

Cultural and Linguistic Competence: What it Means for Ombudsman Programs

Tawara D. Goode
Georgetown University National Center for Cultural Competence
Georgetown University Center for Excellence in Developmental Disabilities
Center for Child and Human Development
Georgetown University Medical Center

June 10, 2020



GEORGETOWN UNIVERSITY
Georgetown University Medical Center



OBJECTIVES

Participants will:

1. Define culture and cultural diversity.
2. Examine the multiple dimensions of culture within the contexts of long-term care.
3. Describe conceptual frameworks for cultural competence and linguistic competence.
4. Apply these frameworks and concepts to the roles and responsibilities of the Ombudsman Programs, their staff, and volunteers.

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



We can't really talk about cultural competence today without first having a shared understanding of ...



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Scenario

(enter comments in chat)

An Ombudsman received a call from the daughter of a long-term care facility resident. The daughter is frantic about her mother's well-being because she has been restricted from her twice weekly visits due to the coronavirus pandemic. She is adamant that her mother will be neglected and receive inferior care because of her race, and that there have been documented incidences in the past of racial insensitivity. The daughter cites studies about racial and ethnic disparities in health care, including in long-term care facilities.

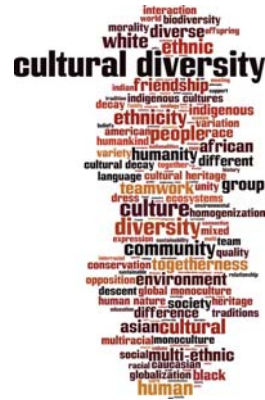


-
- What are the cultural factors presented in this scenario?
 - What would you do as the Ombudsman receiving this call?

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



EXPLORING THE MULTIPLE DIMENSIONS OF CULTURE



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to:

communication

rituals

courtesies

languages

relationships

thought

ceremonies

beliefs

expected behaviors

values

practices

roles

manners of interacting

customs

Culture applies to racial, ethnic, religious, political, professional, and other social groups. It is transmitted through social and institutional traditions and norms to succeeding generations. Culture is a paradox, while many aspects remain the same, it is also dynamic, constantly changing.

Data Source: Gilbert, J. Goode, T., & Dunne, C., 2007.

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence

CULTURE IS ...

Comprised of beliefs about reality, how people should interact with each other, what they know about the world, and how they should respond to the social and material environments in which they find themselves.

Reflected in religion, morals, customs, politics, technologies, and survival strategies of a given group. It affects how groups work, parent, love, marry, and understand health, mental health, wellness, illness, disability, and end of life.

Data Source: Gilbert, J., Goode, T. D., & Dunne, C. (2007). *Cultural awareness*. From the *Curricula Enhancement Module Series*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

CULTURE

CULTURE

CULTURE

CULTURE

CULTURE

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Culture

Culture is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.



(Lynch & Hanson 1992 Developing Cross Cultural Competence)

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence

Culture ...

- is applicable to all peoples
- is value laden & rooted in belief systems
- is active & dynamic
- is multilayered & multidimensional
- exists at conscious & unconscious levels
- is often viewed as thick, thin, or compartmentalized
- provides group member identity
- structures perceptions & shapes behaviors
- varies in expression both among and between individual group members
- permeates every aspect of life

