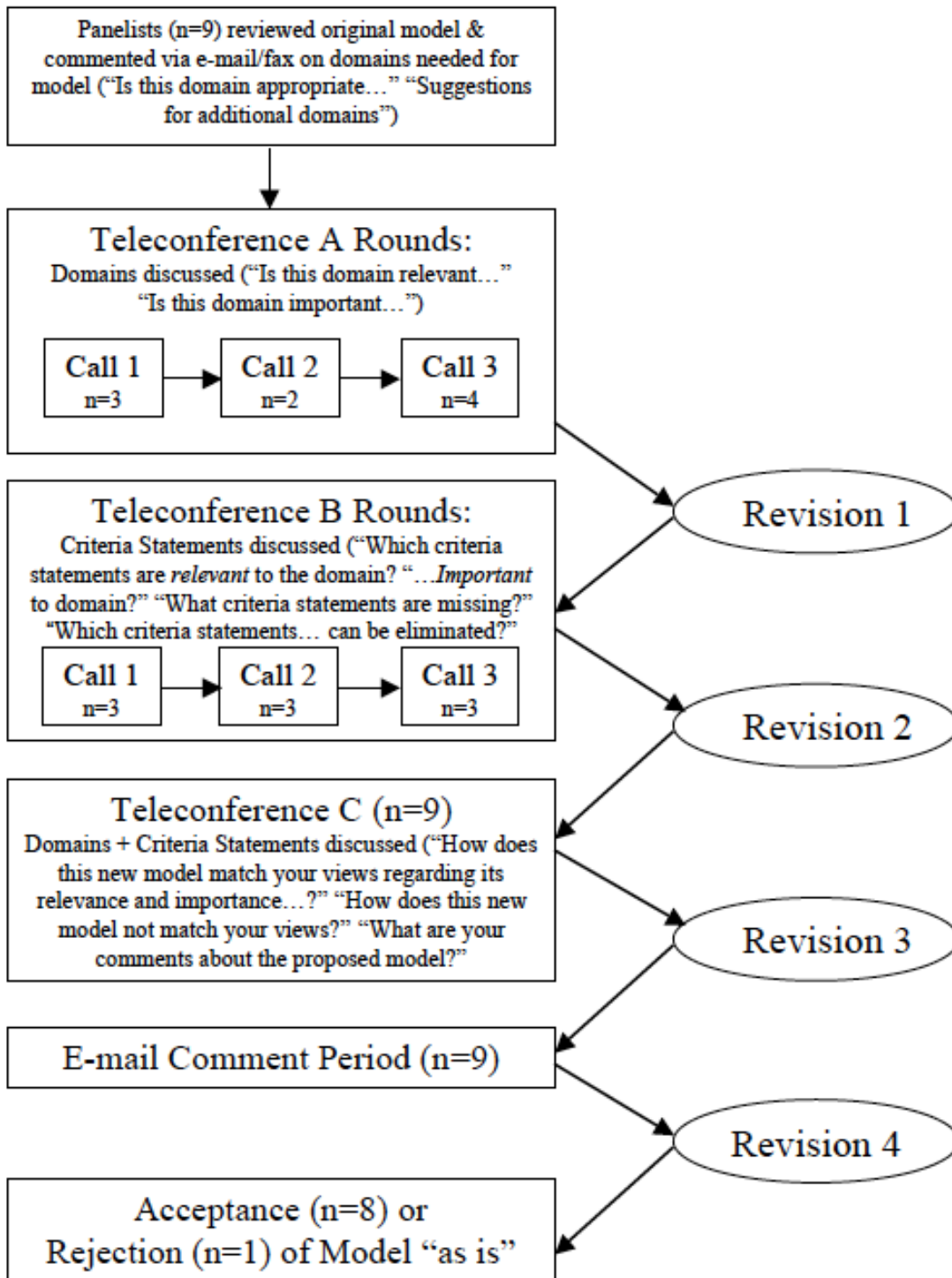
Figure 2. Summary of Research Process

with diverse populations. The team of panelists represented both genders, three races/ethnicities (Black/African American, Native Hawaiian/Other Pacific Islander, White), age differences (current student, employee, or retiree), four U.S. geographical regions (North, South, Midwest, West), and eight health disciplines (medicine, mental health, nursing, nutrition, occupational therapy, social work, pharmacy, and public health). One panelist was a second generation immigrant to the U.S. Further, each panelist was either associated with a health-related post-secondary academic department as an administrator, faculty, or student; or involved with health service delivery with diverse clients/communities; or associated with an organization offering cultural competence consultation, technical assistance, and education.

NEW MODEL

Of the initial 11 domains, 6 remained unchanged and 4 underwent minor modifications to their names. One domain was sub-divided into 2 domains and 1 of these new domains included new content. The final model consists of 12 domains grouped within 6 categories (Figure 3). Eighty-five criteria statements from the initial model were condensed into 73 new or revised statements that describe competence within the respective domains. Eight out of the nine panelists "accepted" the content of the new model for a health-related post-secondary academic unit. The declining panelist explained that further validation was required.

The resulting model defines organizational cultural competence across 12 domains that were grouped within 6 categories as described in the following text.

CATEGORIES AND DOMAINS OF THE NEW MODEL

Organization & Administration

The *Mission & Vision* domain includes cultural competence and diversity in its descriptions of the academic unit's purpose, desirable future, and what it "stands for" in all operations and activities. Organizational mission, vision, and core values statements drive the development and enactment of policies, procedures, strategies, and program planning. The *Program Policies* domain includes documentation related to cultural competence and diversity that governs the academic unit's policies and procedures, except for policies related to faculty, staff, and students, which are found in other domains. A specific criteria statement is implementation of a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice. The *Governance & Organization* domain describes organizational structures needed in an academic unit to incorporate cultural competence principles. Criteria statements refer to the presence of a diverse group of stakeholders in planning and operating the academic unit as well as an organized group, such as a committee, task force, or program area, which is specifically tasked with addressing cultural competence goals and issues. Additional criteria statements describe the need for personnel with delegated responsibility and accountability for initiatives related to cultural competence and diversity.

Personnel

The *Faculty & Staff Personnel Policies, Practices, Recruitment, & Retention* domain and the *Student Policies, Practices, Recruitment, & Retention* domain describe implementation of

32
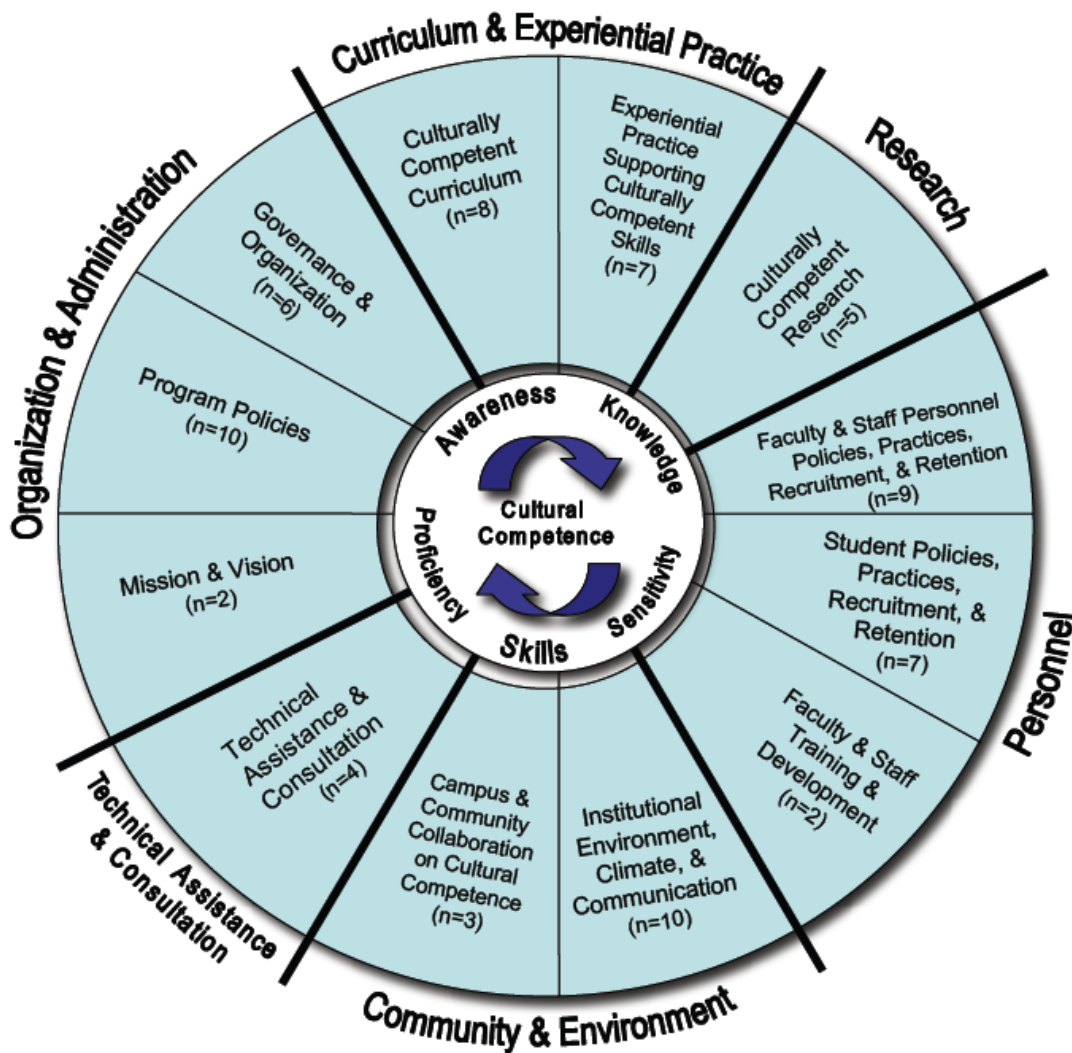
Figure 3. Schematic of Model Categories, Domains, and Number (n) of Criteria Statements for Organizational Cultural Competence of Health-Related Post-Secondary Academic Departments or Units

faculty, staff, and student policies on recruitment, admission/hiring, and retention to achieve diversity and promote cultural competence. The faculty and staff domain focuses on building and supporting a diverse workforce, promoting equity, and eliminating unfair and discriminatory barriers to positions. The *Faculty & Staff Training and Development* domain describes cultural competence training to increase awareness, knowledge, and skills. Criteria statements emphasize that the academic unit budgets and allocates resources, such as time and money, to support initial and ongoing cultural competence training.

Community & Environment

The *Campus & Community Collaboration on Cultural Competence* domain describes involvement with community, regional and/or national resources to promote cultural competence overall and particularly among the academic unit's personnel, curricula, activities, and programs. The *Institutional Environment, Climate, & Communication* domain addresses physical accessibility, culturally competent internal and external communications, and a culturally competent social climate within the institution.

Curriculum & Experiential Practice

The *Culturally Competent Curriculum* domain refers to incorporation of content for the development of students' cultural competence as awareness, knowledge and skills. Criteria statements include that curricula, materials, and classroom activities are evaluated for evidence of cultural competence. The *Experiential Practice Supporting Culturally Competent Skills* domain establishes the relevance of culturally competent care and services for diverse populations. Criteria statements indicate that sites and opportunities selected to promote cultural competence need to serve and engage diverse populations and incorporate activities that develop culturally competent clinical and population-based public health skills. Criteria statements include evaluation of opportunities to work with diverse populations, the cultural competence of field faculty, and learning outcomes to promote cultural competence of students.

Research

The *Culturally Competent Research* domain refers to recruiting, planning, and conducting human research projects that consider the role of culture in health care and disparities. Criteria statements indicate that research reflects the priorities, concerns, and participation of diverse communities and that research teams include diverse individuals from communities and the priority research population.

Technical Assistance & Consultation

The final domain, *Technical Assistance & Consultation*, refers to working with diverse groups and seeking consultants with culturally competent skills. Technical assistance is valued as a 2-way approach in which target populations provide technical assistance and consultation to the academic unit and vice versa.

Discussion

The purpose of this study was to validate the content of a model for organizational cultural competence of a health-related post-secondary academic department or unit. Initially informed by a literature review and developed in this research by a qualitative research approach using an adapted version of World Café method, this is the first comprehensive model of its kind for academic settings.

Two research examples suggest the need for a comprehensive model and describe organizational structures and processes needed for integrating cultural competence education throughout an academic unit's curriculum.[23-25] The U.S. Health Resources Services Administration (HRSA) funded a cultural competence curriculum guide that describes the relevance of organizational change and self-assessments to successful implementation of culturally competent curricula. This guide also proposes that academic units use organizational cultural competence models for health care service organizations as parallel frameworks that can be adapted for academic units by substituting language such as "research" and "education" for health care "services."[25] Our model refines this proposal by developing an organizational model specific for academia that addresses its unique aspects different from health service delivery organizations.

The University of Pennsylvania School of Nursing also has developed a blueprint for integrating cultural competence education throughout its curriculum.[23, 24, 38, 39] This blueprint includes organizational structures that the nursing school has used to promote cultural competence throughout the academic unit, but does not suggest a comprehensive model that can be evaluated through specific domains and criteria that describe these domains.

Although both the HRSA [25] and University of Pennsylvania [23, 24] documents support that organizational structures and processes are needed to enhance cultural competence of students, it is unclear when these descriptions refer to curricular implementation specifically or to cultural competence within the broader academic environment and organizational structure. Therefore, it is important for academic settings to consider cultural competence on an organizational level of which curriculum is only one piece. The new model developed in this research describes cultural competence within this broader organizational context. With that said, research related to cultural competence curricula within academic units as well as models/frameworks for organizational cultural competence in health service delivery systems share similarities with our model.

MODEL DOMAINS CONSISTENT WITH RESEARCH IN HEALTH SERVICE DELIVERY SYSTEMS

Six of the 12 model domains are consistent with organizational components described in research related to both academic units and health service delivery organizations.[23, 25, 30-34, 40-44] A seventh domain, *Faculty & Staff Personnel Policies, Practices, Recruitment, & Retention,* is similar to domains from health service delivery models.[5, 30, 33, 41]

The *Mission & Vision* domain is supported by research describing the need for clearly articulated mission, vision, and/or core values statements so that cultural competence is integrated into an academic unit [23, 24] and best practices are utilized in public and private health service delivery organizations.[34, 45] The *Program Policies* domain includes organizational cultural competence self-assessments on an ongoing basis, which is consistent with similar domains within health service delivery models.[30, 31, 34] The *Governance & Organization* domain includes a diverse group of stakeholders in program planning, which is consistent with health service delivery models.[30, 31] In addition, its inclusion of a specific group tasked with cultural competence is consistent with the University of Pennsylvania's Blueprint.[23]

Domains related to student, staff, and faculty policies, practices, recruitment, and retention are congruent with the University of Pennsylvania's Blueprint [23, 24] and the importance of these types of student policies is articulated by medical academic research.[46, 47] Further, models for organizational cultural competence in health service delivery also included staff policies and practices.[5, 30, 33] The *Faculty & Staff Training and Development* domain is congruent with research literature that articulates a need for health care providers to receive cultural competence training.[23, 42, 48] Students learn cultural competence from the curriculum, culturally competent faculty and staff, and a broader academic environment with its own degree of cultural competence.[23, 46, 47] Thus, an overall academic environment that is organizationally culturally competent reinforces the cultural competence of its faculty, staff, and students.

The *Campus & Community Collaboration* domain addresses cultural competence across curricula, field experiences, programs, and research throughout the academic unit's collaborations. It is consistent with literature describing academic-community and academic-clinical institutional linkages,[43, 49] collaboration across university departments and colleges,[23, 43] and community-based research.[50] The domain describing physical accessibility and/or culturally competent communications is supported by the literature.[5, 30, 31, 33, 34] The institutional climate component of this domain is supported by Kondrat et al.'s research [45] that identifies best agency practices for African-American clients and describes "deeper levels of beliefs and assumptions" as a form of organizational culture impacting the quality of health services. Also, literature related to academic units has described institutional environments and social climates as factors that promote or undermine cultural competence education.[23, 43, 44, 46, 47, 51]

CULTURAL COMPETENCE DOMAINS UNIQUE TO ACADEMIC SETTINGS

The remaining 5 model domains are unique to academic units. These domains are supported by research literature, including research related to public health agencies and communities, as follows: *Culturally Competent Curriculum*;[23, 25, 26, 38, 39, 43] *Experiential Practice Supporting Culturally Competent Skills*;[39, 43, 50, 52, 53] *Culturally Competent Research*;[23, 24, 50, 54] and *Technical Assistance & Consultation*;[43, 50] and *Student Policies, Practices, Recruitment, & Retention*.[23, 24, 46, 47] Therefore, our findings are congruent with research demonstrating that linkages between culturally competent academic units and public health practice settings have the potential to improve both the future workforce and existing public health systems through academic-practice linkages.

A pivotal step toward improving the health and health care of all people begins with enhancements in the public health workforce's capacity to provide culturally appropriate clinical and population-based interventions to patients and communities. The current workforce has opportunities to learn evidence-based and culturally competent practices through training and linkages with academic units, consistent with the aims of national initiatives to increase academic-practice linkages.[55, 56] The future workforce depends on academic units and public health practice settings that demonstrate the relevance of culturally appropriate services and train professionals to provide culturally competent care.

36

CULTURALLY COMPETENT ACADEMIC AND PRACTICE LINKAGES TO REDUCE HEALTH DISPARITIES

A two-way collaboration between academic and practice institutions is needed to reduce health disparities. Health practice settings impact the academic research agenda and influence curricula and training of students.[50, 57] Culturally competent academic units have the potential to impact the organizational cultural competence of healthcare delivery systems and cultural competence of the workforce. Doutrich et al. [43, 51] describes a partnership between a university college of nursing and county health department that has resulted in implementing cultural competence initiatives and changing organizational practices at both institutions. This is a prime example of a partnership between academic and practice institutions that strives to eliminate health disparities by improving cultural competence in the existing public health workforce (health department staff), the future public health workforce (students), and throughout organizational practices of both.

Study Strengths and Limitations

A strength of this study included modifying the widely adapted World Café method [35-37, 58] to engage panelists throughout phone conferences (S. Gregory, MPH, written communication, September 2007). Because a skilled facilitator was included as a *process* (not content) expert to minimize facilitator bias,[59] the method was successful in engaging participants from diverse backgrounds during potentially contentious discussions and in eliciting their commitment to the process, as the literature suggests.[35-37, 59-61]

Despite the strengths of the expert panel's representation of eight health disciplines and their associations with academic settings or initiatives that value the cultural competence of students, a limitation of this study was the limited size (n=9) of the expert panel. Although expert panelists were committed to the iterative process, and 8 out of 9 panelists agreed to "accept" the model's content "as is," a larger group of experts may have added to the content of the model, likely by identifying additional criteria statements.

Next Steps

The ultimate goal of this project is to enhance the cultural competence of post-secondary students by impacting the cultural competence of health-related academic units. Further research should: (1) refine the model with input from a larger group of stakeholders; (2) test the construct validity of the model; and (3) lay the foundation for developing a tool for academic units to assess their level of cultural competence and use self-assessment results to enhance their organizational cultural competence. Research in this area is important because without culturally competent academic units and a culturally competent workforce, it will be difficult to eliminate gaps in health disparities consistent with the Healthy People 2010 goal.[4]

37

Summary

Culturally competent academic units are needed to meet workforce needs for culturally competent personnel and to establish effective academic-practice linkages. This research begins the first steps in validating a model for organizational cultural competence of health-related post-secondary academic units. The new model applies to both population-based public health services and clinical service provision in academic settings. It is important to note that all of the model's domains are congruent with research relating to either academic or health service delivery settings or both. Most importantly, this comprehensive model is unique for academic units.

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40

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Appendices

Appendix A: Detailed project methods

The purpose of this project was to validate the content of a model for organizational cultural competence in health-related post-secondary academic units. The research question asked:

- "What components are relevant and important for organizational cultural competence of a post-secondary health-related academic department or unit?"

To answer this question, the UT at Knoxville model,[1] that was developed prior to this research based upon a literature review, was tested for content validity using an expert panel. The existing domains and criteria statements of the 2004 model were reviewed by an expert panel functioning as a virtual team prior to and during a series of 4 telephone conferences and an e-mail comment period. Based upon review and analysis from the expert panel, the original model was revised to form a validated model.

Appendix A describes detailed methods about the project. It consists of the following four sections:

- Section I includes an overview of the project's methods.
- Section II describes selection, recruitment, and confirmation of the expert panel.
- Section III describes selection, recruitment, deliverables, and training of the professional facilitator.
- Section IV describes the teleconference series process and includes outputs of the evolving and final model

SECTION I: PROJECT METHOD OVERVIEW
BRIEF DESCRIPTION OF TELECONFERENCE SERIES

A series of synchronous distance conferences occurred from February through April, 2008. Expert panelists attended a visual-teleconference and three synchronous teleconferences. The visual-teleconference took place on February 1. Between 6 and 12 business days after the initial visual-teleconference, a series of teleconference rounds using World Café method occurred as part of Teleconference A. This series of three teleconference rounds involved panelist groups of 3, 2, and 4, respectively. It had been planned to involve 3 experts per call, but a scheduling conflict arose for a panelist on the second call. Therefore, the third call was adapted to include an additional panelist. The next series of phone conferences, Teleconference B, took place between 10 to 16 business days after the final teleconference A call. This second series of teleconference rounds involved separating panelists into three groups of 3 panelists per phone call. Teleconference C was scheduled to include the entire expert panel of 9 participants approximately 1 month after Teleconference B. However, 5 panelists attended a first round of Teleconference C at that time. A second round was developed one week later to accommodate other panelists. It turned out that 2 panelists were unable to attend either Teleconference C call, but provided e-mail comments in lieu of the call. An e-mail comment period occurred approximately 2 weeks after the second Teleconference C call. The comment period lasted 2

45

weeks. The final model was e-mailed to the expert panel approximately two weeks after the end of the e-mail comment period and mailed shortly thereafter.

A professional facilitator with expertise in conference call facilitation lead each of the teleconferences. Prior to the project's inception, the facilitator participated in a phone conference training in the World Café method, reviewed a copy of a book on World Café, and reviewed conference scripts. The facilitator was responsible for audio recording each phone conference, taking notes of the calls, and e-mailing call notes to panelists between rounds. After each series of Teleconference A and Teleconference B calls, the facilitator attended teleconference meetings with the project team to discuss call rounds and plan for future calls.

This project was approved by the University of Tennessee's Institutional Review Board (IRB) using a Form B "Application for Review of Research Involving Human Subjects."

SECTION II – EXPERT PANEL SELECTION, RECRUITMENT, AND CONFIRMATION OF PARTICIPATION (APPENDIX B DOCUMENTS)

Criteria selection for expert panelists
The conference series convened a virtual team of 9 experts. Expert panelists were selected based upon the following criteria:

* The group of panelists will be diverse with respect to gender, race, ethnicity, age, geographical region, health disciplines, and expertise in cultural competence areas.

* Health care professionals will be selected based on their experiences working on a committee or project promoting cultural competence of individuals, working with diverse populations, or working on projects targeting diverse populations.

* Panelists will be selected from among the following disciplines:
- Medical anthropology
- Medicine
- Mental Health
- Nursing
- Nutrition
- Occupational/Physical Therapy
- Pharmacy
- Public Health

In addition, each panelist was selected to fulfill *one* of the following criteria:
- Current association with a health-related post-secondary academic department
- Associated with an organization that accredits health-related academic units. For example, the Association of American Medical Colleges (AAMC) works in conjunction with the Liaison Committee on Medical Education to accredit medical programs that

46

grant the M.D. degree.
- Involved with health service delivery with diverse clients/patients or communities
- Associated with an organization that represents families or parents of children with specialized health care needs
- Cultural broker, or an intermediary between health care systems and clients of a particular cultural background
- Consultant on cultural competence
- Student in a health-related academic department or unit.

Panelists were selected on the basis of fulfilling the above criteria and representing diverse perspectives. Project investigators contacted key informants for recommendations on specific individuals and searched the literature for potential panelists.

Panelist recruitment

Expert panelists were recruited via e-mail and telephone about the project. The project investigator tailored messages to each potential panelist by citing the expert's past involvements in projects or publications related to cultural competence. Potential panelists were provided with a description of the project, panelists' responsibilities, and the project timeline. An invitation template (Appendix B-1) was used as the foundation for personalized messages to each panelist. After the e-mail message was sent to potential panelists, the project investigator telephoned each potential panelist within 3 work days from the date of sending the e-mail message to improve the likelihood of recruitment success by answering any questions and establishing a project-related relationship.

Twenty-two potential panelists were contacted with information about the project's purpose, methods, and expected time commitment. Eleven individuals initially committed to the project; however, two individuals declined participation after the first visual-teleconference due to scheduling conflicts.

Confirmation of panelist participation

Once panelists agreed to participate, they were e-mailed and mailed project documents to confirm their participation in the project (Appendix B-2 and Appendix B-3). This follow-up e-mail and letter requested that panelists complete and return to the project investigator an Institutional Review Board's Informed Consent Form to participate in the project and an optional biographical sketch form for a team-building exercise (Appendix D-1). Panelists were sent a timeline of project activities (Appendix B-4), a form for providing input on model domains prior to Teleconference A (Appendix D-3), a Fact Sheet for the 2004 UT at Knoxville Model (Appendix B-5), the 2004 UT at Knoxville Model Domains and Criteria Statements (Appendix B-6), and the following journal article on organizational cultural competence, for which the project obtained copyright permission to distribute:

Betancourt JR, Green AR, Carrillo JE, Ananeh-Firempong 2nd O. Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Rep.* 2003;118(4):293-302.

All panelists completed the Informed Consent Form prior to the project's inception.

SECTION III – FACILITATOR SELECTION, RECRUITMENT, DELIVERABLES, AND TRAINING (APPENDIX C DOCUMENTS)

A skilled facilitator was hired to lead phone conferences.

Selection of facilitator:
The facilitator was selected on the basis of the following criteria:
- Understanding of the importance of cultural competence
- Experience as a professional facilitator
- Experience with World Café Method
- Experience facilitating conferences, teleconferences, or videoconferences
- Ability to work with a variety of representatives from organizations and programs that have different organizational processes and structures
- *Not* a cultural competence expert (so as to minimize facilitator bias)

Facilitator recruitment
The professional facilitator was recruited by e-mail and phone about the project. The project investigator provided the potential facilitator with a description of the project, responsibilities of the facilitator, and the project timeline. A contract was negotiated with the facilitator prior to the project's inception. The facilitator provided a list of draft deliverables for the project (Appendix C-1).

Facilitator training
The professional facilitator received a script that highlighted communications during visual-teleconference and teleconference activities (Appendix C-2 contains the draft "Conference Series Script"). A draft of domains to discuss and time allocation for Teleconference A and B discussions was provided to the facilitator (Appendices C-3 and C-4). The project investigator and faculty advisor met with the facilitator via teleconference to review the project methods and discuss the draft script. The facilitator indicated that the draft script was appropriate for use and no revisions were made to it.

SECTION IV – TELECONFERENCE SERIES AND PROJECT OUTPUTS (APPENDIX D DOCUMENTS)

Teleconference sequence

Panelists attended four teleconferences as follows:

1. Visual-teleconference: all participants
2. Teleconference A: panelists attended one of four phone conferences
3. Teleconference B: panelists attended one of four phone conferences
4. Teleconference C: panelists attended one of two phone conferences (although this round was initially scheduled to include all participants)

Panelist preparation for visual-teleconference

In preparation for the opening visual-teleconference, panelists were encouraged to provide a biographical sketch, an electronic photo, and brief reflections on personal experiences related to cultural competence as part of a team building activity during this initial call (Appendix D-1). Participants were requested to contribute these personal items for the purpose of building collegiality. The project investigator compiled panelists' sketches into an "Introductions" document that was e-mailed to all participants prior to the visual-teleconference. This document gave panelists an opportunity to familiarize themselves with the other project team members' backgrounds, expertise, and perspectives related to cultural competence before actually "meeting" them during the videoconference.

Visual-teleconference

The project investigators, facilitator, and expert panelists all convened as a virtual team via a visual-teleconference (teleconference complemented with a PowerPoint document).
The purpose of the one-hour visual-teleconference was to clarify the project's purpose and procedures that would take place over the following months, to give panelists an opportunity to ask questions, and to build collegiality among the virtual team.

