

## **Review of Publicly Available Cultural Competence Training Manuals**

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## Description of the Review Process

### Cultural Competence Manual Identification Process

To identify already-existing cultural competence training manuals, various search engines were utilized. Specifically, Google, Google Scholar and ERIC were searched using the following terms:

1. Cultural Competence
2. Cultural Competence Training
3. Cultural Competence Training Manual
4. Cultural Diversity
5. Cultural Diversity Training
6. Cultural Diversity Training Manual
7. Diversity
8. Diversity Training
9. Diversity Training Manual
10. Cultural Sensitivity
11. Cultural Sensitivity Training
12. Cultural Sensitivity Training Manual
13. Cultural Efficacy
14. Cultural Efficacy Training
15. Cultural Efficacy Training Manual
16. Cultural Awareness
17. Cultural Awareness Training
18. Cultural Awareness Training Manual
19. Cultural Knowledge
20. Cultural Knowledge Training
21. Cultural Knowledge Training Manual
22. Cultural Skills
23. Cultural Skills Training
24. Cultural Skills Training Manual
25. Multicultural Awareness
26. Multicultural Awareness Training
27. Multicultural Awareness Training Manual

In addition, each of the above terms were combined with each of the following keywords in a second order search:

1. Government
2. Non-Profit
3. Nonprofit
4. Academic
5. University

All together, the search resulted in over 20 million hits. In order to identify training manuals, the first 20 hits that resulted from each set of searched terms were carefully reviewed to assess whether they were indeed cultural competence training manuals (manuals were identified within the first ten

hits). To be considered a training manual, documents had to include curricular materials for conducting training.

The complete list and location of the training manuals is included in Appendix A. In summary, using this process, we identified 16 comprehensive and freely available (for download via the internet) training manuals for review. Noteworthy is that several of the identified manuals also included step-by-step instructions to help trainers know how to use the manuals. In addition, three freely available on-line cultural competence training programs were also identified for review. Finally, 13 links to informational resources and 11 training manuals available for purchase were identified but were not included in the current review. The informational resources were not relevant to the current project and no funds were available to purchase the other 11 training manuals available for sale.

#### Cultural Competence Manual Review Process

The content of each of the 16 identified manuals and the three on-line trainings was reviewed and information related to each of the manuals was summarized. The results of this review are available in Table 1. The following is a list of the categories used in table 1.

1. Citation
2. Purpose of training manual
3. Teaching method(s) included in manual
4. Activities used in the training
5. Topic(s)/content of training
6. Training length and frequency
7. Manual length (in pages)
8. Intended audience of training
9. Evaluation criteria/Assessment methods used in or after training
10. Additional resources provided in manual
11. Summary of how the manual was developed (by whom, based on what model, etc.)
12. Diversity focus (e.g., race/ethnicity, disability, gender, etc)
13. Location of organization/entity that developed manual

Most of the manuals reviewed (10 or 53%) used a combination of reading materials and workshops as their main format for delivery (either in person or on the web through discussion groups). The other nine manuals (47%) relied primarily on participants' reading the training materials. The typical method used for evaluation was questionnaires, 10 (62.5%). Training activities included definitions of key concepts, ice breakers, core concept activities, i.e., power and privilege, theme activities, i.e., cultural iceberg, myths and facts about multiculturalism self reflection, sharing of experiences, case studies, role playing, group discussions, and exercises.

The most common topic/content were; diversity inclusiveness, awareness, anti-discrimination; cultural competency; dimensions of culture; organizational capacity; cultural knowledge; oppression;





Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>North Shore Multicultural Society (2003) People power: Facilitator's manual.</p> <p>Retrieved February 19, 2008, from: <a href="http://www.ag.gov.bc.ca/immigration/sam/pdf/whole_booklet.pdf">http://www.ag.gov.bc.ca/immigration/sam/pdf/whole_booklet.pdf</a></p>	<p>"to teach diversity and cultural inclusiveness skills" "to take part in creating an inclusive society" "to develop awareness, understanding, and build skills"</p>	<ul style="list-style-type: none"> <li>◆ Workshops</li> <li>◆ Experience sharing</li> <li>◆ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ice breakers: Norm Setting</li> <li>◆ Core Concept Activities: Power and Privilege</li> <li>◆ Theme Activities: Cultural Iceberg, Myths &amp; Facts About Multiculturalism</li> <li>◆ Closing Activities: What are You Doing to Eliminate Discrimination</li> <li>◆ Evaluation: Workshop Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Diversity</li> <li>◆ Inclusiveness</li> <li>◆ Awareness</li> <li>◆ Anti-discrimination</li> </ul>	<p>Activities last anywhere between 10 minutes to over one hour.</p> <p>Recommended for a single three-hour workshop.</p> <p>Trainer can select activities or tailor training</p>	<p>133Pages, 9 sections :</p> <ol style="list-style-type: none"> <li>1. Facilitator Orientation</li> <li>2. Glossary</li> <li>3. Session Starter Activities</li> <li>4. Diversity Activities</li> <li>5. Stereotyping, Prejudice &amp; Discrimination</li> <li>6. Power and Privilege</li> <li>7. The "isms"</li> <li>8. Closing Activities</li> <li>9. Resources &amp; Bibliography</li> </ol>
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	<p>This manual is for facilitators of the training, but the program is for youth and teens grades 7-12</p>	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Diversity Organizations</li> <li>◆ Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reflective assessments Are Your Listening? What do you Understand? Closing Round</li> <li>◆ Personal Commitments What are you doing to Eliminate Racism?; Personal Plan for Self Empowerment</li> <li>◆ Workshop Feedback evaluations</li> <li>◆ Workshop Evaluation</li> </ul>	<p>No model or validation stated; this manual is the third in a series to support skill development for action amongst participants</p>	<ul style="list-style-type: none"> <li>◆ Ageism</li> <li>◆ Ableism</li> <li>◆ Heterosexism</li> <li>◆ Homophobia</li> <li>◆ Sexism</li> <li>◆ Racism</li> <li>◆ Discrimination</li> </ul>	<p>North Shore Multicultural Society</p> <p>North Vancouver, British Columbia, Canada</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Save the Children. (2005) Making a difference: Training materials to promote diversity and tackle discrimination.</p> <p>Retrieved February 19, 2008, from: <a href="http://www.eenet.org.uk/bibliog/scuk/Making%20a%20difference%20FINAL%20web.pdf">http://www.eenet.org.uk/bibliog/scuk/Making%20a%20difference%20FINAL%20web.pdf</a></p>	<p>"To help program staff analyze how discrimination impacts the lives of children, in order to plan effective programming responses."</p>	<ul style="list-style-type: none"> <li>◆ Activities</li> <li>◆ Experience Sharing &amp; Reflection</li> <li>◆ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>◆ Core concepts activities: Power Lines</li> <li>◆ Definitions: What is all this Jargon?</li> <li>◆ Self-assessments: Who Are You?</li> <li>◆ Experience sharing : Personal experiences of discrimination</li> <li>◆ Case Study: A Rather Complicated Case</li> <li>◆ Performance Activities Power Plays:</li> <li>◆ Physical movement activities: The Labels Game</li> <li>◆ Planning Activities: Impact and Indicators</li> <li>◆ Problem Solving: The Dodgy Bus</li> </ul>	<ul style="list-style-type: none"> <li>◆ Diversity</li> <li>◆ Non-Discrimination</li> <li>◆ Awareness</li> <li>◆ Assessment &amp; Analysis</li> <li>◆ Action</li> <li>◆ Collecting Information</li> </ul>	<p>Activities last approximately 30 minutes or more</p> <p>Sample trainings are 1/2 day, 1 day, or three days</p>	<p>142pages, 4 sections &amp; 2 appendices:</p> <ol style="list-style-type: none"> <li>1. Awareness</li> <li>2. Assessment and Analysis</li> <li>3. Action Planning</li> <li>4. Gathering and Verifying Information</li> </ol> <p><u>Appendix A:</u> Facilitator's Reference Sheets and Examples</p> <p><u>Appendix B:</u> Further Information for Planning Workshops and Follow-up Activities</p>
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	<p>This manual is for facilitating the training activities. The intended audience of the training is Save the Children staff</p>	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Other tools for organizational programming</li> </ul>	<p>None presented</p>	<p>No model or validation stated; developed on organizational commitment</p>	<ul style="list-style-type: none"> <li>◆ Discrimination</li> <li>◆ Disability</li> <li>◆ Gender</li> <li>◆ Refugees</li> <li>◆ Minority ethnic groups</li> <li>◆ HIV</li> </ul>	<p>London, England</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Medina, A. M., &amp; Vasquez, J. F. (2004)            Developing linguistically and culturally responsive materials for Latina survivors of domestic violence.            New York, NY: National Latino Alliance for the Elimination of Domestic Violence.</p> <p>Retrieved February 19, 2008, from:  <a href="http://www.dvalianza.org/pdfs/r_devlinguistic.pdf">http://www.dvalianza.org/pdfs/r_devlinguistic.pdf</a></p>	<p>"To understand and help develop responses to the particular challenges and barriers faced by Spanish-speaking Latina survivors and by organizations that seek to provide prevention and intervention services for them and their families."</p>	<p>Reading text</p>	<ul style="list-style-type: none"> <li>◆ Discussion of Issues</li> <li>◆ Discussion of Organization Efforts: Conducting community assessments/Focus groups with Latina survivors</li> <li>◆ Best Practices for Service: Assessing what you have and need</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cultural Responsiveness</li> <li>◆ Domestic Violence</li> </ul>	<p>Unknown</p>	<p>20pages, 3 sections &amp; 4 appendices</p> <ol style="list-style-type: none"> <li>1. Barriers and Challenges</li> <li>2. Project Overview</li> <li>3. Preliminary Guidelines for Spanish-Language Materials</li> </ol> <p><u>Appx.1:</u> Future Plans</p> <p><u>Appx.2:</u> Channels Used to Document Need</p> <p><u>Appx.3:</u> Cultural Competency Materials Reviewed</p>
	<b>Intended Audience</b>	<b>Additional Ideas/Resources</b>	<b>Evaluation Criteria/Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	<p>Service providers of Latina survivors of domestic violence</p>	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Diversity Organizations</li> </ul>	<p>None presented</p>	<p>No model or validation stated; part of a project to develop culturally and linguistically competent materials and services</p>	<ul style="list-style-type: none"> <li>◆ Latina Immigrants</li> <li>◆ Domestic violence</li> <li>◆ Cultural Competency</li> <li>◆ Linguistic Competency</li> </ul>	<p>New York, New York</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/ Content	Training Length	Manual Length
Miller, S., & Vazquez, J. C. (2007) Cultural Competency Training For CIL And SILC Personnel. Houston, TX: IL NET.	"Discuss and understand cultural diversity and the role that cultural diversity plays in independent living" "Describe organizational attributes that enable IL centers to address cultural competency" "Understand the actions that centers can take to develop and integrate culturally competent practice in the delivery of core services in their service area"	<ul style="list-style-type: none"> <li>◆ Web-based</li> <li>◆ Web-facilitated discussion by instructors</li> </ul>	<ul style="list-style-type: none"> <li>◆ Web-based group discussion</li> <li>◆ Definitions: Laying Some Groundwork</li> <li>◆ Reflective Activities: Multicultural Assumptions</li> <li>◆ Review and Retrieval of Data: Let's Look at the Data</li> <li>◆ Interactive Media: Core Sessions: Advocacy</li> <li>◆ Organizational Assessment Action Planning: Your action plan</li> <li>◆ Organizational Self-Assessment Question Bank</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cultural Competency</li> <li>◆ Dimensions of culture</li> <li>◆ Core services</li> <li>◆ Diversity</li> <li>◆ Organizational capacity</li> </ul>	Three weeks, one hour per session for a total of 15 hours	15 sessions: 1. Orientation 2. Definitions of Cultural Competency 3. Multi-Cultural Assumptions 4. Dimensions of Culture 5. Dimensions of Culture 6. Let's Look at the Data 7. Organizational Approaches to Diversity 8. Organizational Approaches to Diversity 9. Core Services and Diversity 10. Core Services and Diversity: Advocacy 11. Core Services and Diversity: Deinstitutionalization 12. Culturally Competent Outreach 13. Increasing Diversity in Your CIL 14. Increasing Cultural Competency of Your CIL Through Training 15. Your Action Plan
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	New CIL and SILC staff	<ul style="list-style-type: none"> <li>◆ Diversity Organizations</li> <li>◆ Bibliography</li> <li>◆ Other: multimedia links</li> </ul>	<ul style="list-style-type: none"> <li>◆ Aids Education &amp; Training Centers</li> <li>◆ Organizational Self Assessment Question Bank</li> <li>◆ CIL Net Online course evaluation survey</li> </ul>	No model or validation stated. Developed as part of the IL NET: ILRU/ NCIL National Training & TA Project	<ul style="list-style-type: none"> <li>◆ Multiculturalism</li> <li>◆ Culture</li> <li>◆ Advocacy</li> <li>◆ Cultural Competence</li> <li>◆ Underserved Populations</li> <li>◆ Core Services</li> </ul>	Independent Living Research Utilization (ILRU) Program-Houston Texas  National Council on Independent Living (NCIL)-Arlington, Virginia

