

Kitimat Child Development Centre

Cultural Competency & Diversity Plan 2012-13



Background

With the creation of this document, the Kitimat Child Development Centre is creating its first Cultural Competency and Diversity Plan that is in compliance with the **CARF Standard 1.A.5 a-d**.

Purpose –

The Centre is committed to respecting cultural practices and ensuring cultural safety. Being culturally competent enables us to provide equitable, individually focused services. Having a plan means we are committed to ACTION.

The organization demonstrates an awareness of; respect for and attention to the diversity of the people with whom it interacts (persons served, personnel, families/caregivers and other stakeholders that are reflected in attitudes, organizational structures, policies and services. Prior to establishing this plan the Centre has established a code of conduct and procedures that focus on cultural safety. Cultural activities are incorporated into service plans as wanted by those served. Staff must demonstrate respect for unique culture and heritage. It is part of intake to ask if there are cultural customs, beliefs, behaviours or traditions that it would be helpful for us to know about.

The plan establishes the, who can do what, when and how? The plan identifies where barriers may exist and how they may be addressed. The plan is to be linked with other Centre plans including the strategic plan, the accessibility plan and the business performance goals and objectives.

Values and Awareness

Awareness and respect of the wide range of values, beliefs, traditions, customs and parenting styles of different communities.

Awareness of the impact of our own culture and worldviews on interactions with others in cross cultural situations.

Awareness that cultural differences exist within different cultural groups.

Understanding that different cultures have different attitudes about health issues and health seeking behaviours.

Understanding how differences may impact the provider/receiver relationship.

Commitment to developing interventions that are compatible with the needs, values, and customs of the diverse children, youth and families we serve.

Utilizing cultural information to adapt services. (where services are offered, communications, decor, staffing etc)

Reflection on one's own cultural programming when encountering a cross cultural difference.

Cultural Competence is the ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, disabilities, ethnic backgrounds, sexual orientation, faiths and religions in a manner that recognizes, affirms and values the worth of individuals, families, communities and protects and preserves the dignity of each. Cultural competence is obtaining cultural information and then applying that knowledge. It is a dynamic process between leadership, employees, consumers and stakeholders that requires an awareness of, respect for and attention to the diversity of the people with whom one interacts. This is reflected in the attitudes, organisational structures, policies and services provided by the organisation.

Cultural safety is defined as respectful engagement that supports and protects many paths to well being. No one approach or one program model will work for everyone. The term cultural safety may be a new term for some but the concept is significant in the identifying of the actions in this plan. Cultural safety extends beyond cultural awareness and cultural sensitivity. It extends beyond confining learning to rituals, customs and practices and the use of a checklist to identify behaviours. Cultural safety starts with the recognition of the power imbalance inherent in the practitioner/recipient of service relationships. In our Centre most service providers are of the dominant culture. Practitioners need to reflect on their own cultural identity and recognize the impact of their culture on their professional practice. Unsafe cultural practice is when any action diminishes, dis-

means or dis-empowers the cultural identity and well being of an individual. When we connect with people, show respect and challenge unequal power relations in our work, we begin to act in a way that is more culturally safe. (Encouraging the Heart. James M. Kouzes and Barry Z Posner. 1999 p. 52)

Diversity suggests the range of human characteristics found in any workplace or community. Diversity is about creating environments that respect differences in our society, where there is no one on the outside looking in, where all children, youth and families feel safe, and where we all belong. Identifying characteristics of diversity includes race, culture, language, disability, faith and religion, gender, sexual orientation, age, ability, income, family status, literacy level, educational background, housing, immigration status, personal health behaviours, HIV status, mental health status among many other characteristics. Groups and individuals are both visibly and invisibly different from each other. These differences shape and have significant impact on our experiences and expectations in many given situations.

Why use the term “**cultural competency**” rather than ‘**cultural sensitivity**’? The term ‘cultural sensitivity’ implies that diversity work is just about people being nice to one another. While having good interpersonal skills is certainly positive, cultural competency involves more than that. Cultural competency is a professional skill that enables staff and organizations to serve their clients effectively and competently. Beyond simply treating diverse clients with sensitivity, culturally competent organizations actively identify and remove any barriers that prevent them from accessing and participating in the organization’s programs and services. Barriers to accessing services are measured yearly in our Access Outcomes for each program.