The call began with introductions of the project team. The panelists were provided with information about the UT Nutrition program as context for the development of the 2004 model. The project purpose was discussed and instructions were provided for navigating the PowerPoint file during the call. The facilitator described the teleconference agenda and facilitated panelist introductions. The project team described the UT model, a timeline for conference calls to follow, and the World Café method. The facilitator led the expert panel in developing ground rules for conference calls that were agreed upon by participants. Panelists were provided an opportunity to ask questions about the project, the meeting was summarized, and the facilitator asked panelists to evaluate the call. The final visual-teleconference agenda may be found in Appendix D-2.

World Café method

Although World Café [2] is typically used during face-to-face conferences, a modified version of it was used during this project's teleconferences. The facilitator acted as a "table host" by

49

speaking to several different small groups of panelists during phone conferences and by summarizing discussions that took place during previous phone conversational rounds. The facilitator provided e-mail summaries of previous call rounds.

Also, the World Café method involves different combinations of participants at each table. Each of the World Café call rounds grouped panelists in different combinations during the first teleconference compared to the second teleconference. However, to accommodate panelists' schedules, there was some repetition across the two rounds for two call groups. Four panelists shared both Teleconference A and Teleconference B calls with one other panelist. The remaining five panelists met with different individuals in Teleconferences A and B.

Panelist preparation for Teleconference A
Prior to the second conference series, Teleconference A, the virtual team of panelists reviewed independently the 11 proposed domains of the UT at Knoxville model (Appendix B-6) and indicated the appropriateness of each to organizational cultural competence of a health-related post-secondary academic unit using the "Proposed Domains for Model" form (Appendix D-3). Panelists offered suggestions for additional or fewer domains on the same form. Panelists returned the completed "Proposed Domains for Model" form via e-mail 1 week prior to Teleconference A.

Upon receiving the expert panelists' feedback on the "Proposed Domains for Model" form, panelists' input was compiled and a document called "UT at Knoxville model domains and new domains to discuss during Teleconference A" was drafted (Appendix D-4). This document listed 11 domains that were reviewed during Teleconference A and included domains that panelists proposed to add or delete. This document was e-mailed to panelists prior to Teleconference A and informed the discussions that occurred on call rounds.

Teleconference A – Part I: Domains
Teleconference A consisted of three conversational rounds that took place over three, 80-minute telephone calls and were led by the facilitator. Each panelist participated in one 80-minute phone call. The scheduled conferences were to include three panelists per call. However, due to a last minute scheduling conflict, the calls included three, two, and four panelists per call, respectively.

During this series of teleconferences, panelists discussed and finalized domains needed for this model. Panelists used the "UT at Knoxville model domains & new domains to discuss during Teleconference A" document to inform Teleconference A discussions (Appendix D-4). The facilitator initiated discussions about the importance and relevance of model domains throughout each call. *Relevant* referred to being pertinent to the areas of an organization that impact its cultural competence. *Important* was defined by how essential the component is for making departmental organizational structures and processes culturally competent. The facilitator wrote notes on each of the calls and e-mailed notes to panelists participating in subsequent call rounds. For example, the facilitator sent notes from Call 1 to participants of Call 2, prior to the beginning of the second call. Similarly, the facilitator sent notes of Call 1 and Call 2 to Call 3 participants in preparation for the third call. Each Teleconference A phone call was audio recorded so that the

project investigator was able to listen to all discussion rounds.

The following call components were provided to the facilitator to assist in time allocation:

> *Teleconference A phone call components:*
> Administrative Structure (A, B) — 10 minutes
> Personnel (C, D, E) — 20 minutes
> Community & Environment (F, G) — 10 minutes
> Curricular, Research, & Outreach areas (H, I, J, K) — 20 minutes
> New domains (generated by panelists on the "UT at Knoxville model domains & new
>   domains to discuss during Teleconference A" form) — 20 minutes

During each phone conference, the facilitator asked panelists the following about each domain:

- Is this domain *relevant* to cultural competence?
- Is this domain *important* to cultural competence?

Post Teleconference A project conference call team meeting
After panelists met during Teleconference A, the facilitator sent via overnight postal mail audio tapes containing recordings of all three teleconference calls. The project investigator listened to the audio recordings of all teleconferences and summarized the discussion ("Summary of Teleconference A Calls: Draft of 'Final Domains for Model'" is found in Appendix D-5). After the project investigator summarized calls, the facilitator's notes were compared with call summaries. Within a week after Teleconference A, the facilitator, project investigator, and faculty advisor met via teleconference to discuss the results of the three phone conferences and to finalize the domains identified by the expert panel for the organizational cultural competence model.

E-mail sent to panelists
In collaboration with the project team, the project investigator created a document called "Draft of Final Model Domains" that listed domains that panelists identified during Teleconference A (Appendix D-5). The project investigator e-mailed the "Summary of Teleconference A calls: Draft of 'Final Domains for Model" document to panel members prior to Teleconference B calls.

Preparation for Teleconference B
Teleconference B focused on criteria statements that more fully describe each domain. Prior to the beginning of Teleconference B, panelists reviewed each domain and its specific criteria statements with respect to the following questions:

- Which criteria statements are *relevant* to the domain?
- Which criteria statements are *important* to the domain?
- What criteria statements are missing?

- Which criteria statements are not relevant or important to the domain and can be eliminated?

Teleconference B – Part II: Criteria Statements

Using a similar format as Teleconference A, Teleconference B consisted of three conversational rounds that took place over four, 100-minute telephone calls. Each telephone conference was facilitated by the project facilitator, who convened a group of three panelists per call. Similar to Teleconference A, the facilitator hosted calls in a similar manner and summarized discussions from previous rounds. Notes from previous calls were e-mailed to subsequent call groups prior to the following call. Teleconference B phone calls were audio recorded also.

During Teleconference B, panelists participated in discussions about the proposed criteria statements associated with each domain. Criteria statements associated with the following areas were discussed during each telephone conference:

Teleconference B phone call parts:
Administrative Structure (A, B) — 20 minutes
Personnel (C, D, E) — 30 minutes
Community & Environment (F, G) — 10 minutes
Curricular, Research, & Outreach areas (H, I, J, K) — 20 minutes
Generate criteria statements for new domains (from Teleconference A) — 20 minutes

The facilitator asked panelists to suggest additions, deletions, or revisions to the criteria statements. Criteria statements were evaluated based on criteria of relevance and importance, as stated in the previous "Preparation for Teleconference B" section.

(Refer to Appendix B-6 to review the proposed domains and criteria statements of the UT at Knoxville model using part of the "Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit.")

Post Teleconference B project conference call team meeting
After Teleconference B calls, the facilitator sent via overnight postal mail audio tapes containing recordings of all three teleconference calls. The project investigator listened to audio recordings of all teleconferences and summarized discussions ("Comparison of Criteria Statements from Teleconference B & Draft of Final Statement" is found in Appendix D-6). Within a week after Teleconference B rounds, the facilitator, project investigator, and faculty advisor met via teleconference for an hour to discuss the results of the three phone conferences. The project team developed a new draft of the model called "Results of Teleconferences A & B" that listed domains and criteria statements panelists validated during Teleconferences A and B (Appendix D-7). A description of the model's evolution was developed to describe revisions to the model and address issues raised by panelists' input ("Summary Points of Model Evolution" is found in Appendix D-8). In addition, a draft schematic of the model was developed.

52

E-mail sent to panelists

Prior Teleconference C, the project investigator e-mailed the following documents to panelists:

- "Results of Teleconferences A & B" (Appendix D-7)
- "Summary Points of Model Evolution" (Appendix D-8)
- "Teleconference C Agenda" (Appendix D-9)
- "Draft Schematic" (Appendix D-10)

Final Teleconference C

Approximately four weeks after Teleconference B rounds, the project investigator, faculty advisor, facilitator, and expert panelists convened for a 45-minute teleconference to discuss the "Results of Teleconferences A & B" document. Although Teleconference C was scheduled to include all panelists, scheduling conflicts arose for several panelists. Therefore, two rounds of Teleconference C occurred and a summary of the first call was e-mailed to panelists participating on the second call. Because of last minute schedule conflicts, two panelists participated via e-mail response.

At both rounds of Teleconference C, the facilitator asked panelists the following questions:

- How does this new model match your views regarding its relevance and importance to organizational cultural competence of a health-related post-secondary academic department or unit?
- How does this new model not match your views?
- What are your comments about the proposed model?

MODEL REVISION AND FINAL COMMENT

Within approximately two weeks of the Final Teleconference C, the panelists' proposed changes were summarized in "Results of Teleconferences A, B, and C" (Appendix D-11). The model was updated in a document called "Model for Final Comment" (Appendix D-13). Panelists were requested via e-mail to provide final comments on the updated model within two weeks (Appendix D-12).

The project investigator summarized the results of e-mail comments in "Results of E-mail Comments" (Appendix D-14). The model was revised within 2 weeks of receiving comments from panelists. A final copy of the model ("Final Model") was sent to panelists via e-mail 2 weeks after receiving comments from panelists (Appendix D-15). A final copy of the model was sent via postal mail in the following weeks.

Panelists were requested to "accept or reject" the content of the model in an e-mail (Appendix D-16). All panelists responded to the e-mail.

REFERENCES

1. Eckley E GA, Grover E, Haughton B, McMillan S, Mosley A, Spence-Green M. *Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit*. Knoxville, TN: Department of Nutrition, University of Tennessee; 2004.
2. World Café. Hosting guides. Available at: http://theworldcafe.com/hosting.htm. Accessed December 16, 2008.

Appendix B: Expert panel selection, recruitment, and confirmation of participation

APPENDIX B-1: E-MAIL INVITATION TEMPLATE

Dear _____,

The University of Tennessee's Public Health Nutrition program is conducting a research study to validate the content of a model for organizational cultural competence of a health-related post-secondary academic department or unit. We are writing to invite you to participate in this project as an expert panelist of a 16-member virtual team representing a variety of health professions. The project involves reviewing the model and participating in one videoconference and three teleconferences between the end of January through the beginning of April, 2008. I will call you within the next week to see if you have questions and hopefully confirm your participation in this project.

Your role in this project will be to review the proposed model for organizational cultural competence of health-related post-secondary academic departments, comment on the components needed for such a model, and participate in a series of four synchronous distance conferences.

The time commitment for expert panelists is estimated at a total of 9-10 hours that will be spread over 11 weeks. Prior to the beginning of the conference series, we will send you the model and several documents to review. Distance conferences consist of an initial one-hour videoconference for all panelist members at a FedEx Kinko's videoconference site nearest you followed by three phone conferences over the following weeks. Between the videoconference and first phone conference (Teleconference A), you will be asked to make suggestions about the model's domains and e-mail or fax those to the project investigator who will summarize panelists' suggestions. The project investigator will e-mail you documents to review between the distance conferences. You will participate in two 90-minute phone conferences with 3 other panel members that will be led by a professional facilitator using World Café method. The full expert panel will convene at the final 45-minute phone conference. An attached page shows a timeline for project activities.

You have been selected to participate in this expert panel because of your interest, experience, and unique perspective related to cultural competence in health-related organizations. [Tailored this part to fit individual] We consider your (expertise/publications/role/etc. related to cultural competence) crucial in developing this organizational cultural competence model.
Your role in this project is important for validating an organizational cultural competence model for a health-related post-secondary academic department and we would greatly appreciate your voluntary participation. We recognize that your time is valuable. Therefore, we have designed the research project to efficiently get your input and build consensus among expert panelists to validate this model.

We look forward to hearing from you about participating in this important project. Please do not hesitate to contact either of us with any questions you may have.

56

Sincerely,

Diane Krause
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University of Tennessee
krause@utk.edu
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Betsy Haughton, EdD, RD
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APPENDIX B-2: FOLLOW-UP E-MAIL LETTER TO CONFIRM PARTICIPATION

Dear _____:

Again, we are delighted by your interest in participating in the University of Tennessee's research study to validate the content of a model for organizational cultural competence of a health-related post-secondary academic unit. We look forward to your important contribution.

Your role will be to review the proposed model, comment on the components needed for such a model, and participate in a series of four synchronous distance conferences.

We are in the process of confirming the participation of expert panelists. We will be in touch with you about scheduling dates for phone conference once we have finalized our panel.

Attached to this e-mail are 3 different types of documents: 1) files to complete and return via e-mail to Diane Krause; 2) an informed consent form for you to review and sign once you receive two copies in the mailed packet; and 3) project documents that will be duplicated in the mailed packet.

The following 2 forms are for you to complete and return:

1. "Biographical Sketch" form includes instructions for sending an optional biographical sketch, including a brief personal bio, personal photo (headshot), and brief reflections on personal experiences related to cultural competence. This information will be used to create a PowerPoint file about the expert panelists as a foundation for introductions and team building in the first visual-teleconference. If you choose to complete this form, please e-mail it to Diane Krause by January 15, 2008.

2. "Proposed Domains for Model" form for responding about the domains of the UT at Knoxville domains and for suggesting new domains. Please complete and return to Diane Krause within a week after the initial visual-teleconference (date yet to be determined).

Attached is an informed consent form that will be coming in the mail. When you receive the informational packet, please sign two copies of the informed consent form and return one copy in the envelope we will provide you.

Also attached are 3 documents containing information about the project. You will not need to print these, as they will be duplicated in the informational packet that will be mailed to you shortly.

1. A fact sheet about how the UT at Knoxville model was developed ("Fact Sheet for UT at Knoxville Model")
2. UT at Knoxville model ("Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit")
3. A timeline of project activities ("Timeline of project activities for expert panelists")

In addition, the following article will be mailed to you:

> Betancourt JR, Green AR, Carrillo JE, Ananeh-Firempong 2nd O. Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. Public Health Rep. 2003;118(4):293-302.

We look forward to your involvement in this project. Please do not hesitate to contact either of us with any questions.

Sincerely,

Diane

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APPENDIX B-3: FOLLOW-UP POSTAL LETTER TO CONFIRM PARTICIPATION

Dear _____:

We thank you for your interest in participating in the University of Tennessee's research study to validate the content of a model for organizational cultural competence of a health-related post-secondary academic department or unit. We are grateful for your interest in participating and we look forward to your important contribution.

Your role will be to review the proposed model, comment on the components needed for such a model, and participate in a series of four synchronous distance conferences. We are in the process of confirming the participation of expert panelists. We will be in touch with you about scheduling dates for phone conference once we have finalized our panel.

Enclosed are two copies of an "Informed Consent" form. Please mail one form with an original signature to Diane Krause using the enclosed self-addressed stamped envelope and keep one copy for your files.

Also enclosed are the following project documents for your review:
- Timeline of project activities
- Fact sheet about how the UT at Knoxville model was developed
- UT at Knoxville model: "Manual for Self-Assessment of Cultural Competence of an
- Academic Department or Unit"
- Article by Betancourt et al. entitled "Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care."

We will look forward to receiving your "Biographical Sketch" form (optional) by January 21, 2008 via e-mail.

We look forward to your contribution to this project! Please do not hesitate to contact either of us with any questions.

Sincerely,

Diane Krause
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APPENDIX B-4: TIMELINE OF PROJECT ACTIVITIES

ACTIVITY	PANELIST OPPORTUNITY

Review the model – 3 hours (approximately)
Panelists read documents, review model, prepare for teleconferences, communicate with project team, prepare bio
→ **3 hours**

Panelists e-mail "Biographical Sketch" form
[2 business weeks prior to visual-teleconference]

Visual-teleconference – 1 hour
clarify the project's purpose and procedures, panelist questions
→ **1 hour**

Panelists e-mail or fax "Proposed Domains for Model" form
[within 5 business days after visual-teleconference]

Teleconference A – Part I: Domains – 1.5 hours per call
Discuss all proposed domains
(Group 1 phone call, Group 2 phone call, Group 3 phone call, Group 4 phone call)
[calls begin 11 business days after visual-teleconference]
→ **1.5 hours**

Panelists receive e-mail of "Final Model Domains"
[6 business days prior to Teleconference B]

Teleconference B – 1.75 hours per call
Discuss criteria statements within all domains + make new criteria statements
(Group 1 phone call, Group 2 phone call, Group 3 phone call, Group 4 phone call)
[calls begin 15 business days after Teleconference A]
→ **1.75 hours**

Panelists receive e-mail of "Results of Teleconferences A & B"
[5 business days prior to Teleconference C]

Final Teleconference C
Everyone
[4.5 weeks after Teleconference B]
→ **45 minutes**

Panelists receive e-mail of "Model for Final Comment"
[2 weeks after Teleconference C]

Panelists receive "Final Model" via e-mail & postal mail

Total time commitment per panelist: 8 hours

APPENDIX B-5: FACT SHEET FOR UTK MODEL

ORGANIZATIONAL CULTURAL COMPETENCE MODEL FOR A HEALTH-RELATED ACADEMIC UNIT
The University of Tennessee at Knoxville (UTK) model [1] for a health-related post-secondary academic department was developed based upon a literature review. The following two cultural competence assessment tools for health service delivery systems informed the development of the UTK Model to describe an academic setting.

AUCD Assessment of Organizational Cultural Competence

The Association of University Centers on Disabilities (AUCD) is an organization of university centers that facilitates education and training about developmental disabilities to university students and health care professionals.[2] In 2004 an AUCD committee developed an "Assessment of Organizational Cultural Competence" for use in AUCD-associated university centers that not only provide health care services, but also train future and current health practitioners involved in health service delivery systems.[2] This assessment instrument was designed to help university centers identify strengths and weaknesses related to the practice of cultural competence throughout all organizational operations. Table 4 shows the domains of the AUCD model and presents the number of criteria statements within each domain.

Table 4. AUCD "Assessment of Organizational Cultural Competence"[2]

Domains (n criteria statements)
A. Organization (4)
B. Administration (6)
C. Clinical Services (6)
D. Research and Program Evaluation (4)
E. Technical Assistance/Consultation (4)
F. Education/Training (5)
G. Community/Continuing Education (4)

The educational components of the AUCD organizational cultural competency assessment instrument were adapted in developing the UTK model.[1] For example, the AUCD instrument divides organizational areas into domains, some of which include organization, administration, technical assistance/consultation, research, and education/training. However, a domain related to clinical service provision was not adapted for use in the UTK model because academic health-related units do not always serve as health care providers, especially those units involved in undergraduate education. Also adapted from the AUCD assessment instrument was the use of criteria statements that describe cultural competency within each domain. The UTK model format arises out of the AUCD assessment tool's use of domains and criteria statements.

63

Government of British Columbia Ministry for Children & Families Cultural Competency Assessment Tool

The Canadian Ministry for Child and Families (MCF) in the Vancouver area of British Columbia developed a "Cultural Competency Assessment Tool" that was to be used in agencies throughout Vancouver to promote cultural competency in various types of social service organizations.[3] This assessment tool was designed to help participating organizations identify strengths and weaknesses in providing effective cross-cultural services to recipients of Vancouver agencies.

The MCF organizational cultural competence assessment tool is arranged according to "areas of impact," which are similar to domains, that describe organizational components. These areas include program policies and procedures, program practices, personnel policies and procedures, skills and training, organizational composition and climate, and community consultation and communication. Similar to the AUCD instrument, each area of impact (domain) includes criteria statements that support cultural competency for the respective area. Table 5 lists each area of impact and the number of criteria statements that assess competency in each area.

Table 5. MCF "Cultural Competency Assessment Tool"[3]

Areas of impact (n criteria statements)
Organizational/ Foundation Statements and Documents (7)
Program Policies and Procedures (7)
Program Practices (8)
Personnel Policies and Practices (8)
Skills and Training (6)
Organizational Composition and Climate (4)
Community Consultation and Communication (6)

The MCF assessment tool was designed for use throughout various social service agencies including, but not limited to, health service delivery agencies. Thus, areas of impact and criteria statements from the MCF tool that pertain to a health-related post-secondary academic unit were adapted when developing the UTK model.[1] The following section describes components of the UTK model.

UTK Model
According to the UTK model,[1] a culturally competent health-related post-secondary academic organization is defined across 11 domains which can be grouped within four general categories: administrative structure; personnel; educational environment; and curricular, research, and outreach areas. There are a total of 85 criteria statements in the UTK model that describe competency within the respective domains. Figure 1 depicts the model's 11 domains that are arranged vertically into four columns, or general categories (Table 6).

The administrative structure category refers to documented program policies, mission statements, and procedures that promote cultural competence throughout the academic unit (domain A).

Also, the administrative structure includes the organization and governance of the academic department to address cultural competence issues and to involve individuals from different cultural backgrounds throughout all aspects of the organization (domain B).

The personnel of the organization includes faculty, staff, and students. The personnel category refers to documented policies and practices that promote recruitment and retention of faculty, staff, and students from all cultural backgrounds (domains C and D). In addition, this category refers to initial and ongoing cultural competence training and development for faculty and staff of the academic unit (domain E).

The educational environment category refers to how the academic unit uses resources and community collaborations to promote cultural competence of academic programs (domain F). In addition, this category includes the accessibility of the academic unit's physical environment as well as the use of culturally appropriate communication materials throughout all departmental activities (domain G).

Figure 1. UTK Model Cultural Competence Domains.[1]
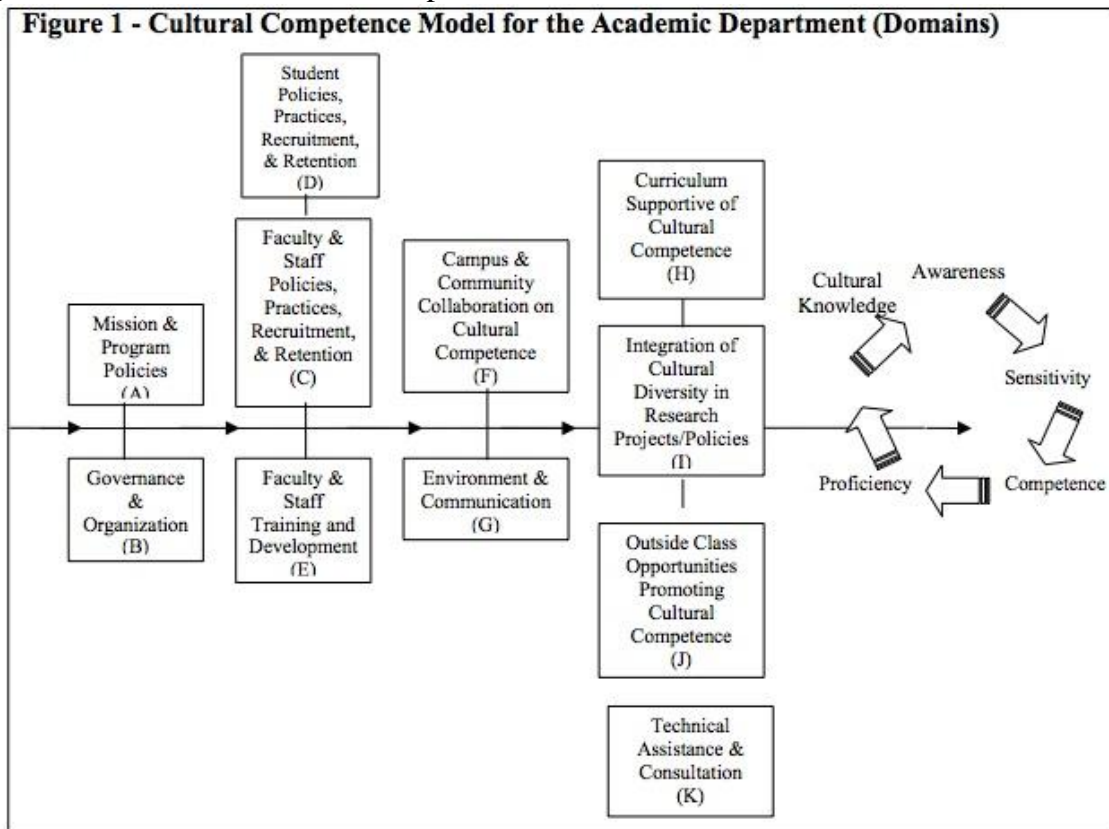
REFERENCES

1. Eckley E GA, Grover E, Haughton B, McMillan S, Mosley A, Spence-Green M. *Manual for Self-Assessment of Cultural Competence of an Academic Department or Unit*. Knoxville, TN: Department of Nutrition, University of Tennessee; 2004.

2. Association of University Centers on Disabilities. Assessment of Organizational Cultural Competence. Available at: http://www.aucd.org/template/index.cfm. Accessed June 3, 2007.

3. British Columbia Ministry of Children and Family Development. Cultural Competency Assessment Tool. Available at: http://www.gov.bc.ca/mcf/. Accessed: June 3, 2007.

APPENDIX B-6: UTK 2004 MODEL DOMAINS AND CRITERIA STATEMENTS

Table 1. Cultural Competence Model with Criteria Statements for the Academic Department or Unit

A.   Mission and Program Policies

> Mission and program policies refer to all of the documentation that governs the academic unit including mission statements, policies, and procedures. It is important that all of the academic unit's supporting documents reflect the goal of cultural competence. The procedure for developing these documents must be done in a way that promotes cultural competence.

- Cultural competence is included in the mission statement, policies, and procedures.
- Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.
- Policies and procedures promote a range of culturally appropriate practices.
- The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.
- The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.
- The academic unit has policies on multiculturalism, racism, harassment and discrimination.
- Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.
- The policies and procedures make reference to involving diverse groups in decision-making.
- The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.
- Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.
- The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.
- A complaint resolution or appeals policy is in place.

B.   Governance and Organization

> The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is a committee/task force/program area that addresses issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning of the academic unit.

- A committee/task force/program area addresses issues of cultural competence.

67

- The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.
- The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.
- Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.
- Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.

C.   Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention

> Faculty and staff personnel policies, practices, recruitment, and retention refer to a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to jobs. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

- The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.
- Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.
- The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.
- The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.
- The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.
- The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.
- Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.
- Policies and procedures are communicated to faculty and staff and are understood by them.
- Position descriptions include skills related to cultural competence, as appropriate.
- Personnel performance measures include skills related to cultural competence.
- Administrators conduct performance evaluations being sensitive to cultural differences.
- Personnel are respected and supported for their desire to honor and participate in cultural celebrations.
- The academic unit and its contractors accommodate diverse religions and cultures.

- The academic unit provides additional support to faculty and staff, where required to assure and participation, e.g. sign language translation and interpretation services.
- Fiscal resources are available to support translation and interpretation services.
- Translation and interpretation assistance is available & utilized when needed.
- Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.

D.   Student Policies, Practices, Recruitment, and Retention

> Student policies, practices, recruitment, and retention refer to policies and practices that reflect the goal of cultural competence and diversity. This includes advising students in cultural competent ways and mentoring students from diverse backgrounds. It is important that the academic unit supports and respects students' cultural diversity.

- Information is gathered about the demographics of the student population.
- Students are actively recruited from diverse backgrounds.
- Student policies and practices are culturally competent.
- The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.
- Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.
- Input from students from diverse backgrounds is sought in developing student policies.
- The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.
- Fiscal resources are available to support translation and interpretation services.
- Translation and interpretation assistance is available and utilized when needed.
- Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
- Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.
- Students from diverse backgrounds are mentored.
- Student organizations are culturally diverse.
- Students are respected and supported for their desire to honor and participate in cultural celebrations.

E.   Faculty and Staff Training and Development (on Cultural Competence)

> Faculty and staff training and development reflect cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.

- Faculty and staff time is set aside for initial and ongoing cultural competence training.
- Resources are in place to support initial and ongoing cultural competence training.
- The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.

F.   Campus & Community Collaboration on Cultural Competence

> Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, organizational assessment, field experiences, and programs.

- The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.
- Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
- The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.

G.   Environment & Communication

> The academic unit needs to reflect diversity through the physical environment and communication. It is important that all aspects of the physical environment are accessible to everyone. The physical environment and communication materials and modes should portray and reflect diversity of communities.

- All aspects of the physical environment are accessible to everyone associated with the academic unit.
- Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.
- Recruitment materials are culturally and linguistically appropriate.
- Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.
- Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.

H.   Curriculum Supportive of Cultural Competence

> A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence. It is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.

- Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.
- The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.
- Undergraduate and graduate curricula include cultural competence related training.
- Curricula that establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.
- Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.
- Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.
- Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.
- Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.