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Anand, R. (2004) Teaching skills and cultural competency: A guide for trainers. Washington, DC: National MultiCultural Institute.</p>	<p>"To help trainers design and deliver a workshop on Teaching Skills and Cultural Competence."</p>	<ul style="list-style-type: none"> <li>◆ Workshops</li> <li>◆ Lectures</li> <li>◆ Action planning</li> <li>◆ Role-playing</li> <li>◆ Sharing</li> <li>◆ Case studies</li> <li>◆ Group facilitation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lectures: Impact of Cultural Variables on Team Building</li> <li>◆ Ice breaker: Find Your Match</li> <li>◆ Brainstorming: What is Cultural Competence?</li> <li>◆ Role-playing: Cross Model - Cultural Competence Role-Play</li> <li>◆ Group discussion: Application of the Cross &amp; Bennett Models</li> <li>◆ Simulations: Barriers to Team Building</li> <li>◆ Individual assessments: communication Profile</li> <li>◆ Case studies: A Little White Envelope</li> </ul>	<ul style="list-style-type: none"> <li>◆ Knowledge</li> <li>◆ Awareness</li> <li>◆ Cross-cultural communication</li> <li>◆ Cross-cultural conflict resolution</li> <li>◆ Action planning</li> </ul>	<p>Determined by the initial needs assessment</p> <p>Individual activities exercises last between 15-45 minutes in length</p>	<p>367 pages, 5 sections: 1. Trainer Readiness 2. Needs Assessment 3. Workshop Design 4. Workshop Presentation 5. Bibliography and Resources</p>
	<p><b>Intended Audience</b></p>	<p><b>Additional Ideas/Resources</b></p>	<p><b>Evaluation Criteria/Assessment</b></p>	<p><b>What it is based on</b></p>	<p><b>Diversity Focus</b></p>	<p><b>Location</b></p>
	<p>This manual is intended for workshop trainers.</p> <p>The program is intended for employees broadly.</p>	<ul style="list-style-type: none"> <li>◆ Guides/Reading Materials</li> <li>◆ Diversity Organizations</li> <li>◆ Bibliography</li> <li>◆ Other: Games and simulations</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reflective assessments: Cross-Cultural Communication Assessment</li> <li>◆ Checklists: Cultural Influences on Communication</li> <li>◆ Workshop evaluations: pre- and post assessments</li> </ul>	<p>No validation stated</p> <p>The manual is based on a model framework for cultural competency with Structure, System, and Values as components</p>	<ul style="list-style-type: none"> <li>◆ Multiculturalism</li> <li>◆ Cross-cultural</li> <li>◆ Communication</li> <li>◆ Conflict resolution</li> <li>◆ Workplace diversity</li> <li>◆ Managing diverse environments</li> <li>◆ Cultural competence</li> </ul>	<p>Washington, DC</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Upsher, C., &amp; Jones-Barlock, A. (2007) University of Pittsburgh school of medicine workshop on cultural diversity, awareness, and acceptance freshman orientation.</p> <p>Pittsburgh, PA: University of Pittsburgh School of Medicine. Retrieved</p> <p>February 19, 2008, Retrieved from: <a href="http://www.medschool.pitt.edu/PDFS/DivTrainingMan.PDF">http://www.medschool.pitt.edu/PDFS/DivTrainingMan.PDF</a></p>	<p>"To explore our thoughts, feelings, ideas and attitudes about race, culture, ethnicity, gender, sexual orientation, and social class."</p>	<ul style="list-style-type: none"> <li>◆ workshop,</li> <li>◆ Panel discussion</li> <li>◆ Video</li> <li>◆ Group discussion</li> <li>◆ Case study</li> </ul>	<ul style="list-style-type: none"> <li>◆ Panel discussion: Faculty Panel</li> <li>◆ Video: CRASH</li> <li>◆ Group discussion: Exploring Gender Roles</li> <li>◆ Case study: Gender Clinical Case Exercises</li> <li>◆ Warm-up: 30 Second Interview</li> <li>◆ Questionnaire: Sexual Orientation and Sexual identity Empathy</li> <li>◆ Summarizing activity (Closure)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Diversity</li> <li>◆ Sexual orientation</li> <li>◆ Gender within the culture of medicine</li> </ul>	<p>Training occurred over three afternoons for a total of 9 hours and 45 minutes without optional activities.</p> <p>Individual activities last between 5 and 60 minutes</p>	<p>30 pages, broken into three daily workshop guides</p> <ol style="list-style-type: none"> <li>1. Cultural and Ethnic Diversity, Awareness, Prejudice and Acceptance</li> <li>2. Sexual Orientation and Sexual Identity</li> <li>3. Exploring Issues of Gender within the Culture of Medicine</li> </ol>
	<p><b>Intended Audience</b></p>	<p><b>Additional Ideas/ Resources</b></p>	<p><b>Evaluation Criteria/ Assessment</b></p>	<p><b>What it is based on</b></p>	<p><b>Diversity Focus</b></p>	<p><b>Location</b></p>
	<p>New freshmen in undergraduate majors within the College of Medicine</p>	<p>Bibliography: Only for adapted questionnaire</p>	<ul style="list-style-type: none"> <li>◆ Questionnaires : <ul style="list-style-type: none"> <li>○ Ethnic</li> <li>○ Cultural</li> <li>○ Gender</li> <li>○ Sexual Orientation</li> </ul> </li> <li>◆ Discussion</li> </ul>	<p>No model or validation stated. Developed in response to negative events occurring in 1991 to African American medical students. A forum was created to discuss racial and cultural feelings and concerns. The training developed from this.</p>	<ul style="list-style-type: none"> <li>◆ Cultural and ethnic diversity</li> <li>◆ Prejudice</li> <li>◆ Sexual orientation</li> <li>◆ Identity</li> <li>◆ Gender</li> </ul>	<p>Pittsburgh, PA</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
Office of Multicultural Affairs. (2006)  Multicultural enrichment program mentor training manual. Winston-Salem, NC: Wake Forest University.  Retrieved February 19, 2008, from: <a href="http://www.wfu.edu/multicultural/pdf/2006%20Mentor%20Training%20Manual.pdf">http://www.wfu.edu/multicultural/pdf/2006%20Mentor%20Training%20Manual.pdf</a>	“To engage minority freshmen in peer mentor relationships with upper-class students. Additionally, the program is meant to provide additional support services to minority students to increase successful graduation and retention rates.”	<ul style="list-style-type: none"> <li>◆ Lectures</li> <li>◆ Reading text</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reading text,</li> <li>◆ Understanding responsibilities: The Mentoring Covenant</li> <li>◆ Effective strategies: How to Actively Listen to Your Mentee</li> <li>◆ Best practices: Helping Students Under Stress)</li> <li>◆ Evaluation: meeting summaries, evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>◆ Peer mentoring</li> <li>◆ Assisting students in need</li> <li>◆ Multicultural enrichment</li> </ul>	Unknown	35 pages, 5 sections 1. Peer Mentor Training Program 2. Introduction to the MEP 3. Program Guidelines for Mentors 4. Guidelines for Student Assistance, 5. Multicultural Enrichment Program Forms
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	This manual is for training peer mentors in the Multicultural Enrichment Program;  The program is aimed at engaging minority freshmen in peer mentor experiences with upper-class students	<ul style="list-style-type: none"> <li>◆ Bibliography: only for items as specified in footnotes</li> <li>◆ Other: campus referral resources listed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Meeting summaries: Monthly Meeting Summary</li> <li>◆ Program evaluations: Mentor Evaluation Form for Mentors</li> <li>◆ Training evaluation: MEP Training Session Evaluation Form</li> </ul>	No model or validation stated;  Part of the Office of Multicultural Affairs	<ul style="list-style-type: none"> <li>◆ Multicultural enrichment,</li> <li>◆ Support for new minority students</li> </ul>	Winston-Salem, NC