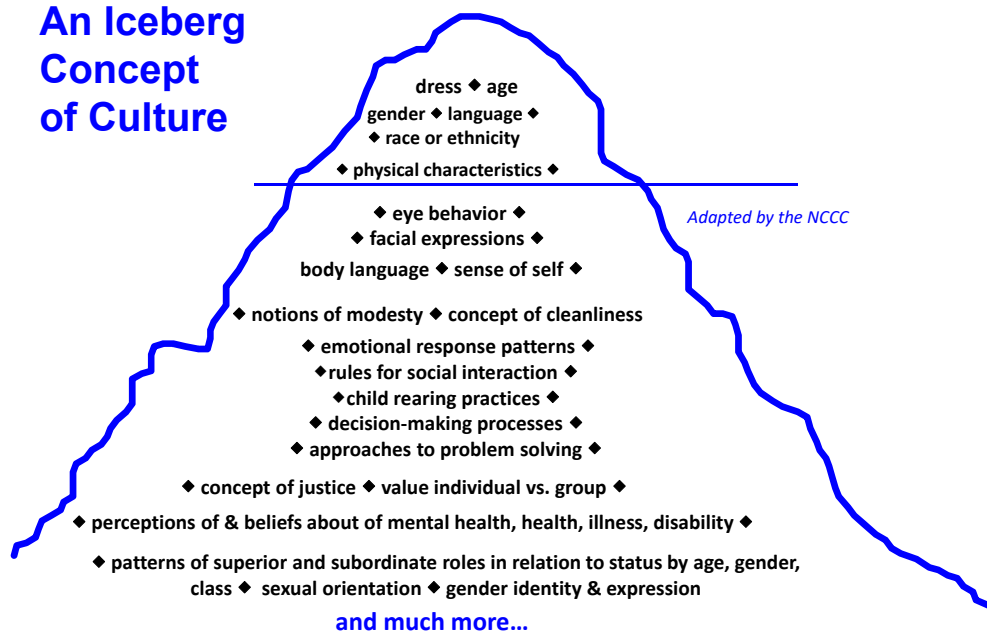


Goode, T. & Jones, W. Cultural Influences on Child Development: The Middle Years. In T. Gullotta T. & G. Blau (Eds.) *Family Influences on Childhood Behavior and Development: Evidence-based Approaches to Prevention and Treatment Approaches*. New York: Routledge, Taylor & Francis Group, 2008.

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



An Iceberg Concept of Culture



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



A	Age	<h2>THE HAYS ADDRESSING Model</h2> <p>Addressing cultural complexities in practice: A framework for clinicians and counselors</p> <p>&</p> <p>Addressing the complexities of culture and gender in counseling</p>
D	Disability (congenital)	
D	Disability (acquired)	
R	Religion (spirituality or no affiliation)	
E	Ethnicity (or race)	
S	Social economic status/class	
S	Sexual orientation	
I	Indigenous heritage	
N	National origin	
G	Gender (gender identity & expression)	

Data Source: Adapted from Hays, Pamela. (2001). Addressing cultural complexities in practice. A framework for clinicians and counselors. Washington, DC: American Psychological Association.
Hays, Pamela. Addressing the complexities of culture and gender in counseling. Journal of Counseling & Development. 74.4 (Mar./Apr. 1996). 332

POLLING QUESTION

In your role or capacity, which element of **ADDRESSING** do you **consistently** consider as diversity factors related long-term care? Which do you tend to overlook?

- Age
- Disability (congenital)
- Disability (acquired)
- Religion (or spirituality)
- Ethnicity (or race)
- Socio-economic Status
- Sexual Orientation
- Indigenous Heritage
- National Origin
- Gender (gender identity or expression)

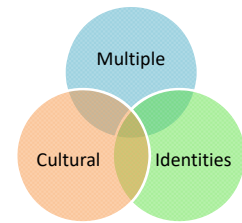
Data Source: Adapted from Hays, Pamela. (2001). Addressing cultural complexities in practice. A framework for clinicians and counselors. Washington, DC: American Psychological Association.
Hays, Pamela. Addressing the complexities of culture and gender in counseling. Journal of Counseling & Development. 74.4 (Mar./Apr. 1996). 332

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence

MULTIPLE CULTURAL IDENTITIES

The extant literature indicates that we as human beings have multiple cultural identities that can be grouped as follows.

- Categorization – people identify with one of their cultural groups over others
- Compartmentalization – individuals maintain multiple, separate identities within themselves
- Integration – people link their multiple cultural identities



INTERSECTIONALITY

Sources:

Seth J.J. Schwartz, Koen Luyckx, and Vivian L.K. Vignoles (Eds.) *Handbook of Identity Theory and Research*. Springer. 2001.

Verónica Benet-Martínez and Ying-yi Hong (Eds.) *The Oxford Handbook of Multicultural Identity*. Oxford University Press. 2014.

Chao, G.T., & Moon, H. The Cultural Mosaic: A Metatheory for Understanding the Complexity of Culture. *Journal of Applied Psychology* 2005, Vol. 90, No. 6, 1128–1140

Yampolsky MA, Amiot CE, & de la Sablonnière, R. (2013). Multicultural identity integration and well-being: a qualitative exploration of variations in narrative coherence and multicultural identification. *Front. Psychol.* 4:126.doi: 10.3389/fpsyg. 2013.00126

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Crenshaw writes that “because the intersectional experience is greater than the sum of racism and sexism, any analysis that does not take intersectionality into account cannot sufficiently address the particular manner in which Black women are subordinated.”