I.   Integration of Cultural Diversity in Research Projects/Policies

> Integration of cultural diversity in research projects/policies refers to recruiting, planning, and conducting research projects that consider the role of culture in health care and disparities. It is important that research projects address and recognize culturally diverse populations.

- Research priorities are set based on assessments of culturally diverse populations.
- The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.
- Research projects include subjects from diverse backgrounds representative of the targeted research population.
- The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
- When food related behavior or health behavior is discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.

J.   Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence

> Outside class opportunities promoting cultural competence need to incorporate diverse populations and activities that promote development of cultural competence skills. It is important that outside class opportunities are evaluated to include components of cultural competence. An important feature is to use a range of culturally appropriate techniques.

- Outside class opportunities incorporate content for the development of cultural competence.
- Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.
- Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.
- Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities.
- Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.
- The content and activities of outside class opportunities are culturally and linguistically appropriate.
- Evaluations of outside class opportunities include components of cultural competence.
- Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.

K.   Technical Assistance & Consultation

> Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. An important feature is that technical assistance can be provided by the academic unit or the target population.

- Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.
- Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.
- When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.
- Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.
- Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.

Appendix C: Facilitator selection, recruitment, deliverables, and training

APPENDIX C-1: FACILITATOR'S DELIVERABLES – PREPARED BY FACILITATOR

DRAFT Deliverables and Estimated Time for:
> University of Tennessee, Department of Nutrition project to validate the components of a model for organizational cultural competence in a health-related post-secondary academic unit

The total time commitment for the facilitator is projected as approximately 33 hours. Below are deliverables for this project:

1. Planning with project investigator:
   - Meet with project investigator via telephone and email to solidify logistics for
     - scheduling meetings with panelists
     - corresponding notes between calls
     - clarifying communications and flow of project
     - ground rules for first visual – teleconference call
       - → 2 hours (anticipate 2 meetings, 1 prior to panelists receiving invitation and 1 after panelist respond to invitation)

2. Schedule conference call meetings with panelists:
   - After panelists send their preferences to project investigator for meeting times/dates, follow-up with panelists to finalize/confirm times/dates for each teleconference (A, B, and C)
     - → 2 hours

3. Visual – teleconference:
   - Using agenda created by project investigator, facilitate and take notes for the first conference call.
     - → 2 hours (1 hour of prep/notes and 1 hour for the meeting)

4. Teleconference A
   - Facilitate four conference calls using World Café methods and the project investigators' script.
   - Take notes during each conference call and summarize
   - Package tapes and notes and send to project investigator at completion of call number 4
     - → 6 hours of facilitation (4 conference calls @ 1.5 hours each)
     - → 2 hours of prep (1/2 hour per conference call)
     - → 2 hours to compile and correspond notes (1/2 hour per conference call)

5. Teleconference meeting with project investigator and faculty advisor:
   - Work with project investigator to schedule meeting and prepare agenda

74

- Attend/co-facilitate conference call meeting
  → 2 hours (1 hour of prep/notes and 1 hour for the meeting)

6. Teleconference B
- Facilitate four conference calls using World Café methods and the project investigators' script.
- Take notes during each conference call and summarize
- Package tapes and notes and send to project investigator at completion of call number 4
  → 7 hours of facilitation (4 conference calls @ 1.75 hours each)
  → 2 hours of prep (1/2 hour per conference call)
  → 2 hours to compile and correspond notes (1/2 hour per conference call)

7. Teleconference meeting with project investigator and faculty advisor:
- Work with project investigator to schedule meeting and prepare agenda
- Attend/co-facilitate conference call meeting
  → 2 hours (1 hour of prep/notes and 1 hour for the meeting)

8. Final Teleconference C
- Work with project investigator to schedule meeting and prepare agenda.
- Final meeting with investigator to recap the project.
  → 1 hour of prep
  → .75 minutes of meeting time
  → .25 hour to recap project with investigator

TOTAL: 33 hours

APPENDIX C-2: CONFERENCE SERIES SCRIPTS FOR FACILITATOR

TELECONFERENCE A

[Facilitator and 4 panelists' introductions.]
[**Facilitator:** During this phone call, please let us know who is speaking by saying something like, "This is (state facilitator's name)" so that I can make sure we are hearing from each of you throughout the conversation.]

Facilitator: Welcome to the [first] round of a series of phone conferences in which the expert panel members will discuss which domains are needed in a model for organizational cultural competence of a health-related post-secondary academic department or unit. During this phone call, we will focus our discussion on the document that you should have received by e-mail several days ago. The documented is entitled "UTK model domains & new domains to discuss during Teleconference A." This document summarizes feedback from panel members about the UT at Knoxville model. This document presents the domains that panel members think should be added to, deleted from, or modified within the UTK model. Also, this file presents the questions that we want to answer during this phone conference. We ask you to consider to what extent each domain is relevant and important to organizational cultural competence of a health-related post-secondary academic department or unit. So, we want to answer the following 2 questions on this phone call:

- Is this domain relevant to cultural competence?
  Relevant refers to being pertinent to the areas of an organization that impact its cultural competence.
- Is this domain important to cultural competence?
  Important is defined by how essential the component is for making departmental organizational structures and processes culturally competent.

But before we answer these questions, let me ask you to consider these questions from another angle:
- How is this specific domain relevant or not relevant to cultural competence?
- How is this specific domain important or not important to cultural competence?

***

So, let us begin discussing a domain that any of you would like to begin with. Which domain would you like to discuss first? [pause] We can begin with domain "A" if no one has a specific preference.

[All domains will be discussed using these questions:
- How is this specific domain relevant or not relevant to cultural competence?
- How relevant?

76

- How is this specific domain important or not important to cultural competence?
- How important?

Once there has been some discussion, these questions can be answered.
- Is this domain relevant to cultural competence?
- Is this domain important to cultural competence?]

In general, the facilitator will build consensus among participants by responding with questions such as:

"[Thank you___ for your response(s).] Are there different viewpoints on this domain that have not been addressed?"
"Have we heard from each panel member regarding this domain?"
"We have heard from ___ about this. How do others view this domain/issue?"

*** In other World Café rounds (phone calls 2, 3, and 4 of Teleconference A), the facilitator will summarize highlights of the previous phone conferences prior to group discussion. For example, during the 4th phone call, the facilitator will briefly summarize discussions during phone calls 1, 2, and 3.

TELECONFERENCE B

[Facilitator and 4 panelists' introductions.]
[**Facilitator:** During this phone call, please let us know who is speaking by saying something like, "This is (state facilitator's name)" so that I can make sure we are hearing from each of you throughout the conversation.]

Facilitator: Welcome to the [first] round of Teleconference B, our second series of phone conferences in which the expert panel members will discuss which criteria statements are needed for each domain of a model for organizational cultural competence of a health-related post-secondary academic department or unit. During this phone call, we will discuss criteria statements associated with the domains that were discussed during all four phone calls of Teleconference A. A document was e-mailed to you a week ago that is entitled "Final Model Domains." This document was based upon what the full expert panel suggested during Teleconference A conference rounds. In addition, criteria statements from the UTK model will be discussed during this phone conference.

We ask you to consider the following questions during this phone call:

- Which criteria statements are relevant to the domain?
- Which criteria statements are important to the domain?
- What criteria statements are missing?

- Which criteria statements are not relevant or important to the domain and can be eliminated?

Let us begin by asking the last question first:
- Which criteria statements are not relevant or important to the domain and can be eliminated?

Using this question, let us discuss a domain that any of you would like to begin with. Which domain would you like to discuss first? [pause] We can begin with domain "A" if no one has a specific preference.

- Which criteria statements are not relevant or important to the domain and can be eliminated?
- What criteria statements are missing?
- So, how relevant to the domain are the rest of the criteria statements?
- How important to the domain are the rest of the criteria statements?

[Proceed through each domain of the model.]

*** In other World Café rounds (phone calls 2, 3, and 4 of Teleconference A), the facilitator will summarize highlights of the previous phone conferences prior to group discussion. For example, during the 4th phone call, the facilitator will briefly summarize discussions during phone calls 1, 2, and 3.

TELECONFERENCE C

Facilitator: We welcome the entire expert panel to Teleconference C. During this final phone call, we will discuss your recommendations that have been summarized in "Results of Teleconferences A & B." Based on your suggestions today, Diane Krause will prepare a document entitled "Model for Final Comment" that will be e-mailed to you in one month from now. You will be invited to comment on this model and e-mail your comments back by _____. Then, the model will be revised. A final copy will be sent to you two weeks later.

But, before we proceed with today's discussion, the project team would like to generously thank you for your role in this research project. It is our hope that this model will inform and promote organizational cultural competence at health-related post-secondary academic departments or units. So, again, thank you for your contribution!

Now, for today's discussion. Let us begin with the revised model domains. First, we would like to ask you:

- How does this new model match your views regarding its relevance and importance to organizational cultural competence of a health-related post-secondary academic department or unit?

- How does this new model not match your views?

- What are your comments about the proposed model?

We will be in touch with you with a draft of the model for your final comments by e-mail. Again, thank you for bringing your interest, expertise, and unique perspectives to this process.

APPENDIX C-3: DRAFT OF DOMAINS TO DISCUSS AND TIME ALLOCATION DURING TELECONFERENCE A

Teleconference A— PART I: Domains

Domains A, B (10 minutes)

Administrative Structure
A: Mission and Program Policies
B: Governance and Organization

Community & Environment
F: Campus & Community Collaboration on Cultural Competence
G: Environment & Communication

Domains C, D, E (20 minutes)

Personnel
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention
D. Student Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)

Domains F, G (10 minutes)

Community & Environment
F: Campus & Community Collaboration on Cultural Competence
G: Environment & Communication

Domains H, I ,J, K (20 minutes)

Curricular, Research, & Outreach areas
H. Curriculum Supportive of Cultural Competence
I. Integration of Cultural Diversity in Research Projects/ Policies
J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence
K. Technical Assistance & Consultation

New domains (20 minutes)

APPENDIX C-4: DRAFT OF CRITERIA STATEMENTS BY DOMAINS TO DISCUSS DURING TELECONFERENCE B ALONG WITH TIME ALLOCATION OF TELECONFERENCE B

Teleconference B— PART II: Criteria Statements

Criteria statements from Domains A, B (20 minutes)

Administrative Structure
A: Mission and Program Policies
B: Governance and Organization

Criteria statements from Domains C, D, E (30 minutes)

Personnel
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention
D. Student Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)

Criteria statements from Domains F, G (10 minutes)

Community & Environment
F: Campus & Community Collaboration on Cultural Competence
G: Environment & Communication

Criteria statements from Domains H, I ,J, K (20 minutes)

Curricular, Research, & Outreach areas
H. Curriculum Supportive of Cultural Competence
I. Integration of Cultural Diversity in Research Projects/ Policies
J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence
K. Technical Assistance & Consultation

Generate criteria statements for new domains (from Teleconference A) — 20 minutes

81

Appendix D: Teleconference series and project outputs

APPENDIX D-1: BIOGRAPHICAL SKETCH (OPTIONAL)

To add a personal touch to the distance conferences and to build collegiality among Expert Panel members, we are asking you to provide some brief biographical information, electronic photo, and brief reflections on personal experiences related to cultural competence.

Diane Krause will compile panelists' sketches into an "Introductions" document (PowerPoint and pdf) that will be sent via e-mail to all Expert Panel members at least 3 days prior to the visual-teleconference. This document will enable you and other project participants to familiarize yourselves with the other project team members' backgrounds, expertise, and perspectives related to cultural competence before actually "meeting" them during the visual-teleconference.

1. PERSONAL BIO:
In addition to your career position and affiliation, please describe your experience related to cultural competence (1-2 paragraphs).

2. REFLECTIONS:
Briefly describe a cross-cultural encounter/cultural misunderstanding that affected you on a personal level and/or showed you the importance of cultural competence (1 paragraph).

3. PHOTO HEADSHOT
Please insert into this document or separately attach an electronic personal photo (headshot) so that project participants can associate your photo with your voice on the visual-teleconference. Please do not go to any inconvenience to provide us with your photo, and understand that this is optional.

Thank you!

Please e-mail this document and an optional photo to Diane Krause at krause@utk.edu by January 15, 2008

APPENDIX D-2: VISUAL-TELECONFERENCE AGENDA

Final Agenda & Draft Ground Rules

Visual-teleconference
February 1, 2008 1-2 pm EST
Toll-free Call Number: 1-866-388-6338 (Local: 865-974-9007)
Meeting ID#: 8390

Overarching Purpose:
To validate the components of a model for organizational cultural competence of a health-related post-secondary academic unit.

Purpose of this meeting:
To meet expert panelists and project members, discuss project activities, and review expectations of panelists and project members.

At the completion of this meeting, participants should be able to:
1. Describe the purpose of the University of Tennessee (UT) project.
2. Identify expert panelists and UT project team members.
3. Recognize components of the project.
4. List ground rules for project teleconferences.

Items needed for this meeting are:
1. "Introductions" PowerPoint document to include:
    a. Project Purpose
    b. Biosketches
    c. Timeline
2. Final Agenda & Draft Ground Rules (this document)
3. Contact information

Agenda Topic	Lead & Time	Follow Up & Notes
Welcome • Meet project team members • Program background • Project purpose • How to navigate the PowerPoint • Review Agenda - Facilitator	Betsy & Diane 10 minutes	
Introduce Panelists	Joan & Panelists 15 minutes	
Project Components • UT model • Timeline of Conference Calls • World Café methods	Betsy, Diane & Joan 20 minutes	
Ground Rules for Conference Calls	Joan 5 minutes	

84

Final Agenda & Draft Ground Rules

Wrap Up	Joan & Diane	
• Questions/Answers • What to know before conference call A • Recap: Next steps & evaluate meeting	10 minutes	

Draft Ground Rules for Teleconference Calls

1. **Participation on each teleconference call as scheduled is important. In the event of an emergency and you are unable to attend a teleconference call, please contact Joan Atkinson as soon as possible, because the call will have to be rescheduled for the other panelists scheduled for that call.**

2. **Substitutes for teleconference calls are not acceptable.**

3. **Each panelist will be called on to speak. When speaking focus on the topic and express your thoughts about it as clearly as possible.**

4. **Listen! Reflect!**

   - Listen to each person as a wise person who is sharing some truth that you may have heard before, but do not yet fully grasp
   - Listen with an openness to be influenced by the speaker
   - Listen to support the speaker in fully expressing him/herself
   - Listen for deeper questions, patterns, insights and emerging perspectives
   - Listen for what is not being spoken along with what is being shared
   - Try not to plan your response to what is being said, as this may detract from both the speaker and the listener

5. **Meetings will begin and end on time.**

85

APPENDIX D-3: PROPOSED DOMAINS FOR MODEL

- **What are the components of a model for organizational cultural competence in a health-related post-secondary academic department or unit?**

Is this domain appropriate for promoting cultural competence of a health-related post-secondary academic department or unit? Please place an 'X' in the appropriate column.		
Domains	**YES**	**NO**
Administrative Structure		
A. Mission and Program Policies		
B. Governance and Organization		
Personnel		
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention		
D. Student Policies, Practices, Recruitment, and Retention		
E. Faculty and Staff Training and Development (on Cultural Competence)		
Community & Environment		
F. Campus & Community Collaboration on Cultural Competence		
G. Environment & Communication		
Curricular, Research, & Outreach areas		
H. Curriculum Supportive of Cultural Competence		
I. Integration of Cultural Diversity in Research Projects/ Policies		
J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence		
K. Technical Assistance & Consultation		

If you have suggestions for additional domains, please add them below.

Suggestions for Additional Domains:

Please return this form via e-mail to *krause@utk.edu* or fax to Diane Krause at (865) 974-3491 by _____, 2008.

APPENDIX D-4: UTK MODEL DOMAINS & NEW DOMAINS TO DISCUSS DURING TELECONFERENCE A

Summary of Findings
Based upon panelists' comments, some points of consideration and themes have emerged:

There seemed to be consensus on the existing 11 UTK model domains (Appendix D-4-a). However, one person questioned the need for the "Technical Assistance & Consultation" domain. This domain may need to be renamed to reflect components of the model that are described by this domain's criteria statements.
The purpose of Teleconference A is to finalize the domains for the model. Panelists' written comments about model domains are excellent and helpful (Appendix D-4-b). Some of the comments seem to refer to criteria statements that will be discussed during Teleconference B. Panelists' comments (Appendix D-4-b) may be incorporated into forming new criteria statements or revising existing criteria statements during Teleconference B.

Teleconference A involves identifying the necessary domains for a model that describes organizational cultural competence in post-secondary academic settings that are health-related. However, names of domains may need to change upon finalizing criteria statements during Teleconference B.

New domains have been suggested. These relate to:
- Evaluation
- Clinical skills

1. Evaluation
During Teleconference A, it will be important to discuss:
- *Is evaluation of cultural competence its own domain?*
          or
- *Is evaluation of cultural competence a component to include as criteria statements that describe a particular domain?*

2. Clinical skills
During Teleconference A, it will be important to discuss:
- *Are clinical skills a separate domain from already existing domains (such as "Curriculum…" or "Outside class opportunities…")?*
          or
- *Are clinical skills considered components to be included as criteria statements that describe already existing domains?*

Also, it will be important to consider that the domains of this model will refer to post-secondary health-related academic units that includes undergraduate, postgraduate, and vocational education and training settings.

87

Appendix D-4-a: UTK Model Domains

Administrative Structure
A. Mission and Program Policies
B. Governance and Organization
Personnel
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention
D. Student Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)
Community & Environment
F. Campus & Community Collaboration on Cultural Competence
G. Environment & Communication
Curricular, Research, & Outreach areas
H. Curriculum Supportive of Cultural Competence
I. Integration of Cultural Diversity in Research Projects/ Policies
J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence
K. Technical Assistance & Consultation

Appendix D-4-b: Individual Comments on Domains

All panelists said "yes" to all domains except where noted.

Comments by xxxxxxx:

<table>
<tr><td>[UTK model wording of domain I:
 I. Integration of Cultural Diversity in Research Projects/ Policies]

Suggested rewording:
I. Research Projects/ Policies <mark>incorporate principles of cultural and linguistic competence</mark></td></tr>
<tr><td>[UTK model wording of domain J:
J. Outside Class Opportunities (field experiences,
 internships, and seminars) Promoting Cultural Competence]

J. Outside Class Opportunities (field experiences,
 internships, and seminars) Promoting Cultural <mark>and Linguistic</mark> Competence</td></tr>
</table>

Suggestions for Additional Domains:

(under community & environment or under Curricula, Research, Training) community engagement
planning, monitoring and evaluation of the academic training program (possibly under governance & Organization)
reciprocity with diverse communities – economic & other benefits from subcontracts for various services, research
curricula standards for levels of awareness, knowledge and skills in cultural and linguistic competence

Comments by xxxxxxxx:

<mark>"NO" to Technical Assistance & Consultation</mark>

Suggestions for Additional Domains:

These domains encompass the organizational and structural barriers to providing cultural competent care, but a clinical domain has to be included as the problems with the patient/ provider interaction can directly lead to poor communication, mistrust, nonadherence of treatment protocols and adverse outcomes. Just a basic understanding that differences in culture between the patient and provider can lead to poorer outcomes is a vital component of any cultural competency framework. The Association of American Medical Colleges also has a tool for assessing cultural competence components on an organizational level

within healthcare organizations and academic health sciences centers; their website is www.aamc.org.

Comments by xxxxxxx:

Perhaps the 85 statements in support of these Domains and Categories will provide the detail I would envision. Let me mention some broad areas instead:
succession planning, specific to students, "graduation" as well. evaluation of the model; for students, what about "professional development" to include mentoring, etc?

Comments by xxxxxxx:

I recommend including a measure to evaluate how well or to what extent was the content or instructor presenting culturally competent material; to be done by the students as part of the class evaluations.

Comments by xxxxxxx:

"I think that all of these are valuable to building organizational cultural competence. [Below are] those that I feel are most critical."

A. Mission and Program Policies
B. Governance and Organization
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)
H. Curriculum Supportive of Cultural Competence
I. Integration of Cultural Diversity in Research Projects/ Policies

Comments by xxxxxxx:
Find and use other cultural competence resources and projects for what they can offer

Comments by xxxxxxx:
At this point I can't think of additional domains but will be anxious to see the way these domains are broken down into the smaller components

Agreement with domains—no additional comments by
Xxxxxxx, xxxxxxxx, xxxxxxxx

APPENDIX D-5: SUMMARY OF TELECONFERENCE A CALLS: DRAFT OF "FINAL DOMAINS FOR MODEL"

Draft of "Final Domains for Model"

This document consists of the proposed "Final Domains for Model" (pg. 2)

All other parts of this document (Appendices D-5-a & D-5-b) demonstrate and describe the recommendations that were made over the 3 World Café calls. The appendices are provided so that you may be able to better understand the rationale behind how the model domains on page 2 were selected.

During Teleconference B, please use the following project documents:
- Page 2 of this document
- The other PDF document "Criteria Statements" document (from the UT at Knoxville model).

Consider the rich discussions in which you participated on your call and come prepared to suggest criteria statements to add, delete, and revise.

Note:
- Most panelists agreed that it is appropriate to address "Evaluation" and "Clinical Skills" using criteria statements. It has been suggested that each domain have criteria statements that relate to evaluation.
- Most panelists agreed that it is appropriate to address "Clinical Skills" with domains H (now called "Culturally Competent Curriculum) & domain J (now called "Experiential Practice Supporting Cultural Competence"
- Domain names may still be subject to change once criteria statements are generated and grouped appropriately
- Notice that headings consisting of multiple domains have changed

- It will be unlikely to please everyone in this first draft of model domains!

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Draft of "Final Domains for Model"

Administrative Structure	
(A) Mission and Vision	
(A) Program Policies	
(B) Governance and Organization	
Personnel	
(C) Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention	
(D) Student Policies, Practices, Recruitment, and Retention	
(E) Faculty and Staff Training and Development (on Cultural Competence)	
Community & Environment	
(F) Campus & Community Collaboration on Cultural Competence	
(G) Environment, Climate, & Communication	
Curricular & Clinical Activity	
(H) Culturally Competent Curriculum	
(J) Experiential Practice Supporting Cultural Competence	
Research	
(I) Culturally Competent Research	
Technical Skills & Consultation	
(K) Technical Assistance & Consultation	

Comment [DK1]: Note that the (A) here refers to the original UT model domain's criteria statements. Use the letter in parentheses to find the criteria statements on the "Criteria Statements" PDF document

Comment [DK2]: *This domain would include didactic component of clinical skills*

Comment [DK3]: *This domain would include clinical skills development & "Outside Class Opportunities (field experiences, internships, and seminars) ~~Promoting~~ Cultural Competence"*

Draft 1   2

92

Appendix D-5 (continued): Summary of Teleconference A calls: Draft of "Final Domains for Model"

Appendix D-5-a:

Comparison of Model Domains Among Group 1, 2, 3 Calls

(pg. 4-8)

Call #1	Call #2	Call#3	
Administrative Structure	**Administrative Structure**	**Administrative Structure**	
A. Mission	A. Mission and Program Policies	A. Mission and Vision	Comment [DK4]: Group had consensus that it would be important to add "Vision"– "What would it be like if we were a culturally competence organization?"
B. Program Policies	B. Governance and Organization	B. Program Policies	Comment [DK5]: Panelists agreed that it is appropriate to spilt the "Mission & Program policies" into 2 separate domains.
			Comment [DK6]: Agreed with having program policies be a separate domain from Mission..
Governance and Organization		Governance and Organization	
Personnel	**Personnel**	**Personnel**	
C. Faculty and Staff Personnel Policies, Practices, Recruitment, Retention, and Succession Planning	C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention	C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention	Comment [DK7]: Rationale for change: Succession planning goes one step beyond retention to ensure that organizational roles are filled when someone leaves the organization.
D. Student Policies, Practices, Recruitment, and Retention	D. Student Policies, Practices, Recruitment, and Retention	D. Student Policies, Practices, Recruitment, and Retention	Comment [DK8]: Group agreed that "Retention" encompassed "Succession Planning" for them. Criteria statements could speak to succession planning, but a name change was not necessary.
E. Faculty and Staff Training and Development (on Cultural Competence)	E. Faculty and Staff Training and Development (on Cultural Competence)	E. Faculty and Staff Training and Development (on Cultural Competence)	

Draft 1   4

Call #1	Call #2	Call#3
Community & Environment	**Community & Environment**	**Community & Environment**
F. Campus & Community Collaboration on Cultural Competence	F. Campus & Community Collaboration on Cultural Competence	F. Campus & Community Collaboration on Cultural Competence
G. Environment ~~& Communication~~ / Climate	G. Environment & Communication	G. Environment, Climate, & Communication
Communication		

Comment [DK9]: "Environment/ Climate" could refer to the physical aspects of the environment (i.e. accessibility) or the climate of the organization for validating "who people are." "Communication" would be considered the public relations materials and websites presenting the organization to those outside [& within?] of the organization. Thus, they are separated here as 2 domains.

Comment [DK10]: Discussion involved keeping environment & communication together but adding climate (similar to previous call). It was said that criteria statements will help name this domain.

[No discussion on the call involved physical environment as occurred during previous calls. What communication-related criteria statements might be missing? (there was rich discussion about communications on the call)]

Call #1	Call #2	Call#3
~~Curricular, Research, & Outreach areas~~ Curricular & Clinical Activity	Curricular, Research, & Outreach areas	Curricular, Research, & Clinical areas
H. Curriculum Supportive of Cultural Competence	H. Curriculum Supportive of Cultural Competence	H. Culturally Competent Curriculum
Research domain moved to its own heading		
J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence	J. Outside Class Opportunities (field experiences, internships, and seminars) ~~Promoting~~ Cultural Competence	J. Outside Class Opportunities (field experiences, internships, and seminars) ~~Promoting~~ Cultural Competence Term *"Experiential practice"* was proposed

Comment [DK11]: Rationale for change: Research & technical assistance/consultation may only involve faculty so it would not be appropriate to keep it under the same category that refers mainly to student activities. It was thought that research should be its own heading & technical assistance should be its own heading (or have a different heading for this area). The term "outreach" was unacceptable to panelists because it was said that outreach refers more to recruitment than anything else.

Comment [DK12]: Suggested rewording; this title would refer to CC curriculum content & CC delivery of curriculum; incorporates awareness, knowledge, & skills (incorporate these in criteria)

Comment [DK13]: Suggested that there be a stronger term

Comment [DK14]: Group wanted to know: Does this domain refer to didactic curriculum only or didactic + experiential activities (leadership, volunteering)? Decision needs to be made if experiential component appropriate here.

Agreed that removing "promoting" would be appropriate

Call #1	Call #2	Call#3
Research		
I. Integration of Cultural Diversity in Research Projects/ Policies	I. Integration of Cultural Diversity in Research Projects/ Policies	I. Culturally Competent Research
Technical Assistance & Consultation **(needs its own heading; perhaps something different)**		
K. Technical Assistance & Consultation	K. Technical Assistance & Consultation	K. Technical Assistance & Consultation

Comment [DK15]: This domain could be broadened to incorporate cultural competence throughout the design and implementation of research projects, not simply cultural diversity in research.

Comment [DK16]: Agree with previous call to change from "Diversity" to "Competence"

Comment [DK17]: Or, at least change "Cultural Diversity" to "Cultural Competence" as previously suggested

Comment [DK18]: Not consensus on if this should be its own domain or if it is more appropriate to capture this through criteria statements throughout the model

Call #1	Call #2	Call#3
New domains		
Evaluation	Evaluation	Evaluation
Clinical skills	Clinical skills	Clinical skills

Comment [DK19]: Because evaluation may refer to multiple model domains, it may be most appropriate to include evaluation in the model in the form of criteria statements

Comment [DK20]: Woven throughout other domains as criteria statements

Comment [DK21]: Weave it into other domains as previously suggested; it was suggested that evaluation should become part of each domain

Comment [DK22]: Panelists agreed that the newly proposed "Clinical Skills" domain would fall within domains described by the newly named category, "Curricular & Clinical Activity."

