



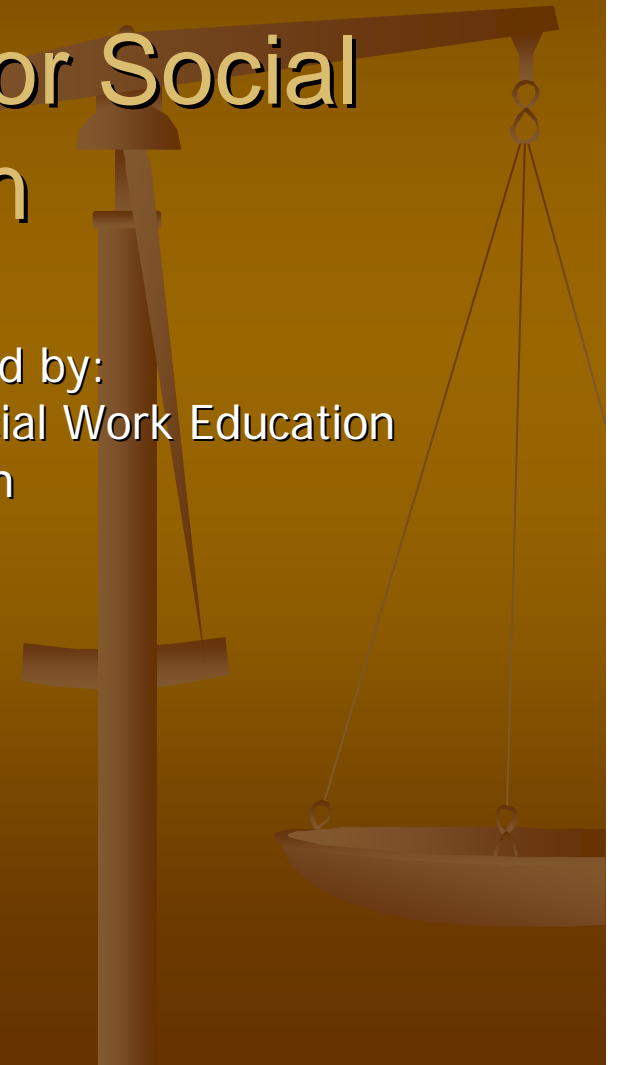
# Developing a Framework for Culturally Competent Disaster Recovery Intervention for Social Work Education

