

---

## KNOWING CULTURAL COMPETENCE WHEN WE SEE IT: COMPONENTS OF THE PROFILE

The Assessment Profile has three major components: 1) **domains** of cultural competence; 2) **focus areas** within domains; and 3) **indicators** relating to focus areas, by type of indicator.

### A. Domains and Focus Areas: Where to Look for Evidence of Cultural Competence

The project team identified seven domains (or performance areas) for assessing cultural competence. These are the critical arenas or spheres in which cultural competence should be evident or manifest in an organization. These seven domains reflect to a great extent, although not exclusively, the underlying construct of cultural competence in service delivery organizations and are areas to examine for evidence of cultural competence. Within each of the domains, the project team developed several focus areas. Focus areas are the substantive topic areas that characterize the domain. They are more specific arenas to examine for evidence of cultural competence and form the particular focus for identifying indicators. The Profile's domains are described below.

**Organizational Values:** An organization's perspective and attitudes with respect to the worth and importance of cultural competence and its commitment to provide culturally competent care.

**Governance:** The goal-setting, policy-making, and other oversight vehicles an organization uses to help ensure the delivery of culturally competent care.

**Planning and Monitoring/Evaluation:** The mechanisms and processes used for: a) long- and short-term policy, programmatic, and operational cultural competence planning that is informed by external and internal consumers; and b) the systems and activities needed to proactively track and assess an organization's level of cultural competence.

**Communication:** The exchange of information between the organization/providers and the clients/population, and internally among staff, in ways that promote cultural competence.

**Staff Development:** An organization's efforts to ensure staff have the requisite attitudes, knowledge and skills for delivering culturally competent services.

**Organizational Infrastructure:** The organizational resources required to deliver or facilitate delivery of culturally competent services.

**Services/Interventions:** An organization's delivery or facilitation of services in a culturally competent manner.

**Exhibit 1** lists the focus areas for each domain of the Profile.

### **Exhibit 1: PROFILE DOMAINS AND FOCUS AREAS**

DOMAIN	FOCUS AREAS
<p><b>Organizational Values:</b> An organization’s perspective and attitudes regarding the worth and importance of cultural competence, and its commitment to providing culturally competent</p>	<p>Leadership, Investment and Documentation Information/Data Relevant to Cultural Competence Organizational Flexibility</p>
<p><b>Governance:</b> The goal-setting, policy-making, and other oversight vehicles an organization uses to help ensure the delivery of culturally competent care.</p>	<p>Community Involvement and Accountability Board Development Policies</p>
<p><b>Planning and Monitoring/Evaluation:</b> The mechanisms and processes used for: a) long- and short-term policy, programmatic, and operational cultural competence planning that is informed by external and internal consumers; and b) the systems and activities needed to proactively track and assess an organization’s level of cultural competence.</p>	<p>Client, Community and Staff Input Plans and Implementation Collection and Use of Cultural Competence-Related Information/Data</p>
<p><b>Communication:</b> The exchange of information between the organization/providers and the clients/population, and internally among staff, in ways that promote cultural competence.</p>	<p>Understanding of Different Communication Needs and Styles of Client Population Culturally Competent Oral Communication Culturally Competent Written/Other Communication Communication with Community Intra-Organizational Communication</p>
<p><b>Staff Development:</b> An organization’s efforts to ensure staff and other service providers have the requisite attitudes, knowledge and skills for delivering culturally competent services.</p>	<p>Training Commitment Training Content Staff Performance</p>
<p><b>Organizational Infrastructure:</b> The organizational resources required to deliver or facilitate delivery of culturally competent services.</p>	<p>Financial/Budgetary Staffing Technology Physical Facility/Environment Linkages</p>
<p><b>Services/Interventions:</b> <i>An organization’s delivery or facilitation of clinical, public -health, and health related services in a culturally competent manner.</i></p>	<p>Client/Family/Community Input Screening/Assessment/Care Planning Treatment/Follow-up</p>

---

## **B. Indicators by Type: Specific Evidence to be Used in Assessing Cultural Competence**

Within each of the domains and focus areas, the project team identified specific indicators of cultural competence in service delivery organizations. Indicators are the *particular observable or measurable characteristics of an organization that signify cultural competence*. The indicators directly answer the question: “How can cultural competence be monitored and assessed?” by identifying the specific items on which information is to be gathered. The project team identified only those indicators deemed as critical and reasonable exemplars of organizational cultural competence to minimize complexity and facilitate the use of the Profile. While the indicators included in no way represent the universe of indicators possible for each domain and focus area, they still reflect a comprehensive view of cultural competence. Indicators were also selected because of their particular relevance to cultural competence. For the most part, more generic indicators of performance, quality, or access are not included. Further, the Profile contains indicators that are either qualitative or quantitative in nature. (Again, it is important to note that the Profile does not present *performance measures*, which typically specify baselines and target values for those indicators that are quantifiable.)

