



UNIVERSITY OF LEEDS

This is a repository copy of *Cultural Competence in Health and Social Care*.

White Rose Research Online URL for this paper:
<http://eprints.whiterose.ac.uk/89600/>

Version: Supplemental Material

Conference or Workshop Item:

Mir, G (2011) Cultural Competence in Health and Social Care. In: The Ethnicity Training Network, 2009-10 - 2011-04, University of Leeds, Leeds.

Reuse

Unless indicated otherwise, fulltext items are protected by copyright with all rights reserved. The copyright exception in section 29 of the Copyright, Designs and Patents Act 1988 allows the making of a single copy solely for the purpose of non-commercial research or private study within the limits of fair dealing. The publisher or other rights-holder may allow further reproduction and re-use of this version - refer to the White Rose Research Online record for this item. Where records identify the publisher as the copyright holder, users can verify any specific terms of use on the publisher's website.

Takedown

If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing eprints@whiterose.ac.uk including the URL of the record and the reason for the withdrawal request.



eprints@whiterose.ac.uk
<https://eprints.whiterose.ac.uk/>

Induction Training Pack: Minority Ethnic Communities & Learning Disability

CONTENTS

Background:

- Activity 1: Finding out about some commonly used terms
- Activity 2: What I want from this training
- Information: Why this induction training pack is needed (See Power Point A)
- Activity 3: Attitudes to learning difficulties and minority ethnic communities

Section One - The needs, rights and cultural context of service users

- Activity 4: What is culture?
- Activity 5: What are some of our worries about cultural diversity?
- Activity 6: Why do we need to understand different cultures?
- Information: Cultural Competence (Power Point presentation)
- Activity 7: Practical ways to raise cultural awareness within your work/ your service

Section Two - Engagement

- Activity 8: Why develop partnerships?
- Activity 9: Some barriers and concerns about partnerships
- Activity 10: Practical ways to engage with people from minority ethnic communities with learning difficulties
- Information: Why develop partnerships (See Power Point C)
- Information: Partnership working (See Power Point D)

Section Three – Planning & Action

- Activity 11: Introduction to planning and action
- Activity 12: What do you know?
- Activity 13: Barriers to people with learning disabilities from minority ethnic communities using services
- Activity 14: Practical tips for making services more accessible and increasing uptake
- Activity 15: Person-centred planning
- Information: Making services accessible (See Power Point E)
- Information: Helping people access services (Power Point F)
- Information: What you need to know to plan services (Power Point G)
- Information: Person-centred planning and advocacy (Power Point H)

Section Four – Reviewing services

- Activity 16: How well are we doing?
- Activity 17: Reviewing the cultural competence of services
- Activity 18: Six areas of assessment for community engagement
- Information: Reviewing services (Power Point I)

Handouts

1. Glossary of terms

2. What I want from this training
3. Attitudes to people from minority ethnic communities with learning difficulties and their families
4. Some worries about cultural diversity
5. Barriers and concerns about partnerships
6. Who can help you review your current work and help you plan your service?
7. What do you know?
8. Barriers to people using services
9. Case studies: Making services more accessible and increasing uptake
- 10: Six areas of assessment for community engagement
11. Organisational Cultural Competence Self Assessment Tool
12. Some useful websites:

The pack is divided into four sections which cover the following areas:

Section One - Introduction

- Raising awareness of the needs, rights and cultural context of service users

Section Two - Engagement

- Engaging with minority ethnic communities
- Developing local partnerships
- Improving information and policies
- Employing people from minority ethnic communities to represent the populations served

Section Three - Planning & action

- Making services appropriate and accessible to people from minority ethnic groups with learning disabilities

Section Four - Reviewing services

- Measuring service user satisfaction and service outcomes
- Assessing & monitoring competence throughout the service