

Criteria for Approval

Cultural Competence Continuing Education Training (May 2019)

Domain I	Culturally competent practice requires self-awareness and self-assessment of providers' beliefs, attitudes, emotions and values.
	✓ Training opportunity teaches about cultural factors that may influence provider and patient's behaviors
	✓ Training opportunity helps to foster a non-judgmental and respectful environment during health encounters between provider and patient
	✓ Training opportunity teaches relationship between cultural competence and ethics
	✓ Training opportunity explores concepts of power, privilege and oppression across personal identities and the intersections among these identities (e.g. racial, ethnic, culturally-based, LGBTQ, people with disabilities, limited English proficient, etc.)
Domain II	Culturally competent practice requires the acquisition of knowledge by providers.
	✓ Training opportunity demonstrates understanding of cultural competence as a developmental, life long, participatory process, not an endpoint
	✓ Training opportunity provides a broad and inclusive definition of diversity, even if it focuses on a specific population
	✓ Training opportunity demonstrates knowledge of legal, regulatory (i.e. patient rights & responsibilities, risks to practice-civil rights act, ADA, CLAS, Joint Commission requirements, etc.) and accreditation issues of diversity and linguistic issues and providers' professional standards regarding cultural competence
	✓ Training opportunity demonstrates knowledge of health disparities and social determinants of health
✓ Training opportunity demonstrates knowledge of culturally-based information and related resources specific to Oregon	
Domain III	Culturally competent practice requires the acquisition of skills by providers.
	✓ Training opportunity demonstrates how to collaborate with patients and/or stakeholders in making health care decisions.
	✓ Training opportunity demonstrates how to develop and/or utilize communication tools/multiple patient education formats (including translated, audio and visual materials) and patient assessment strategies (e.g. patient- and family-centered communication, patient's perception of his/her health, patient preferences, etc.)
	✓ Training opportunity demonstrates how to collect and utilize data to inform clinical practice related to health equity, (including recognition of institutional cultural issues)
	✓ Training opportunity demonstrates how to collaborate effectively with community resources, stakeholders, traditional health workers (THWs), qualified/certified health care interpreters (HCIs), providers, and other types of healers
Domain IV	Culturally competent training requires specific educational approaches for acquisition of knowledge and skills
	✓ Training opportunity is delivered through facilitated learning processes (e.g. interactive training involving case review; homework; discussion group/blog; interactive test with trainer/facilitator; post-training to demonstrate what was learned; etc.)
	✓ Training opportunity uses a variety of collaborative, inclusive and accessible teaching methodologies consistent with adult learning principles (self-directed, goal oriented activities based on participant experiences in order to gain new forms of knowledge, skills, attitudes, or values)
	✓ Training opportunity is evaluated to assess impact on participants and efficacy of trainers, with clear description of criteria for participant completion
	✓ Training opportunity incorporates the principles of privilege, power, oppression, bias, and the guiding principles of cultural competency

For simplification, the terms “**provider**” and “**patient**” represent the broadest spectrum of roles in health care, including but not limited to: physician, social worker, medical technician, etc.; and patient representative, client, resident, consumer, patient’s family and community, etc., respectively.