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Katherine A. Kendall Institute for International Social Work Education  
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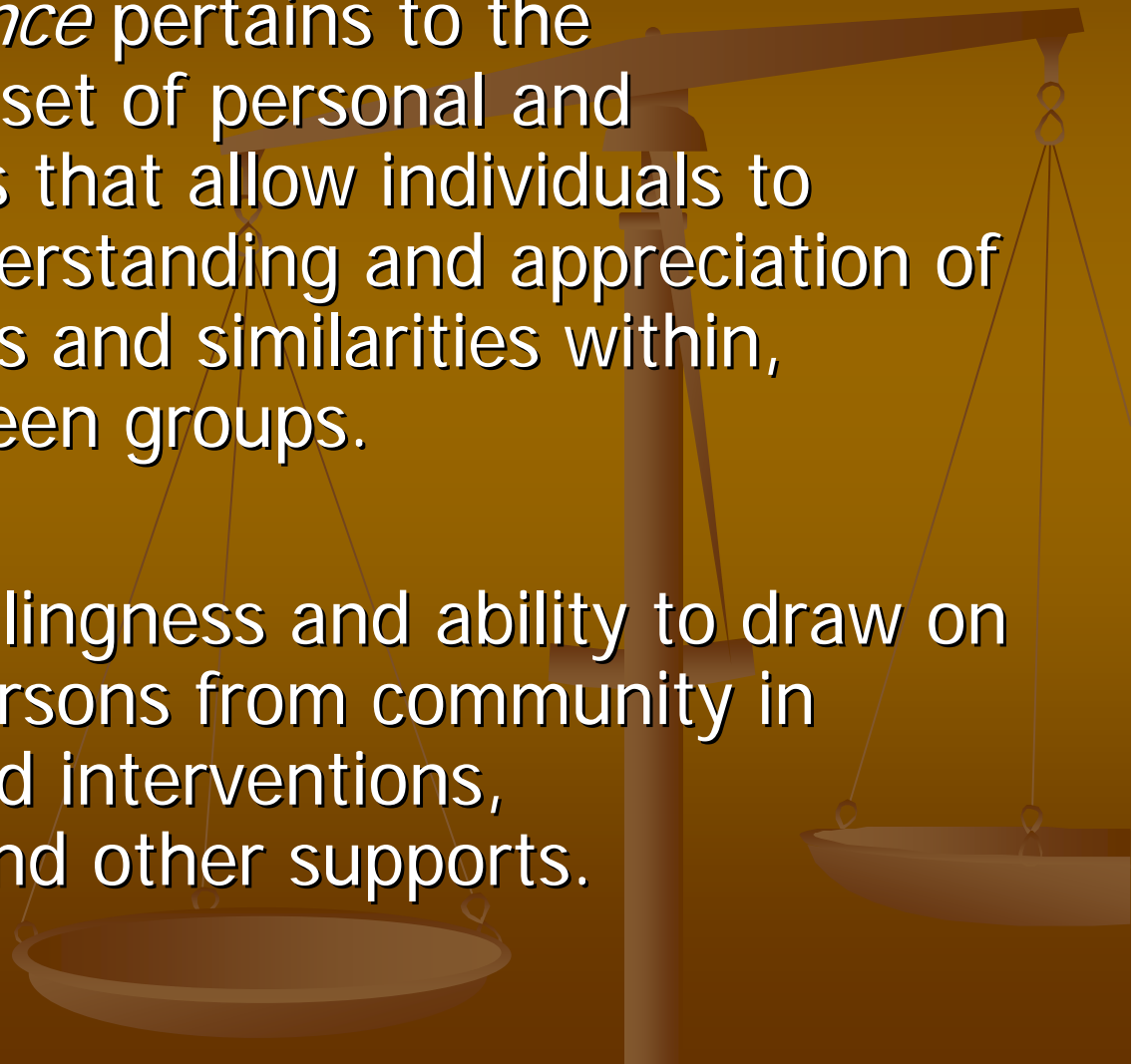
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# Understanding Cultural Competence


- *Cultural Competence* pertains to the development of a set of personal and interpersonal skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups.
- This requires a willingness and ability to draw on knowledgeable persons from community in developing focused interventions, communication, and other supports.