What about the term “cultural safety”? **Cultural safety** is defined as respectful engagement that supports and protects many paths to well being. No one approach, no one program model will work for everyone. **Cultural sensitivity** is the appreciation that there are differences amongst cultures. Awareness is the consciousness of one’s personal reactions to people who are different from ourselves.

Inclusion – the principal of inclusion involves a clear recognition that people are sometimes treated unfairly or excluded because of their differences. To strive for inclusion means engaging all groups in meaningful ways and proactively removing barriers to participation.

Recognize the determinants of health – certain life experiences have a profound impact on our ability to stay healthy and access services. These include poverty, discrimination, level of literacy, cultural and linguistic barriers, homelessness, job security, colonization, residential school history, etc.

The aim of this plan is to assist with the creation of a climate of respect, inclusion and acceptance of all people who access services with the CDC, are employed by the CDC and with whom the CDC partners in the geographical area we serve.

OUR SERVICE DEMOGRAPHICS- Kitimat is known as a multicultural community which evolved this way from our historical beginnings as a community. The Centre works with Haisla First Nations people. The Centre strives to respect individual rights and gives individuals the choice to disclose their First Nations Heritage and respect the work of OARCS.

Overall Objective/ Goal	The Desired Outcome.	Applied to	Activities	Responsibility	Data Source/ Frequency of monitoring.	Status- (identification of priority actions) Resources needed
The Centre will have a cultural competency and diversity plan that identifies how the Centre will work to achieve and monitor effectiveness of the plan. CARF standard 1.45a-d	The Centre has an enhanced commitment to having culturally competency inclusive of culture, age, gender, sexual orientation, spiritual belief, SES, and language is respected in all actions.	All- persons served, staff, and other stakeholders.	Applying CARF standard 1.A.5 (a-d) in all we do. Implementation of Cultural Competency and Diversity Plan (March 2013) Diversity goals are tracked and monitored. (Started 2013)	Executive Director & Board of Directors	On going. Reviewed annually by Board and Staff. Reminder in annual newsletter and in annual staff questions.	Cultural Actions. Need to add to personnel review 2014 Plan reviewed by Board May 2013, edits completed July 2013. Staff awareness of plan in newsletter.
To create a safe and inclusive environment that fosters respect for, and acknowledgement of different needs and approaches.	To have all facilities welcoming and accessible to all. The Centre will	All facilities.	Annual inspection of facilities to assess accessibility and cultural friendliness. Periodic changes in decor to reflect diversity and cultural friendliness.	Board of Directors and the Executive Director.	Annual accessibility plan. CARF standard OH& S reviews Review of human resources	Accessibility plan reviewed annually. HR Plan reviewed June 2013.

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	<p>create a safe and supportive space for the Board of Directors, staff and others to explore diversity issues.</p> <p>Increase the level of staff cultural competence.</p>		<p>Provide regular communications about cultural competency.</p> <p>Provide (when possible) diversity training opportunities.</p>		<p>policies and procedures to ensure they guide cultural competence in our organization.</p>	
<p>To adhere to the legal acts that guides all actions of the Centre. Specifically but not limited to the Canadian Charter of Human Rights and Freedom. (1982); the Canadian Human Rights Act (1981), the Canadian Multiculturalism Act (1970) and Provincial Acts including the Child and Family Services Act of B.C. and the Labour Relations Act: United Nations Children’s Bill of Rights.</p>	<p>All served and all staff have a working knowledge of the legal guidance for all our work and actions.</p>	<p>All – Board and staff</p>	<ol style="list-style-type: none"> 1. Posting of Canadian Charter of Human Rights 2. Include information on Rights in publications for those served. 3. Establish and monitor client rights concerns and complaints. 4. Annual review of personnel management including the implementation of fair hiring practices, assessing the diversity of our staffing. Affirmative action and equal opportunity policies and procedures. 5. Develop a human resources strategy to retain and recruit staff who come from culturally diverse 	<p>Board of Directors and all staff.</p>	<p>Annual review of complaints and concerns.</p> <p>Annual persons served questionnaires.</p> <p>Annual review of employment hiring policies and practices.</p>	<p>Cultural Awareness.</p> <p>Charter posted.</p> <p>Policy on affirmative action.</p>