Intersectionality

Kimberlé Crenshaw uses intersectionality to describe overlapping or intersecting social identities and related systems of oppression, domination, or discrimination and their complex and cumulative effect specially focused on Black women.

Since her original publication, the concept of intersectionality has strayed from its feminist, legal, civil rights advocacy, and race theory roots and is applied to other identities that include but are not limited to class, disability, sexual orientation, and gender identity and expression.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299.

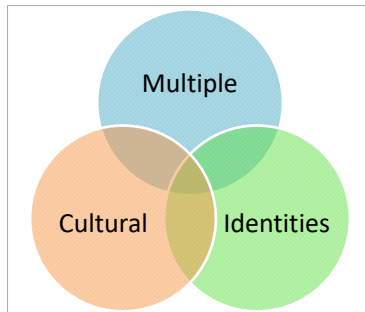
Slide Source: © 20120 - Georgetown University National Center for Cultural Competence



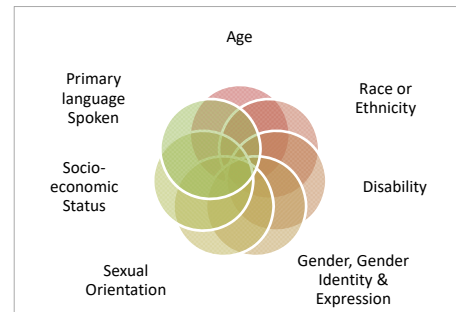
POLLING QUESTION

How much attention do Ombudsman programs pay to these concepts in their work?

multiple cultural identities



intersectionality



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



ORGANIZATIONAL CULTURE

The values and behaviors that contribute to the unique social and psychological environment of an organization. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. It is shown in:

- 1) the ways the organization conducts its business, treats its employees, customers, and the wider community,
- 2) the extent to which freedom is allowed in decision making, developing new ideas, and personal expression,
- 3) how power and information flow through its hierarchy, and
- 4) how committed employees are towards collective objectives.

Data source: <http://www.businessdictionary.com/definition/organizational-culture.html>



Slide Source: Georgetown University National Center for Cultural Competence, 2020.



Some thoughts to remember about culture

- You are a cultural being and have multiple cultural identities, one of which may be your professional discipline or role as an Ombudsman.
- You view and interpret the world through your own cultural lens which is comprised of both individual and group experiences over time.
- Your cultural frame of reference may or may not be shared by the individuals who seek services from Ombudsman Programs.
- Your world view or cultural frame of reference: (1) influences your approach to responsibilities associated with your position/role in Ombudsman Programs; and (2) is influenced by the “culture” of the organization as an employee or volunteer.
- Cultural frame of reference contributes to biases. It is necessary to identify, acknowledge and address such biases when they interfere with your capacity to perform the work of an Ombudsman in a competent and respectful manner.

Adapted from: Goode, T., Jones, W., & Christopher, J. Brown, I., Responding to Cultural and Linguistic Differences among People with Intellectual Disability (2017). In Percy, M., Wehmeyer, M. L., Shogren, K. A., & Fung, A. (Eds.) (under development). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes Publishing.

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Revisit Scenario

(enter comments in chat)

An Ombudsman received a call from the daughter of a long-term care facility resident. The daughter is frantic about her mother's well-being because she has been restricted from her twice weekly visits due to the coronavirus pandemic. She is adamant that her mother will be neglected and receive inferior care because of her race, and that there have been documented incidences in the past of racial insensitivity. The daughter cites studies about racial and ethnic disparities in health care, including in long-term care facilities.

-
- What are the cultural factors presented in this scenario?
 - What would you do as the Ombudsman receiving this call?



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



culture

culture

culture

culture

culture

Rule # 1

Have a solid appreciation for and understanding of culture – both your own and others.

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



What is cultural diversity ?



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



ACS 2018 United States Demographic Estimates



One Race or Latino or Hispanic and Race

Total Population = 327,167,439

RACE	NUMBER	Percent of POPULATION
One Race	315,887,408	96.6%
White	236,173,020	72.2%
Black or African American	41,617,764	12.7%
American Indian or Alaska Native	2,801,587	0.9%
Asian	18,415,198	5.6%
Native Hawaiian & Other Pacific Islander	626,054	0.2%
Some Other Race	16,253,785	5.0%
Two or More Races	11,280,031	3.4%
HISPANIC OR LATINO AND RACE		
Hispanic or Latino of any Race	59,763,631	18.3%

Data Source: Source: U.S. Census Bureau, 2018 American Community Survey (ACS), Demographic & Housing Estimates, Table DP05, 1-Year Estimates.