# Understanding Cultural Competence

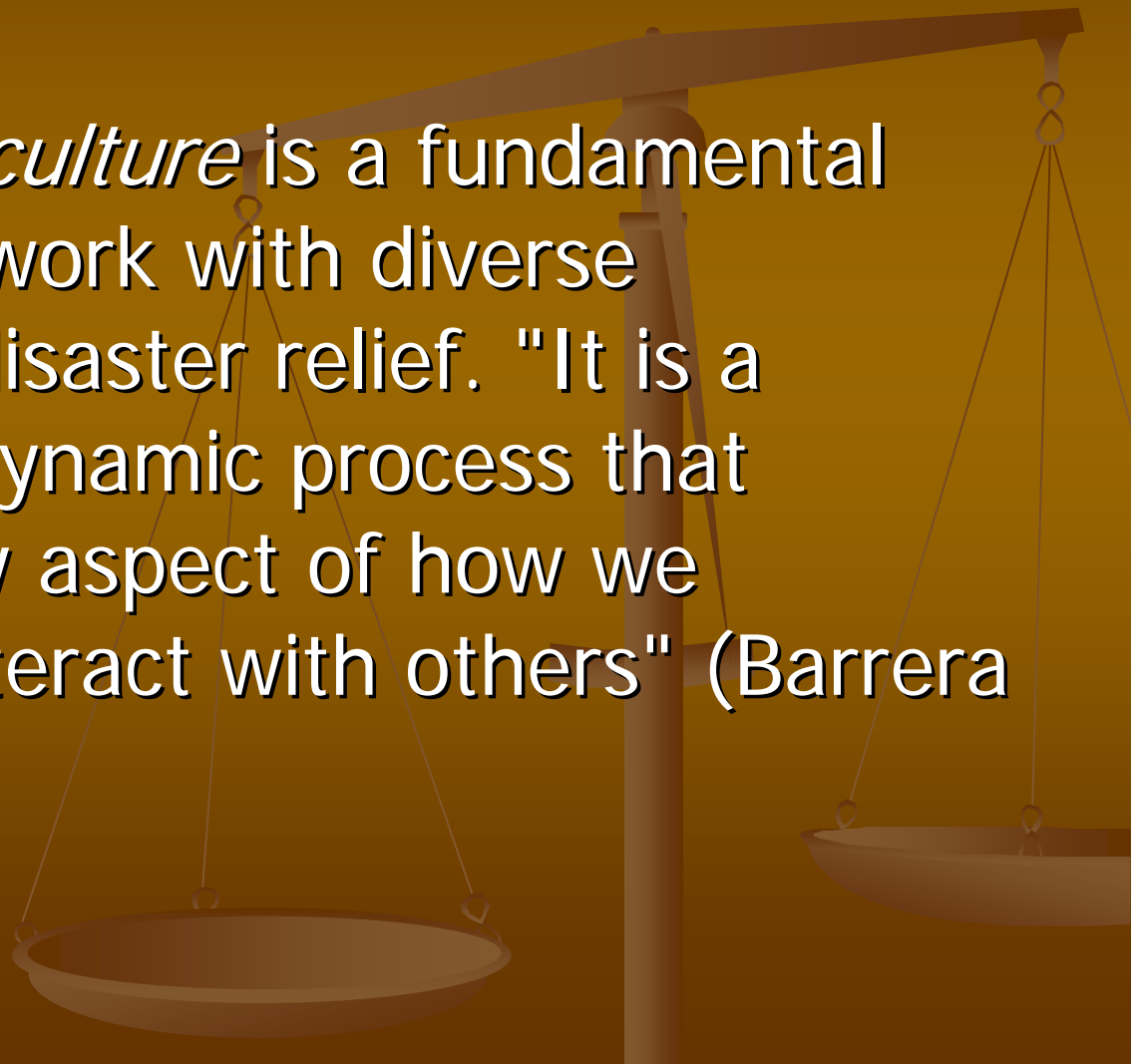
## Level of Cultural Competence

## Summary of Typical Characteristics

- Cultural Destructiveness → Policies and practices are actively destructive for Communities and Individuals of Color.
  - Cultural Incapacity → Policies and practices unintentionally produce cultural and racial bias; discriminate in hiring; do not welcome, devalue, and hold lower expectations for Clients of Color.
  - Cultural Precompetence → Have failed at attempts toward greater cultural competence due to limited vision of what is necessary. Either hold false sense of accomplishment or overwhelmed by failure. Tend to depend on tokenism and overestimate impact of isolated Staff of Color.
  - Basic Cultural Competence → Incorporate five basic skill areas into ongoing process of agency. Work to hire unbiased staff, consult with Communities of Color, and actively assess who they can realistically serve.
  - Cultural Proficiency → Exhibit Basic Cultural Competence, advocate for multiculturalism throughout the healthcare system, carry out original research on how to better serve Clients of Color, and disseminate findings.
  - As duplicated from Diller (2004).
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# Defining Cultural Competence

- Understanding *culture* is a fundamental prerequisite to work with diverse populations in disaster relief. "It is a pervasive and dynamic process that influences every aspect of how we perceive and interact with others" (Barrera & Corso, 2003).



# Understanding Cultural Competence

- According to Lum's (2003) model, there are some fundamental components that must be part of any education and training towards cultural competence: *knowledge* of cultural diversity, a heightened *awareness* of diversity issues, and *skill-based* training.



# Knowledge Development

- Each setting calls for a different but sometimes-similar knowledge base and skill set. It is the degree of *continuity* or *discontinuity* between the known and unknown that becomes a critical factor in relation to cultural diversity.



