

Think Globally

1. I display pictures, posters, artwork and other decor that reflects the cultures and ethnic backgrounds that interest me.
2. I've studied magazines, brochures and other printed materials that aren't in my primary language just because of interest in the different cultures.
3. When choosing videos, films or other media resources for entertainment, I ensure that they reflect the cultures and ethnic background of individuals and families served.
4. I'm often the one in conversation that knows about where a country is located on the globe.
5. I ensure that printed information disseminated by my agency or program takes into account the average literacy levels of individuals and families receiving services.

Frequently

Occasionally

Rarely/Never

NA

Communicate Effectively

6. When interacting with individuals and families who have limited English proficiency, I keep in mind that: Their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their primary language.
7. I can identify the primary language spoken by others while overhearing them in public.
8. I have used a trained interpreter for treatment, interventions, meetings or other events.
9. When possible, I ensure that all notices and communiqués to individuals and families are written in their language of origin.
10. I understand that it may be necessary to use alternatives to verbal communications with some individuals.

Contribute Responsibly with Values & Attitude

11. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
12. I intervene in an appropriate manner when I observe other students engaging in behaviors that show cultural insensitivity, racial biases and prejudice.
13. I understand that age, gender and life-cycle factors must be considered in interactions with individuals and families (e.g., high value placed on the decision of elders, the role of eldest male female in families, or roles and expectation of children within the family).
14. Even though my professional or moral viewpoints may differ, I accept individuals and families as the ultimate decision makers for their own lives.
15. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures.
16. I accept that religion and health care beliefs may influence how individuals and families respond to illnesses, disease and death.
17. I'm considering travel to a third world country to help the humanitarian efforts.
18. I am well versed in the most current and proven practices, treatments and interventions for major health problems among ethnically and racially diverse groups within my geographic localized community.
19. I seek out opportunities and training to enhance my knowledge of services and supports to culturally, ethnically, racially and linguistically diverse groups.

How to use the information

This checklist is intended to heighten your awareness and sensitivity to the importance of cultural and linguistic competence. It provides concrete examples of the kinds of beliefs, attitudes, values and practices that foster cultural and linguistic competence at the individual level. There is no answer key with correct responses.

Frequently _____ X 3= _____

Occasionally _____ X 2= _____

Rarely/Never _____ X 1= _____

Competence Score _____

Name _____ Cohort _____

Based on the results of this assessment, if you could change two things in the coming year, what would they be?

1. _____

2. _____

The following statements are TRUE or FALSE...

1. _____ A "thumbs up" in some Islamic countries is a rude sexual sign.
2. _____ Forming an O with the thumb and the forefinger in Japan means that we can now discuss money.
3. _____ Scandinavians are more tolerant to silent breaks in conversations.
4. _____ Laughter in Japan can be a sign of confusion, insecurity or embarrassment.
5. _____ In the UK, to compromise is seen as a positive sign of both parties winning.
6. _____ Wearing gloves in Russia when shaking hands is considered polite.
7. _____ Leaving right after dinner in Central America is considered well-mannered as it means you've been well fed.
8. _____ In Sub-Saharan Africa it is normal to arrive half an hour late for dinner.
9. _____ If you tell your female friend from Africa that she's put on weight during her holiday, it means she's had a good holiday and is physically healthier than when she left.
10. _____ In Brazil, flicking your fingers under your chin is a sign of disgust.
11. _____ If you want to show your respect for an elder in Africa, do not look them directly in the eye.
12. _____ Keeping your hands in your pockets while negotiating in Russia is rude.
13. _____ It is seen as polite to not accept an offer of food or drink in Persia immediately on being offered it, instead you should refuse a few times before accepting the gift.
14. _____ In France, dinner is commonly served at 5 pm.
15. _____ In Brazil, purple flowers are a symbol of friendship.
16. _____ In Mediterranean cultures, being boisterous in the streets and public places is widely accepted.
17. _____ In Australia, a single male passenger should sit in the back seat.