Comment [DK23]: Needs to be within model, but not as separate domain

Comment [DK24]: It was agreed that clinical skills should be in model. However, no consensus on if there needs to be a separate domain or if criteria statements can address this area within "Curricula…" & "Outside class opportunities…" domains

Appendix D-5 (continued): Summary of Teleconference A calls: Draft of "Final Domains for
Model"

Appendix D-5-b:

Model after Teleconference A Individual Calls
Group 1, Group 2, Group 3)

(p. 10-14)

9

Model after Teleconference A -- Group 1 call

A. Mission
B. Program Policies
Governance and Organization
Personnel
C. Faculty and Staff Personnel Policies, Practices, Recruitment, Retention, and Succession Planning
D. Student Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)
Community & Environment
F. Campus & Community Collaboration on Cultural Competence
G. Environment & Communication / Climate
Communication
Curricular, Research, & Outreach areas
Curricular & Clinical Activity
H. Curriculum Supportive of Cultural Competence
Research domain moved to its own heading
J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence
Research
I. Integration of Cultural Diversity in Research Projects/ Policies
Technical Assistance & Consultation (needs its own heading; perhaps something different)
K. Technical Assistance & Consultation

Comment [DK25]: Panelists agreed that it is appropriate to spilt the "Mission & Program policies" into 2 separate domains.

Comment [DK26]: Rationale for change: Succession planning goes one step beyond retention to ensure that organizational roles are filled when someone leaves the organization.

Comment [DK27]: "Environment/Climate" could refer to the physical aspects of the environment (i.e. accessibility) or the climate of the organization for validating "who people are." "Communication" would be considered the public relations materials and websites presenting the organization to those outside [& within?] of the organization. Thus, they are separated here as 2 domains.

Comment [DK28]: Rationale for change: Research & technical assistance/consultation may only involve faculty so it would not be appropriate to keep it under the same category that refers mainly to student activities. It was thought that research should be its own heading & technical assistance should be its own heading (or have a different heading for this area). The term "outreach" was unacceptable to panelists because it was said that outreach refers more to recruitment than anything else.

Comment [DK29]: This domain could be broadened to incorporate cultural competence throughout the design and implementation of research projects, not simply cultural diversity in research.

Draft 1   10

97

Model after Teleconference A -- Group 1 call (cont'd)

New domains
Evaluation
Clinical skills

Comment [DK30]: Because evaluation may refer to multiple model domains, it may be most appropriate to include evaluation in the model in the form of criteria statements

Comment [DK31]: Panelists agreed that the newly proposed "Clinical Skills" domain would fall within domains described by the newly named category, "Curricular & Clinical Activity."

Model after Teleconference A -- Group 2 call

Administrative Structure
A. Mission and Program Policies
B. Governance and Organization
Personnel
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention
D. Student Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)
Community & Environment
F. Campus & Community Collaboration on Cultural Competence
G. Environment & Communication
Curricular, Research, & Outreach areas
H. Curriculum Supportive of Cultural Competence
I. Integration of Cultural ~~Diversity~~ in Research Projects/ Policies
J. Outside Class Opportunities (field experiences, internships, and seminars) ~~Promoting~~ Cultural Competence
K. Technical Assistance & Consultation
Evaluation
Clinical Skills

Comment [DK32]: change "Cultural Diversity" to "Cultural Competence"

Comment [DK33]: Suggested that there be a stronger term

Comment [DK34]: Woven throughout other domains

Comment [DK35]: Needs to be within model, but not as separate domain

Draft 1   12

99

Model after Teleconference A -- Group 3 call

Administrative Structure
A. Mission and Vision
B. Program Policies
C. Governance and Organization
Personnel
C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention
D. Student Policies, Practices, Recruitment, and Retention
E. Faculty and Staff Training and Development (on Cultural Competence)
Community & Environment
F. Campus & Community Collaboration on Cultural Competence
G. Environment, Climate, & Communication

Comment [DK36]: Group had consensus that it would be important to add "Vision"– "What would it be like if we were a culturally competent organization?"

Comment [DK37]: Agreed with having program policies be a separate domain from "Mission.."

Comment [DK38]: Group agreed that "Retention" encompassed "Succession Planning" for them. Criteria statements could speak to succession planning, but a name change was not necessary.

Comment [DK39]: Discussion involved keeping environment & communication together but adding climate (similar to previous call). It was said that criteria statements will help name this domain. 2 names were proposed: "Environment, Climate, & Communication" & "Environmental climate & communication."

No discussion on the call involved physical environment as occurred during previous calls. Which communication-related criteria statements might be missing? (There was rich discussion about communications on the call)

APPENDIX D-6: COMPARISON OF CRITERIA STATEMENTS FROM TELECONFERENCE B & DRAFT OF FINAL STATEMENT

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)

COMPARISON OF CRITERIA STATEMENTS FROM TELECONFERENCE B & DRAFT OF FINAL STATEMENT

KEY:

Blue: combine crit. statement with another
Green: add wording
Orange: major rewording/revising needed
Highlighted in yellow: place within other domain
Highlighed in gray: strike this?
Highlighed in aqua: separate criteria statements into different domains
Highlighted in teal with white letters: Overriding statement within domain
Highlighted in green: Diane's attempt at writing a new criteria statement
Highlighted in whatever color this is: potentially move this to climate domain (G)
Highlighted in pink: question for Betsy from Diane

NC = no change
CS = criteria statement
XX = delete this
RED BOLD CAPS & red= Diane's comments to herself /ideas to make sure aren't lost

(To simplify this draft, the first domain [originally domain A] will be temporarily named domain Z so that the criteria statements will not need new numbering. In the final model, "Mission and Vision" would start as domain A, and the remaining domains will be named B, C, D, etc. in consecutive order.)

Z. MISSION AND VISION

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
Z-1	Cultural competence is included in the mission statement, policies, and procedures.	Cultural competence is included in the mission statement and vision. (split CS into 2 statements)	Agree with Call 1	Agree with separating both into different domains?	Cultural competence is included in the mission and vision statements.

1

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)

A. PROGRAM POLICIES

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
				Domain may need an overriding statement that includes mission & vision. Convey in new statement that program policies are driven by mission & vision. Have the rest of CS fall underneath as bullets. Could place statements under as examples. "Cultural competence is valued within org. The following policies are encouraged_..."	Organizational mission and vision statements drive the development and enactment of policies and procedures that include cultural competence.
A-1		Add: Cultural competence is included in the organizational policies and procedures.			See row above for inclusion of A-1
A-2	Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.	Program policies domain. (The rest of CS will be in program policies domain) A2	Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent. [Awkwardly worded; not clear how will be measured; redundant, b/c whole document reflects this]	Agree with Call 2 to strike – "vague wording"	XX
A-3	Policies and procedures promote a range of culturally appropriate practices.	Combine with A-10, using #10 as example of this CS: Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.	Policies and procedures promote a range of culturally appropriate practices [Same issue as previous CS; not clear how will be measured; redundant, b/c whole document reflects this, so strike it	Agree with Call 2 to strike "vague"	XX

2

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
A-4	The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.	The academic unit has and implements policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.	The academic unit implements policies that incorporate goals of eliminating barriers of accessibility to educational programs and services	Agree with previous changes. NC from Call 2.	The academic unit implements policies that incorporate goals of eliminating barriers of accessibility to educational programs and services
A-5	The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.	~~The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.~~ (strike 5 b/c folded into #4)	Agrees with Call 1 change ~~The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.~~ (strike 5 b/c folded into #4)	NC from Call 2.	XX (combined with A-4)
A-6	The academic unit has policies on multiculturalism, racism, harassment and discrimination.	The academic unit has and implements policies on multiculturalism, racism, harassment and discrimination.	Said that policies on racism, harassment & discrimination were mandated by law so these would be addressed by university already. "Policies on ___ are aligned with the campus" policies. #12 (complaint resolution) could be combined. Possible addition could be: "staff is informed of/have access to university policies regarding ___" [so that staff know there is a mechanism].	Multiculturalism is not mandated by law (but should consider keeping this with emphasizing/promoting multiculturalism); maybe should not all be listed together. Divide this statement into 2 CS: 1) addresses racism, harassment, & discrimination, 2) addresses multiculturalism (see below)	a. The academic unit has a policy that makes reference to its alignment with university policies on racism, harassment, discrimination, and complaint resolution or appeals processes. (A-12 combined in here). b. The academic unit has a policy that staff are informed of policies on racism, harassment, discrimination, and complaint resolution or appeals.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
			What does it mean to have a policy on multiculturalism?	2) addresses multiculturalism	The academic unit has and implements policies on multiculturalism.
A-7	Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.	NC	Combine with A-4 ["language is a part of accessibility" (1 person) ; other criteria in other domains speak to this, but is OK to combine (1 vote) NEED MORE UNDERSTANDING OF THIS GROUP'S RATIONALE TO COMBINE WITH A-4	[Don't know what is meant by "acknowledge diversity"—maybe strike? Sounds like "Branding issue/Reputation management"– conveys how management communicates] Don't agree with it being combined with #4; could be combined with environment & Communication domain	?? see my note Maybe move to G
A-8	The policies and procedures make reference to involving diverse groups in decision-making.	Combine A-8 & A-9 (concepts similar)	~~The policies and procedures make reference to involving diverse groups in decision-making.~~ [Seemed redundant b/c was thought to be conveyed in governance (B) domain; Including input from outside of department is included in other parts of the document; strike it] Is there enough of this under governance domain for this one to be dropped? Does it need to be moved there? Already in B-5.	Agreed with Combining A-8 & A-9. Make language stronger than "make reference to" [make sure to include "involvement of diverse groups" from A-8]	Policies and procedures of the academic unit describe involvement of diverse groups in decision-making and are developed/reviewed to include input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
A-9	The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.		~~The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.~~ [Seemed redundant b/c was thought to be conveyed in governance (B) domain under B-2; strike it]		Incorporated in row above
A-10	Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.	Is an example of #3—move it there	Add bullet of #10 under #3 AGREED WITH ADDING #10 TO #3 AS BULLET (ALTHOUGH CALL PREVIOUSLY SUGGESTED TO STRIKE #3)	[Liked this CS, not seen as example of #3 (1 vote); could combine or stay here (1 vote)	Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille. [kept as its own CS because A-3 was deleted]
A-11	The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.	Change wording here—suggestion below: "Functions are assessed to identify gaps in practices as it relates to institutional policies for CC"	[Move to governance domain (B) underneath a criteria statement that talks about evaluation. A-11 was thought to already show up in B-1]…so strike it here.	[Like this statement; like the idea of there being an institutional policy for self-assessment (so not move to governance & org section as previously suggested because of idea of there being a *policy* for self-assessment)]	The academic unit has a policy on conducting regular organizational self-assessments to identify gaps in practices as they relate to institutional policies for cultural competence.
A-12	A complaint resolution or appeals policy is in place.	NC	~~A complaint resolution or appeals policy is in place.~~ [Incorporate this CS within A-6, so strike (make sure complaint resolution/appeals policy shows up in A-6)]	When considering combining A-12 with A-6, Call 3 liked Call 2's suggested addition: "Staff is informed of/have	See A-6 for its incorporation

5

103

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
				access to university policies regarding ___" [so that staff know there is a mechanism]. [Important that faculty & staff know mechanisms for dealing with harassment etc. even if dealt with outside the academic unit] See new CS in A-6	
B. GOVERNANCE AND ORGANIZATION					
				General comments: Discussed the need for a statement that described "identifying a person that has the authority to make decisions, implement programs & be accountable…can't have just a staff person {to be responsible for CC & diversity-related issues}"	NEW statement: The academic unit identifies an administrator to make decisions and take responsibility for initiatives and issues related to cultural competence and diversity within the unit.
B-1	A committee/task force/program area addresses issues of cultural competence.	A committee/task force/program area evaluates and addresses issues of cultural competence.	A committee/task force/program area evaluates and addresses issues of cultural competence. [From previous conversation during domain A, A-11 was considered CS that could be part of this one]	[Likes "addresses" because CC is ongoing process so each issue should be addressed]	A committee/task force/program area evaluates and addresses issues of cultural competence.
B-2	The composition of the academic unit (faculty, staff, students, boards,	NC	The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is	Disagreed with Call 2's "strives for cultural diversity" addition b/c it sounded weak or gave too	???

6

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
	committees, and contractors) is diverse.		diverse strives toward diversity. "strives towards diversity" wording added because CC & diversity is a process; this CS was thought to be addressed by personnel domain (C). Not finalized if want to move this to domain C, incorporate it within a CS in domain C, or strike it altogether if it is already being addressed elsewhere.	much leeway. Call did not discuss moving this to personnel, although questioned its place here (1 vote). "'Striving for diversity' seemed like a goal, not a governance issue"]	
B-3	The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.	NC	The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning. [Thought to be addressed within other domain]	Agreed with Call 2 deletion. However… [Questioned if this CS is talking about input to policies & procedures (which has already been included in B domain) or is this talking about program planning…make sure program planning component is not lost]	XX?
B-4	Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.	Participants for all advisory committees and councils are recruited and supported engaged to ensure diverse cultural representation.	Participants for all advisory committees, councils, and boards are recruited and supported engaged to ensure diverse cultural representation. reword: "Diverse participants for all advisory boards, committees, and councils are recruited and engaged to ensure wide cultural representation [of/for the populations served]", add concepts of 1)boards; 2) cultural representation of the population served	NC? no specifc discussion on this statement, although did not disagree with feedback from Calls 1 & 2	Diverse participants for all advisory boards, committees, and councils are recruited and engaged to ensure wide cultural representation of the populations served.

7

104

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
B-5	Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.	NC	Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served. [Thought to be reflected in other domains; redundant, similar to B-4?]	NC? no specifc discussion on this statement, although did not disagree with feedback from Calls 1 & 2	XX??
C.	FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION				
			General comments: Many of these criteria statements refer to laws which would reflect university policies; criteria statements that are not mandates would be main ones to include under this domain [Diane's inference from discussion] CC in job description	General comments: Include expectations of learning CC skills as a form of professionalism that is evaluated. [evaluated as professionalism—this is one way to make sense out of 11 & 12]	
C-1	The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.	Combine with C4 The academic unit has and implements an employment equity policy, which to eliminate unfair and discriminatory barriers of accessibility to jobs.	Same comments as for A-6. (Should be aligned with university policy) The academic unit has and implements an employment equity policy, which to eliminate unfair and discriminatory barriers of accessibility to jobs. [See C-4]	Disagreed with Call 2. [Said that just because some of these are mandated by law, doesn't mean that can't be restated for emphasis. Laws are "minimum" & designed to prevent "bad behavior." There is a difference between accountability and liability]	The academic unit has and implements an employment equity policy to eliminate unfair and discriminatory barriers of accessibility to jobs.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
C-2	Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.	Input is sought from faculty, staff, administration, and board members in (assessing and) developing employment equity and personnel policies. [convey that this needs to be ongoing...add concept that this is not a one-time development]	Input is sought from faculty, staff, administration, and board members in (assessing and) developing employment equity and personnel policies. [Stricken b/c policies are already part of legal mandates for university. But include that faculty, staff, board could provide valuable input on how they'll recruit]	Did not agree with Call 2 deletion. [Comments	Input is sought from faculty, staff, administration, and board members in developing, reviewing, and revising employment equity and personnel policies. ** NEW: Input is sought from faculty, staff, administration, and board members in recruiting, hiring, and retaining individuals from culturally diverse backgrounds.
C-3	The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.	The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity. (needs work) [Unclear about how stated, Awkward wording, unevenness in what is in here]	The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity. [If previous comment is conveyed in C-2 (that the purpose of gaining input from these groups will be important for recruitment & striving for cultural diversity), then can strike #3 altogether] Part of law	Did not agree with Call 2 deletion.	The academic unit's plan for employment equity and cultural diversity of personnel includes policies for employment equity, procedures for recruiting and hiring new employees, procedures for retaining employees, and assessment of the unit's workforce composition.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
C-4	The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.	Combine with #1 The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.	Agreed with Call 1 (that C-4 could be combined with C-1)	No comment against changes previously made	XX (incorporated into C-1)
C-5	The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.	Combine C5 & C6	The academic unit has and implements personnel policies on multiculturalism, racism, harassment and discrimination. The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.	Agreed with Call 1	The academic unit has and implements personnel policies on multiculturalism, racism, harassment and discrimination.
C-6	The academic unit has implemented policies on multiculturalism, racism, harassment and discrimination.		[Stricken b/c considered part of the policies of the university that are mandated by law]		
C-7	Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.	Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence. [Needs to be stronger language than "reflect the goal," want practices to be enacted]	Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence. Considered "Overriding statement" for this domain; other criteria statements fall under this one as bullet points? (MISSED SOME DISCUSSION B/C OF TAPE CHANGE). WHICH ONES GO UNDER 7?	Did not disagree with Call 2's suggestion to make overriding statement	Personnel recruitment, hiring, and retention practices are enacted to achieve diversity and cultural competence.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
C-8	Policies and procedures are communicated to faculty and staff and are understood by them.	Policies and procedures are clearly communicated to faculty and staff and are understood by them.	Agree with change in wording: Policies and procedures are clearly communicated to faculty and staff and are understood by them.	Agree with change in wording: Policies and procedures are clearly communicated to faculty and staff and are understood by them.	Policies and procedures are clearly communicated to faculty and staff.
C-9	Position descriptions include skills related to cultural competence, as appropriate.	NC	Position descriptions include skills related to cultural competence, as appropriate. (1 vote)	NC	Position descriptions include skills related to cultural competence, as appropriate.
C-10	Personnel performance measures include skills related to cultural competence.	Personnel performance measures include knowledge and skills related to cultural competence. [Add word evaluation to describe that evaluating (not measuring) someone's performance]	NC	NC [add evaluation here]	Personnel performance measures and evaluations include knowledge and skills related to cultural competence.
C-11	Administrators conduct performance evaluations being sensitive to cultural differences.	Administrators conduct performance evaluations being sensitive to cultural differences. [Unclear how would be able to measure this objectively; application is ambiguous]	Administrators conduct performance evaluations being sensitive to cultural differences. [thought not to be relevant…would be a given if cultural competency in job description said that can't mandate/enforce this]	Agreed with deletion	XX Move to climate and ask if keep, revise, or delete

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
C-12	Personnel are respected and supported for their desire to honor and participate in cultural celebrations.	Combine C12 & C13; The academic unit and its contractors [1st time have seen word "contractors" so wonder about consistency, get rid of word]	~~Personnel are respected and supported for their desire to honor and participate in cultural celebrations.~~ ~~The academic unit and its contractors accommodate diverse religions and Cultures.~~ [Strike, b/c suggested that the law speaks to this… [Diane's thoughts on this deletion: #12 gets at an issue that is not merely a legal one—has to do with climate/ org. culture]	Agreed with deletion. Appreciate spirit of it, would hope it would be in the culture, but cannot be objectively measured. See C-13 as an organizational climate issue… under Environmental Climate (domain G)	Move to climate and ask if keep, revise, or delete The academic unit accommodates personnel in their cultural and religious practices and celebrations [C-12 & C-13 have been combined here]
C-13	The academic unit and its contractors accommodate diverse religions and Cultures.				
C-14	The academic unit provides additional support to faculty and staff, where required to assure and participation, e.g. sign language translation and interpretation services.	The academic unit provides additional support to faculty and staff, where required to assure ~~and~~ participation, e.g. sign language translation and interpretation services.	["Way too specific"—15 & 16 gets at this]	["What is this CS doing in this section under faculty? What does this mean? Is this in a clinical or academic setting?"]	??
C-15	Fiscal resources are available to support translation and interpretation services.	Combine C15 & C16 [These services have to be on budget.., services should be "available & utilized"]	Agreed upon combining C-15 & C-16. However, suggested that this new CS should be moved to fit within governance (B) domain [said when talking about D domain]	Maybe can combine C-14, C-15, C-16, but need clarification	[Move to goverance or elsewhere?] Translation and interpretation assistance is written into the academic unit's budget and these services are available & utilized [by faculty] when needed.
C-16	Translation and interpretation assistance is available & utilized when needed.				

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
C-17	Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.	NC	~~Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.~~ [strike b/c C-15 & C-16 say that will provide these services; said that this situation should not happen if C-15 & C-16 are in place. if compensate someone above, against the idea that staff are equal]	not agree with Call 2 deletion	Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.
D. STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION					
Comments:			Some of criteria statements would not need to be deleted if someone didn't understand the broad view…it could be said that: "Many other topics that were suggested would include…" (if someone didn't "get it"), but in order to have a concise document, these deletions would seem appropriate		
D-1	Information is gathered about the demographics of the student population.	Information is gathered about the demographics of the student population. [Gather & evaluate …evaluate against mission]	Include as bullet under D-5	NC to Call 1 or Call 2	☑ Information about the demographics of the student population is gathered and evaluated.
D-2	Students are actively recruited from diverse backgrounds.	Combine with D-5	~~Students are actively recruited from diverse backgrounds.~~ Found within D-5, so strike	NC to Call 2	XX
D-3	Student policies and practices are culturally competent.	NC	~~Student policies and practices are culturally competent.~~ [under governance already? Or move it there]	NC to Call 2's suggestion to move	Student policies and practices are culturally competent.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
D-4	The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.	The academic unit has and implements student policies on multiculturalism, racism, harassment, and discrimination.	The academic unit has and implements student policies on multiculturalism, racism, harassment, and discrimination. Deleted for same reason as noted in C-5 & C-6	NC DID THEY DECIDE TO KEEP THIS ONE? KEPT WITHIN OTHER DOMAINS SO KEPT IT HERE WITH THE ASSUMPTION THAT THIS GROUP WOULD BE CONSISTENT.	☑ The academic unit has and implements student policies on multiculturalism, racism, harassment, and discrimination. Split from above?
D-5	Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.	Combine with D-2	Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence. This CS becomes overriding CS within this domain; keep 1 & 6 as bullets under this CS; *strike 2, 3, 4, 7*	[This CS refers to diversity. Not talking about cultural competence b/c cultural competence is more skill-based. Strike "CC"] Student policies on recruitment, admission, and retention reflect the goal to achieve diversity Combine with D-10	Student policies on recruitment, admission, and retention ARE ENACTED to achieve cultural diversity
D-6	Input from students from diverse backgrounds is sought in developing student policies.	Input from students from diverse backgrounds is incorporated sought in developing student policies.	Might keep here for emphasis (although also perhaps found in B-4 although students may not be referred to there). Place as bullet under D-5.	Agree with bulleting under D-5	☑ Input from students from diverse backgrounds is incorporated in developing student policies.
D-7	The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.	The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination. Incorporated in D-4	The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination. Deleted b/c of mandate issue described previously (A-6)..campus policies mandated by law	Agree with Call 1 to strike this CS and incorporate within D-4)	XX

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
D-8	Fiscal resources are available to support translation and interpretation services.	Combine D-8 & D-9	Agree with Call 1 to Combine D-8 & D-9. Move combined CS to governance as part of organization.	Same discussion as in C-14 ["What is this CS doing in this section? What does this mean? Is this in a clinical or academic setting?"]	[Move to goverance] Translation and interpretation assistance is written into the academic unit's budget and these services are available & utilized when needed.
D-9	Translation and interpretation assistance is available and utilized when needed.				
D-10	Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.	NC	Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways. [Thought that retention in D-5 refers to this concept]	[Disagreed with Call 2's decision to delete. Don't think it is addressed in D-5. This can be measured by asking students about the services. Combine with D-5 with D-10. D-10 and D-12 could be combined	☑ Advising and mentoring services are available to all students and are systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways. D-10 & D-12 combined here
D-11	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.	How do we measure this? Concept is good, but how apply?	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences. [Same issue from C-11. Can't enforce]	Can measure this by asking students.	Move to climate

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
D-12	Students from diverse backgrounds are mentored.	~~Students from diverse backgrounds are mentored.~~ Mentoring is available to all students.	NC	D-10 and D-12 could be combined (mentoring & advising)	[incorporated into D-10]
D-13	Student organizations are culturally diverse.	~~Student organizations are culturally diverse.~~ Strike this OR add criteria statement: "Student organization policies and practices should reflect cultural competence"	~~Student organizations are culturally diverse.~~ NO DISCUSSION ON WHY STRIKING; NO COMMENT ON CALL 1'S SUGGESTION	Reword: Encourage inclusiveness within student organizations. NO COMMENT ON CALL 1'S SUGGESTION	New CS: ☑ Student organization policies and practices should reflect cultural competence OR ☑ Encourage inclusiveness within student organizations.
D-14	Students are respected and supported for their desire to honor and participate in cultural celebrations.	NC	~~Students are respected and supported for their desire to honor and participate in cultural celebrations.~~ Strike for same reason that eliminated in faculty section (C-12/C-13)…b/c suggested that the law speaks to this	Did not discuss here. In domain C, said liked the spirit of this for personnel. But did not disagree with Call 2 to delete.	XX or move to climate

16

#					
E. FACULTY AND STAFF TRAINING AND DEVELOPMENT (ON CULTURAL COMPETENCE)					
E-1	Faculty and staff time is set aside for initial and ongoing cultural competence training.	NC	NC	Combine E-1 and E-2	Faculty and staff time is set aside and resources are budgeted and utilized for initial and ongoing cultural competence training.
E-2	Resources are in place to support initial and ongoing cultural competence training.	Resources are in place and utilized to support initial and ongoing cultural competence training.	NC		
E-3	The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.	~~The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.~~ Faculty and staff participate in education and training to increase their cultural competence.	The academic unit provides training to all faculty and staff to increase their awareness on cultural competence.	Include knowledge & skills here	Faculty and staff participate in education and training to increase their awareness, knowledge, and skills related to cultural competence.

#					
F. CAMPUS & COMMUNITY COLLABORATION ON CULTURAL COMPETENCE					
			General comments: Utilizing resources is different from working collaboratively & from involvement; all 3 are slight variations on the same thing; Maybe 1 & 3 go together to keep concept of involvement & collaboration		
F-1	The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.	~~The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.~~ [Include campus in F-2]	If combine F-1 & F-2, keep concept of involvement & collaboration in this domain "The academic unit supports involvement…"	Keep CS as original UTK model	The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.
F-2	Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.	Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.	[see general comments above]	Keep CS as original UTK model	Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
F-3	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent	NC	[see general comments above]	Keep CS as original UTK model	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent

#	UTK Model Criteria Statement	Call 1	Call 2	Call 3	Draft of Final Statement (?)
	curricula, activities, and programs.				curricula, activities, and programs.
G. Environment, Climate, & Communication					
				["Branding/Reputation management" concept under Policies domain (B). Recruiting happens with CC communications] Like the CS in this domain to be separate [disagreed with Call 2's suggestion to combine because said that these are not all part of the physical environment]. No striking, no combining.	New CS related to this idea of branding?
G-1	All aspects of the physical environment are accessible to everyone associated with the academic unit.	All aspects of the physical environment are accessible ~~to everyone associated with the academic unit.~~	NC	NC	All aspects of the physical environment are accessible.
G-2	Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.	NC	NC in wording [Suggested that this CS could be a bullet under #1. Rationale: "Signage is part of accessibility"]	NC	Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.
G-3	Recruitment materials are culturally and linguistically appropriate.	NC	NC in wording [Suggested that this could be bulleted under #1 b/c was thought to reflect accessibility issues]	NC	Recruitment materials are culturally and linguistically appropriate.

19

111

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
G-4	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.	NC	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically ~~appropriate for internal and external audiences~~. [Suggested that this could be bulleted under #1 b/c was thought to reflect accessibility issues]	Prefers original CS (include "appropriate for internal and external audiences" because this distinction is thought to be really important	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.
G-5	Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.	NC	NC in wording [Suggested that this could be bulleted under #1 b/c was thought to reflect accessibility issues]	NC	Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.
Climate issues	CLIMATE ISSUES TO INSERT, MEASURED BY PEOPLE'S PERCEPTIONS				
Moved from C-11	Administrators conduct performance evaluations being sensitive to cultural differences.				

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
Moved from C-12 & C-13 & combined	The academic unit accommodates personnel in their cultural and religious practices and celebrations				
Moved from D-11	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.				
Moved from D-14	Students are respected and supported for their desire to honor and participate in cultural celebrations.				
	Any new criteria statements to add within this domain?				