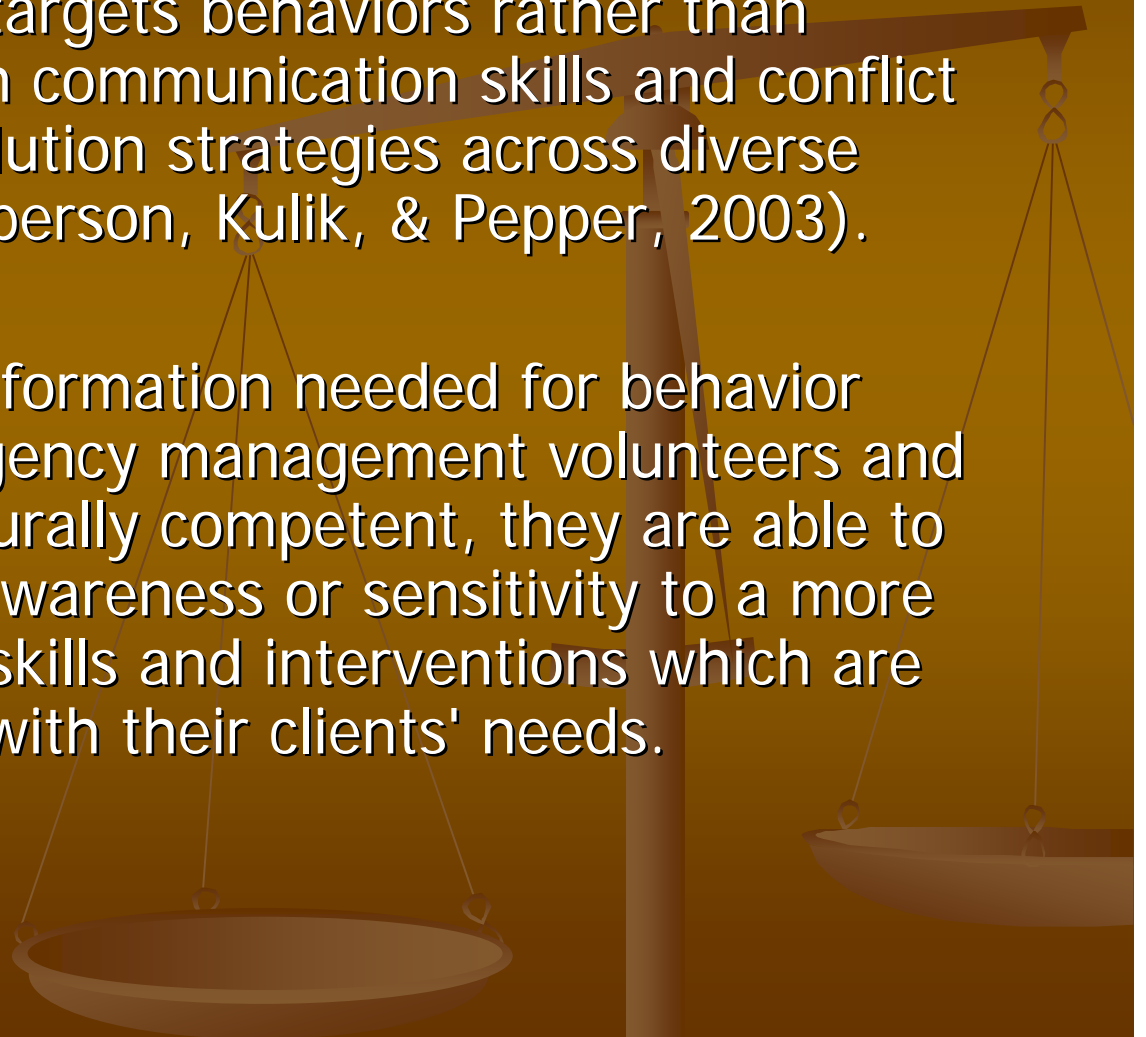
# Awareness Training

- Disaster relief professionals and volunteers must develop self-awareness of their own cultural characteristics, preferences, and biases in order to appreciate the cultural differences and similarities of others.



# Skill-based Training

- "Skill-based training targets behaviors rather than attitudes, focusing on communication skills and conflict management or resolution strategies across diverse group identities" (Roberson, Kulik, & Pepper, 2003).
- It provides specific information needed for behavior change. When emergency management volunteers and workers become culturally competent, they are able to move beyond mere awareness or sensitivity to a more active application of skills and interventions which are culturally congruent with their clients' needs.