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>California Academy of Family Physicians. (2005)</p> <p>Addressing language access issues in your practice: A toolkit for physicians and their staff members.</p> <p>Retrieved February 19, 2008, from:  <a href="http://www.calendow.org/uploadedFiles/language_access_issues.pdf">http://www.calendow.org/uploadedFiles/language_access_issues.pdf</a></p>	"This toolkit presents a systems approach to re-designing your office practice to provide the highest quality care possible"	Reading text	<ul style="list-style-type: none"> <li>◆ Definitions: Terminology Use in the Toolkit</li> <li>◆ Best practices: Tracking Language Preference</li> <li>◆ Tips: Working with Trained Interpreters On-Site</li> <li>◆ Summaries: Language Resources Summary</li> <li>◆ Case Study: Primary Care Associates</li> <li>◆ Policies and procedures: Appx B</li> </ul>	<ul style="list-style-type: none"> <li>◆ Diversity</li> <li>◆ Languages</li> </ul>	Unknown	42pages, 6 sections: 1. Introduction 2. Identifying Your Patient Population 3. Identifying the Resources to Address Language Access 4. Using the Right Mix of Services for your Practice and Patients 5. Conclusion 6. Appendix
	<b>Intended Audience</b>	<b>Additional Ideas Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	Physicians and healthcare teams	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Bibliography</li> <li>◆ Other: links to government and non-profit organizations</li> </ul>	None presented	No model or validation stated	<ul style="list-style-type: none"> <li>◆ Languages</li> <li>◆ Interpreters</li> </ul>	California

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<p>Chicago Jobs Council. (n.d.). Ready? Set. Grow! A starter's guide for becoming culturally competent.</p> <p>Retrieved February 19, 2008, from:  <a href="http://www.cjc.net/publications/5_Capacity_Building_PDFs/ReadySetGrow_StarterGuide_CultComp.pdf">http://www.cjc.net/publications/5_Capacity_Building_PDFs/ReadySetGrow_StarterGuide_CultComp.pdf</a></p>	"Creating a nurturing environment and addressing racial, ethnic, and other cultural issues, will lead to more productive workers and better opportunities and outcomes for job seekers"	Reading text	<ul style="list-style-type: none"> <li>◆ Definitions: Dimensions of Diversity</li> <li>◆ General framework: What does Your Organization Need to Consider</li> </ul>	Cultural competency	Unknown (less than one hour)	<p>18pages, 8 sections</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is Cultural Competency,</li> <li>3. What Cultural Competence is NOT</li> <li>4. Why Should Cultural Competency Matter</li> <li>5. What does your Organization need to Consider</li> <li>6. How can you Assess where Your Organization is Going</li> <li>7. How can Your Organization Grow</li> <li>8. Where can We get Help</li> </ol>
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	Non-profit organizations and small business in workforce development	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Diversity Organizations</li> <li>◆ Bibliography</li> </ul>	None presented	No model or validation stated	Cultural competency	Chicago, Illinois