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)

H. CULTURALLY COMPETENT CURRICULUM

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
				Agree that H-1 & H-2 are good as separate CS, but did not disagree with suggestions to bullets from previous calls	
H-1	Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.	Combine H-1, H-3, H-4, & H-5 -include cultural competence related training (H-3) - establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals (H-4) - establish the importance of providing relevant and accessible services to diverse populations (H-5)	H-3, H-4, H-5 could be examples/bullets here of H-1 (2 votes) as suggested by other group; Add H-6, H-7, H-8 to listed of items bulleted [other person said "Does this criteria statement go under program policy? (1 vote)]	NC	Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.
H-2	The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.	NC	NC	NC	The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.
H-3	Undergraduate and graduate curricula include cultural competence related training.	Combine with H-1	Bullet under H-1	NC to wording, [ex: university has independent course in CC] did not disagree with suggestions to bullets	☑ Undergraduate and graduate curricula include cultural competence related training.
H-4	Curricula that establish the importance of the cultural and ethnic backgrounds of individuals and/or	Combine with H-1	Bullet under H-1	NC to wording, did not disagree with suggestions to bullets	☑ Curricula that establish the importance of the cultural and ethnic backgrounds of

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
	families that are served by health professionals.				individuals and/or families that are served by health professionals.
H-5	Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.	Combine with H-1	Bullet under H-1; as noted in previous comment, does this go under program policies? (1 vote)	NC to wording, disagreed with suggestion to move to program policies	☑ Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.
H-6	Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.	NC	NC in wording Bullet under H-1	NC to wording, did not disagree with suggestions to bullets	☑ Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.
H-7	Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.	NC	NC in wording Bullet under H-1	NC to wording, did not disagree with suggestions to bullets	☑ Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
H-8	Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.	NC	NC in wording Bullet under H-1	NC to wording, did not disagree with suggestions to bullets	☑ Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.
NEW		9. Learning outcomes for cultural competence are included and measured	No discussion on newly added CS	Agree with additional CS	Learning outcomes are evaluated and assessed to measure student knowledge and skills related to cultural competence

I. CULTURALLY COMPETENT RESEARCH

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
comments		Add to description "Integration of cultural diversity in human research…"			
I-1	Research priorities are set based on assessments of culturally diverse populations.	NC	~~Research priorities are set based on assessments of culturally diverse populations.~~ [Group deleted b/c didn't understand this or seemed inappropriate]	[Disagree with deleting. Revise to: "Research priorities include the needs of diverse populations"	Research priorities include the needs of diverse populations
I-2	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.	NC	NC	NC	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
I-3	Research projects include subjects from diverse backgrounds representative of the targeted research population.	NC	~~Research projects include subjects from diverse backgrounds representative of the targeted research population.~~ [Group deleted b/c said it was included in I-2 (although not much discussion here)]	Disagree with Call 2's deletion.	Research projects include subjects from diverse backgrounds representative of the targeted research population.
I-4	The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.	NC	NC	NC	The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
I-5	When food related behavior or health behavior is discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.	NC	NC	NC	When food related behavior or health behavior is discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURAL COMPETENCE

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
comments		*Practice environment allows practical application and measurement of knowledge and skills related to CC. Provides learners and trainers an environment where they can practice their skills and provides way for them to be assessed & evaluated. Environment facilitates access to working with diverse populations and that the faculty/people in charge (preceptors) model cultural competence in practice.* *These ideas may not be sufficiently captured by J-1–J-8. New statements written & e-mailed to Joan. Are in red. Each replaces original J-1 thru J-8.*		Really like what group 1 did because makes this more clinically relevant. Agree that only keep CS proposed by call1 and get rid of 1-7 from original model.	
J-1	Outside class opportunities incorporate content for the development of cultural competence.	Experiential practice sites are sought and developed with input from individuals reflecting diverse backgrounds	NC to wording (but possibly consider bullet under J-2)	Agree with Call 2	☑ Experiential practice sites are sought and developed with input from individuals reflecting diverse backgrounds
J-2	Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.	Experiential practice sites model cultural competence and establish the relevance of culturally and linguistically competent care and services for diverse populations	Agree to keep Call 1's substitute CSs [Main message of domain; bullets could fall under this CS] Experiential practice sites model cultural competence and establish the relevance of culturally and linguistically competent care and services for diverse populations	Agree with Call 2's suggestion that this could be overriding message; bullets could fall under this CS Experiential practice sites model cultural competence and establish the relevance of culturally and linguistically competent care and services for diverse populations	Experiential practice sites model cultural competence and establish the relevance of culturally and linguistically competent care and services for diverse populations

26

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
J-3	Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.	Experiential practice sites provide learners with the opportunity to work with diverse populations	NC to wording (but possibly consider bullet under J-2)	Agree with Call 2	☑ Experiential practice sites provide learners with the opportunity to work with diverse populations
J-4	Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities.	Experiential practice sites provide learners with the opportunity to utilize and apply knowledge and skills related to cultural competence	NC to wording (but possibly consider bullet under J-2)	Agree with Call 2	☑ Experiential practice sites provide learners with the opportunity to utilize and apply knowledge and skills related to cultural competence
J-5	Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.	Faculty (e.g., paid/volunteer/field experience supervisors) and others (e.g. guest speakers) are sought from diverse backgrounds and model cultural competence	Already been said in previous domain—strike?	Like this statement. [Notes to call 3 did not show that Call 2 said strike]	☑ Faculty (e.g., paid/volunteer/field experience supervisors) and others (e.g. guest speakers) are sought from diverse backgrounds and model cultural competence
J-6	The content and activities of outside class opportunities are culturally and linguistically appropriate.	Experiential sites and learning opportunities are assessed and evaluated for providing students with opportunities to work with diverse populations	NC to wording (but possibly consider bullet under J-2)	Agree with Call 2	☑ Experiential sites and learning opportunities are assessed and evaluated for providing students

27

115

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
					with opportunities to work with diverse populations
J-7	Evaluations of outside class opportunities include components of cultural competence.	Faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating culturally competence in their practice setting or learning activity	Preferred original J-7 (1 vote mainly); Asked: does J-7 refer to a student evaluation of the practice sites?	Agree with Call 2	☑ Faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating culturally competence in their practice setting or learning activity
J-8	Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.	Learning outcomes are evaluated and assessed to measure student knowledge and skills related to cultural competence	NC to wording (but possibly consider bullet under J-2)	Agree with Call 2	☑ Learning outcomes are evaluated and assessed to measure student knowledge and skills related to cultural competence
K. TECHNICAL ASSISTANCE & CONSULTATION					
K-1	Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.	NC	Technical assistance and consultation strategies strive to be CC: -recognize the linguistic and cultural diversity of communities.	~~Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.~~ Delete this CS & move "linguistic" into K-2 or K-3	XX

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
K-2	Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.	NC	~~Technical assistance/consultation activities are~~ (bullet under K-1) -routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.	[This could be main point, then could delete K-1] Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally and linguistically competent ways.	Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally and linguistically competent ways.
K-3	When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.	NC	~~When providing technical assistance/consultation in communities,~~ (bullet under K-1) -input from members reflecting the diverse cultural make-up of these communities is sought and utilized.	NC	☑ When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.
K-4	Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation	NC	NC to wording (bullet under K-1)	NC	☑ Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.

#	UTK MODEL CRITERIA STATEMENT	CALL 1	CALL 2	CALL 3	DRAFT OF FINAL STATEMENT (?)
K-5	Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.	NC	(bullet under K-1)	NC… what are "components of CC" that are evaluating?	☑ Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.

30

117

Results of Teleconferences A & B

RESULTS OF TELECONFERENCES A & B

Teleconference B took place as a series of three phone conferences over the time period of March 4 through March 12, 2008. Criteria statements were discussed during Teleconference B calls. Some criteria statements were deleted or added.

The following criteria statements were deleted because the content was already incorporated in other criteria statements or was general enough to be included in domain descriptions:
- A-2, A-3, A-5, A-12, B-5, C-4, C-5, C-6, C-14, D-2, D-3, D-4, D-7, D-13, H-1, J-3, K-1

The following criteria statements were added because they addressed deficits in the model:
- Z-2, A-6b, B-6, C-2b, D-13a, D-13b, G-9, H-9

Other criteria statements were revised, combined, or moved to different domains. This document shows changes made to the model and a rationale for these revisions.

Diane Krause listened to the audiotapes of each conference call multiple times and used an iterative process to add and revise the criteria statements found in this current draft of the model.

DOMAINS FROM TELECONFERENCE A

Administrative Structure	Page #
(Z) Mission and Vision (this will be "A" in the final model)	2
(A) Program Policies	3
(B) Governance and Organization	6
Personnel	
(C) Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention	8
(D) Student Policies, Practices, Recruitment, and Retention	12
(E) Faculty and Staff Training and Development (on Cultural Competence)	16
Community & Environment	
(F) Campus & Community Collaboration on Cultural Competence	17
(G) Environment, Climate, & Communication	18
Curricular & Clinical Activity	
(H) Culturally Competent Curriculum	20
(J) Experiential Practice Supporting Cultural Competence	23
Research	
(I) Culturally Competent Research	22
Technical Skills & Consultation	
(K) Technical Assistance & Consultation	26

1

CRITERIA STATEMENTS FROM TELECONFERENCE B

Z. MISSION AND VISION (NEW DOMAIN)
Domain description: The mission of the academic unit states its purpose and values. The vision statement describes a future identity of the academic unit that reflects what its personnel intend for it to become. It is important that mission and vision statements reflect cultural competence. The procedure for developing these documents must be done in a way that promotes cultural competence.

	Original Criteria Statement	New Criteria Statement
Z-1	Cultural competence is included in the mission statement, policies, and procedures. (A-1)	Cultural competence is included in the mission and vision statements.
	Rationale for change: • Split original A-1 into new domain focused on mission and vision	
Z-2 (new)		New: A written statement of core values includes diversity and cultural and linguistic competence
	Rationale for change: • Newly proposed to include core values that would form foundation for mission, vision, programs and services, and marketing	

2

A. PROGRAM POLICIES

Domain description:
Organizational mission and vision statements drive the development and enactment of policies, procedures, and strategic and program planning. This domain refers to all of the documentation that governs the academic unit's policies and procedures, except that of personnel which are included in other domains. It is important that all of the academic unit's supporting documents reflect the goal of cultural competence. The procedures for developing these documents must be done in a way that promotes cultural competence.

	Original Criteria Statement	New Criteria Statement
A-1	Cultural competence is included in the mission statement, policies, and procedures.	Cultural competence is included in the organizational policies and procedures.
	Rationale for change: • **Revise A-1 to include mission and vision in new domain (Z-1)**	
A-2	Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.	[Delete]
	Rationale for change: • **Delete because reflected throughout document**	
A-3	Policies and procedures promote a range of culturally appropriate practices.	[Delete]
	Rationale for change: • **Delete because reflected throughout document**	
A-4	The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.	The academic unit implements policies that incorporate goals of eliminating barriers to access educational programs and services
	Rationale for change: • **Combine with A-5**	

3

A. PROGRAM POLICIES		
	Original Criteria Statement	**New Criteria Statement**
A-5	The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.	[Delete]
	Rationale for change: • **Delete here and combine with A-4**	
A-6	The academic unit has policies on multiculturalism, racism, harassment and discrimination.	a. The academic unit has a policy that makes reference to its alignment with university policies on racism, harassment, discrimination, and complaint resolution or appeals processes. *(A-12 incorporated here)*
		New: b. The academic unit has a policy that faculty, staff, and students are informed of policies on racism, harassment, discrimination, and complaint resolution or appeals.
		c. The academic unit implements policies on multiculturalism.
	Rationale for changes: • **Combine A-12, D-4, and A-6 (in A-6a)** • **Address multiculturalism in a separate criteria statement (A-6c)** • **Add statement about faculty, staff, and students informed of policies and complaint resolution**	
A-7	Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.	The academic unit's policies and procedures include statements about the diversity of faculty, staff, and communities served.
	Rationale for change: • **Clarify intent of original statement**	
A-8	The policies and procedures make reference to involving diverse groups in decision-making.	The development/review of policies and procedures includes diverse groups of faculty, staff, and others from outside the academic unit as appropriate.
A-9	The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.	

4

121

Results of Teleconferences A & B

	Rationale for change:
	• **Combine similar concepts** • **Strengthen language beyond "make reference to"**

A. PROGRAM POLICIES

	Original Criteria Statement	**New Criteria Statement**
A-10	Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.	Policies and procedures are available in accessible modes of communication, as appropriate, such as Braille.

Rationale for change:
• **Retain, because A-3 deleted** • **Revise for clarity**

	Original Criteria Statement	**New Criteria Statement**
A-11	The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.	The academic unit has a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice.

Rationale for change:
• **Focus on unit having policy for organizational self-assessment**

	Original Criteria Statement	**New Criteria Statement**
A-12	A complaint resolution or appeals policy is in place.	*[Delete]*

Rationale for change:
• **Incorporate into A-6**

	Original Criteria Statement	**New Criteria Statement**
A-13 (moved from C domain)	Fiscal resources are available to support translation and interpretation services. (C-15) Translation and interpretation assistance is available & utilized when needed. (C-16)	Fiscal resources are used for translation and interpretation assistance for faculty, staff, and students as needed to assure participation.

Rationale for change:
• **Combine C-14, C-15, & C-16 and move here as fiscal procedure**

5

B. GOVERNANCE AND ORGANIZATION

Domain description:
The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is a committee/task force/program area that addresses issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning and operation of the academic unit.

	Original Criteria Statement	New Criteria Statement
B-1	A committee/task force/program area addresses issues of cultural competence.	A committee/task force/program area addresses assessed cultural competence priorities.
	Rationale for change: • Provide follow-up of organizational self-assessment policy (A-11) with assignment to a committee of group	
B-2	The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.	*[Retain]*
B-3	The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.	The development of strategic and program plans includes diverse groups of faculty, staff, and others outside the academic unit as appropriate.
	Rationale for change: • Keep strategic and program planning distinct from overall policies and procedures (A-8; A-9)	
B-4	Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.	Diverse participants serve on all advisory boards, committees, and councils to ensure wide cultural representation of the populations served.
	Rationale for change: • Revise as per group evolution of statement	

6

B. GOVERNANCE AND ORGANIZATION		
	Original Criteria Statement	**New Criteria Statement**
B-5	Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.	*[Delete]*
	Rationale for change: • **Included in other criteria statements (B-3, H-8, I-4, J-1)**	
B-6 (new)		NEW: The academic unit identifies an administrator or faculty member responsible for initiatives and issues related to cultural competence and diversity.
	Rationale for change: • **Include designated person for diversity and cultural competence issues**	

7

124

C. FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION

Domain description:
Faculty and staff personnel policies, practices, recruitment, and retention refer to a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to jobs. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

	Original Criteria Statement	New Criteria Statement
C-1	The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.	The academic unit/university implements an employment equity policy to eliminate unfair and discriminatory barriers of accessibility to jobs.
	Rationale for change: • **Combine with C-4**	
C-2	Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.	a. Faculty, staff, administration, and board members participate in developing, reviewing, and revising employment equity and personnel policies and procedures.
		NEW: b. Input is sought from faculty, staff, administration, and board members in recruiting, hiring, and retaining individuals from culturally diverse backgrounds.
	Rationale for change: • **Add new criteria statement to include this concept in recruitment, employment, and retention**	

8

C. FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
C-3	The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.	The academic unit's plan for employment equity and cultural diversity of personnel includes policies and procedures for recruitment, employment, retention, and workforce composition assessment.
	Rationale for change: • **Clarify**	
C-4	The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.	[Delete]
	Rationale for change: • **Incorporate into C-1**	
C-5	The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.	[Delete]
C-6	The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.	
	Rationale for change: • **Move and incorporate into A-6a, A-6b, A-6c**	
C-7	Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.	Personnel recruitment, employment, and retention practices are implemented to achieve diversity and promote cultural competence.
	Rationale for change: • **Strengthen beyond "reflect the goal" to convey importance of practices enacted** - **Delete "cultural competence" to focus on diversity; cultural competence is skill-based and encompassed in other criteria statements.**	

9

C. FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
C-8	Policies and procedures are communicated to faculty and staff and are understood by them.	Policies and procedures are clearly communicated to faculty and staff.
	Rationale for change: • **Clarify, because understanding cannot be measured**	
C-9	Position descriptions include skills related to cultural competence, as appropriate.	*[Retain]*
C-10	Personnel performance measures include skills related to cultural competence.	Personnel performance evaluations include knowledge and skills related to cultural competence.
	Rationale for change: • **Strengthen to focus on performance evaluation that includes cultural competence knowledge and skills**	
C-11	Administrators conduct performance evaluations being sensitive to cultural differences.	*[Move to Domain G as (G-6) on Environment, Climate, and Communication]*
	Rationale for change: • **Reflects perceptions of how performance evaluations are conducted; therefore relates to climate (Move as G-6)**	
C-12	Personnel are respected and supported for their desire to honor and participate in cultural celebrations.	*[Move to Domain G (as G-7) on Environment, Climate and Communication]]*
C-13	The academic unit and its contractors accommodate diverse religions and Cultures.	
	Rationale for change: • **Reflects perceptions of personnel as to how welcoming the environment is; therefore combine C-12, C-13, & D-14 as a new criteria statement and move to climate (Move as G-7)**	

10

127

C. FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
C-14	The academic unit provides additional support to faculty and staff, where required to assure and participation, e.g. sign language translation and interpretation services.	*[Delete]*
	Rationale for change: • **Focus on use of resources for this purpose** • **Combine as part of A-13**	
C-15	Fiscal resources are available to support translation and interpretation services.	*[Revise and move to Domain A on Program Policies (as A-13)]*
C-16	Translation and interpretation assistance is available & utilized when needed.	
	Rationale for change: • **Focus on availability and use of fiscal resources for translation and interpretation** • **Move to overall policies and procedures domain and combine with A-13)**	
C-17	Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.	Faculty and staff who use a cultural skill for work that is over and above their required job dusties are recognized or rewarded.
	Rationale for change: • **Clarify to emphasize rewards and recognitions for use of cultural skill beyond usual job requirements**	

11

128

D. STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION

Domain description:
Student policies on recruitment, admission, and retention are implemented to achieve diversity and promote cultural competence. This includes advising and mentoring students in culturally competent ways and making these services available to all students. It is important that the academic unit supports and respects students' cultural diversity throughout all academic activities and student organizations.

	Original Criteria Statement	**New Criteria Statement**
D-1	Information is gathered about the demographics of the student population.	Demographic data about the student population are evaluated.
	Rationale for change: • Focus on use of demographic data and not just data gathering	
D-2	Students are actively recruited from diverse backgrounds.	[Delete]
	Rationale for change: • Delete because reflected in D-5	
D-3	Student policies and practices are culturally competent.	[Delete]
	Rationale for change: • Delete because reflected throughout document; delete consistent with deletion of A2 & A3	
D-4	The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.	[Delete]
	Rationale for change: • Incorporate with all program policies in these areas consistent with A-6 revisions (A-6a, A-6b, A-6c)"	

12

129

D. STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
D-5	Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.	Student policies on recruitment, admission, and retention are implemented to achieve diversity.
	Rationale for change: • **Strengthen beyond "reflect the goal" to convey importance of practices enacted. [similar to C-7]** • **Delete "cultural competence" to focus on diversity. Cultural competence is skill-based and encompassed within other criteria statements [similar to C-7]**	
D-6	Input from students from diverse backgrounds is sought in developing student policies.	Students from diverse backgrounds participate in developing and reviewing students policies and procedures.
	Rationale for change: • **Strengthen beyond seeking input to having input through participation; be consistent with C-2a**	
D-7	The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.	[Delete]
	Rationale for change: • **Delete because reflected in D-4 (which is deleted because reflected in A-6 revisions)**	
D-8	Fiscal resources are available to support translation and interpretation services.	[Combine and move to A-13]
D-9	Translation and interpretation assistance is available and utilized when needed.	
	Rationale for change: • **Focus on availability and use of fiscal resources for translation and interpretation** • **Move to overall policies and procedures domain and combine with A-13)**	

13

D. STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
D-10	Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.	Advising and mentoring services are systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
	Rationale for change: • Add mentoring from D-12, because mentoring services also need to be reviewed	
D-11	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.	*[Move to Domain G on Environment, Climate, and Communication (a sG-8)]*
	Rationale for change: • Reflects perceptions of how performance evaluations are conducted; therefore relates to climate (Move as G-8)	
D-12	Students from diverse backgrounds are mentored.	Advising and mentoring services are available to all students.
	Rationale for change: • Add advising from D-10, because all students should be advised and mentored. • Be inclusive of all students	

14

131

Results of Teleconferences A & B

D. STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
D-13	Student organizations are culturally diverse.	*[Delete and replace]* New: a. Policies and practices of the academic unit's student organizations are implemented to achieve diversity and cultural competence.
		New: b. The academic unit's student organizations engage all interested students.
	Rationale for new statement D-13a: • Include cultural competence in policies and practices of student organizations Rationale for new statement D-13b: • Encourage inclusiveness in student organizations	
D-14	Students are respected and supported for their desire to honor and participate in cultural celebrations.	*[Move to Domain G on Environment, Climate and Communication (as G-7)]*
	Rationale for change: • Reflects perceptions of students as to how welcoming the environment is; therefore combine C-12, C-13, & D-14 as a new criteria statement and move to climate (Move as G-7)	

15

E. FACULTY AND STAFF TRAINING AND DEVELOPMENT (ON CULTURAL COMPETENCE)

Domain description:
Faculty and staff training and development reflects cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.

	Original Criteria Statement	New Criteria Statement
E-1	Faculty and staff time is set aside for initial and ongoing cultural competence training.	Faculty and staff time and fiscal resources are utilized for initial and ongoing cultural competence training.
E-2	Resources are in place to support initial and ongoing cultural competence training.	

Rationale for change:
- Focus on utilization of both resources, ie., personnel time and fiscal resources

E-3	The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.	Faculty and staff participate in education and training to increase their awareness, knowledge, and skills related to cultural competence.

Rationale for change:
- Emphasize participation in training.
- Expand outcome of training beyond awareness.

16

133

F. CAMPUS & COMMUNITY COLLABORATION ON CULTURAL COMPETENCE

Domain description:
Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, field experiences, and programs.

	Original Criteria Statement	New Criteria Statement
F-1	The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.	The academic unit rewards involvement with community, regional and/or national resources that promote cultural competence.
	Rationale for change: • **Clarify "support" as "rewards"**	
F-2	Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.	Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
	Rationale for change: • **Expand to include campus resources**	
F-3	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.	[Retain]

17

G. ENVIRONMENT, CLIMATE, & COMMUNICATION

Domain description:
The academic unit needs to reflect diversity throughout the physical environment, social climate, and communications. It is important that all aspects of the physical environment are accessible to everyone. The climate needs to be inclusive and value diversity so that everyone feels welcomed. The physical environment and communication materials and modes should portray diversity of communities.

	Original Criteria Statement	New Criteria Statement
G-1	All aspects of the physical environment are accessible to everyone associated with the academic unit.	All aspects of the physical environment are accessible.
	Rationale for change: • **Expand to all aspects and for all persons.**	
G-2	Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.	The physical environment portrays diverse communities through visual images, such as pictures, posters, and signage.
	Rationale for change: • **Clarify criteria statement**	
G-3	Recruitment materials are culturally and linguistically appropriate.	[Retain]
G-4	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.	[Retain]
G-5	Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.	Print and electronic materials, educational tools, and recruitment materials portray diverse communities.
	Rationale for change: • **Strengthen and clarify beyond "reflect."**	

18

G. ENVIRONMENT, CLIMATE, & COMMUNICATION		
	Original Criteria Statement	**New Criteria Statement**
G-6		Administrators conduct performance evaluations being sensitive to cultural differences. [C-11]
	Rationale for change: • C-11 moved here because reflects perceptions of how performance evaluations are conducted; therefore relates to climate	
G-7	Personnel are respected and supported for their desire to honor and participate in cultural celebrations. (C-12) The academic unit accommodates personnel in their cultural and religious practices and celebrations. (C-13) Students are respected and supported for their desire to honor and participate in cultural celebrations. (D-14)	The academic unit accommodates faculty, staff, and students in their cultural and religious practices and celebrations.
	Rationale for change: • C-12, C-13, and D-14 combined and moved here, because reflects perceptions of faculty, staff and students as to how welcoming the environment is; therefore relates to climate	
G-8		Supervisors of student workers conduct performance evaluations being sensitive to cultural differences. [D-11]
	Rationale for change: • D-11 moved here, because reflects perceptions of how performance evaluations of student workers are conducted; therefore relates to climate	
G-9		New: The academic unit's core values related to diversity inform development of marketing and other program materials.

19

Rationale for change:
- Add new criteria statement relating the unit's core values (Z-2) to how it markets itself, including "branding."

H. CULTURALLY COMPETENT CURRICULUM

Domain description:
A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence as awareness, knowledge and skills. It also is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.

	Original Criteria Statement	New Criteria Statement
H-1	Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.	[Delete and incorporate into domain description]

Rationale for change:
- Incorporate into domain description as over-arching component of domain.

H-2	The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.	The curricula, materials, and classroom activities are systemically evaluated to determine how they incorporate cultural competence content.

Rationale for change:
- Clarify intent of original statement

H-3	Undergraduate and graduate curricula include cultural competence related training.	[Retain]

H-4	Curricula that establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.	Curricula establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.

20

Rationale for change: • **Correct grammar**		

H. CULTURALLY COMPETENT CURRICULUM

	Original Criteria Statement	**New Criteria Statement**
H-5	Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.	*[Retain]*
H-6	Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.	Educational resources and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.
	Rationale for change: • **Clarify intent of original statement**	
H-7	Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.	*[Retain]*
H-8	Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.	Representatives from diverse backgrounds participate in classroom discussions and presentations.
	Rationale for change: • **Strengthen beyond "actively sought" to "participate."**	
H-9 (new)		New: Learning outcomes of students are evaluated to measure knowledge and skills related to cultural competence.
	Rationale for change: • **Include criteria statement on student learning outcomes related to cultural competence.**	

21

I. CULTURALLY COMPETENT RESEARCH

Domain description:
Integration of cultural diversity in research projects/policies refers to recruiting, planning, and conducting human research projects that consider the role of culture in health care and disparities. It is important that research projects address and recognize culturally diverse populations.

	Original Criteria Statement	**New Criteria Statement**
I-1	Research priorities are set based on assessments of culturally diverse populations.	Research priorities include the needs of diverse populations
	Rationale for change: • **Clarify and simplify**	
I-2	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.	[Retain]
I-3	Research projects include subjects from diverse backgrounds representative of the targeted research population.	[Retain]
I-4	The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.	[Retain]
I-5	When food related behavior or health behavior is discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.	[Retain]

22

139

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURAL COMPETENCE

Domain description:
Experiential practice sites and outside class opportunities establish the relevance of culturally and linguistically competent care and services for diverse populations. Those sites and opportunities selected to promote cultural competence need to incorporate diverse populations and activities that develop cultural competence skills. It is important that experiential sites and learning opportunities are evaluated for providing students with opportunities to work with diverse populations. Also, the cultural competence of faculty/supervisors and students are evaluated.

	Original Criteria Statement	New Criteria Statement
J-1	Outside class opportunities incorporate content for the development of cultural competence.	Experiential practice sites are developed with input from individuals from diverse backgrounds.

Rationale for change:
- **Revise to reflect that diverse individuals help develop sites useful for developing cultural competence; revise as per group evolution of statement**

J-2	Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.	Experiential practice sites model cultural competence.

Rationale for change:
- **Strengthen to focus on what experiential practice sites do to establish the importance of cultural competence; they model it in their practices, procedures, etc.; revise as per group evolution of statement**

23

140

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURAL COMPETENCE		
	Original Criteria Statement	**New Criteria Statement**
J-3	Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.	[Delete. Statement proposed from Call 1 is incorporated into new J-4]
	Rationale for change: • Incorporate as "modeling" in new J-2 • Expand in new J-4 criteria statement that students can work with the diverse populations to develop their cultural competence skills; revise as per group evolution of statement	
J-4	Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities. [reflected in J-1]	Experiential practice sites provide students opportunities to work with diverse populations by applying knowledge and skills related to cultural competence.
	Rationale for change: • Combine to reflect changes in other criteria statements and that students actually have the opportunity to practice their developing skills; revise as per group evolution of statement	
J-5	Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.	Diverse field faculty (e.g., paid/volunteer/field experience supervisors) and others (e.g. guest speakers) model cultural competence.
	Rationale for change: • Emphasize work with diverse individuals, who also model cultural competence in their work; revise as per group evolution of statement	

24

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURAL COMPETENCE		
	Original Criteria Statement	**New Criteria Statement**
J-6	The content and activities of outside class opportunities are culturally and linguistically appropriate.	Experiential sites and outside class learning opportunities are evaluated for providing students with opportunities to work with diverse populations.
	Rationale for change: • Clarify that sites should be evaluated for degree to which students are engaged with diverse populations and can develop their skills; revise as per group evolution of statement	
J-7	Evaluations of outside class opportunities include components of cultural competence.	Field faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating cultural competence in their practice setting or learning activity.
	Rationale for change: • Clarify that guest speakers and other providing outside class opportunities should be evaluated for their modeling of cultural competence; revise as per group evolution of statement	
J-8	Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.	Learning outcomes for outside class opportunities are evaluated to measure student knowledge and skills related to cultural competence.
	Rationale for change: • Clarify that outside class learning outcomes should be evaluated for the degree to which student knowledge and skills have been developed; revise as per group evolution of statement	

25

K. TECHNICAL ASSISTANCE & CONSULTATION

Domain description:
Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. Technical assistance and consultation strategies recognize and address the linguistic and cultural diversity of communities. An important feature is that the academic unit or the target population can provide technical assistance.