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			background and who are culturally competent and have a working knowledge about diversity.			
The CDC will acknowledge the diverse perspectives of children, youth and families and incorporates these into all programs and services.	Individual cultural differences will be recognized in individual service plans. A diversity lens will be used in our approach that focuses on individual specific needs. CARF standard	All board and staff.	<p>The centre will annually monitor the demographics of those served for demographic diversity.</p> <p>In our client feedback questions we will ask if those served felt safe. (comfortable). From this monitoring the Centre will identify if there needs to be changes in staffing (to be culturally reflective of the population we serve.) or additional training/education required.</p> <p>All persons served plans will address and document cultural variables including culture, age, gender, sexual orientation, spiritual beliefs, socio-economic status and language. CARF standard---</p> <p>To address diversity (oppression etc.) staff will seek advice from community partners when planning and implementing services.</p>		<p>Annual demographic report of those served done for the annual report.</p> <p>Charting audit results.</p> <p>Review of service plans.</p> <p>Feedback from community partners.</p>	<p>Cultural Assessment</p> <p>Coffee Question July 2013</p> <p>Staff day Sept 2013-include cultural component</p> <p>Continue to develop resource file.</p> <p>Continue to advocate MCFD to cover online course costs.</p>

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			<p>The Centre will have written policies and procedures reviewed annually that address individual and systemic discrimination /harassment. The Centre will (as need is identified) consult with someone with cultural competence expertise to create policies and procedures. Currently have Alison Gerlach's publications available for all staff.</p>			
<p>To be aware of and understand different communication needs for all we serve.</p>	<p>Communication needs for all will be respected with unique needs addressed.</p>	<p>Board, staff and those served.</p>	<p>In all publications and development of policies apply awareness of different communication needs. Promotional materials will be culturally appropriate, translated, user/child friendly, easily accessible and be in a variety of formats.</p> <p>Provide regular education on communication barriers and solutions to ensure effective communication.</p> <p>All forms- consent for service, release of information, registration and billings, rights will be translated into other language as needed, or</p>	<p>Board, Executive Director and all Staff.</p>	<p>Ongoing reviews of publications. Annual review of demographics of those served.</p>	<p>Cultural Competency.</p> <p>Continue development of resource file on communications</p> <p>Continue to develop consult group to be used for communications.</p>

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			<p>have access to interpreter services and/or development of visual communications.</p> <p>Key documents will be translated based on changing demographics.</p> <p>Each program will decide which documents need to be translated or modified to meet needs of persons served.</p>			
To provide access to interpreters as required.			The Centre will further develop a policy and procedure on access to and use of translation services for key documents and for persons served.		Annual reviews of translation services and make changes as necessary.	Cultural competency. Currently would use hospital & Kitimat Community Services
To improve interpersonal communications within the Centre and			<p>Provide cultural competency training/education.</p> <p>www.culturalcompetency.ca</p>		Indicator measured on annual staff satisfaction Survey.	2013 July not yet developed

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community.			Development of strategic processes to promote effective communications amongst staff.			
To align governance, administrative and program policies and procedures with culturally competent principles and practices.			<p>Annual review of governance, human resources and program policies and procedures.</p> <p>Review the strategic plan and revise as needed to reflect the Centre commitment to cultural competency and diversity.</p> <p>Re-enforcement of understanding and following our written codes of conduct.</p> <p>In recruitment of board members the board may choose to recruit members so membership on the Board of Directors reflects/represents the diversity of those served by the Centre.</p>			<p>Governance reviewed Jan 2013, no changes.</p> <p>Code of conduct reviewed July 2013</p>
To create opportunities for increasing staff knowledge and competency on cultural	Staff that are knowledgeable and able to provide services that	For Board of Directors and all staff.	The Centre will develop a cultural competency training plan using a strength based approach to increase competencies.		Evidence of the # of people receiving cultural competency training	Staff questionnaire to assess staff knowledge of cultural competency