# Levels of Cultural Analysis

- Anthropological
- History
- Environmental
- Social
- Psychological



Personal  
Cultural  
knowledge

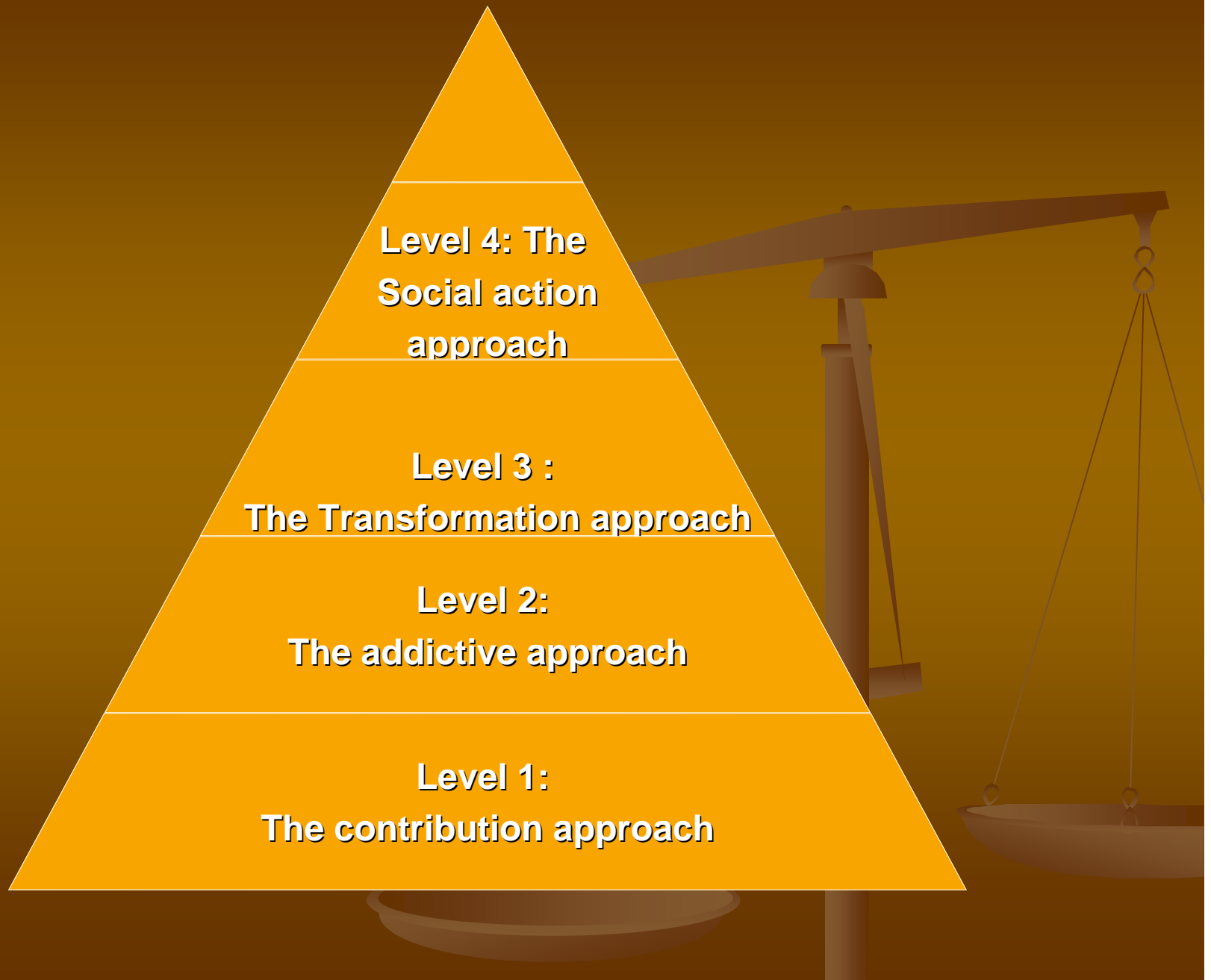
Popular  
knowledge

Mainstream  
Academic  
knowledge

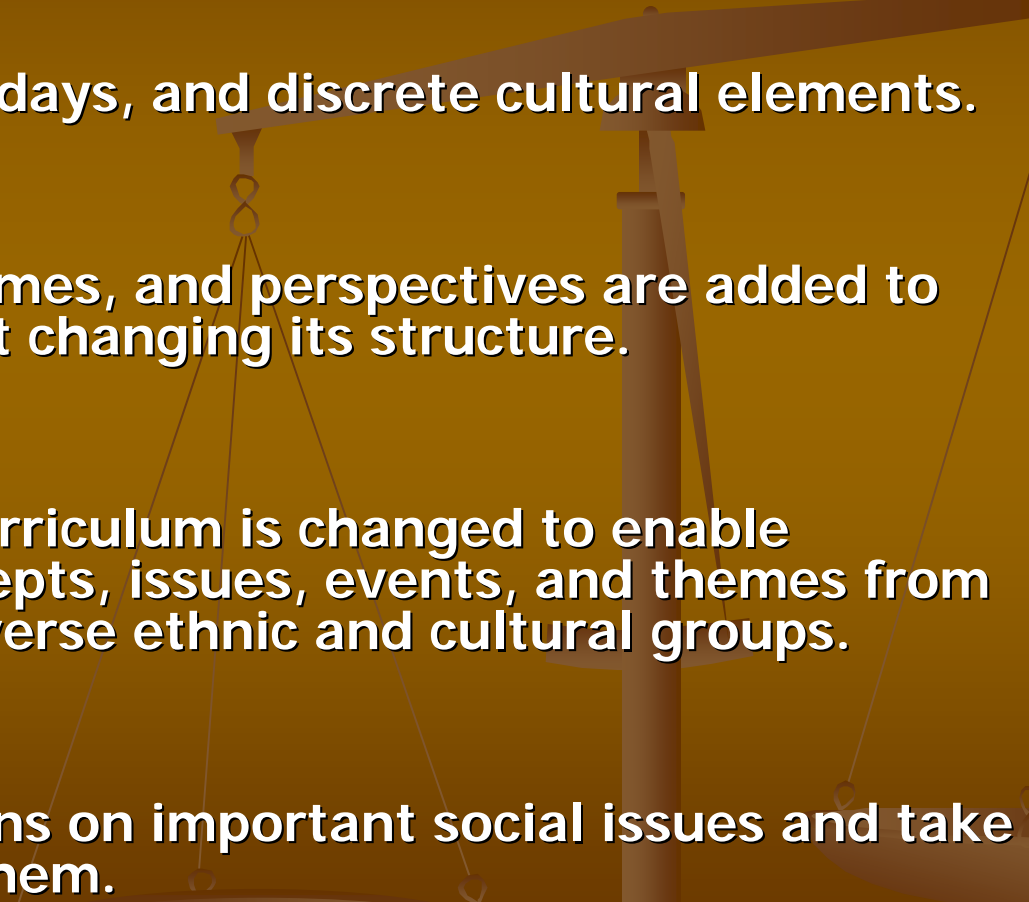
Transformative  
Academic  
knowledge

SCHOOL  
KNOWLEDGE

## Levels of Integrating Multicultural Content



# Levels of Integration in Multicultural Education

- **Level 1:**  
Focuses on heroes, holidays, and discrete cultural elements.
  - **Level 2:**  
Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.
  - **Level 3:**  
The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups.
  - **Level 4:**  
Students make decisions on important social issues and take actions to help solve them.
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# Overview of Process in Developing Education and Training Programs

- Development of Models and Approaches
- Partnerships between Universities, Faith-based Organizations, and other NGOs
- Use of Available Information
- GIS MAPPING
- Face-to-face Programs
- Web based Programs



# Examples of Social Work Education Programs with Disaster Relief Curriculum

- University of North Carolina School of Social Work
  - Disaster Preparedness for Public Health Social Workers
- Florida State University College of Social Work
  - Social Work & Disaster Recovery Certificate Program

# Program Components

- Consent Form
- Training Pre & Post Testing
- Five Modules
  - 3 to 5 chapters for each
  - Video & Audio streams
  - Each chapter contains a 10 to 15 question test