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Cultural Diversity

The term *cultural diversity* is used to describe differences in ethnic or racial classification & self-identification, tribal or clan affiliation, nationality, language, age, gender, sexual orientation, gender identity or expression, socioeconomic status, education, religion, spirituality, physical and intellectual abilities, personal appearance, and other factors that distinguish one group or individual from another.



Goode & Jackson, 2009

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Cultural Factors That Influence Diversity Among Individuals and Groups

Internal Factors

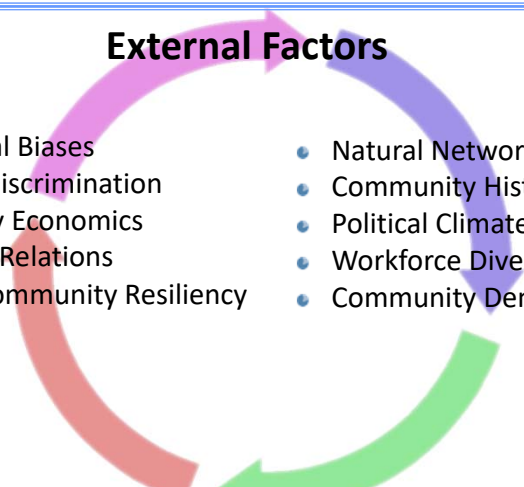
- 
- Cultural/Racial/Ethnic Identity
 - Tribal Affiliation/Clan
 - Nationality
 - Acculturation/Assimilation
 - Socioeconomic Status/Class
 - Education
 - Language
 - Literacy
 - Family Constellation
 - Social History
 - Military Status
 - Perception of Time
 - Health Beliefs & Practices
 - Health & Mental Health Literacy
 - Beliefs about Disability or Mental Health
 - Lived Experience of Disability or Mental Illness
 - Age & Life Cycle Issues
 - Gender, Gender Identity & Expression
 - Sexual Orientation
 - Religion & Spiritual Views
 - Spatial & Regional Patterns
 - Political Orientation/Affiliation

Adapted with permission from James
Mason, Ph.D., NCCC Senior Consultant

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence

Cultural Factors That Influence Diversity Among Individuals and Groups

External Factors

- 
- Institutional Biases
 - Racism & Discrimination
 - Community Economics
 - Intergroup Relations
 - Group & Community Resiliency
 - Natural Networks of Support
 - Community History
 - Political Climate
 - Workforce Diversity
 - Community Demographics

Adapted with permission from James
Mason, Ph.D., NCCC Senior Consultant

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence

culture

culture

culture

culture

culture

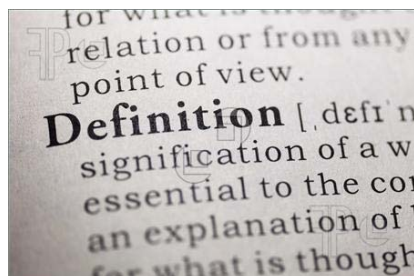
Rule # 2

**Recognize, respect, and respond
to the within group differences
among all persons receiving
long-term services and supports.**

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Definitions and Conceptual Frameworks Cultural Competence



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence





Are we on the same page?



culturally aware

cultural humility culturally relevant

cultural sensitivity

culturally competent

culturally appropriate

culturally effective

cultural dexterity

cultural proficiency

cultural responsiveness

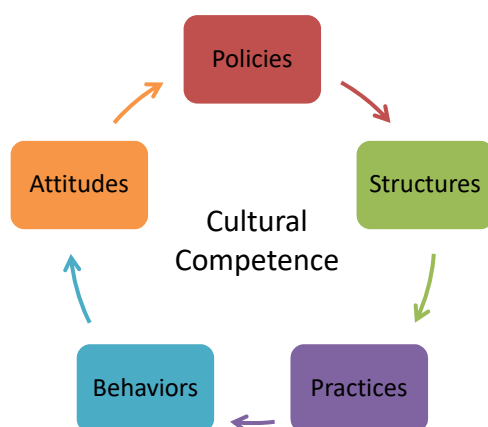
culturally & linguistically competent

multicultural competence

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Cultural Competence Conceptual Framework



Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989.)