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Kassebaum, P. (1992) Cultural awareness manual and study guide. Kentfield, CA: College of Marin.</p> <p>ERIC Document Reproduction Service No. ED347289 <a href="http://www.eric.ed.gov/ERIC_Docs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/06.pdf">http://www.eric.ed.gov/ERIC_Docs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/06.pdf</a></p>	<p>“To increase awareness about cultural diversity issues that law enforcement personnel may work with in California”</p>	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ In-service or classroom facilitation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions</li> <li>◆ Examples</li> <li>◆ Workbook</li> </ul>	<ul style="list-style-type: none"> <li>◆ Law enforcement</li> <li>◆ Diversity</li> <li>◆ Awareness</li> <li>◆ Discrimination</li> <li>◆ Hate crimes</li> </ul>	Unknown	<p>83pages, sections</p> <ol style="list-style-type: none"> <li>1. Background</li> <li>2. Elements of Culture</li> <li>3. Immigrant and Racial Groups in California</li> <li>4. Cultural Perception</li> <li>5. Hate Crimes as they Relate to Immigrant and Racial Groups, Plus Life Style</li> <li>6. Communication Skills</li> <li>7. Student Workbook</li> </ol>
	<b>Intended Audience</b>	<b>Additional Ideas/Resources</b>	<b>Evaluation Criteria/Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	<p>For both in-service training and college-level coursework for law enforcement students</p>	<ul style="list-style-type: none"> <li>◆ Bibliography</li> <li>◆ Other: Workbook</li> </ul>	<p>Fill-in-the-blanks and short response workbook to accompany training manual</p>	<p>No model or validation stated</p> <p>Manual based on author's experience as a professor and reserve police officer in California and on the California Commission on Peace Officer Standards and Training.</p>	<ul style="list-style-type: none"> <li>◆ Immigration</li> <li>◆ Hate crimes</li> <li>◆ Discrimination</li> <li>◆ Legal aspects</li> </ul>	California

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>National Center for Cultural Competency. (2004) Bridging the cultural divide in health care settings: The essential role of cultural broker programs.</p> <p>Washington, DC: Georgetown University.</p> <p><a href="http://www.culturalbroker.info/Cultural_Broker_EN.pdf">http://www.culturalbroker.info/Cultural_Broker_EN.pdf</a></p>	<p>"To encourage the use of cultural brokering as a key approach to increasing access to, and enhancing the delivery of, culturally competent care."</p>	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ Organizational checklist</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions</li> <li>◆ Examples: DC Physician Creates an Environment of Trust for His Patients</li> <li>◆ Principles and practices: Cultural Brokering Honors and Respects Cultural Differences within Communities</li> <li>◆ Checklists</li> <li>◆ Case study: Low Rider Bike Club</li> </ul>	<p>Cultural brokering</p>	<p>Unknown</p>	<p>39pages, 7 sections and appendices</p> <ol style="list-style-type: none"> <li>1. Overview</li> <li>2. Role of Cultural Brokers in Health Care</li> <li>3. Benefits to Health Care Delivery Systems</li> <li>4. Guiding Principles</li> <li>5. Knowledge, Skills, and Awareness</li> <li>6. Implementing and Sustaining a Program,</li> <li>7. Summary</li> </ol>
	<p><b>Intended Audience</b></p>	<p><b>Additional Ideas/ Resources</b></p>	<p><b>Evaluation Criteria/ Assessment</b></p>	<p><b>What it is based on</b></p>	<p><b>Diversity Focus</b></p>	<p><b>Location</b></p>
	<p>Healthcare workers and agencies that work with healthcare professionals</p>	<ul style="list-style-type: none"> <li>◆ Guides/</li> <li>◆ Reading Materials</li> <li>◆ Bibliography</li> <li>◆ Other: contact information for cultural brokers</li> </ul>	<p>None presented</p>	<p>No model or validation stated</p> <p>Created through a collaborative agreement</p>	<p>Cultural brokering</p>	<p>Washington, DC</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>U.S. Department of Justice. (1992)</p> <p>Cultural diversity: Training for trainers. Longmont, CO: National Institute of Corrections.</p> <p>Retrieved February 19, 2008, from: <a href="http://www.nicic.org/pubs/1992/010648.pdf">http://www.nicic.org/pubs/1992/010648.pdf</a></p>	<p>“To develop understanding of cultural aspects to be used in federal law enforcement agency trainings”</p>	<ul style="list-style-type: none"> <li>◆ Workshop</li> <li>◆ Discussion</li> <li>◆ Film</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions</li> <li>◆ Reflective Activities: Acknowledging Your Cultural Heritage</li> <li>◆ Case studies: How to Manage Cultural Discomfort</li> <li>◆ Organizational activities: Organizational Response Level</li> <li>◆ Film: Communicating Across Cultures</li> <li>◆ Evaluation: Celebrating Diversity</li> <li>◆ Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Difference</li> <li>◆ Awareness</li> <li>◆ Knowledge</li> </ul>	<p>Training occurred over 5 days for a total of 34 hours of training</p> <p>The individual trainings for organizations are set-up for two-day workshops</p>	<p>128pages and 6 sections</p> <ol style="list-style-type: none"> <li>1. Course Orientation</li> <li>2. Creating a Common Understanding</li> <li>3. What it Means to be Different in Your Organization</li> <li>4. Communicating Across Cultures</li> <li>5. Development of Cultural Competency</li> <li>6. Supplemental Articles and Reference Materials</li> </ol>
	<p><b>Intended Audience</b></p>	<p><b>Additional Ideas/ Resources</b></p>	<p><b>Evaluation Criteria/ Assessment</b></p>	<p><b>What it is based on</b></p>	<p><b>Diversity Focus</b></p>	<p><b>Location</b></p>
	<p>Law enforcement and corrections at the federal level</p> <p>This manual includes the train the trainers and training manual</p>	<p>Bibliography</p>	<ul style="list-style-type: none"> <li>◆ Evaluation: Celebrating Diversity</li> <li>◆ Self-assessment</li> </ul>	<p>No model or validation stated</p> <p>Developed by regional agencies in response to a field survey</p>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Difference,</li> <li>◆ Awareness</li> <li>◆ Law enforcement</li> </ul>	<p>Longmont, Colorado</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Whetnall, T., &amp; Hayward, K. (2005) <i>Natural resource management cross-cultural awareness training framework</i>. Canberra, ACT, Australia: Natural Resource Management Programmes Division, Department of the Environment and Heritage.</p> <p>Retrieved February 19, 2008, from: <a href="http://www.nrm.gov.au/publications/frameworks/pubs/indigenous-ccat.pdf">http://www.nrm.gov.au/publications/frameworks/pubs/indigenous-ccat.pdf</a></p>	<p>"The purpose of this Cross-Cultural Awareness Training Framework is for Indigenous Land Management Facilitators, Australian Government Facilitators and Regional Natural Resource Management Coordinators, Indigenous communities and regional bodies to have a tool to refer to when considering the design and delivery of Cross-Cultural Awareness Training sessions (CCAT), with a Natural Resource Management (NRM) and Cultural Heritage content."</p>	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ Workshops</li> <li>◆ Question &amp; answer sessions</li> <li>◆ Discussions</li> <li>◆ Activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Linear activities: Stereotypes &amp; Discrimination</li> <li>◆ Examples: Internalized Oppression</li> <li>◆ Case studies, protocols: NRM Protocols for Indigenous Engagement</li> <li>◆ Reflective exercises: Looking, Listening, Talking, and Touching Exercise</li> <li>◆ Session evaluation, definitions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Indigenous people</li> <li>◆ Oppression</li> <li>◆ Cultural history</li> <li>◆ Awareness</li> </ul>	<p>Unknown length for train the trainer manual</p> <p>The actual training is suggested in a one full day or two full day format</p>	<p>55 pages, sections not broken out</p>
	<p><b>Intended Audience</b></p>	<p><b>Additional Ideas/Resources</b></p>	<p><b>Evaluation Criteria/Assessment</b></p>	<p><b>What it is based on</b></p>	<p><b>Diversity Focus</b></p>	<p><b>Location</b></p>
	<p>Natural Resource Management staff who work with indigenous people in Australia</p>	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Diversity Organizations</li> <li>◆ Other: websites</li> </ul>	<p>Session sample</p> <p>Evaluation provided</p>	<p>No model or validation stated</p> <p>Based on needed training for indigenous land Management facilitators</p>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Indigenous people</li> <li>◆ Internalized oppression</li> <li>◆ Cultural history, Heritage</li> </ul>	<p>Canberra, Australia</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>Wintz, S., &amp; Cooper, E. P. (2003) Learning module cultural and spiritual sensitivity: A quick guide to cultures and spiritual traditions. Schaumburg, IL: Association of Professional Chaplains.</p> <p>Retrieved February 19, 2008, from: <a href="http://www.professionalchaplains.org/uploadedFiles/pdf/learning-cultural-sensitivity.pdf">http://www.professionalchaplains.org/uploadedFiles/pdf/learning-cultural-sensitivity.pdf</a></p>	<p>“The training is designed to inform healthcare workers about the need to be sensitive to cultural and spiritual traditions”</p>	<p>Self-assessments</p>	<ul style="list-style-type: none"> <li>◆ Self-assessment: Assessing Your Own Cultural Heritage</li> <li>◆ Definitions, case studies, tips: Multicultural Health Care Tips</li> <li>◆ Posttest: Cultural and Spiritual Sensitivity Post-Test</li> </ul>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Spirituality</li> <li>◆ Ethnicity</li> <li>◆ Heritage</li> <li>◆ Cultural practices</li> </ul>	<p>Unknown</p>	<p>101pages, 2 major sections</p> <p>1. Introduction to Learning Module 2. Introduction to Quick Guide for Cultures and Spiritual Traditions</p>
	<p><b>Intended Audience</b></p>	<p><b>Additional Ideas/Resources</b></p>	<p><b>Evaluation Criteria/Assessment</b></p>	<p><b>What it is based on</b></p>	<p><b>Diversity Focus</b></p>	<p><b>Location</b></p>
	<p>For professional chaplains in healthcare settings and for healthcare workers</p>	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Bibliography (In-text)</li> <li>◆ Other: facilitation notes</li> </ul>	<p>Post-test provided with skills assessment</p>	<p>No model or validation stated</p> <p>Developed by chaplains in hospitals in Arizona that serve a wide range of cultural and spiritual groups</p>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Spirituality</li> <li>◆ Traditions</li> <li>◆ Practices</li> <li>◆ Heritage</li> <li>◆ Respect</li> </ul>	<p>Schaumburg, Illinois</p>