	Original Criteria Statement	New Criteria Statement
K-1	Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.	[Delete]

Rationale for change:
- Incorporate into domain statement
- Add "linguistic competency" to how technical assistance/consultation is evaluated (K-2)

K-2	Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.	Technical assistance/consultation activities are routinely and systematically evaluated for methods, strategies, and ways of serving communities in culturally and linguistically competent ways.

Rationale for change:
- Add "linguistic competence" from K-1

K-3	When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.	[Retain]

26

K. TECHNICAL ASSISTANCE & CONSULTATION		
	Original Criteria Statement	**New Criteria Statement**
K-4	Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation	Consultants are involved who have knowledge of and experience with the cultural group requesting the technical assistance/consultation
	Rationale for change: • **Strengthen to go beyond "efforts" to "involvement" of consultants with this knowledge and expertise.**	
K-5	Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.	Evaluation of technical assistance/consultation activities by recipients includes cultural competence.
	Rationale for change: • **Clarify statement**	

27

APPENDIX D-8: SUMMARY POINTS OF MODEL EVOLUTION (PRE-TELECONFERENCE C)

OVERALL COMMENT ABOUT INTENT OF PROJECT

As part of this project to validate the content of an organizational cultural competence model for a health-related post-secondary academic unit, we want to make sure that all of the important and relevant components are present and can be understood. The concept of criteria statements being measurable is an important issue, although we are looking for importance and relevance during this phase of the project. Measurability of criteria statements would take place in a project to test construct validity, but not content validity. Validation of the model's content at this time would inform a future project that would test construct validity (and this would be considered an important next phase of the model).

DECISION RULES

- As Betsy and I revised the present form of the model, we made language of certain criteria statements in a particular domain consistent with criteria statements in other domains that shared parallel content even in cases that panelists did not suggest. I listed the cross-reference of these parallel statements on the document.
- Often, a single criteria statement contains one verb that may suggest several verbs that had already occurred. For example,
    - "recruits and engages" is written as "engages"
    - "has and implements" is written as "implements"
    - "data are gathered and evaluated" is written as "evaluated"

The implication is that you cannot implement a policy if you do not have one or that you cannot evaluate data if you do not gather it.

[Note: If we were using the criteria statement to assess competency within a particular domain (performing a self-assessment), it may be appropriate to separate out statements containing "has" versus "implements" because an organization could have a policy but not implement it. But, this part of the project focuses on validating the content of a *model*—not a self-assessment tool].

ABOUT "OVER-RIDING STATEMENTS"

Panelists considered some criteria statements redundant in that the content of these statements were reflected within other statements or other domains. Thus, a number of these statements were deleted. In the case of the suggestion to make a criteria statement an "over-riding statement" of the other criteria statements within that domain, we took that to mean that the statement did not need to be a criteria statement because it was too general. So, these statements were moved to their respective domain descriptions and incorporated there. The suggestion to have criteria statements bulleted under an over-riding statement was taken to mean that they were the actual criteria statements (because the over-riding statement was sent to the domain description). Therefore, the criteria statements present in the model are not considered "examples" of some other over-riding criteria statement—they are presented as actual statements that demonstrate competency within a particular domain.

DOMAIN G: ENVIRONMENT, CLIMATE, AND COMMUNICATION

During Teleconference A when domains were discussed, "Climate" emerged as part of domain G. During Teleconference B when criteria statements were discussed, there were no additional criteria statements added during discussion of this domain. Betsy and I have discussed that "Climate" is an area in which objective evaluation is not possible— a welcoming climate is a matter of perception that can be evaluated subjectively. (One group of panelists discussed that you can measure if students perceive an academic activity as culturally appropriate/competent by asking the students). Therefore, we have moved criteria statements that panelists said were not objectively measured to domain G, which includes climate. A discussion is needed on the components of the new domain G. Do these criteria statements appropriately address the addition of climate to this domain? In other words, do we need additions, deletions, or revisions?

LEGAL MANDATE ISSUE

The model includes racism, harassment, and discrimination to make sure that policies are written in accordance with legal mandates, especially if the academic unit is a stand-alone unit that does not fall within the realm of a larger institution such as a university. To clarify this issue, revisions to criteria statements include additions such as "academic unit/university" or "academic unit is aligned with university policies on…"

DOMAIN Z "MISSION AND VISION"

We have added an additional criteria statement (Z-2) to the Z domain "Mission and Vision" so as to be consistent with an addition we made in domain G (Communication) to reflect discussions on "branding/reputation management." If panelists do not want to keep Z-2, we will need to address the following issue:

- Is it appropriate to have only one criteria statement for this domain? (i.e. Should this be a freestanding domain?)
- Do we need to incorporate this Z-1 criteria statement into another domain and change that other domain name by adding "Mission and Vision" (or whatever)?

If panelists want to keep Z-2, it would be important to ask

- Is the "Mission and Vision" name appropriate now that we have added a criteria statement related to "core values?"

LETTERS ASSOCIATED WITH DOMAIN NAMES

We have labeled the "Mission and Vision" domain "Z" so that we could easily keep original domain letters consistent with new domain letters. In the final model, we will change the lettering to correspond with each domain in consecutive order. For example, the first domain will be "A" and that will be "Mission and Vision" (assuming that this domain name does not change in future revisions).

APPENDIX D-9: TELECONFERENCE C AGENDA

Teleconference C
Tuesday, April 15, 2008 11:00-11:45 am EST

Toll-free number: (866) 946-3535 - Local number: (865) 946-3535
Conference ID: 6626

Over-reaching Purpose:
To validate components of a model for organizational cultural competence in a health-related post-secondary academic unit.

Purpose of this meeting:
To recap the results of the first two teleconference calls and discuss the final steps of the project.

Outcomes:
1. Examine the rationale for creating the draft criteria statements
2. Review draft of new model
3. Discuss the following questions:
   a. How does this new model match your views regarding its relevance and importance to organizational cultural competence of a health-related post-secondary academic department or unit?
   b. How does this new model not match your views?
   c. What are your comments about the proposed model?
4. Identify next steps in reviewing and commenting on the draft model

Documents and resources needed for this meeting are:
1. Results of Teleconferences A and B
2. Rationale for changes in the draft model ("Summary Points for Model Evolutions")

Agenda Topic	Lead & Time	Follow Up & Notes
Welcome Back!	Diane, Betsy, & Joan 5 Minutes	
New draft model: ☐ Changes and rationale	Diane & Betsy 5-10 minutes	
Discussion questions regarding the new draft model	All 20 minutes	
Next steps in the project ☐ Participant opportunities	Diane 5 minutes	
Recap and evaluate meeting	Joan 5 minutes	

147

APPENDIX D-10: DRAFT SCHEMATIC PRIOR TO TELECONFERENCE C

Draft Schematic of Model for
Organizational Cultural
Competence of a Health-Related
Post-Secondary Academic
Department or Unit

Curriculum & Experiential Practice

Culturally
Competent
Curriculum

Experiential
Practice
Supporting
Cultural
Competence

Research

Culturally
Competent
Research

Organization & Administration

Governance &
Organization

Program
Policies

Mission &
Vision

Awareness

Cultural
Knowledge

Proficiency

Sensitivity

Competence

Faculty & Staff Personnel
Policies, Practices,
Recruitment, & Retention

Student Policies,
Practices,
Recruitment, &
Retention

Personnel

Faculty & Staff Training
& Development
(on Cultural
Competence)

Technical
Assistance/
Consultation

Campus &
Community
Collaboration
on Cultural
Competence

Environment,
Climate, &
Communication

Technical Assistance
& Consultation

Community & Environment

148

APPENDIX D-11: RESULTS OF TELECONFERENCES A, B, AND C

A. PROGRAM POLICIES		
	Original Criteria Statement	**New Criteria Statement**
A-6	The academic unit has policies on multiculturalism, racism, harassment and discrimination.	a. The academic unit has a policy that makes reference to its alignment with university policies on racism, harassment, discrimination, and complaint resolution or appeals processes.
		New: b. The academic unit has a policy that faculty, staff, and students are informed of policies on racism, harassment, discrimination, and complaint resolution or appeals.
		c. The academic unit implements policies on multiculturalism.
A-7	Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.	The academic unit's policies and procedures include statements about the diversity of faculty, staff, and communities served.
A-8	The policies and procedures make reference to involving diverse groups in decision-making.	The development/review of policies and procedures includes diverse faculty, staff, and others from outside the academic unit as appropriate.
A-9	The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.	
A-10	Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.	Policies and procedures are available in accessible modes of communication, as appropriate, such as Braille.
A-11	The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.	The academic unit has a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice.
A-13 (moved from C domain)	Fiscal resources are available to support translation and interpretation services. (C-15) Translation and interpretation assistance is available & utilized when needed. (C-16)	Fiscal resources are used for translation and interpretation assistance for faculty, staff, and students as needed to assure participation.

3

150

B. GOVERNANCE AND ORGANIZATION

Domain description:
The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is a committee/task force/program area that addresses issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning and operation of the academic unit.

	Original Criteria Statement	New Criteria Statement
B-1	A committee/task force/program area addresses issues of cultural competence.	A committee/task force/program area addresses assessed cultural competence priorities.
B-2	The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.	*[Retain]*
B-3	The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.	The development of strategic and program plans includes diverse faculty, staff, and others outside the academic unit as appropriate.

Rationale for change:
* **Consistency of wording throughout document**

B-4	Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.	Diverse participants serve on all advisory boards, committees, and councils to ensure wide cultural representation of the populations served.
B-6 (new)		NEW: The academic unit identifies an academic administrator or faculty member responsible for initiatives and issues related to cultural competence and diversity.

Rationale for change:
* **Clarify per suggestion**

4

C. FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION

Domain description:
Faculty and staff personnel policies, practices, recruitment, and retention refer to a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to jobs. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

	Original Criteria Statement	New Criteria Statement
C-1	The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.	The academic unit/university implements an employment equity policy to eliminate unfair and discriminatory barriers of accessibility to jobs.
C-2	Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.	a. Faculty, staff, administration, and board members participate in developing, reviewing, and revising employment equity and personnel policies and procedures. NEW: b. Input is sought from faculty, staff, administration, and board members in recruiting, hiring, and retaining individuals from diverse backgrounds.

Rationale for change:
- **Consistent wording**

Diane Krause 5/2/08 3:38 PM
Deleted: culturally

C-3	The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.	The academic unit's plan for employment equity and diversity of personnel includes policies and procedures for recruitment, employment, retention, and workforce composition assessment.

Rationale for change:
- **Consistent wording**

Diane Krause 4/29/08 8:41 PM
Deleted: cultural

C-7	Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.	Personnel recruitment, employment, and retention practices are implemented to achieve diversity and promote cultural competence.

5

C. FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION		
	Original Criteria Statement	**New Criteria Statement**
C-8	Policies and procedures are communicated to faculty and staff and are understood by them.	Policies and procedures are clearly communicated to faculty and staff.
C-9	Position descriptions include skills related to cultural competence, as appropriate.	[Retain]
C-10	Personnel performance measures include skills related to cultural competence.	Personnel performance evaluations include knowledge and skills related to cultural competence.
C-17	Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.	Faculty and staff who use a cultural skill for work that is over and above their required job duties are recognized or rewarded.
Rationale for change: • Keep as is		
C-18 New		New: A policy is in place to address disparities in recruitment, employment, & retention of diverse faculty and staff.
Rationale for change: • Reflects panelist suggestion & keeps wording consistent		

6

153

D. STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION

Domain description:

Student policies on recruitment, admission, and retention are implemented to achieve diversity and promote cultural competence. This includes advising and mentoring students in culturally competent ways and making these services available to all students. It is important that the academic unit supports and respects students' diversity throughout all academic activities and student organizations.

Diane Krause 5/3/08 9:57 AM
Deleted: cultural

	Original Criteria Statement	New Criteria Statement
D-1	Information is gathered about the demographics of the student population.	Demographic data about the student population are evaluated.
D-5	Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.	Student policies on recruitment, admission, and retention are implemented to achieve diversity.
D-6	Input from students from diverse backgrounds is sought in developing student policies.	Students from diverse backgrounds participate in developing and reviewing students policies and procedures.
D-10	Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.	Advising and mentoring services are systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
D-12	Students from diverse backgrounds are mentored.	Advising and mentoring services are available to all students.

7

D. Student Policies, Practices, Recruitment, and Retention		
	Original Criteria Statement	**New Criteria Statement**
D-13	Student organizations are culturally diverse.	*[Delete and replace]* New: a. Policies and practices of the academic unit's student organizations are implemented to achieve diversity and cultural competence.
Rationale for change: • Move D-13 to Climate domain G		
D-14 New		New: A policy is in place to address disparities in recruitment, admission, retention, & graduation rates of diverse students.
Rationale for change: • Panelist suggestion		

E. Faculty and Staff Training and Development

Domain description:
Faculty and staff training and development reflects cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.

	Original Criteria Statement	**New Criteria Statement**
E-1	Faculty and staff time is set aside for initial and ongoing cultural competence training.	Faculty and staff time and fiscal resources are utilized for initial and ongoing cultural competence training.
E-2	Resources are in place to support initial and ongoing cultural competence training.	
E-3	The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.	Faculty and staff participate in education and training to increase their awareness, knowledge, and skills related to cultural competence.

8

F. CAMPUS & COMMUNITY COLLABORATION ON CULTURAL COMPETENCE

Domain description:
Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, field experiences, and programs.

	Original Criteria Statement	New Criteria Statement
F-1	The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.	The academic unit rewards involvement with community, regional and/or national resources that promote cultural competence.
F-2	Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.	Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
F-3	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.	[Retain]

9

G. INSTITUTIONAL ENVIRONMENT, CLIMATE, & COMMUNICATION

Domain description:
The academic unit needs to reflect diversity throughout the institution's physical environment, social climate, and communications. It is important that all aspects of the physical environment are accessible to everyone. The climate needs to be inclusive and value diversity so that everyone feels welcomed. The physical environment and communication materials and modes should portray diversity of communities.

	Original Criteria Statement	New Criteria Statement
G-1	All aspects of the physical environment are accessible to everyone associated with the academic unit.	All aspects of the physical environment are accessible.
G-2	Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.	The physical environment portrays diverse communities through visual images, such as pictures, posters, and signage.
G-3	Recruitment materials are culturally, and linguistically appropriate.	Recruitment materials are culturally appropriate.
Rationale for change: • Linguistic competence encompassed within project definition of cultural competence		
G-4	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally appropriate for internal and external audiences.
Rationale for change: • Linguistic competence encompassed within project definition of cultural competence		
G-5	Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.	Print and electronic materials, educational tools, and recruitment materials portray diverse communities.

10

157

G. ENVIRONMENT, CLIMATE, & COMMUNICATION	
Original Criteria Statement	**New Criteria Statement**

	Original Criteria Statement	New Criteria Statement
G-6		Administrators conduct performance evaluations being sensitive to cultural differences. [C-11]
	Rationale for change: • Keep as is; panelists are invited to suggest needed clarifications	
G-7	Personnel are respected and supported for their desire to honor and participate in cultural celebrations. (C-12) The academic unit accommodates personnel in their cultural and religious practices and celebrations. (C-13) Students are respected and supported for their desire to honor and participate in cultural celebrations. (D-14)	The academic unit accommodates faculty, staff, and students in their cultural and religious practices and celebrations.
G-8		Supervisors of student workers conduct performance evaluations being sensitive to cultural differences. [D-11]
	Rationale for change: Keep as is; panelists are invited to suggest needed clarifications	
G-9		**New:** The academic unit's core values related to diversity inform development of marketing and other program materials.
G-10 (new)		**New:** b. All students interested in participating in the academic unit's student organizations feel welcome.
	Rationale for change: • D-13 moved here & reworded to describe climate issue	

Diane Krause 5/4/08 11:10 AM
Comment: Betsy, I tried to update this CS based upon our discussion, although it needs your wordsmithing help....

Wording from last version:
The academic unit's student organizations engage all interested students.

H. CULTURALLY COMPETENT CURRICULUM

Domain description:
A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence as awareness, knowledge and skills. It also is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.

	Original Criteria Statement	New Criteria Statement
H-2	The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.	The curricula, materials, and classroom activities are systemically evaluated to determine how they incorporate cultural competence content.
H-3	Undergraduate and graduate curricula include cultural competence related training.	[Retain]
H-4	Curricula that establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.	Curricula establish the importance of the cultural backgrounds of individuals and/or families that are served by health professionals.

Rationale for change:
* Ethnic is encompassed within cultural

12

159

H. CULTURALLY COMPETENT CURRICULUM		
	Original Criteria Statement	**New Criteria Statement**
H-5	Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.	*[Retain]*
H-6	Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.	A range of culturally appropriate educational resources and teaching techniques are used to address different learning styles.
	Rationale for change: • **Clarify intent of original statement**	
H-7	Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.	*[Retain]*
H-8	Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.	Representatives from diverse backgrounds participate in classroom discussions and presentations.
H-9 (new)		New: Learning outcomes of students are evaluated to measure knowledge and skills related to cultural competence.

13

160

I. CULTURALLY COMPETENT RESEARCH

Domain description:
Culturally competent research refers to recruiting, planning, and conducting human research projects that consider the role of culture in health care and disparities. It is important that research projects address and recognize diverse populations. Research projects must be conducted in a way that is culturally appropriate for the research participants and their communities.

	Original Criteria Statement	New Criteria Statement
I-1	Research priorities are set based on assessments of culturally diverse populations.	Research priorities include the needs of diverse populations
I-2	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.	*[Retain]*
I-3	Research projects include subjects from diverse backgrounds representative of the targeted research population.	*[Retain]*
I-4	The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.	*[Retain]*
I-5	When food related behavior or health behavior is discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.	When health behavior is discussed or used in assessment for research purposes, the cultural background of the individual and/or family is considered.

Rationale for change:
- **Ethnic removed; is en**compassed within cultural

14

161

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURALLY COMPETENT SKILLS

Domain description:
Experiential practice sites and outside class opportunities establish the relevance of culturally competent care and services for diverse populations. Those sites and opportunities selected to promote cultural competence need to incorporate diverse populations and activities that develop cultural competence skills including both clinical skills and population-based public health skills. It is important that experiential sites and learning opportunities are evaluated for providing students with opportunities to work with diverse populations. Also, the cultural competence of faculty/supervisors and students are evaluated.

> Diane Krause 5/3/08 10:02 AM
> Deleted: and linguistically

	Original Criteria Statement	New Criteria Statement
J-1	Outside class opportunities incorporate content for the development of cultural competence.	Experiential practice sites are developed with input from individuals from diverse backgrounds.
J-2	Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.	Experiential practice sites model cultural competence.
J-4	Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities. [reflected in J-1]	Experiential practice sites provide students opportunities to work with diverse populations by applying knowledge and skills related to cultural competence.
J-5	Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.	Diverse field faculty (e.g., paid/volunteer/field experience supervisors) and others (e.g. guest speakers) model cultural competence.

15

162

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURAL COMPETENCE		
	Original Criteria Statement	**New Criteria Statement**
J-6	The content and activities of outside class opportunities are culturally and linguistically appropriate.	Experiential sites and outside class learning opportunities are evaluated for providing students with opportunities to work with diverse populations.
J-7	Evaluations of outside class opportunities include components of cultural competence.	Field faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating cultural competence in their practice setting or learning activity.
J-8	Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.	Learning outcomes for outside class opportunities are evaluated to measure student knowledge and skills related to cultural competence.

16

163

K. TECHNICAL ASSISTANCE & CONSULTATION

Domain description:
Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. Technical assistance and consultation strategies recognize and address the diversity of communities. An important feature is that the academic unit or the target population can provide technical assistance.

> Diane Krause 5/3/08 9:58 AM
> Deleted: linguistic and cultural

	Original Criteria Statement	**New Criteria Statement**
K-2	Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.	Technical assistance/consultation activities are routinely and systematically evaluated for methods, strategies, and ways of serving communities in culturally competent ways.

> Diane Krause 5/2/08 3:52 PM
> Deleted: and linguistically

Rationale for change:
Deleted linguistic; linguistic is emcompassed within cultural

K-3	When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.	[Retain]
K-4	Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation	Consultants are involved who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.
K-5	Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.	Evaluation of technical assistance/consultation activities by recipients includes cultural competence.

17

164

APPENDIX D-12: E-MAIL REQUEST FOR FINAL COMMENTS

Thank you again for your contributions during Teleconference C! Attached is the "Model for Final Comment" and updated schematic. Per recommendations from Teleconference C, the project team has included definitions of terms used throughout the model. These definitions are based on the literature and panelist comments during the course of the project.

The model has undergone substantive revision to this point, which we appreciate. Now we would like for you to help "fine-tune" the specifics of a model that the expert panel has developed and agreed upon thus far. If there are ideas that you have already suggested that have not been incorporated in the model as you envision it, now is the time for you to provide "wordsmithing" suggestions.

Therefore, please provide your comments on the attached model by close of business Wednesday, May 21, 2008 via e-mail to Diane Krause (krause@utk.edu). If you would like to comment on the definitions, that would be welcomed also. After receiving your comments, we will revise the model and send the final version to you via e-mail by June 4. You will be asked to "accept" or "reject" the model in its final version. In addition, we will ask you to complete an evaluation on the process of this project.

Thank you for your participation during this phase and we look forward to receiving your comments. Please do not hesitate to contact us with any questions you have.

Diane Krause
MS-MPH Graduate Student in Nutrition &
Public Health
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APPENDIX D-13: MODEL FOR FINAL COMMENT

Model for Final Comment.doc

GLOSSARY

CULTURAL COMPETENCE:

DESCRIBES HOW AN INDIVIDUAL PERCEIVES, UNDERSTANDS, AND COMMUNICATES WITH OTHER PEOPLE WHO DIFFER FROM THIS INDIVIDUAL IN TERMS OF THE FOLLOWING CULTURAL FACTORS:

- RACE
- ETHNICITY
- INCOME
- EDUCATIONAL ATTAINMENT
- AGE

- GENDER
- LANGUAGE
- RELIGION
- WORLDVIEW
- OTHER CHARACTERISTICS

CULTURAL COMPETENCE IS A PROCESS OF INCREASING AN INDIVIDUAL'S AWARENESS, KNOWLEDGE, AND SKILLS RELATED TO UNDERSTANDING CULTURAL DIFFERENCES AND INTERACTING EFFECTIVELY THROUGHOUT CROSS-CULTURAL ENCOUNTERS.

NOTE:
LINGUISTIC COMPETENCE IS INCLUDED WITHIN CULTURAL COMPETENCE AS THE CULTURAL FACTOR OF LANGUAGE

1. Purnell L. A description of the Purnell Model for Cultural Competence. *J Transcult Nurs*. Jan 2000;11(1):40-46.
2. Betancourt JR, Green AR, Carrillo JE, Ananeh-Firempong 2nd O. Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Rep*. 2003;118(4):293-302.
3. Cross T, Bazron, BJ, Dennis, KW, Isaacs, MR. *Toward's a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center; 1989.

ORGANIZATIONAL CULTURAL COMPETENCE:

THE EFFECT OF ORGANIZATIONAL COMPONENTS ON THE CULTURAL COMPETENCE OF THE INSTITUTION'S INDIVIDUALS, PROGRAMS, AND ACTIVITIES

CULTURE (DEFINITION OF NATIONAL CENTER FOR CULTURAL COMPETENCE):

"AN INTEGRATED PATTERN OF HUMAN BEHAVIOR THAT INCLUDES THOUGHTS, COMMUNICATIONS, LANGUAGES, PRACTICES, BELIEFS, VALUES, CUSTOMS, COURTESIES, RITUALS, MANNERS OF INTERACTING, ROLES, RELATIONSHIPS AND EXPECTED BEHAVIORS OF A RACIAL, ETHNIC, RELIGIOUS OR SOCIAL GROUP; THE ABILITY TO TRANSMIT THE ABOVE TO SUCCEEDING GENERATIONS; IS DYNAMIC IN NATURE."

Goode, TD, Dunne, C. *Glossary, Curricula Enhancement Module Series*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development, 2004. Available at: http://www.ncccurricula.info/glossary.html. Accessed May 1, 2008.

2

DIVERSITY:

REFERS TO THE COMPOSITION OF THE ACADEMIC UNIT IN TERMS OF UNDERREPRESENTED GROUPS. "UNDERREPRESENTED GROUPS" REFER TO, BUT ARE NOT LIMITED TO, GROUPS BASED ON RACE, ETHNICITY, GEOGRAPHIC LOCATION, GENDER, DISABILITY STATUS, ETC., WHO ARE UNDERREPRESENTED IN A FIELD OF STUDY. UNDERREPRESENTED ALSO MAY REFER TO OTHER ECONOMIC OR SOCIAL INDICATORS SUCH AS PERSONS FROM ECONOMICALLY DISADVANTAGED BACKGROUNDS OR THOSE WHO ARE THE FIRST GENERATION OF THEIR FAMILY TO ATTAIN A HIGHER EDUCATION. DIVERSE REPRESENTATION NEEDS ARE ASSESSED BY AN ACADEMIC UNIT COMMITTEE USING INPUT FROM DIVERSE INDIVIDUALS.

Faculty and Trainee Diversity Workgroup. MCH Training Program Diversity Plan Guideline. January 2007. Available at: http://mchb.hrsa.gov/training/goal_workforce_diversity.asp. Accessed May 5, 2008.

A MODEL FOR ORGANIZATIONAL CULTURAL COMPETENCE OF A HEALTH-RELATED POST-SECONDARY ACADEMIC DEPARTMENT OR UNIT

ORGANIZATION & ADMINISTRATION	
A. MISSION & VISION	
Domain description: The mission of the academic unit states its purpose. The vision statement describes a future identity of the academic unit that reflects what its personnel intend for it to become. Core values describe what an organization "stands for" in all operations and activities. It is important that mission, vision, and core values statements reflect cultural competence. The procedure for developing these documents must be done in a way that promotes cultural competence.	
A-1	Cultural competence is included in the mission and vision statements.
A-2	A written statement of core values includes diversity and cultural competence.

3

B. PROGRAM POLICIES	

Domain description:
Organizational mission, vision, and core values statements drive the development and enactment of policies, procedures, and strategic and program planning. The program policies domain refers to all of the documentation that governs the academic unit's policies and procedures, except that of personnel which are included in other domains. It is important that all of the academic unit's supporting documents reflect the goal of cultural competence. The procedures for developing these documents must be done in a way that promotes cultural competence.

B-1	Cultural competence is included in the organizational policies and procedures.
B-2	The academic unit implements policies that incorporate goals of eliminating barriers to access educational programs and services.
B-3	The academic unit has a policy that makes reference to its alignment with university policies on racism, harassment, discrimination, and complaint resolution or appeals processes.
B-4	The academic unit has a policy that faculty, staff, and students are informed of policies on racism, harassment, discrimination, and complaint resolution or appeals.
B-5	The academic unit implements policies on multiculturalism.
B-6	The academic unit's policies and procedures include statements about the diversity of faculty, staff, and communities served.
B-7	The development/review of policies and procedures includes diverse faculty, staff, and others from outside the academic unit as appropriate.
B-8	Policies and procedures are available in accessible modes of communication, as appropriate, such as Braille.
B-9	The academic unit has a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice.

4

B-10	Fiscal resources are used for translation and interpretation assistance for faculty, staff, and students as needed to assure participation.