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Five Elements of Cultural Competence

INDIVIDUAL LEVEL

- 1 acknowledge cultural differences
- 2 understand your own culture
- 3 engage in self-assessment
- 4 acquire cultural knowledge & skills
- 5 view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)

Source: © 2020 - Georgetown University National Center for Cultural Competence



Five Elements of Cultural Competence

ORGANIZATIONAL LEVEL

- 1 • value diversity
- 2 • conduct self-assessment
- 3 • manage the dynamics of difference
- 4 • embed/institutionalize cultural knowledge
- 5 • adapt to diversity (values, policies, structures & services)

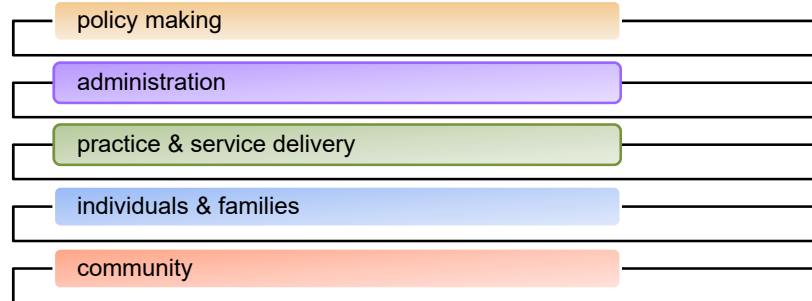
(Cross, Bazron, Dennis and Isaacs, 1989)

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:



and reflected in its attitudes, structures, policies, practices, and services.

Adapted from Cross, Bazron, Dennis, & Isaacs, 1989

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Polling Question



Has the Ombudsman Program in which you are an employee or volunteer reached consensus on what cultural competence means and how cultural competence relates to the work of the program?

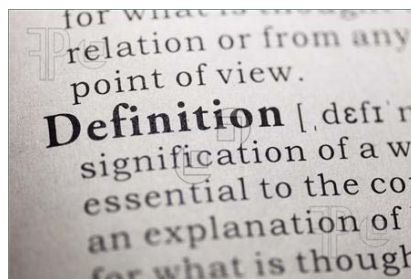
☐ Yes ☐ No ☐ Don't know

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Definitions and Conceptual Frameworks

Linguistic Competence



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Languages Spoken at Home in the U.S. in 2018

Estimated Total Population 5 years and over

307,521,124



Speak only English 78.1%

Speak a language other than English 21.9%

Speak Spanish 41,460,427 (13.5%)

Speak Indo European languages 11,285,467 (3.7%)

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

Speak Asian and Pacific Island languages 10,945,719 (3.6%)

[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island languages]

Other Languages 3,577,055 (1.2%)

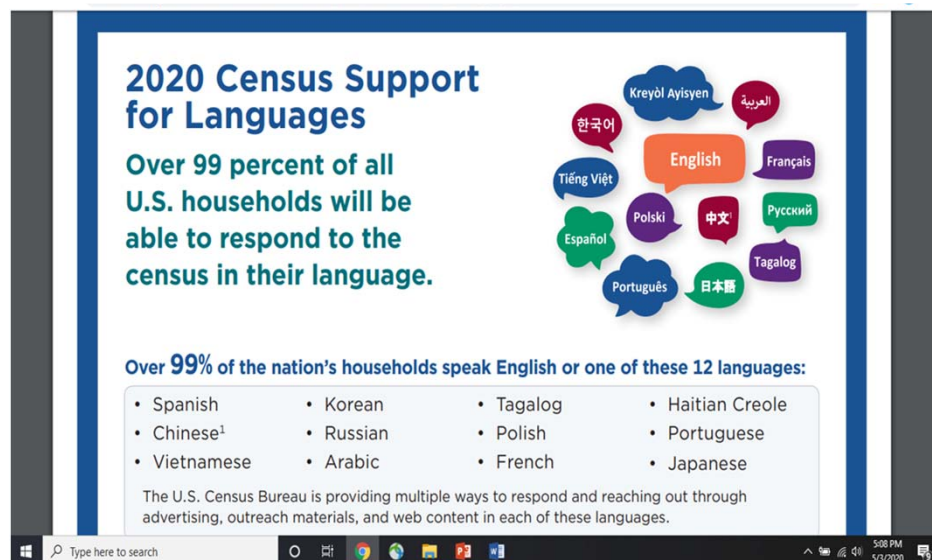
[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]

Data Source: U.S. Census Bureau, American Fact Finder, 2018 American Community Survey-1 Year Estimates, Table DP02

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



12 Primary Languages Spoken in U.S. Households According to the U.S. Census



Data Source: U.S. Census Bureau

<https://2020census.gov/content/dam/2020census/materials/partners/2020-02/2020-support-languages.pdf>

Limited English Speaking Households

Limited English Speaking Households formerly (linguistic isolation) refers to households in which no member 14 years old and over: (1) speaks only English or (2) speaks a non-English language and speaks English “very well.”