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safety, cultural awareness and diversity of our community.	consider social, health and economic barriers that can affect one's well being.		<p>Centre will provide annual reinforcement of cultural competency and diversity training through a variety of means such as newsletters and access to publications.</p> <p>Provide during Employee orientation an overview of cultural competency and diversity.</p> <p>Employees will record cultural competency and diversity workshops attended or sought on performance evaluations</p> <p>CDC will provide training about cultural competency and diversity at employees' request through professional development days</p> <p>Provide opportunities for staff to have knowledge of the social determinants of health and social disparities.</p> <p>Provide opportunities for staff to access professional literature that relates to cultural competency and</p>		<p>Review of new employee orientation documents.</p> <p>Review of annual training plan(s) done at the time of annual performance reviews.</p>	<p>and diversity.</p> <p>In process for 2014</p> <p>Coffee chat July 2013</p> <p>Interactive file developed in Ed office to add to website.</p>

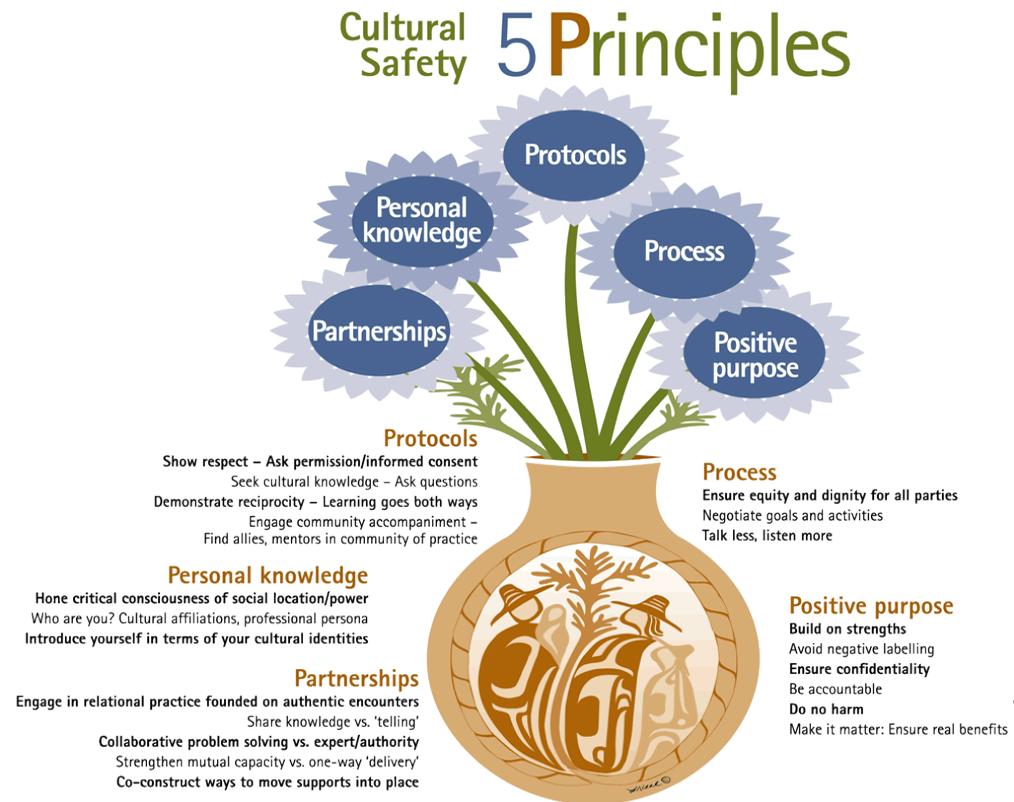
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			diversity.			

References-

1. Early childhood Development Intercultural Partnerships. – Cultural Safety in Practice with Children, Families and Communities. Jessica Ball. Ph.D <http://www.ecdip.org/culture>.
2. Aboriginal Nurses Association of Canada, the Canadian Association of Schools of Nursing and the Canadian Nurses Association- Cultural Competence and Cultural Safety in First Nations, Inuit and Metis Nursing Education.
3. Little Drum Consulting – Creating Pathways- An Aboriginal Early Years Five Year Strategic Plan.2009
4. CARF Cultural Competency and Diversity Planning workshop- June 13, 2013



From early childhood development intercultural partnerships
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