

CULTURALLY RESPONSIVE EMERGENCY MANAGEMENT (CREM)



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National Consensus Panel

2008 National Consensus Statement

Guidance for Integrating Culturally Diverse Communities into Preparedness and Response : a Toolkit

- A practical list of steps to get started
- A reference and resource guide
- Primer for understanding and integrating diversity, cultural competency, and language assistance

2008 National Standards for Culturally and Linguistically Appropriate Services: (CLAS)

- Health and Human Services
- Office of Minority Health

CULTURE

'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups
(Cross, Bazron, Dennis, & Issacs, 1989).



COMPETENCE

Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities (Cross, Bazron, Dennis, & Issacs, 1989).



CULTURAL COMPETENCE

The National Association of Social Workers (NASW) refers to cultural competence as “a process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.” (p.11)



CULTURALLY RESPONSIVE

This type of responsiveness is reflective in practice, has a disposition that embraces differences, and a set of culturally congruent skill sets to responsively respond to a diverse population of people (Gay & Kirkland, 2003).



COMMUNITY COMMON SENSE

A shared challenge of disaster professionals is to become familiar with the common sense-shared understanding or —sense of what should be done in any particular situation, which is most commonly held within a society.

How might responders go about learning about a community's "Common sense"?



UN ACTIVIDAD GRANDE: La Taza

Los top seis idiomas hablados en el estado de WA son español, Ruso, Chino, Coreano, vietnamita y camboyana



WASHINGTON STATE DEMOGRAPHICS

1. As of July 1, 2013, what is the size of Washington's State's Population?
2. Which two areas hold approximately half (3,439,809) of the state's total population?
3. What are the top six languages spoken in WA State?



WASHINGTON STATE DEMOGRAPHICS

- WA State Population as of July 1, 2013, 6,971,406; an increase of 3.7% since 2010. (United States Census Bureau)
- As of the 2010 Census, the Seattle-Tacoma-Bellevue Metropolitan Area's population was 3,439,809, approximately half the state's total population. (United States Census Bureau)
- The top six languages spoken in WA State are Spanish, Russian, Chinese, Korean, Vietnamese, and Cambodian



CULTURAL COMMUNITIES/POPULATIONS

- Blind, visually impaired, low vision
- Chemically dependent – including legal and illegal drug
- Children, unattended minors, runaways, latchkey kids
- Deaf, hearing impaired, hard of hearing (HoH)
- Elderly
- Emergent special needs (new needs due to disaster)
- Ex-convicts, registered offenders, or other clients of the criminal justice system
- HIV Positive
- Homeless or shelter dependent – including domestic violence shelters
- Limited English Proficiency (LEP), monolingual
- LGBT
- Medically compromised, low immune system, medically fragile, contagious
- Poor-without resources, extremely low income
- Racial and Ethnic diversity
- Single parents, lone guardians with no support system



GUIDING PRINCIPLES OF CULTURALLY RESPONSIVE EMERGENCY MANAGEMENT (CREM)

These principles and actions offer practical steps for organizations and professionals in response to an event.





PRINCIPLE 1:

Identifying, locating, and maintaining a profile of diverse racial/ethnic, Immigrant, and limited English proficiency (LEP) populations within the community.





PRINCIPLE 2:

Establishing sustainable partnerships between community representatives and the public health preparedness system to assess, build, and sustain trust with diverse racial/ethnic, immigrant and LEP populations.



PRINCIPLE 3:



Engaging community representatives to design, implement, and evaluate emergency risk communication strategies, ensuring that they are culturally and linguistically appropriate.



PRINCIPLE 4:

Developing and testing drills and exercises that reflect the community and incorporate scenarios that explicitly involve culturally and linguistically diverse populations.



"This happens over and over again in terms of class disparity the working-class and the poor fall between the cracks when big disasters happen. The elderly, disabled, people who have mental disabilities, who are on public assistance and the poor. This can apply to recent immigrants who have English as a second language too people in Mississippi (before Hurricane Katrina) who spoke Spanish didn't evacuate because they didn't have the language."



PRINCIPLE 5:



Building capacity within the public health preparedness system to respond to unique needs of diverse communities.



PRINCIPLE 6:



Measuring and evaluating emergency plans and actions from preparedness to recovery, ensuring the active involvement of participants from the public health preparedness system and the community in a continual process of review.



PRINCIPLE 7:



Coordinating information, resources, and actions across organizations and diverse communities to maximize compliance and adherence to preparedness practices.



PRINCIPLE 8:



Ensuring the availability of funds to develop and sustain activities that strengthen diverse communities' ability to prepare, respond to, and recover from emergency events.



DIVERSITY EMERGENCY PREPAREDNESS RESOURCES

HHS Resources

- Emergency Website A to Z – An index of emergency preparedness and response to public health emergencies, with information available in 11 languages (the Centers for Disease Control and Prevention).
- Online learning course: Cultural Competency Curriculum for Disaster Preparedness & Crisis Response (the Office of Minority Health).
- Public Health Workbook: to Define, Locate, & Reach Vulnerable At-Risk Populations in an Emergency (the Centers for Disease Control and Prevention).
- Training PowerPoint: Effective Planning, Response & Recovery for Special Needs Populations, Consistent with Federal Civil Rights Laws (the Office for Civil Rights).
- Other Federal Resources
- Interim Emergency Management Planning Guide for Special Needs Populations (the Federal Emergency Management Agency).



- Special Needs Populations Impact Assessment Source Document White Paper – Hurricane Ike Impact Report, October 2008 (the Department of Homeland Security).
- Prepare.org – A site to assist vulnerable populations: seniors, children, persons with disabilities, and pet owners prepare for natural and human-caused disasters, with information available in multiple languages, large print, and text-only (the American Red Cross).
- National Resource Center on Advancing Emergency Preparedness for Culturally Diverse Communities (the Drexel University School of Public Health, with support from the HHS Office of Minority Health).
- Toolkit: Guidance for Integrating Culturally Diverse Communities into Planning for & Responding to Emergencies (PDF, February 2011) (the National Consensus Panel on Emergency Preparedness & Cultural Diversity, with support from the HHS Office of Minority Health).

SOURCE:

<http://www.hhs.gov/ocr/civilrights/resources/specialtopics/emergencypreparednessresourcelep.html>



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