Limited English Speaking Households in the United States in 2018

All households		4.4%
<i>Households speaking--</i>		
▪ Spanish		21.3%
▪ Other Indo-European languages		15.0%
▪ Asian and Pacific Island languages		24.2%
▪ Other languages		15.9%

Data Source: U.S. Census Bureau, American FactFinder, 2018 American Community Survey- 1 Year Estimates, Table S1602

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Linguistic Competence

- is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing
- requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served
- ensures policy, structures, practices, procedures and dedicated resources to support this capacity



Goode & Jones, Revised 2009, National Center for Cultural Competence

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Title VI - Civil Rights Act of 1964

SEC. 601 TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS



Title VI of the Civil Rights Act of 1964- Sec. 601 ensures –nondiscrimination in Federally Assisted programs and states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”.

<http://www.hhs.gov/ocr/civilrights/resources/laws/index.html>

Data Source: Civil Rights Act of 1964, P.L. 88-62

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Who Does Title VI Protect?

EVERYONE!

Title VI states that:

“no person shall be discriminated against on the basis of race, color, or national origin.
Section 601 and 42 USC 2000d et. Seq.

- ☑ Title VI protects persons of all colors, races, and national origins.
- ☑ Title VI protects against national origin discrimination and is **not** limited to U.S. citizens.

Data Source: Civil Rights Act of 1964, P.L. 88-62

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Title VI – National Origin Discrimination

Provisions related to language access:

Service providers must take reasonable steps to provide meaningful access to their programs by persons with limited English proficiency (LEP). [68 Fed. Reg. 153 at 47322]

Providers that must provide language assistance services in order to comply with Title VI should implement policies and procedures to provide information in appropriate languages and ensure that LEP persons are effectively informed of and have meaningful access to covered programs. [68 Fed. [Reg. 153 at 47320]

<https://www.lep.gov/faqs/faqs.html>

<https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/index.html>

<https://www.hhs.gov/civil-rights/for-individuals/special-topics/national-origin/index.html>

Data Source: Civil Rights Act of 1964, P.L. 88-62

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Who is Covered Under Title VI?

Recipients of HHS assistance may include, for example:

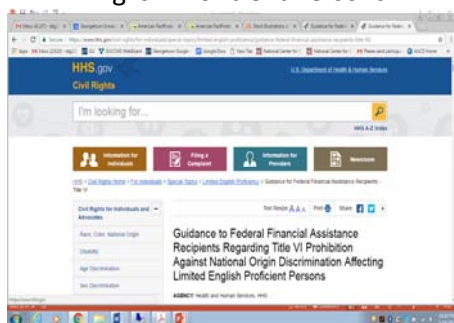
- Hospitals, nursing homes, home health agencies, and managed care organizations
- Universities and other entities with health or social service research programs
- State, county, and local health agencies
- State Medicaid agencies
- State, county and local welfare agencies
- Programs for families, youth, and children
- Head Start programs
- Public and private contractors, subcontractors and vendors
- Physicians and other providers who receive Federal financial assistance from HHS



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence

Linguistic Competence: LEGAL MANDATES & GUIDANCE

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons



<https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/guidance-federal-financial-assistance-recipients-title-vi/index.html>

[https://www.lep.gov/guidance/guidance_index.html#:~:text=LEP.gov%20%2D%20Limited%20English%20Proficiency,%3A%20A%20federal%20Interagency%20Website&text=Executive%20Order%2013166%20required%20each,English%20proficient%20\(LEP\)%20individuals.](https://www.lep.gov/guidance/guidance_index.html#:~:text=LEP.gov%20%2D%20Limited%20English%20Proficiency,%3A%20A%20federal%20Interagency%20Website&text=Executive%20Order%2013166%20required%20each,English%20proficient%20(LEP)%20individuals.)