C. GOVERNANCE & ORGANIZATION

Domain description:
The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is a committee/task force/program area that addresses issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning and operation of the academic unit.

C-1	A committee/task force/program area addresses assessed cultural competence priorities.
C-2	The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.
C-3	The development of strategic and program plans includes diverse faculty, staff, and others outside the academic unit as appropriate.
C-4	Diverse participants serve on all advisory boards, committees, and councils to ensure wide cultural representation of the populations served.
C-5	The academic unit identifies an academic administrator or faculty member responsible for initiatives and issues related to cultural competence and diversity.

5

PERSONNEL	

D. FACULTY & STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, & RETENTION	

Domain description:
Faculty and staff personnel policies, practices, recruitment, and retention refer to a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to jobs. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

D-1	The academic unit/university implements an employment equity policy to eliminate unfair and discriminatory barriers of accessibility to jobs.
D-2	Faculty, staff, administration, and board members participate in developing, reviewing, and revising employment equity and personnel policies and procedures.
D-3	Input is sought from faculty, staff, administration, and board members in recruiting, hiring, and retaining individuals from diverse backgrounds.
D-4	The academic unit's plan for employment equity and diversity of personnel includes policies and procedures for recruitment, employment, retention, and workforce composition assessment.
D-5	Personnel recruitment, employment, and retention practices are implemented to achieve diversity and promote cultural competence.
D-6	Policies and procedures are clearly communicated to faculty and staff.
D-7	Position descriptions include skills related to cultural competence, as appropriate.
D-8	Personnel performance evaluations include knowledge and skills related to cultural competence.

6

170

| D-9 | Faculty and staff who use a cultural skill for work that is over and above their required job duties are recognized or rewarded. |
| D-10 | A policy is in place to address disparities in recruitment, employment, & retention of diverse faculty and staff. |

E. STUDENT POLICIES, PRACTICES, RECRUITMENT, & RETENTION

Domain description:
Student policies on recruitment, admission, and retention are implemented to achieve diversity and promote cultural competence. This includes advising and mentoring students in culturally competent ways and making these services available to all students. It is important that the academic unit supports and respects students' diversity throughout all academic activities and student organizations.

E-1	Demographic data about the student population are evaluated.
E-2	Student policies on recruitment, admission, and retention are implemented to achieve diversity.
E-3	Students from diverse backgrounds participate in developing and reviewing students policies and procedures.
E-4	Advising and mentoring services are systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
E-5	Advising and mentoring services are available to all students.
E-6	Policies and practices of the academic unit's student organizations are implemented to achieve diversity and cultural competence.
E-7	A policy is in place to address disparities in recruitment, admission, retention, & graduation rates of diverse students.

7

F.	**FACULTY & STAFF TRAINING AND DEVELOPMENT**
	Domain description: Faculty and staff training and development reflects cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.
F-1	Faculty and staff time and fiscal resources are utilized for initial and ongoing cultural competence training.
F-2	Faculty and staff participate in education and training to increase their awareness, knowledge, and skills related to cultural competence.

COMMUNITY & ENVIRONMENT

G.	**CAMPUS & COMMUNITY COLLABORATION ON CULTURAL COMPETENCE**
	Domain description: Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, field experiences, and programs.
G-1	The academic unit rewards involvement with community, regional and/or national resources that promote cultural competence.
G-2	Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
G-3	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.

8

H. INSTITUTIONAL ENVIRONMENT, CLIMATE, & COMMUNICATION

Domain description:
The academic unit needs to reflect diversity throughout the institution's physical environment, social climate, and communications. It is important that all aspects of the physical environment are accessible to everyone. The climate needs to be inclusive and value diversity so that everyone feels welcomed. The physical environment and communication materials and modes should portray diversity of communities.

H-1	All aspects of the physical environment are accessible.
H-2	The physical environment portrays diverse communities through visual images, such as pictures, posters, and signage.
H-3	Recruitment materials are culturally appropriate.
H-4	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally appropriate for internal and external audiences.
H-5	Print and electronic materials, educational tools, and recruitment materials portray diverse communities.
H-6	Administrators conduct performance evaluations being sensitive to cultural differences.
H-7	The academic unit accommodates faculty, staff, and students in their cultural and religious practices and celebrations.
H-8	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.
H-9	The academic unit's core values related to diversity inform development of marketing and other program materials.

9

H-10	The academic unit's student organizations are welcoming of all students.

CURRICULUM & EXPERIENTIAL PRACTICE

I. CULTURALLY COMPETENT CURRICULUM

Domain description:
A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence as awareness, knowledge and skills. It also is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.

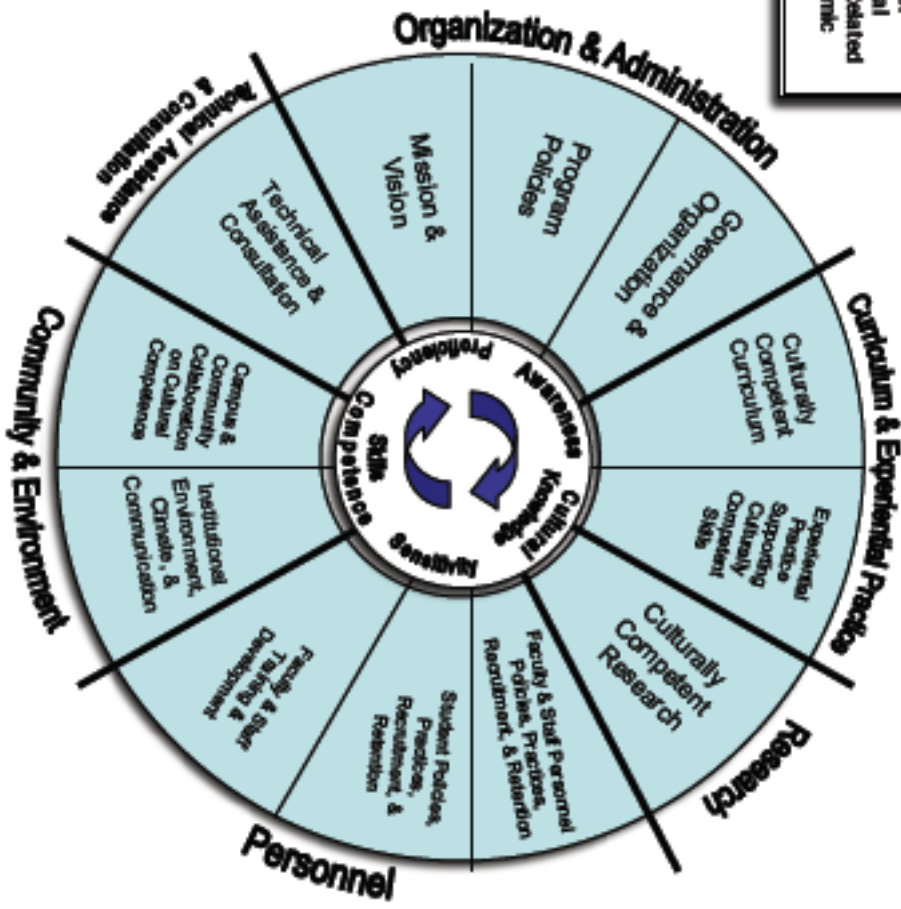| I-1	The curricula, materials, and classroom activities are systemically evaluated to determine how they incorporate cultural competence content.
I-2	Undergraduate and graduate curricula include cultural competence related training.
I-3	Curricula establish the importance of the cultural backgrounds of individuals and/or families that are served by health professionals.
I-4	Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.
I-5	A range of culturally appropriate educational resources and teaching techniques are used to address different learning styles.
I-6	Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.
I-7	Representatives from diverse backgrounds participate in classroom discussions and presentations.

10

I-8	Learning outcomes of students are evaluated to measure knowledge and skills related to cultural competence.

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURALLY COMPETENT SKILLS

Domain description:
Experiential practice sites and outside class opportunities establish the relevance of culturally competent care and services for diverse populations. Those sites and opportunities selected to promote cultural competence need to incorporate diverse populations and activities that develop cultural competence skills including both clinical skills and population-based public health skills. It is important that experiential sites and learning opportunities are evaluated for providing students with opportunities to work with diverse populations. Also, the cultural competence of faculty/supervisors and students are evaluated.

J-1	Experiential practice sites are developed with input from individuals from diverse backgrounds.
J-2	Experiential practice sites model cultural competence.
J-3	Experiential practice sites provide students opportunities to work with diverse populations by applying knowledge and skills related to cultural competence.
J-4	Diverse field faculty (e.g., paid/volunteer/field experience supervisors) and others (e.g. guest speakers) model cultural competence.
J-5	Experiential sites and outside class learning opportunities are evaluated for providing students with opportunities to work with diverse populations.
J-6	Field faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating cultural competence in their practice setting or learning activity.
J-7	Learning outcomes for outside class opportunities are evaluated to measure student knowledge and skills related to cultural competence.

11

175

RESEARCH

K. CULTURALLY COMPETENT RESEARCH

Domain description:
Culturally competent research refers to recruiting, planning, and conducting human research projects that consider the role of culture in health care and disparities. It is important that research projects address and recognize diverse populations. Research projects must be conducted in a way that is culturally appropriate for the research participants and their communities.

K-1	Research priorities include the needs of diverse populations.
K-2	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.
K-3	Research projects include subjects from diverse backgrounds representative of the targeted research population.
K-4	The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
K-5	When health behavior is discussed or used in assessment for research purposes, the cultural background of the individual and/or family is considered.

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176

TECHNICAL ASSISTANCE & CONSULTATION

L. TECHNICAL ASSISTANCE & CONSULTATION

Domain description:
Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. Technical assistance and consultation strategies recognize and address the diversity of communities. An important feature is that the academic unit or the target population can provide technical assistance.

L-1	Technical assistance/consultation activities are routinely and systematically evaluated for methods, strategies, and ways of serving communities in culturally competent ways.
L-2	When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.
L-3	Consultants are involved who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.
L-4	Evaluation of technical assistance/consultation activities by recipients includes cultural competence.

13

177

Schematic of Model for Organizational Cultural Competence of a Health-Related Post-Secondary Academic Department or Unit

178

APPENDIX D-14: RESULTS OF E-MAIL COMMENTS

Results of E-mail Comments

MODEL FOR FINAL COMMENT

This document contains suggested revisions based upon input from panelists during Teleconference C calls & e-mails.

DOMAINS

Organization & Administration	Page #
(A) Mission & Vision	3
(B) Program Policies	4
(C) Governance & Organization	5
Personnel	
(D) Faculty and Staff Personnel Policies, Practices, Recruitment, & Retention	6
(E) Student Policies, Practices, Recruitment, & Retention	7
(F) Faculty and Staff Training and Development	8
Community & Environment	
(G) Campus & Community Collaboration on Cultural Competence	8
(H) Institutional Environment, Climate, & Communication	9
Curriculum & Experiential Practice	
(I) Culturally Competent Curriculum	10
(J) Experiential Practice Supporting Culturally Competent Skills	11
Research	
(K) Culturally Competent Research	12
Technical Skills & Consultation	
(L) Technical Assistance & Consultation	13

1

ABOUT MODEL

The University of Tennessee at Knoxville convened an expert panel to validate the content of a model for organizational cultural competence of a health-related post-secondary academic department or unit. The model that follows defines organizational cultural competence across 12 domains that can be grouped within 6 categories: Organization & Administration; Personnel; Curriculum & Experiential Practice; Research; Community & Environment; and Technical Assistance & Consultation. The model consists of 73 criteria statements that describe competency within the respective domains.

The ultimate goal of validating such as model is to enhance the cultural competence of post-secondary students by impacting the cultural competence of health-related academic units. This model describes the important and relevant components needed for organizational cultural competence in a health-related academic unit. The content of this model likely will be used to inform the development of an organizational self-assessment tool in the future. A self-assessment tool is different from a model in that an assessment tool describes and measures organizational cultural competence in the academic unit. A self-assessment can help identify organizational strengths and weaknesses that can be used in developing a plan to enhance the cultural competence of the academic unit.

GLOSSARY

CULTURAL COMPETENCE:

CULTURAL COMPETENCE CAN BE PRACTICED AT BOTH INDIVIDUAL AND ORGANIZATIONAL LEVELS. ON AN INDIVIDUAL LEVEL, CULTURAL COMPETENCE IS A PROCESS OF INCREASING ONE'S AWARENESS, KNOWLEDGE, AND SKILLS RELATED TO UNDERSTANDING CULTURAL DIFFERENCES AND INTERACTING EFFECTIVELY THROUGHOUT CROSS-CULTURAL ENCOUNTERS. CULTURAL COMPETENCE DESCRIBES HOW AN INDIVIDUAL PERCEIVES, UNDERSTANDS, AND COMMUNICATES WITH OTHER PEOPLE WHO DIFFER FROM THIS INDIVIDUAL IN TERMS OF THE FOLLOWING CULTURAL FACTORS:

- RACE
- ETHNICITY
- INCOME
- EDUCATIONAL ATTAINMENT
- AGE
- GENDER

- LANGUAGE
- RELIGION
- WORLDVIEW
- DISABILITIES
- OTHER CHARACTERISTICS

Deleted: CULTURAL COMPETENCE CAN BE PRACTICED AT BOTH INDIVIDUAL AND ORGANIZATIONAL LEVELS. ON AN INDIVIDUAL LEVEL, C

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Comment: a.Panelist XXX
b.
c.I would also broaden this definition to reflect the intention of this model. The model goes beyond cross cultural encounters (sounds too interpersonal and clinical); it is about education, training, research, curriculum development, and community relations.
d.Cultural competence is also about *effectiveness* and *relevance* in all the areas I mention above.

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NOTE:

LINGUISTIC COMPETENCE IS INCLUDED WITHIN CULTURAL COMPETENCE AS THE CULTURAL FACTOR OF LANGUAGE

Comment: Panelist XXX
I believe that linguistic competence is related to but separate from cultural competence and this has important implications for the model and approach.

1. Purnell L. A description of the Purnell Model for Cultural Competence. *J Transcult Nurs.* Jan 2000;11(1):40-46.

2

Results of E-mail Comments

2. Betancourt JR, Green AR, Carrillo JE, Ananeh-Firempong 2nd O. Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Rep.* 2003;118(4):293-302.
3. Cross T, Bazron, BJ, Dennis, KW, Isaacs, MR. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed.* Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center; 1989.

ORGANIZATIONAL CULTURAL COMPETENCE:

"ORGANIZATIONAL CULTURAL COMPETENCE IS INCLUSIVE OF PROCESSES, CONTENT, AND BEHAVIOR. ORGANIZATIONAL CULTURAL COMPETENCE EVOLVES AND IS PRACTICED THROUGH ARTICULATED STRATEGIC GOALS THAT ESTABLISH EXPECTATIONS AND MEASURABLE OUTCOMES FOR ALL AREAS OF THE ORGANIZATION." (ARREDONDO) IN A POST-SECONDARY ACADEMIC UNIT, ORGANIZATIONAL CULTURAL COMPETENCE INCLUDES EDUCATION, TRAINING, RESEARCH, CURRICULUM DEVELOPMENT, AND COMMUNITY RELATIONS.

Arredondo, P. Successful diversity management initiatives: A Blueprint for planning and implementation. Thousand Oaks, CA: Sage, 1996.

CULTURE (DEFINITION OF NATIONAL CENTER FOR CULTURAL COMPETENCE):

"AN INTEGRATED PATTERN OF HUMAN BEHAVIOR THAT INCLUDES THOUGHTS, COMMUNICATIONS, LANGUAGES, PRACTICES, BELIEFS, VALUES, CUSTOMS, COURTESIES, RITUALS, MANNERS OF INTERACTING, ROLES, RELATIONSHIPS AND EXPECTED BEHAVIORS OF A RACIAL, ETHNIC, RELIGIOUS OR SOCIAL GROUP; THE ABILITY TO TRANSMIT THE ABOVE TO SUCCEEDING GENERATIONS; IS DYNAMIC IN NATURE."

Goode, TD, Dunne, C. Glossary, *Curricula Enhancement Module Series.* Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development, 2004. Available at: http://www.nccccurricula.info/glossary.html. Accessed May 1, 2006.

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DIVERSITY:

REFERS TO THE COMPOSITION OF THE ACADEMIC UNIT IN TERMS OF UNDERREPRESENTED GROUPS AND INDIVIDUALS WHO BRING OTHER FORMS OF DIFFERENCE. "UNDERREPRESENTED GROUPS" REFER TO, BUT ARE NOT LIMITED TO, GROUPS BASED ON RACE, ETHNICITY, GEOGRAPHIC LOCATION, GENDER, DISABILITY STATUS, ETC., WHO ARE UNDERREPRESENTED IN A FIELD OF STUDY. UNDERREPRESENTED ALSO MAY REFER TO OTHER ECONOMIC OR SOCIAL INDICATORS SUCH AS PERSONS FROM

3

ECONOMICALLY DISADVANTAGED BACKGROUNDS OR THOSE WHO ARE THE FIRST GENERATION OF THEIR FAMILY TO ATTAIN A HIGHER EDUCATION. THE ACADEMIC UNIT ACKNOWLEDGES & VALUES DIFFERENCES SUCH AS DIVERSE WORLDVIEWS. DIVERSE INDIVIDUALS ARE INVOLVED IN ASSESSING NEEDS OF THE ACADEMIC UNIT.

Faculty and Trainee Diversity Workgroup. MCH Training Program Diversity Plan Guideline. January 2007. Available at: http://mchb.hrsa.gov/training/goal_workforce_diversity.asp. Accessed May 5, 2008.

Purnell L. A description of the Purnell Model for Cultural Competence. J Transcult Nurs. Jan 2000;11(1):40-46.

A MODEL FOR ORGANIZATIONAL CULTURAL COMPETENCE OF A HEALTH-RELATED POST-SECONDARY ACADEMIC DEPARTMENT OR UNIT

ORGANIZATION & ADMINISTRATION	
A. MISSION & VISION	
Domain description: The mission of the academic unit states its purpose. The vision statement describes aspirations of the academic unit, the desirable future. Core values describe what an organization "stands for" in all operations and activities. It is important that mission, vision, and core values statements reflect cultural competence. The procedure for developing these documents must be done following processes that are aligned with cultural competence goals and expectations.	
A-1	Cultural competence is included in the mission and vision statements.
A-2	A written statement of core values includes diversity and cultural competence.

Deleted: a future identity of the academic unit that reflects what its personnel intend for it to become

Deleted: must be done in a way that promotes cultural competence

B. PROGRAM POLICIES

Domain description:
Organizational mission, vision, and core values statements drive the development and enactment of policies, procedures, and strategic and program planning. The program policies domain refers to all of the documentation that governs the academic unit's policies and procedures, except that of personnel which are included in other domains. It is important that all of the academic unit's supporting documents reflect the goal of cultural competence. The procedures for developing these documents and implementing policies and procedures must be done in a way that promotes cultural competence.

Comment: Betsy, I tried to incorporate XXX's comments by mentioning implementation here (not just documentation)... what do you think?

Comment: Panelist XXX
this domain refers to more that just "documentation" - and the "procedures for developing these documents" example, B-10 refers to fiscal resources, B-2 to implementation. Also - is not policy also about the content - for example, B-9 policy to conduct self-assessments is more than just having the policy but actually doing it. I do not recall seeing a separate domain on organizational self-assessment, but maybe that would be good to add.

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B-1	Cultural competence goals and language are included in the organizational policies and procedures.
B-2	The academic unit implements policies that incorporate goals of eliminating barriers to access educational programs and services.
B-3	The academic unit has a policy that makes reference to its alignment with university policies on racism, harassment, discrimination, and complaint resolution or appeals processes.
B-4	The academic unit has a policy that faculty, staff, and students are informed of policies on racism, harassment, discrimination, and complaint resolution or appeals.
B-5	The academic unit implements policies on multiculturalism.
B-6	Diversity goals and language about the diversity of faculty, staff, and communities served are included in the organizational policies and procedures.
B-7	The development/review of policies and procedures includes diverse faculty, staff, and others from outside the academic unit.
B-8	Policies and procedures are available in accessible modes of communication, as appropriate, such as Braille.
B-9	The academic unit implements a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice.

Comment: Panelist XXX
Consider including a definition for multiculturalism in the definition section. I tried to find one from the NCCC since you have used their definitions for other words, but was unsuccessful in finding it. Maybe you have access to one from them.

Comment: Panelist XXX
not defined. I recommend sticking with clearly defined terms.

too vague, no definition for multiculturalism.

Deleted: The academic unit's policies and procedures include statements about the diversity of

Deleted: as appropriate

Deleted: has

5

B-10	Fiscal policies include resources for translation and interpretation assistance to meet any identified needs of faculty, staff, and students.

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C. GOVERNANCE & ORGANIZATION

Domain description:
The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is a committee/task force/program area that addresses goals and issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning and operation of the academic unit.

C-1	A committee/task force/program area addresses assessed cultural competence priorities arising out of the unit's organizational self-assessment.
C-2	The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.
C-3	The development of strategic and program plans includes diverse faculty, staff, and others outside the academic unit as appropriate.
C-4	Diverse participants serve on all advisory boards, committees, and councils to ensure wide cultural representation of the populations served.
C-5	The academic unit identifies an academic administrator or faculty member with delegated responsibility for initiatives and issues related to cultural competence and diversity.
C-6	The academic unit's academic administrator is accountable for cultural competence and diversity of the unit.

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PERSONNEL

D. FACULTY & STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, & RETENTION

Domain description:
Faculty and staff personnel policies, practices, recruitment, people/professional development and retention have the potential to build and support a diverse workforce, greater equity, and the elimination of unfair and discriminatory barriers to positions. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

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Deleted: refer to a diverse workforce, equity, elimination of unfair and discriminatory barriers of accessibility to

Deleted: jobs

Comment: Panelist XXX
I think the domain description should say "faculty and staff personnel policies, and retention have the potential to build and support a diverse workforce, greater equity, and the elimination of unfair and discriminatory barriers to jobs". Also - last sentence - "policies and practices" affect more than just position descriptions and performance evaluations.

Deleted: of accessibility to jobs

D-1	The academic unit/university implements an employment equity policy to eliminate unfair and discriminatory barriers to positions.
D-2	Faculty, staff, administration, and board members participate in developing, reviewing, and revising employment equity and personnel policies and procedures.
D-3	Input is sought from faculty, staff, administration, and board members in recruiting, hiring, and retaining individuals from diverse backgrounds.
D-4	The academic unit's implements a plan for employment equity and diversity of personnel that includes policies and procedures for recruitment, employment, retention, and workforce composition assessment.
D-5	Personnel recruitment, employment, and retention practices are implemented to achieve diversity and promote cultural competence.
D-6	Policies and procedures are clearly communicated to faculty and staff.
D-7	Position descriptions include skills related to cultural competence, as appropriate.
D-8	Personnel performance evaluations include knowledge, skills, and ongoing professional development related to cultural competence.

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185

D-9	Faculty and staff who use cultural skills for work that is over and above their required job duties are recognized or rewarded.

E. STUDENT POLICIES, PRACTICES, RECRUITMENT, & RETENTION

Domain description:
Student policies on recruitment, admission, and retention are implemented to achieve diversity and promote cultural competence. This includes advising and mentoring students in culturally competent ways and making these services available to all students. It is important that the academic unit supports and respects students' diversity in the classroom and throughout all academic activities and student organizations.

E-1	Demographic data about the student population are evaluated.
E-2	Student policies on recruitment, admission, and retention are implemented to achieve diversity.
E-3	Students from diverse backgrounds participate in developing and reviewing student policies and procedures.
E-4	Advising and mentoring services are systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
E-5	Advising and mentoring services are available to all students.
E-6	Policies and practices of the academic unit's student organizations are implemented to achieve diversity and cultural competence.
E-7	A policy is in place to address disparities in recruitment, admission, retention, & graduation rates of diverse students.

8

F. FACULTY & STAFF TRAINING AND DEVELOPMENT

Domain description:
Faculty and staff training and development reflects cultural competence training to increase awareness, knowledge, and skills through resources. It is important for the academic unit to allocate time and resources to support initial and ongoing cultural competence training.

F-1	Faculty and staff time and fiscal resources are utilized for initial and ongoing cultural competence training.
F-2	Faculty and staff participate in education, training, and research to increase their awareness, knowledge, and skills related to cultural competence.

Comment: Panelist XXX
This is an awkward sentence. I think we mean that *resources must be budgeted/allocated* for faculty and staff training . . .

Comment: Panelist XXX
domain description: what is the meaning of "through resources" in first sentence? Recommend delete. Possibly add something about supporting faculty and staff's self-directed opportunities to increase cultural and linguistic competence.

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COMMUNITY & ENVIRONMENT

G. CAMPUS & COMMUNITY COLLABORATION ON CULTURAL COMPETENCE

Domain description:
Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, field experiences, programs, and research.

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G-1	The academic unit rewards involvement with community, regional and/or national resources that promote cultural competence.
G-2	Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
G-3	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.

Comment: Panelist XXX
whose involvement is rewarded? faculty? staff? students?

9

187

H. INSTITUTIONAL ENVIRONMENT, CLIMATE, & COMMUNICATION

Comment: Panelist XXX
I strated to work on another document and the term "organizational climate" was part of the discussion. I wonder if we can utilize the concept of inclusive, affirming "social climate" as another indicator of organizational cultural competence.

Domain description:
The academic unit needs to reflect diversity throughout the institution's physical environment, social climate, and communications. It is important that all aspects of the physical environment are accessible to everyone. The climate needs to be inclusive and value diversity so that everyone feels welcomed. The physical environment and communication materials and modes should portray diversity of communities.

Comment: Panelist XXX
Does "diversity of communities" mean all or the underrepresented only?

H-1	All aspects of the physical environment are accessible.
H-2	The physical environment portrays diverse communities through visual images, such as pictures, posters, and signage.
H-3	Recruitment materials are culturally appropriate.
H-4	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally appropriate for internal and external audiences.
H-5	Print and electronic materials, educational tools, and recruitment materials portray diverse communities.
H-6	Administrators conduct performance evaluations being sensitive to cultural differences.
H-7	The academic unit accommodates faculty, staff, and students in their cultural and religious practices and celebrations.
H-8	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.
H-9	The academic unit's core values related to diversity inform development of marketing and other program materials.

Comment: Panelist XXX
I don't understand. I know this was a topic of some discussion, and others had clearer ideas of the meaning, but as they are written, I don't understand them.

DK: do we need a definition of "culturally appropriate" in the glossary?

"culturally appropriate language"?

Comment: Panelist XXX
I don't understand. I know this was a topic of some discussion, and others had clearer ideas of the meaning, but as they are written, I don't understand them.

Comment: Panelist XXX
vague - what does that mean to be sensitive in conducting performance evals?

Comment: Panelist XXX
what does that mean to accommodate people in their cultural and religious practices? does that mean prayer rooms? guaranteed time off for Passover?

Comment: Panelist XXX
same thing as H-6

Comment: Panelist XXX
Suggestion: "The academic unit's core values related to diversity influence the development of marketing and program materials."

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188

H-10	The academic unit's student organizations are welcoming of all students.

CURRICULUM & EXPERIENTIAL PRACTICE

I. CULTURALLY COMPETENT CURRICULUM

Domain description:
A curriculum supportive of cultural competence needs to incorporate content for the development of cultural competence as awareness, knowledge and skills. It also is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence and that consultation is sought from those from diverse backgrounds to participate in the program.

> **Comment:** Panelist XXX
> Domain description - last phrase - what does that mean consultation is sought from those from diverse backgrounds to participate in the program? Consultation is sought? Participation is sought? they are consultants (teachers) ?

> **Comment:** Panelist XXX
> Sentence #2 is awkward.
> I-2. could this be in domain description?
> I-5: ...learning styles *of students*?

I-1	The curricula, materials, and classroom activities are systemically evaluated to determine how they incorporate cultural competence content.

I-2	Undergraduate and graduate curricula include cultural competence related training.

I-3	Curricula establish the importance of the cultural backgrounds of individuals and/or families that are served by health professionals.

> **Comment:** Panelist XXX
> establish the importance - I think curricula that is culturally competent has to do more than establish the importance - also everyone has a cultural background, both the health professionals and those they serve.
>
> DK: "more" aspects are addressed in other statements

I-4	Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.

