



CULTURAL COMPETENCY POLICY AND MANDATES: LESSONS FOR PUBLIC ADMINISTRATION FROM ORGANIZATIONS AND ASSOCIATIONS

Tony J. Carrizales, PhD and Anne Zahradnik, PhD
Marist College

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CULTURAL COMPETENCY

- Contemporary public administration research is increasingly emphasizing the need for the public sector to explore culture competency initiatives underscored by the continually changing demographics of the United States.



CULTURAL COMPETENCY

- Broadly defined, culture competency reflects specific actions or policies within an organization enabling it to more effectively serve its culturally diverse populations.
- The more diverse a population becomes, the more diverse the unique cultural differences will be.



CULTURAL COMPETENCY IN ACTION

- Health Care
- Social Work
- Nursing
- Public Administration



POLICY AND MANDATES

- Government mandates can help “drive change” fostering a more cultural competent organization.
- For this research, we have chosen to focus on academies, accrediting bodies, associations, and honor societies, each having a varying degree of influence and relationship with the service field.



ORGANIZATIONS SELECTED BY FIELD

Public Service Fields	Public Administration	Nursing	Social Work	Medicine
Academies	National Academy of Public Administration (NAPA)	American Academy of Nursing (AAN)	American Academy of Social Work and Social Welfare (AASWSW)	New York Academy of Medicine (NYAM)
Accrediting Bodies	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	Accreditation Commission for Education in Nursing (ACEN)	Council on Social Work Education (CSWE)	Liaison Committee on Medical Education (LCME)
Associations	Association of Public Policy and Management (APPAM) American Society for Public Administration (ASPA)	American Nursing Association (ANA)	National Association of Social Workers (NASW)	American Medical Association (AMA)
Honor Societies	Pi Alpha Alpha	Sigma Theta Tau	Pi Alpha	Alpha Omega Alpha



LESSONS FROM THE ACADEMIES

- NAPA's advocacy reports and standing panel provide opportunities for further advancement of cultural competency.
- However, within the mission, values, and other organizational policies, there were no specific references to diversity or cultural competence.
- NYAM specifically outlines to aim to address challenges of disparities underscored by social characteristics and targeting vulnerable populations.
- AAN recognizes the diversity of people in their mission with reference to race, ethnicity, gender, sexual orientation, religion, and diversity of thought and substantive expertise.



LESSONS FROM ACCREDITING BODIES

- NASPAA does not specify nor define diversity in its policy and standards.
- ACEN expects its graduate students to be able to practice in a *culturally and ethnically* diverse global society.
- CSWE outlines how diversity constitutes the intersection of many factors, including: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- LCME expects that students address gender and cultural biases within themselves and in service delivery.



LESSONS FROM THE ASSOCIATIONS

- Neither of the two public affairs associations promoted cultural competency, although efforts in the area of social equity and diversity are made.
- ANA produced a policy statement over twenty years ago emphasizing the importance of culture in nursing service and education.
- NASW developed a set of standards for cultural competency and incorporated cultural competence into their code of ethics statement.



LESSONS FROM THE HONOR SOCIETIES

- Pi Alpha Alpha holds in their oath upholding traditions of democratic governance and the highest ethical standards.
- There is no reference to cultural competence in its mission or value statements.
- The nursing honor society did provide a specific policy and position statement on the importance of diversity and includes advocacy for cultural competence.



CULTURALLY COMPETENCY AND PUBLIC ADMINISTRATION - RECOMMENDATIONS

- 1. Provide a working definition of cultural diversity. CSWE's language includes the following diverse groups: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- 2. Advocate that practitioners are educated through a curriculum that prepares them to work in a culturally diverse society. Specifically, the curriculum must recognize the importance of a culturally competent practitioner.
- 3. Underscore that practitioners should be aware of their own culture background and how it impacts their delivery of service.
- 4. Organizations advocate for cultural competency within their guiding principles. This may be through their mission, codes of ethics or accrediting standards. Some organizations have created working groups or separate.



CONCLUSION

- This review does not present an exhaustive list of organizational examples.
- It is evident that there are ample opportunities for public affairs and administration organizations to further advance the practice and study of cultural competency – beginning with missions and value statements.



THANK YOU