Slide Source: © 2020- Georgetown University National Center for Cultural Competence



Polling Question



Do you know if the Ombudsman Program in which you are an employee or volunteer has a Language Access Implementation Plan required by federal law (Title VI, Section 601, Civil Rights Act)?

☐ Yes ☐ No

How familiar are you with the plan?

☐ Very familiar

☐ Somewhat familiar

☐ Not familiar at all



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



HEALTH LITERACY: EVOLVING CONCEPTUALIZATIONS

Health literacy is the degree to which *individuals have the capacity to obtain, process, and understand* basic health information and services needed to make appropriate health decisions.

U.S. Department of Health and Human Services, 2010



Health literacy is the *capacity of professionals and health institutions* to provide access to information and support the active engagement of people.

Rudd, R. Health Literacy: Time to Refocus & Expand. Retrieved on 6/7/20 from <http://www.hsph.harvard.edu/healthliteracy/slide-presentation-by-rima-rudd>



Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



A WORD ABOUT HEALTH LITERACY AND CULTURE

“Recognizing that culture plays an important role in communication helps us better understand health literacy. For people from different cultural backgrounds, health literacy is affected by belief systems, communication styles, and understanding and response to health information. Even though culture is only one part of health literacy, it is a very important piece of the complicated topic of health literacy. The U.S. Department of Health and Human Services recognizes that culture affects how people communicate, understand, and respond to health information.”



Data Source: National Libraries of Medicine. Health Literacy. Retrieved on 6/7/20 from:
<https://nnlm.gov/initiatives/topics/health-literacy#toc-3>

Slide Source: © 2020 - Georgetown University National Center for Cultural Competence



Role of the Ombudsman	Role of Cultural and Linguistic Competence
Resolves complaints made by or for residents of long-term care facilities	<ul style="list-style-type: none"> Employs a complaint resolution process that examines and addresses issues of stereotyping, implicit and explicit biases, discrimination, racism and other “isms”
Educates consumers and long-term care providers about residents' rights and good care practices	<ul style="list-style-type: none"> Provides education that uses culturally and linguistically competent approaches, is accessible, takes literacy, health, and mental health literacy into consideration, and is tailored to the intended audiences
Promotes community involvement through volunteer opportunities	<ul style="list-style-type: none"> Knows how to enter, learn cultural norms, and interact respectfully in culturally and linguistically diverse communities
Provides information to the public on nursing homes and other long-term care facilities and services, residents' rights and legislative and policy issues	<ul style="list-style-type: none"> Provides information in multiple language and formats taking literacy, health, and mental health literacy, and disability accessibility into consideration

Slide Source: © 2020 - Tawara D. Goode
 Georgetown University National Center for Cultural Competence



Ombudsman Role	Role of Cultural and Linguistic Competence
Advocates for residents' rights and quality care in nursing homes, personal care, residential care and other long-term care facilities	<ul style="list-style-type: none"> Understands and responds to the cultural implications of advocacy (e.g., resident, individual, and family preferences; lived experience with the U.S. "legal" system; addresses health care disparities at the organizational level and community levels; knowledgeable of the rights of lawful permanent residents in the U.S.; activities conducted in languages other than English)
Promotes the development of citizen organizations, family councils and resident councils	<ul style="list-style-type: none"> Ensures that family and resident councils represent the racial, ethnic, and cultural diversity of the geographic locale Responds to cultural differences within and between council members Is cognizant of power differentials based on gender, age, race, ethnicity, and socio-economic status, disability

Slide Source: © 2020 - Tawara D. Goode
Georgetown University National Center for Cultural Competence



**As a culturally competent _____
I am capable of interacting positively with
people who do NOT**

**look like,
communicate like,
move like,
think like,
believe like,
act like,
love like...
live like...
ME!!!**

Source: Used with permission of Multnomah County Department of Health
Georgetown University National Center for Cultural Competence

Modification from Mike Magy,
Massachusetts Department of Mental Health, November 2005

CONTACT US



Georgetown University National Center for Cultural Competence

<http://nccc.georgetown.edu>

cultural@georgetown.edu

The content of and this PowerPoint presentation are copyrighted and are protected by [Georgetown University's copyright policies](#).

Permission is granted to use this PowerPoint presentation in its entirety and/or individual slides for non-commercial purposes if:

- the material is not to be altered **and**
- proper credit is given to the author(s) and to the National Center for Cultural Competence.

Permission is required if the material is to be:

- modified in any way
- used in broad distribution.

To request permission and for more information, contact cultural@georgetown.edu.