> **Comment:** Panelist XXX
> again, establish the importance seems weak, but is more credible here than in I-3, sounds like a broad rationale for providing relevant accessible services to everyone.

I-5	A range of culturally appropriate educational resources and teaching techniques are used to address different learning styles.

I-6	Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.

> **Comment:** Panelist XXX
> do not understand meaning.

I-7	Representatives from diverse backgrounds participate in classroom discussions and presentations.

> **Comment:** Panelist XXX
> does this mean as teachers?

11

| I-8 | Learning outcomes of students are evaluated to measure knowledge and skills related to cultural competence. |

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURALLY COMPETENT SKILLS

Domain description:
Experiential practice sites and outside class opportunities establish the relevance of culturally competent care and services for diverse populations. Those sites and opportunities selected to promote cultural competence need to incorporate diverse populations and activities that develop cultural competence skills including both clinical skills and population-based public health skills. It is important that experiential sites and learning opportunities are evaluated for providing students with opportunities to work with diverse populations. Also, the cultural competence of faculty/supervisors and students are evaluated.

J-1	Experiential practice sites are developed with input from individuals from diverse backgrounds.
J-2	Experiential practice sites model cultural competence.
J-3	Experiential practice sites provide students opportunities to work with diverse populations by applying knowledge and skills related to cultural competence.
J-4	Diverse field faculty (e.g., paid/volunteer/field experience supervisors) and others (e.g. guest speakers) model cultural competence.
J-5	Experiential sites and outside class learning opportunities are evaluated for providing students with opportunities to work with diverse populations.
J-6	Field faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating cultural competence in their practice setting or learning activity.
J-7	Learning outcomes for outside class opportunities are evaluated to measure student knowledge and skills related to cultural competence.

Comment: Panelist XXX
J-2 sites "model" cultural competence - this seems like a lot to leave to chance - what if they don't completely? It seems to me that infusing cultural competence into training program experiential practice sites needs to do more than "model" - although that is great. I prefer J-3 - it seems clear.

12

190

RESEARCH

K. CULTURALLY COMPETENT RESEARCH

Domain description:
Culturally competent research refers to recruiting, planning, and conducting human research projects that consider the role of culture in health care and disparities. It is important that research projects address and recognize diverse populations. Research projects must be conducted in a way that is culturally appropriate for the research participants and their communities.

K-1	Research priorities include the needs of diverse populations.
K-2	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.
K-3	Research projects include subjects from diverse backgrounds representative of the targeted research population.
K-4	The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
K-5	When health behavior is discussed or used in assessment for research purposes, the cultural background of the individual and/or family is considered.

Comment: Panelist XXX
domain description - I think culturally competent research is also done collaboratively (participatory action design) with diverse individuals and communities - not just recruiting, planning and conducting research but also selecting research topics and priorities. Research projects should reflect concerns of diverse communities, more than just "address and recognize" them.

Comment: Panelist XXX
I disagree. I think research priorities should be established in collaboration with diverse populations, not just "include their needs"

Comment: Panelist XXX
K-5 I remember our discussion on this. I see food preferences is out - I think it is better but I still just don't get the meaning - why just health behavior? Does this mean not to say or write unfair, discriminatory things about research subjects who are culturally different than you?

Comment: Panelist XXX
K-5: and reference to religion since culture, health, religion and spirituality are often interrelated?

DK: cultural factor!

13

191

TECHNICAL ASSISTANCE & CONSULTATION

L. TECHNICAL ASSISTANCE & CONSULTATION

Domain description:
Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. Technical assistance and consultation strategies recognize and address the diversity of communities. An important feature is that the academic unit or the target population can provide technical assistance.

> **Comment:** Panelist XXX domain description - what is the meaning of the last sentence? "An important feature is that the academic unit or the target population can provide technical assistance" do not understand.

L-1	Technical assistance/consultation activities are routinely and systematically evaluated for methods, strategies, and ways of serving communities in culturally competent ways.
L-2	When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.
L-3	Consultants are involved who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.
L-4	Evaluation of technical assistance/consultation activities by recipients includes cultural competence.

SCHEMATIC:

> **Comment:** Panelist XXX: the schematic suggests to me that all of these things have equal impact (equal pieces of pie) - is that the intent? I do think that the terms used in the center are confusing sort of mixed together in the middle - and I don't think all these terms have been defined. I would stick to defined terms and keep it as simple as possible. Maybe I just don't understand it -- there wasn't a lot of time to talk over the schematic on the phone, and it was introduced relatively later in the process.
>
> Panelist XXX: In the Schematic of the Model the term "Skills Competence"...is this one term for skills in cultural competency? If so I would reword to say "Competent Skills" or if it is meant to represent two separate terms: "skills" and "competency" then separate them somehow on the circle.
>
> Panelist XXX: Yes I do mean that each domain name should be angled or oriented the same way. If I'm looking at the schematic, Governance & Organization, Program Policies, Mission & Vision, and Technical Assistance & Consultation are oriented in one direction, then Campus & Community Colloration on Cultural Competence and Institutional Environment, Climate & Communication are oriented in a different way....but now as I look at this again I can see that you are attempting to have all domains upright (more readable to the viewer) so perhaps your way of doing it is best...I think I'm just used to having words all running the same direction if they are coming off of a wheel or circle but that doesn't mean it's the way to do it. Therefore, just think which would be the best way of presenting this, don't necessarily change it.

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14

192

A MODEL FOR ORGANIZATIONAL CULTURAL COMPETENCE OF A HEALTH-RELATED POST-SECONDARY ACADEMIC DEPARTMENT OR UNIT

Department of Nutrition
University of Tennessee at Knoxville

June 2008

193

194

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ABOUT MODEL

The University of Tennessee at Knoxville convened an expert panel to validate the content of a model for organizational cultural competence of a health-related post-secondary academic department or unit. The model that follows defines organizational cultural competence across 12 domains that can be grouped within 6 categories: Organization & Administration; Personnel; Curriculum & Experiential Practice; Research; Community & Environment; and Technical Assistance & Consultation. The model consists of 73 criteria statements that describe competency within the respective domains.

The ultimate goal of validating such a model is to enhance the cultural competence of post-secondary students by impacting the cultural competence of health-related academic units. This model describes the important and relevant components needed for organizational cultural competence in a health-related academic unit. The content of this model likely will be used to inform the development of an organizational self-assessment tool in the future. A self-assessment tool is different from a model in that an assessment tool describes and measures organizational cultural competence in the academic unit. A self-assessment can help identify organizational strengths and weaknesses that can be used in developing a plan to enhance the cultural competence of the academic unit.

GLOSSARY

CULTURAL COMPETENCE:

CULTURAL COMPETENCE CAN BE PRACTICED AT BOTH INDIVIDUAL AND ORGANIZATIONAL LEVELS. ON AN INDIVIDUAL LEVEL, CULTURAL COMPETENCE IS A PROCESS OF INCREASING ONE'S AWARENESS, KNOWLEDGE, AND SKILLS RELATED TO UNDERSTANDING CULTURAL DIFFERENCES AND INTERACTING EFFECTIVELY THROUGHOUT CROSS-CULTURAL ENCOUNTERS. CULTURAL COMPETENCE DESCRIBES HOW AN INDIVIDUAL PERCEIVES, UNDERSTANDS, AND COMMUNICATES WITH OTHER PEOPLE WHO DIFFER FROM THIS INDIVIDUAL IN TERMS OF THE FOLLOWING CULTURAL FACTORS:

- RACE
- ETHNICITY
- INCOME
- EDUCATIONAL ATTAINMENT
- AGE
- GENDER

- LANGUAGE
- RELIGION
- WORLDVIEW
- DISABILITIES
- SOME OTHER CHARACTERISTICS

NOTE:

"LINGUISTIC COMPETENCE" IS INCLUDED WITHIN THIS MODEL'S DEFINITION OF CULTURAL COMPETENCE AS THE CULTURAL FACTOR OF LANGUAGE. A DETAILED DEFINITION OF "LINGUISTIC COMPETENCE" IS AVAILABLE FROM THE WEBSITE OF THE NATIONAL CENTER FOR CULTURAL COMPETENCE (NCCC): http://gucchd.georgetown.edu/files/conference_calls/Definition%20of%20Linguistic%20Competence.pdf]

3

195

1. Purnell L. A description of the Purnell Model for Cultural Competence. *J Transcult Nurs*. Jan 2000;11(1):40-46.
2. Betancourt JR, Green AR, Carrilo JE, Ananeh-Firempong 2nd O. Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Rep*. 2003;118(4):293-302.
3. Cross T, Bazron, BJ, Dennis, KW, Isaacs, MR. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center; 1989.

ORGANIZATIONAL CULTURAL COMPETENCE:

"ORGANIZATIONAL CULTURAL COMPETENCE IS INCLUSIVE OF PROCESSES, CONTENT, AND BEHAVIOR. ORGANIZATIONAL CULTURAL COMPETENCE EVOLVES AND IS PRACTICED THROUGH ARTICULATED STRATEGIC GOALS THAT ESTABLISH EXPECTATIONS AND MEASURABLE OUTCOMES FOR ALL AREAS OF THE ORGANIZATION." (ARREDONDO) AS IT EVOLVES, THE ORGANIZATION'S CULTURAL COMPETENCE EFFECTIVENESS IS ENHANCED. IN A POST-SECONDARY ACADEMIC UNIT, ORGANIZATIONAL CULTURAL COMPETENCE INCLUDES EDUCATION, TRAINING, RESEARCH, CURRICULUM DEVELOPMENT, AND COMMUNITY RELATIONS.

Arredondo, P. *Successful diversity management initiatives: A Blueprint for planning and implementation*. Thousand Oaks, CA: Sage, 1996.

CULTURE (DEFINITION OF NATIONAL CENTER FOR CULTURAL COMPETENCE):

"AN INTEGRATED PATTERN OF HUMAN BEHAVIOR THAT INCLUDES THOUGHTS, COMMUNICATIONS, LANGUAGES, PRACTICES, BELIEFS, VALUES, CUSTOMS, COURTESIES, RITUALS, MANNERS OF INTERACTING, ROLES, RELATIONSHIPS AND EXPECTED BEHAVIORS OF A RACIAL, ETHNIC, RELIGIOUS OR SOCIAL GROUP; THE ABILITY TO TRANSMIT THE ABOVE TO SUCCEEDING GENERATIONS; IS DYNAMIC IN NATURE."

Goode, TD, Dunne, C. *Glossary, Curricula Enhancement Module Series*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development, 2004. Available at: http://www.nccccurricula.info/glossary.html. Accessed May 1, 2008.

DIVERSITY:

REFERS TO THE COMPOSITION OF THE ACADEMIC UNIT IN TERMS OF UNDERREPRESENTED GROUPS AND INDIVIDUALS WHO BRING OTHER FORMS OF DIFFERENCE. "UNDERREPRESENTED GROUPS" REFER TO, BUT ARE NOT LIMITED TO, GROUPS BASED ON RACE, ETHNICITY, GEOGRAPHIC LOCATION, GENDER, DISABILITY STATUS, ETC., WHO ARE UNDERREPRESENTED IN A FIELD OF STUDY. UNDERREPRESENTED ALSO MAY REFER TO OTHER ECONOMIC OR SOCIAL INDICATORS SUCH AS PERSONS FROM ECONOMICALLY DISADVANTAGED BACKGROUNDS OR THOSE WHO ARE THE FIRST GENERATION OF THEIR FAMILY TO ATTAIN A HIGHER EDUCATION. THE ACADEMIC UNIT ACKNOWLEDGES AND VALUES DIFFERENCES SUCH AS DIVERSE WORLDVIEWS. DIVERSE INDIVIDUALS ARE INVOLVED IN ASSESSING NEEDS OF THE ACADEMIC UNIT.

4

1. Faculty and Trainee Diversity Workgroup. MCH Training Program Diversity Plan Guideline. January 2007. Available at: http://mchb.hrsa.gov/training/goal_workforce_diversity.asp. Accessed May 5, 2008.
2. Purnell L. A description of the Purnell Model for Cultural Competence. J Transcult Nurs. Jan 2000;11(1):40-46.

MULTICULTURALISM:

REFERS TO INTERACTIONS IN WHICH DIFFERENCES RELATED TO CULTURAL FACTORS ARE RESPECTED, VALUED, AND CELEBRATED. WHILE THERE MAY BE SOME COMMON CULTURAL BELIEFS OR VALUES, INDIVIDUALS AND GROUPS ARE ENCOURAGED TO PRESERVE THEIR CULTURAL IDENTIFIES IN CONTRAST TO ASSUMING THOSE OF THE DOMINANT CULTURE.

A MODEL FOR ORGANIZATIONAL CULTURAL COMPETENCE OF A HEALTH-RELATED POST-SECONDARY ACADEMIC DEPARTMENT OR UNIT

ORGANIZATION & ADMINISTRATION
A. MISSION & VISION
Domain description: The mission of the academic unit states its purpose. The vision statement describes aspirations of the academic unit, the desirable future. Core values describe what an organization "stands for" in all operations and activities. It is important that mission, vision, and core values statements reflect cultural competence. The procedure for developing these documents must be done following processes that are aligned with cultural competence goals and expectations.

A-1	Cultural competence is included in the mission and vision statements.
A-2	A written statement of core values includes diversity and cultural competence.

5

B. PROGRAM POLICIES

Domain description:
Organizational mission, vision, and core values statements drive the development and enactment of policies, procedures, strategies, and program planning. The program policies domain refers to all of the documentation that governs the academic unit's policies and procedures, except that of personnel which are included in other domains. It is important that all of the academic unit's supporting documents reflect the goal of cultural competence. The procedures for developing these documents and implementing the resulting policies and procedures must be done in a way that promotes cultural competence.

B-1	Cultural competence goals and language are included in the organizational policies and procedures.
B-2	The academic unit implements policies that incorporate goals of eliminating barriers to access educational programs and services.
B-3	The academic unit has a policy that makes reference to its alignment with university policies on racism, harassment, discrimination, and complaint resolution or appeals processes.
B-4	The academic unit has a policy that faculty, staff, and students are informed of policies on racism, harassment, discrimination, and complaint resolution or appeals.
B-5	The academic unit implements policies on multiculturalism.
B-6	Diversity goals and language about the diversity of faculty, staff, and communities served are included in the organizational policies and procedures.
B-7	The development/review of policies and procedures includes diverse faculty, staff, and others from outside the academic unit.
B-8	Policies and procedures are available in accessible modes of communication, as appropriate, such as Braille.

6

B-9	The academic unit implements a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice.
B-10	Fiscal policies include resources for translation and interpretation assistance to meet any identified needs of faculty, staff, and students.

C. GOVERNANCE & ORGANIZATION

Domain description:
The governance and organization of an academic unit needs to incorporate the principles of cultural competence. This refers to the way that the academic unit is set up in terms of structure. One of the most important features is an organized group, such as a committee, task force, or program area, which addresses goals and issues of cultural competence. It is also important to involve a diverse group of stakeholders as appropriate in the planning and operation of the academic unit.

C-1	A committee, task force, program area, or other entity addresses assessed cultural competence priorities arising out of the unit's organizational self-assessment.
C-2	The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.
C-3	The development of strategic and program plans includes diverse faculty, staff, and others outside the academic unit as appropriate.
C-4	Diverse participants serve on all advisory boards, committees, and councils to ensure wide cultural representation of the populations served.
C-5	The academic unit identifies an academic administrator or faculty member with delegated responsibility for initiatives and issues related to cultural competence and diversity.
C-6	The academic unit's academic administrator is accountable for cultural competence and diversity of the unit.

7

199

PERSONNEL

D. FACULTY & STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, & RETENTION

Domain description:
Faculty and staff personnel policies, practices, recruitment and retention, and professional development have the potential to build and support a diverse workforce, promote equity, and eliminate unfair and discriminatory barriers to positions. It is important to develop and implement policies and practices that reflect the goal of cultural competence and diversity. Policies and practices are communicated and implemented through position descriptions and performance evaluations.

D-1	The larger academic unit and its component parts implement an employment equity policy to eliminate unfair and discriminatory barriers to positions.
D-2	Faculty, staff, administration, and board members participate in developing, reviewing, and revising employment equity and personnel policies and procedures.
D-3	Input is sought from faculty, staff, administration, and board members in recruiting, hiring, and retaining individuals from diverse backgrounds.
D-4	Academic units implement a plan for employment equity and diversity of personnel that includes policies and procedures for recruitment, employment, retention, and workforce composition assessment.
D-5	Personnel recruitment, employment, and retention practices are implemented to achieve diversity and promote cultural competence.
D-6	Policies and procedures are clearly communicated to faculty and staff.
D-7	Position descriptions include skills related to cultural competence, as appropriate.
D-8	Personnel performance evaluations include knowledge, skills, and ongoing professional development related to cultural competence.

8

D-9	Faculty and staff who use cultural skills for work that is over and above their required job duties are recognized or rewarded.

E. STUDENT POLICIES, PRACTICES, RECRUITMENT, & RETENTION

Domain description:
Student policies on recruitment, admission, and retention are implemented to achieve diversity and promote cultural competence. This includes advising and mentoring students in culturally competent ways and making these services available to all students. It is important that the academic unit supports and respects students' diversity in the classroom and throughout all academic activities and student organizations.

E-1	Demographic data about the student population are evaluated to promote diversity.
E-2	Student policies on recruitment, admission, and retention are implemented to achieve diversity.
E-3	Students from diverse backgrounds participate in developing and reviewing student-related policies and procedures.
E-4	Advising and mentoring services are systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.
E-5	Advising and mentoring services are available to all students.
E-6	Policies and practices of the academic unit's student organizations are implemented to achieve diversity and cultural competence.
E-7	A policy is in place to address disparities in recruitment, admission, retention, and graduation rates of diverse students.

9

201

F. FACULTY & STAFF TRAINING AND DEVELOPMENT

Domain description:
Faculty and staff training and development reflect cultural competence training to increase awareness, knowledge, and skills. It is important that the academic unit budgets and allocates resources, such as time and money, to support initial and ongoing cultural competence training.

F-1	Faculty and staff time and fiscal resources are utilized for initial and ongoing cultural competence training.
F-2	Faculty and staff participate in education, training, and research to increase their awareness, knowledge, and skills related to cultural competence.

COMMUNITY & ENVIRONMENT

G. CAMPUS & COMMUNITY COLLABORATION ON CULTURAL COMPETENCE

Domain description:
Campus and community collaboration on cultural competence needs to support involvement with community, regional and/or national resources that promote cultural competence. The academic unit's collaborations should promote cultural competence of curricula, field experiences, programs, and research.

G-1	The academic unit rewards faculty, staff, and student involvement with community, regional and/or national resources that promote cultural competence.
G-2	Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
G-3	The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.

10

H. INSTITUTIONAL ENVIRONMENT, CLIMATE, & COMMUNICATION

Domain description:
The academic unit needs to reflect diversity throughout the institution's physical environment, social climate, and communications. It is important that all aspects of the physical environment are accessible to everyone. The social climate needs to be inclusive and value diversity to affirm that everyone is welcomed. The physical environment and communication materials and modes should portray diversity.

H-1	All aspects of the physical environment are accessible.
H-2	The physical environment portrays diverse communities through visual images, such as pictures, posters, and signage.
H-3	Recruitment materials are culturally competent.
H-4	Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally competent for internal and external audiences.
H-5	Print and electronic materials, educational tools, and recruitment materials portray diversity.
H-6	Administrators conduct performance evaluations being sensitive to cultural differences.
H-7	The academic unit accommodates faculty, staff, and students in their cultural and religious practices and celebrations.
H-8	Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.
H-9	The academic unit's core values related to diversity influence how marketing and other program materials are developed.

11

H-10	The academic unit's student organizations are welcoming of all students.

CURRICULUM & EXPERIENTIAL PRACTICE

I. CULTURALLY COMPETENT CURRICULUM

Domain description:
Undergraduate and graduate curricula need to incorporate content for the development of cultural competence as awareness, knowledge and skills. It also is important that curricula, materials, and classroom activities are evaluated for evidence of cultural competence. An important feature is that individuals from diverse backgrounds participate in the program as guest speakers, panel members, and discussants.

I-1	The curricula, materials, and classroom activities are systemically evaluated to determine how they incorporate cultural competence content.
I-2	Undergraduate and graduate curricula include cultural competence related training.
I-3	Curricula establish the health-related relevance of the cultural backgrounds of individuals and/or families that are served by health professionals.
I-4	Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.
I-5	A range of culturally appropriate educational resources and teaching techniques are used to address different learning styles of students.
I-6	Special needs and cultural differences are considered when interpreting student evaluation results and making recommendations for improvement.
I-7	Representatives from diverse backgrounds participate in classroom discussions and presentations (e.g., guest speakers, panel members, and discussants).

12

I-8	Learning outcomes of students are evaluated to measure knowledge and skills related to cultural competence.

J. EXPERIENTIAL PRACTICE SUPPORTING CULTURALLY COMPETENT SKILLS

Domain description:
Experiential practice sites and outside class opportunities establish the relevance of culturally competent care and services for diverse populations. Those sites and opportunities selected to promote cultural competence need to incorporate diverse populations and activities that develop cultural competence skills including both clinical skills and population-based public health skills. It is important that experiential sites and learning opportunities are evaluated for providing students with opportunities to work with diverse populations. Also, the cultural competence of faculty, supervisors and students are evaluated.

J-1	Experiential practice sites are developed with input from individuals from diverse backgrounds.
J-2	Experiential practice sites model cultural competence.
J-3	Experiential practice sites provide students opportunities to work with diverse populations by applying knowledge and skills related to cultural competence.
J-4	Diverse field faculty (e.g., paid, volunteer, and field experience supervisors) and others (e.g. guest speakers) model cultural competence.
J-5	Experiential sites and outside class learning opportunities are evaluated for providing students with opportunities to work with diverse populations.
J-6	Field faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating cultural competence in their practice setting or learning activity.
J-7	Learning outcomes for outside class opportunities are evaluated to measure student knowledge and skills related to cultural competence.

13

205

RESEARCH	

K. CULTURALLY COMPETENT RESEARCH	

Domain description:
Culturally competent research refers to recruiting, planning, and conducting human research projects that consider the role of culture in health care and disparities. It is important that research reflects the concerns of diverse communities and that research priorities are selected collaboratively with diverse individuals and communities. Research projects must be conducted in a way that is culturally competent for the research participants and their communities.

|	
K-1	Research priorities are established collaboratively with individuals from diverse backgrounds and communities.
K-2	The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.
K-3	Research projects include subjects from diverse backgrounds representative of the targeted research population.
K-4	The researchers include members of the racial and/or ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
K-5	The impact of culture on the health-related behaviors of individuals, families, and communities is considered when planning, conducting, and interpreting research.

14

TECHNICAL ASSISTANCE & CONSULTATION

L. TECHNICAL ASSISTANCE & CONSULTATION

Domain description:
Technical assistance and consultation refers to working with diverse groups and seeking consultants with culturally competent skills. Technical assistance and consultation strategies recognize and address the diversity of communities. Technical assistance is valued as a two-way approach in which target populations provide technical assistance and consultation to the academic unit and vice versa.

L-1	Technical assistance and consultation activities are routinely and systematically evaluated for methods, strategies, and ways of serving communities in culturally competent ways.
L-2	When providing technical assistance and consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.
L-3	Consultants are involved who have knowledge of and experience with the cultural group requesting the technical assistance and consultation.
L-4	Evaluation of technical assistance/consultation activities by recipients includes cultural competence.

15
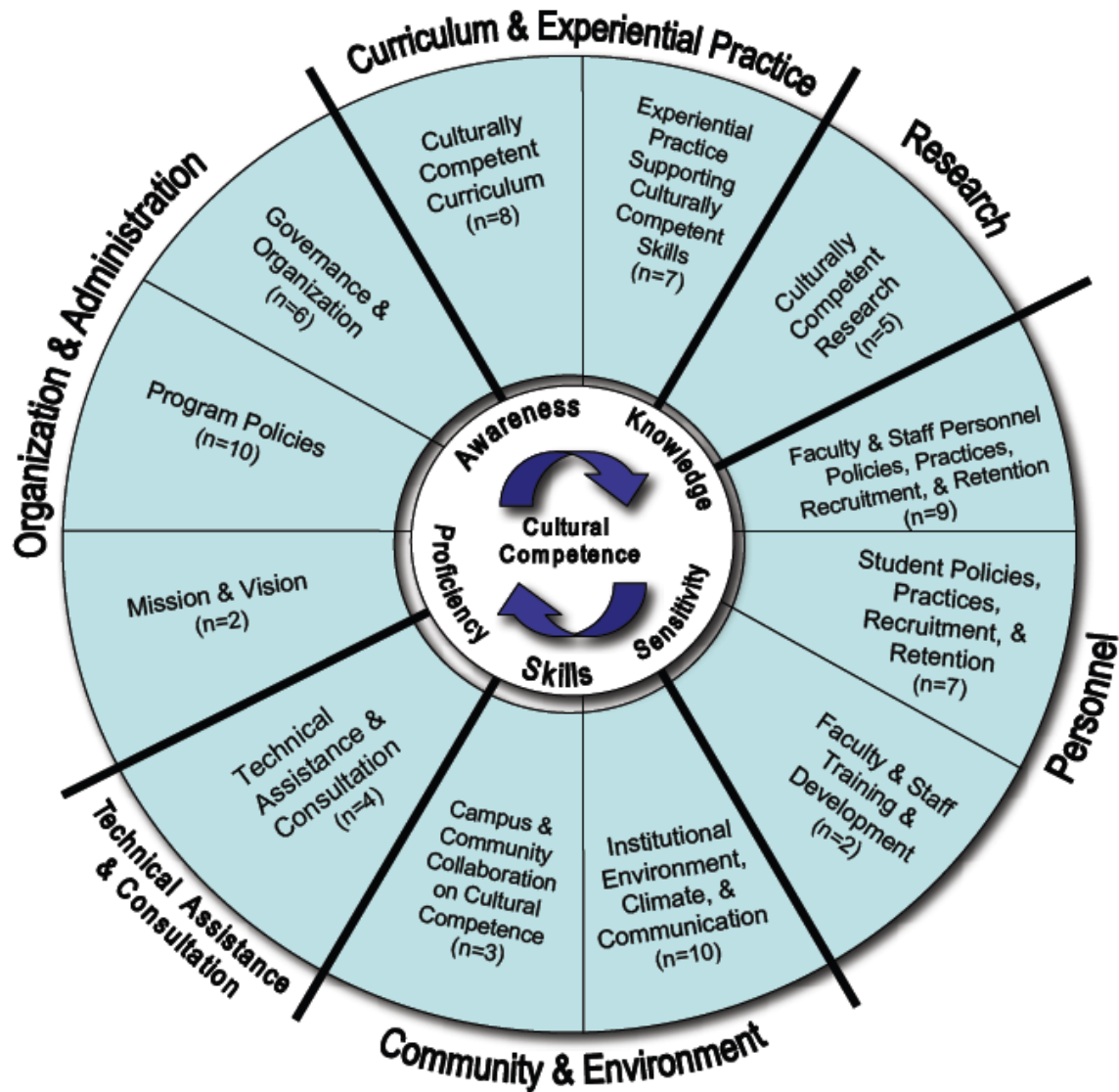
APPENDIX D-16: E-MAIL TO REQUEST "ACCEPTANCE OR REJECTION" OF MODEL

Hello! Thank you again for all of your input on the model.

Attached is the final model for your review. We would like you to indicate only if you "accept" or "reject" the model as is. May I ask you to please respond to this e-mail by Wed, June 11? (Please let me know if this date will not work).

Within the next week, we will send you an e-mail asking you to complete an evaluation of the process to validate this model.

We look forward to your response to this e-mail.

Thank you,

Diane

Vita

Diane Krause, RD, completed a Bachelor of Arts Degree in Music in 1998 from Davidson College in Davidson, North Carolina. In 2006 she completed a Bachelor of Science degree in Nutrition from University of Tennessee in Knoxville, Tennessee. At the time of thesis submission, she is in the process of completing a dual Nutrition and Public Health degree from the University of Tennessee at Knoxville and is expected to graduate in May 2009. This dual degree includes a Master of Science Degree in Nutrition with a concentration in Public Health Nutrition and a Master of Public Health Degree. Diane completed her Dietetic Internship in 2008 at the University of Tennessee and became a Registered Dietitian in 2009.