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
Office of Residence Life. (2007) Diversity facilitation training. Newark, DE: University of Delaware.  Retrieved February 19, 2008, from: <a href="http://www.thefire.org/pdfs/3d0208922083e5d59664be8371ab5f0f.pdf?PHPSESSID=a002c265853752d2216de0a9a3936b79">http://www.thefire.org/pdfs/3d0208922083e5d59664be8371ab5f0f.pdf?PHPSESSID=a002c265853752d2216de0a9a3936b79</a>	“To provide race- based diversity training to residence life staff”	<ul style="list-style-type: none"> <li>◆ Workshops</li> <li>◆ Reading text</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions</li> <li>◆ Ice breakers:</li> <li>◆ Introductions</li> <li>◆ Brainstorm: hat is                Racism?</li> <li>◆ Small groups: Word                Power</li> </ul>	<ul style="list-style-type: none"> <li>◆ Power</li> <li>◆ Privilege</li> <li>◆ Race</li> <li>◆ Racism</li> </ul>	Two days of training  Unknown number of hours	15 pages sections not broken out
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	Designed for residence life staff at a public university	Guides/ Reading Materials	None presented	No model or validation stated	<ul style="list-style-type: none"> <li>◆ Power</li> <li>◆ White privilege</li> <li>◆ Racism</li> <li>◆ Euro centrism</li> <li>◆ Western lens</li> </ul>	University of Delaware

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
Center for Teaching and Learning. (1997)  Teaching for inclusion: Diversity in the college classroom. Chapel Hill, NC: University of North Carolina.  Retrieved February 19, 2008, from: <a href="http://ctl.unc.edu/TeachforInclusion.pdf">http://ctl.unc.edu/TeachforInclusion.pdf</a>	“To increase awareness of the diverse student population and related issues at UNC”	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ Examples</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions</li> <li>◆ Strategies: Teaching to the Individual</li> <li>◆ Teaching practices: Things You can do to Set a Comfortable Tone</li> <li>◆ Student evaluations: Mid-Term Course Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Gender</li> <li>◆ Ethnicity</li> <li>◆ Disability</li> <li>◆ Awareness</li> <li>◆ Non-traditional students</li> </ul>	Unknown	Unknown pages  Two major sections 1. Why is Diversity on Campus Important 2. Group Profiles: Who Studies at UNC
	<b>Intended Audience</b>	<b>Additional Ideas/Resources</b>	<b>Evaluation Criteria/Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	Designed for faculty and teaching staff at the University of North Carolina	<ul style="list-style-type: none"> <li>◆ Diversity Organizations</li> <li>◆ Bibliography</li> </ul>	None presented	No model or validation stated  Created by the teaching and learning center for faculty	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Sexism</li> <li>◆ Disability</li> <li>◆ Ethnic identity</li> <li>◆ Awareness</li> </ul>	University of North Carolina