# Module Components



Module 1: Understanding Cultural Diversity and Cultural Competence

Module 2: Racial & Ethnic Diversity and Disaster Relief

Module 3: Vulnerable Populations & Disaster Relief

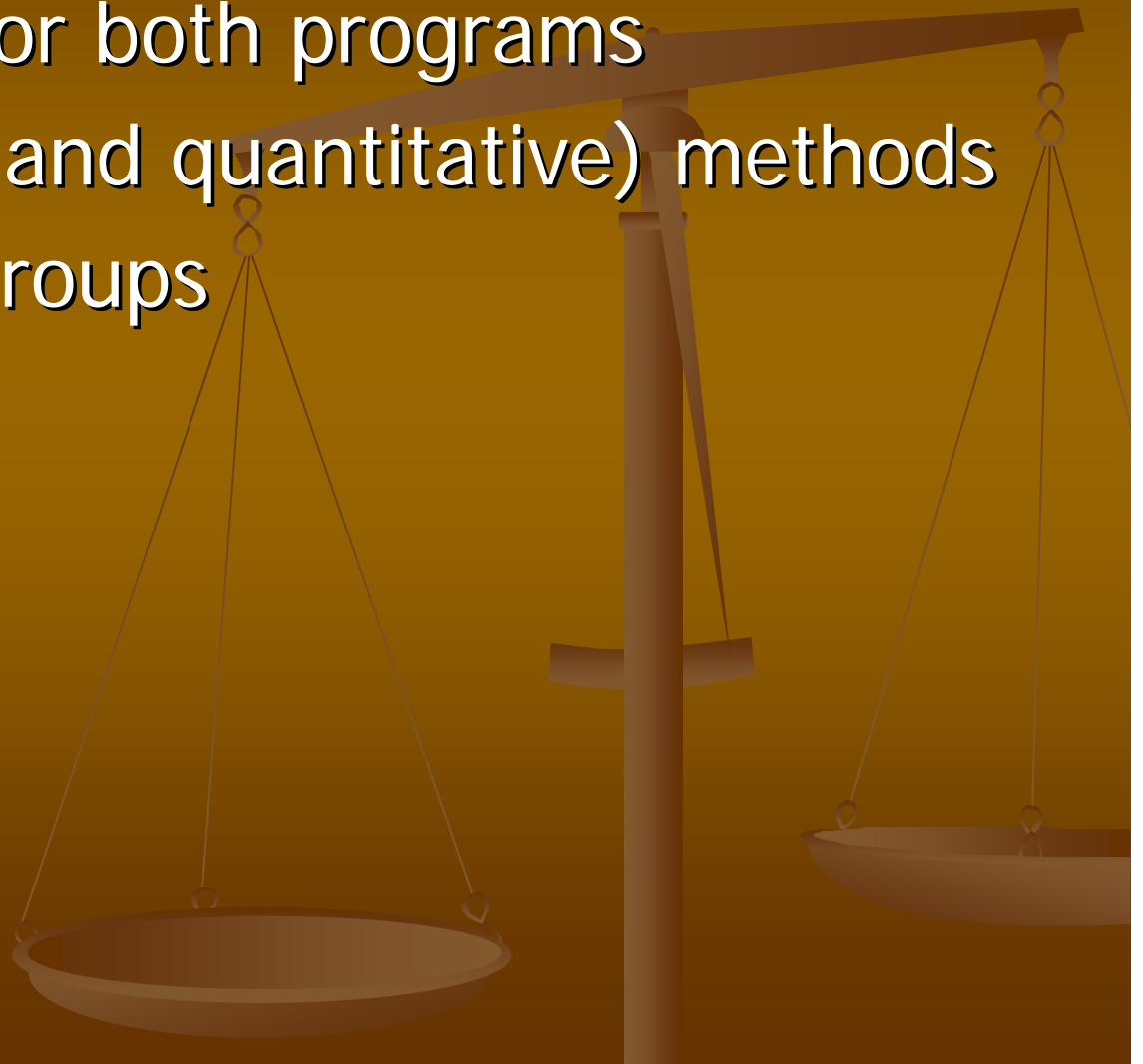
Module 4: Case Management & Long-Term Disaster Recovery

Module 5: Cultural Competence & Disaster Relief  
Organizations: Strategies, Skills & Community Practices  
Posttest



# Evaluation

- Pre & posttest for both programs
- Mix (qualitative and quantitative) methods
- Planned focus groups



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