



Introduction: Cultural Competence in Preparedness Planning

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Mission

Advance health equity and women's health issues across the nation through CDC's science and programs, and increase CDC's capacity to leverage its diverse workforce and engage stakeholders toward this end.

Objectives

By the end of the presentation, participants will be able to:

- Discuss challenges in building cultural competence in the context of emergency preparedness and response planning
- Recall definitions and characteristics for how culture and cultural competence concepts relate to preparedness planning practices
- Identify characteristics of culturally competent service and its relevance in emergency preparedness and response planning.
- Locate available training resources and technical tools for building cultural competence in emergency preparedness and response planning

An example of why are we here: Hurricane Katrina

- Responses to evacuation orders differed by race, socio economic status and place of residence
 - Responses reflected differences in perceived susceptibility, perceptions on the access to resources to facilitate evacuation, and perceptions of racism

Elder, K., Xirasagar, S., Miller, N., Bowen, S. A., Glover, S., & Piper, C. (2007). African Americans' decisions not to evacuate New Orleans before Hurricane Katrina: A qualitative study. *American Journal of Public Health*, 97(Supplement_1), S124-S129.

Purpose of Emergency Preparedness Planning

Public health preparedness is the ability of the public health system, community, and individuals to prevent, protect against, quickly respond to, and recover from health emergencies, particularly those in which scale, timing, or unpredictability threatens to overwhelm routine capabilities.

Definition of Cultural Competence

A set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency or professionals to work effectively in cross-cultural situations.

Source: Cross, T., Focal Point: The Bulletin of The Research and Training Center on Family Support and Children's Mental Health, Regional Research Institute for Human Services, Portland State University. Fall, 1988.

Strategic imperative for culturally competent preparedness planning

- Culturally competent emergency preparedness capitalizes on, and contributes to, the engagement of multiple sectors and populations, including and particularly those that are the most impacted by – and traditionally least involved in - preparedness, response, and recovery.
- Cultural competency in preparedness planning anticipates challenges, barriers to, and relevant approaches for the consideration, inclusion and participation of diverse stakeholders in the planning process.

Elements of Cultural Competence in Emergency Preparedness Lifecycle

- Plan, Organize & Equip
 - Vital information dissemination
- Train & Exercise
 - Community engagement
- Evaluate & Improve
 - Diagnosis



Results when cultural competence is present

- Cultural engagement in emergency preparedness planning allows for:
 - The acknowledgement of various cultures and historical contexts that can play a role during an emergency
 - Anticipates the level of immediate and long term impact of the emergency strategy for significant locations and populations by incorporating related concerns
 - Establishes and strengthens channels of cooperation with and among diverse participants
- Cultural engagement in emergency planning:
 - Encourages accuracy in diagnosing the conditions that increase the impact of an emergency
 - Mitigates historical and structural conditions that sustain or deepen population health inequities
 - Increases the likelihood of the success of the emergency response

Cultural competence domains to improve emergency preparedness – Possible examples

- Engagement
 - Engage marginalized communities to participate in planning
 - Design and implement practice drills with low resource communities
- Communication
 - Establish/increase trust and literacy in the context of preparedness and response readiness for people with limited English proficiency (LEP)
- Situational Assessment
 - Conduct response and recovery assessments that account for populations that are not routinely served by public services

Building cultural competence in emergency preparedness and response: Relevant areas of planning

- Emergency risk communication
- Training and education
- Resource guides for planners and responders
- Measurement and evaluation
- Policy and program initiatives

Examples of preparedness initiatives that include culturally competent approaches

- Kentucky – Community Outreach Information Network (COIN)
 - <https://healthalerts.ky.gov/koin/Pages/default.aspx>
 - <https://nnlm.gov/sea/funding/funded/2120>
- Minnesota – Emergency Community Health Outreach (ECHO) network
 - <https://www.tpt.org/echo-minnesota/>
- San Francisco – Chinatown Disaster Response Project
 - <http://www.cidrap.umn.edu/practice/disaster-planning-san-francisco-s-chinatown-trains-empowers-community-members-responders>

Common questions in considering vulnerable populations in culturally competent emergency planning

- What populations are considered vulnerable and why?
- What are the unique circumstantial or structural characteristics that could introduce vulnerability?
- How do these populations define an emergency?
- What are these populations' sources of resilience in emergencies?
- Who are the key stakeholders and community resources these populations depend on?
- What is our level of capacity to engage and partner with populations?

Resources for building cultural competence in emergency response planning

- Cultural Competency Curriculum for Disaster Preparedness and Crisis Response
 - <https://cccdpcr.thinkculturalhealth.hhs.gov/>
- Public Health Workbook to Define, Locate, and Reach Special, Vulnerable, and At-Risk Populations in an Emergency
 - <https://emergency.cdc.gov/workbook/index.asp>
- Health literacy and plan language
 - <https://www.cdc.gov/healthliteracy/index.html>

Questions



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