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
<p>American Medical Student Association. (n.d.). Cultural competency in medicine.</p> <p>Retrieved February 19, 2008, from:  <a href="http://www.amsa.org/programs/gpit/cultural.cfm">http://www.amsa.org/programs/gpit/cultural.cfm</a></p>	"Discusses how and why cultural differences affect medical care."	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ Case studies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions, best practices: some Guideline for How to Use an Interpreter</li> <li>◆ Tips: 10 Tips for Improving the Caregiver/patient Relationship Across Cultures</li> <li>◆ Assessment: The Cultural Assessment</li> <li>◆ Case studies: Family Relationships, Truth-Telling)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Language</li> <li>◆ Cultural competency</li> </ul>	Unknown	12 pages Sections not broken out
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	Designed for medical students and healthcare professionals	<ul style="list-style-type: none"> <li>◆ Diversity Organizations</li> <li>◆ Bibliography</li> </ul>	None presented	No model or validation stated	<ul style="list-style-type: none"> <li>◆ Culture</li> <li>◆ Language</li> <li>◆ Western lens</li> </ul>	ONLINE American Medical Student Association

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
Center for Excellence in Women's Health. (n.d.). Cultural competency in women's health.  Retrieved February 19, 2008, from: <a href="http://www.hms.harvard.edu/coewh/cultural/modules/index.html">http://www.hms.harvard.edu/coewh/cultural/modules/index.html</a>	"Increase faculty knowledge and skills related to caring for and teaching others about underserved women and disadvantaged women"	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ Workshops</li> <li>◆ Discussions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Discussion: The Health of Minority Women: Historical, Demographic and Social Context</li> <li>◆ Case study: Approach to the Lesbian Patient</li> </ul>	<ul style="list-style-type: none"> <li>◆ Minorities</li> <li>◆ Health status</li> <li>◆ Sexual orientation</li> <li>◆ Violence</li> <li>◆ Immigration</li> <li>◆ Diversity</li> <li>◆ Communication</li> </ul>	Unknown  Individual sessions take between 45 minutes and 2 hours	Unknown pages 11 sessions plus an introduction and case studies
	<b>Intended Audience</b>	<b>Additional Ideas/Resources</b>	<b>Evaluation Criteria/Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	For faculty in medical schools who work with women	<ul style="list-style-type: none"> <li>◆ Bibliography</li> <li>◆ Other: Case studies</li> </ul>	Session evaluations	No model or validation stated.  Created in collaboration with university centers for women's health	<ul style="list-style-type: none"> <li>◆ Minority status</li> <li>◆ Sexual orientation</li> <li>◆ Immigration</li> <li>◆ Language/communication</li> </ul>	ONLINE Harvard Medical School

Citation	Purpose	Teaching Method(s)	Activities	Topic/Content	Training Length	Manual Length
College of Direct Support. (n.d.). Cultural competence.  Retrieved April 22, 2008, from: <a href="http://www.collegeofdirectsupport.com/ILDD/">www.collegeofdirectsupport.com/ILDD/</a>	“To increase cultural competency in direct support professionals”	<ul style="list-style-type: none"> <li>◆ Reading text</li> <li>◆ Audio</li> <li>◆ Film</li> <li>◆ Journaling</li> <li>◆ Section tests</li> </ul>	<ul style="list-style-type: none"> <li>◆ Definitions, self-reflection: Important Terms in Understanding Cultural Competence</li> <li>◆ Matching statements, section tests, audio: The Importance of Understanding Your Own Culture</li> <li>◆ Examples: The Culture of the Service System</li> <li>◆ Video: The Influence of Culture on Communication</li> <li>◆ Best practices: Effective Cross-Cultural Communication</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cultural competence</li> <li>◆ Disability</li> <li>◆ Culture</li> <li>◆ Awareness</li> <li>◆ Knowledge</li> <li>◆ Organizational capacity</li> <li>◆ Services</li> </ul>	Unknown	Unknown pages; 8 sections 1. Introduction 2. What is Cultural Competence? 3. Understanding Your Own Culture, 4. The Culture of Support Services, 5. The Continuum, 6. Communication 7. Daily Support 8. DSP Roles in Culturally Competent Organizations
	<b>Intended Audience</b>	<b>Additional Ideas/ Resources</b>	<b>Evaluation Criteria/ Assessment</b>	<b>What it is based on</b>	<b>Diversity Focus</b>	<b>Location</b>
	For direct support professionals Seemed to be geared towards service providers in governmental and non-profit organizations	<ul style="list-style-type: none"> <li>◆ Guides/ Reading Materials</li> <li>◆ Bibliography</li> <li>◆ Other: on the job skills and portfolio examples provided for each section</li> </ul>	<ul style="list-style-type: none"> <li>◆ Section tests: must pass with 80% or higher</li> <li>◆ Training evaluation</li> <li>◆ College of Direct Support</li> <li>◆ Evaluation briefs completed twice annually to review</li> <li>◆ Curriculum and outcomes</li> </ul>	No model or validation stated  Based on a collaboration with the University of Minnesota	<ul style="list-style-type: none"> <li>◆ Cultural competence</li> <li>◆ Culture</li> <li>◆ Awareness</li> <li>◆ Services</li> </ul>	ONLINE College of Direct Support

## Cultural Competency Manuals Identified for Review

\* *Freely Available for Download (16 included in review)*

Anand, R. (2004). *Teaching skills and cultural competency: A guide for trainers*. Washington, DC: National MultiCultural Institute.