Indicators in the Profile were classified into four types: 1) structure indicators, 2) process indicators, 3) output indicators, and 4) intermediate outcome indicators.

**Structure indicators** are used to assess an organization’s capability to support cultural competence through adequate and appropriate settings, instrumentalities, and infrastructure, including staffing, facilities and equipment, financial resources, information systems, governance and administrative structures, and other features related to the organizational context in which services are provided.

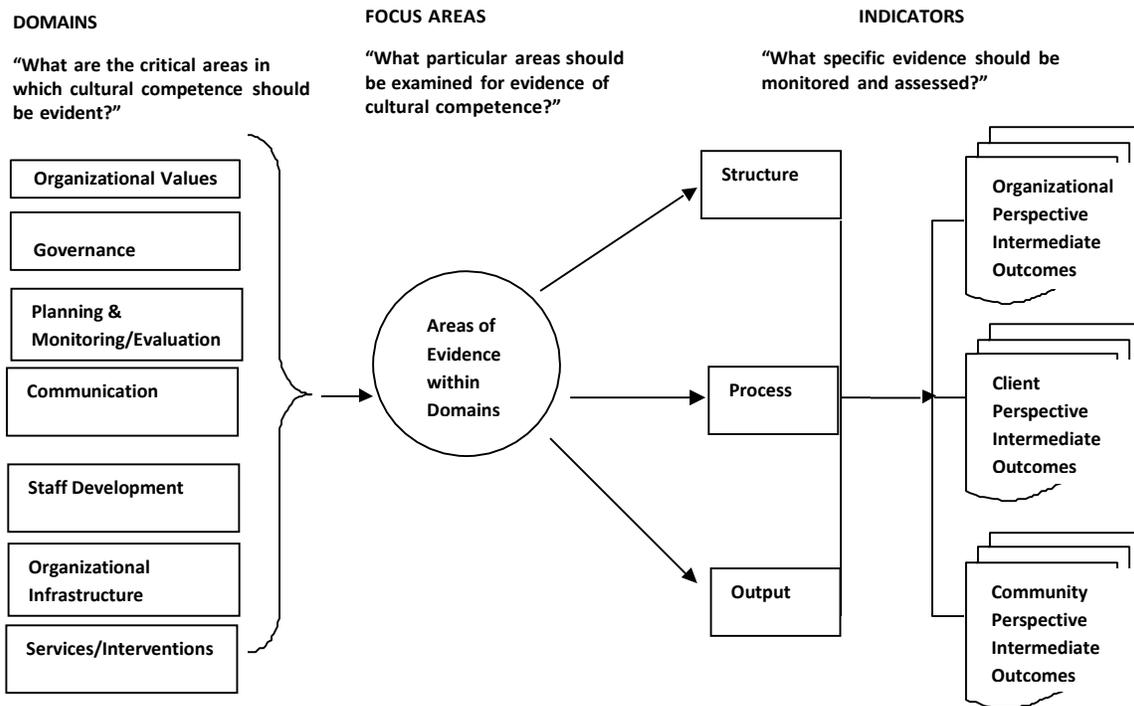
**Process indicators** are used to assess the content and quality of activities, procedures, methods, and interventions in the practice of culturally competent care and in support of such care.

**Output indicators** are used to assess immediate results of culturally competent policies, procedures, and services that can lead to achieving positive outcomes.

**Intermediate outcome indicators** are used to assess the contribution of cultural competence to the achievement of *intermediate* objectives relating to the provision of care, the response to care, and the results of care.

The Profile presents structure, process, and output indicators for each domain. Intermediate outcome indicators are assumed to cut across domains and, therefore, are not categorized by domain. Instead, intermediate outcome indicators are categorized by perspective, i.e., by whether they are organizational-level, client-level, or community-level outcomes. **Exhibit 2** depicts the components of the Assessment Profile.

## Exhibit 2: ASSESSMENT PROFILE COMPONENTS



---