California Academy of Family Physicians. (2005). *Addressing language access issues in your practice: A toolkit for physicians and their staff members*. Retrieved February 19, 2008, from: [http://www.calendow.org/uploadedFiles/language\\_access\\_issues.pdf](http://www.calendow.org/uploadedFiles/language_access_issues.pdf)

Center for Teaching and Learning. (1997). *Teaching for inclusion: Diversity in the college classroom*. Chapel Hill, NC: University of North Carolina. Retrieved February 19, 2008, from: <http://ctl.unc.edu/TeachforInclusion.pdf>

Chicago Jobs Council. (n.d.). *Ready? Set. Grow! A starter's guide for becoming culturally competent*. Retrieved February 19, 2008, from: [http://www.cjc.net/publications/5\\_Capacity\\_Building\\_PDFs/ReadySetGrow\\_StarterGuide\\_CultComp.pdf](http://www.cjc.net/publications/5_Capacity_Building_PDFs/ReadySetGrow_StarterGuide_CultComp.pdf)

Kassebaum, P. (1992). *Cultural awareness manual and study guide*. Kentfield, CA: College of Marin. (ERIC Document Reproduction Service No. ED347289). [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/25/9c/06.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/25/9c/06.pdf).

Medina, A. M., & Vasquez, J. F. (2004). *Developing linguistically and culturally responsive materials for Latina survivors of domestic violence*. New York, NY: National Latino Alliance for the Elimination of Domestic Violence. Retrieved February 19, 2008, from: [http://www.dvalianza.org/pdfs/r\\_devlinguistic.pdf](http://www.dvalianza.org/pdfs/r_devlinguistic.pdf)

Miller, S., & Vazquez, J. C. (2007). *Cultural competency training for CIL and SILC personnel*. Houston, TX: IL NET.

National Center for Cultural Competency. (2004). *Bridging the cultural divide in health care settings: The essential role of cultural broker programs*. Washington, DC: Georgetown University. [http://www.culturalbroker.info/Cultural\\_Broker\\_EN.pdf](http://www.culturalbroker.info/Cultural_Broker_EN.pdf)

North Shore Multicultural Society. (2003). *People power: Facilitator's manual*. Retrieved February 19, 2008, from: [http://www.ag.gov.bc.ca/immigration/sam/pdf/whole\\_booklet.pdf](http://www.ag.gov.bc.ca/immigration/sam/pdf/whole_booklet.pdf)

Save the Children. (2005). *Making a difference: Training materials to promote diversity and tackle discrimination*. Retrieved February 19, 2008, from:  
<http://www.eenet.org.uk/bibliog/scuk/Making%20a%20difference%20FINAL%20web.pdf>

Office of Multicultural Affairs. (2006). *Multicultural enrichment program mentor training manual*. Winston-Salem, NC: Wake Forest University. Retrieved February 19, 2008, from:  
<http://www.wfu.edu/multicultural/pdf/2006%20Mentor%20Training%20Manual.pdf>

Office of Residence Life. (2007). *Diversity facilitation training*. Newark, DE: University of Delaware. Retrieved February 19, 2008, from:  
<http://www.thefire.org/pdfs/3d0208922083e5d59664be8371ab5f0f.pdf?PHPSESSID=a002c265853752d2216de0a9a3936b79>

Upsher, C., & Jones-Barlock, A. (2007). *University of Pittsburgh school of medicine workshop on cultural diversity, awareness, and acceptance freshman orientation*. Pittsburgh, PA: University of Pittsburgh School of Medicine. Retrieved February 19, 2008, from:  
<http://www.medschool.pitt.edu/PDFS/DivTrainingMan.PDF>

U.S. Department of Justice. (1992). *Cultural diversity: Training for trainers*. Longmont, CO: National Institute of Corrections. Retrieved February 19, 2008, from:  
<http://www.nicic.org/pubs/1992/010648.pdf>

Whetnall, T., & Hayward, K. (2005). *Natural resource management cross-cultural awareness training framework*. Canberra, ACT, Australia: Natural Resource Management Programmes Division, Department of the Environment and Heritage. Retrieved February 19, 2008, from:  
<http://www.nrm.gov.au/publications/frameworks/pubs/indigenous-ccat.pdf>

Wintz, S., & Cooper, E. P. (2003). *Learning module cultural and spiritual sensitivity: A quick guide to cultures and spiritual traditions*. Schaumburg, IL: Association of Professional Chaplains. Retrieved February 19, 2008, from:  
<http://www.professionalchaplains.org/uploadedFiles/pdf/learning-cultural-sensitivity.pdf>

\* Non-downloadable (3 included in review)

American Medical Student Association. (n.d.). *Cultural competency in medicine*. Retrieved February 19, 2008, from: <http://www.amsa.org/programs/gpit/cultural.cfm>

Center for Excellence in Women's Health. (n.d.). *Cultural competency in women's health*. Retrieved February 19, 2008, from:  
<http://www.hms.harvard.edu/coewh/cultural/modules/index.html>

College of Direct Support. (n.d.). *Cultural competence*. Retrieved April 22, 2008, from: [www.collegeofdirectsupport.com/ILDD/](http://www.collegeofdirectsupport.com/ILDD/)

\* *Cultural Competence Informational Resources- Not Training Manuals (13, not included in review)*:

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Alliance for Nonprofit Management, [http://www.allianceonline.org/about/cc\\_resources.page](http://www.allianceonline.org/about/cc_resources.page), tools, links, and resources

GSAHEC, [http://www.gsahec.org/html/GSAHEC/Library/Library\\_Inventory\\_March\\_2006.pdf](http://www.gsahec.org/html/GSAHEC/Library/Library_Inventory_March_2006.pdf), list of library materials

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National Center for Cultural Competency (Georgetown), <http://www11.georgetown.edu/research/gucchd/nccc/>,

Rural Assistance Center, [http://www.raonline.org/info\\_guides/culture/#docs](http://www.raonline.org/info_guides/culture/#docs), links to many types of documents and manuals

Solis, G.Y., Hightower, H.C., Kawaguchi, J. (1997), Guidelines on Cultural Diversity and Disaster Management, <http://dsp-psd.communication.gc.ca/Collection/D82-45-1997E.pdf>, online paper/manual

SUNY- Buffalo,  
<http://ublib.buffalo.edu/libraries/units/hsl/resources/guides/culturalcompetence.html>, resources, links to materials

The California Endowment,  
[http://www.calendow.org/Collection\\_Publications.aspx?coll\\_id=26&ItemID=316](http://www.calendow.org/Collection_Publications.aspx?coll_id=26&ItemID=316), multiple manuals available for download

*\* Available for Purchase (11 not included in review):*

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