



Registered Practical Nurses  
Association of Ontario

# My Commitment to Cultural Safety

**Culture** is the patterns of human behaviour, norms, traditions and values that affect the thinking and behaviour of members of a particular group of people.

*Canadian Center for Diversity and Inclusion, 2022*

**Cultural competence** is our ability to effectively interact with people belonging to different cultures.

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This workbook is designed as a supplement to the WeRPN Cultural Competence learning modules that are accessible at [WeRPN.com](https://www.werpn.com). Going through the workbook will assist you in developing a deeper understanding of your own cultural competence and support your development of a Cultural Competence Action Plan.

Thought-provoking activities have been developed to help inspire a better understanding of the concepts relating to cultural competence. These activities are designed to support your professional development and enhance your ability to provide care that meets your clients' unique needs.

The workbook is designed to reinforce your learning, complete self-assessments, and utilize self-reflection to identify gaps, strengths, and biases. It provides a framework for setting goals, implementing the steps required to meet those goals, and offers tools to evaluate your progress along the way.

# Background

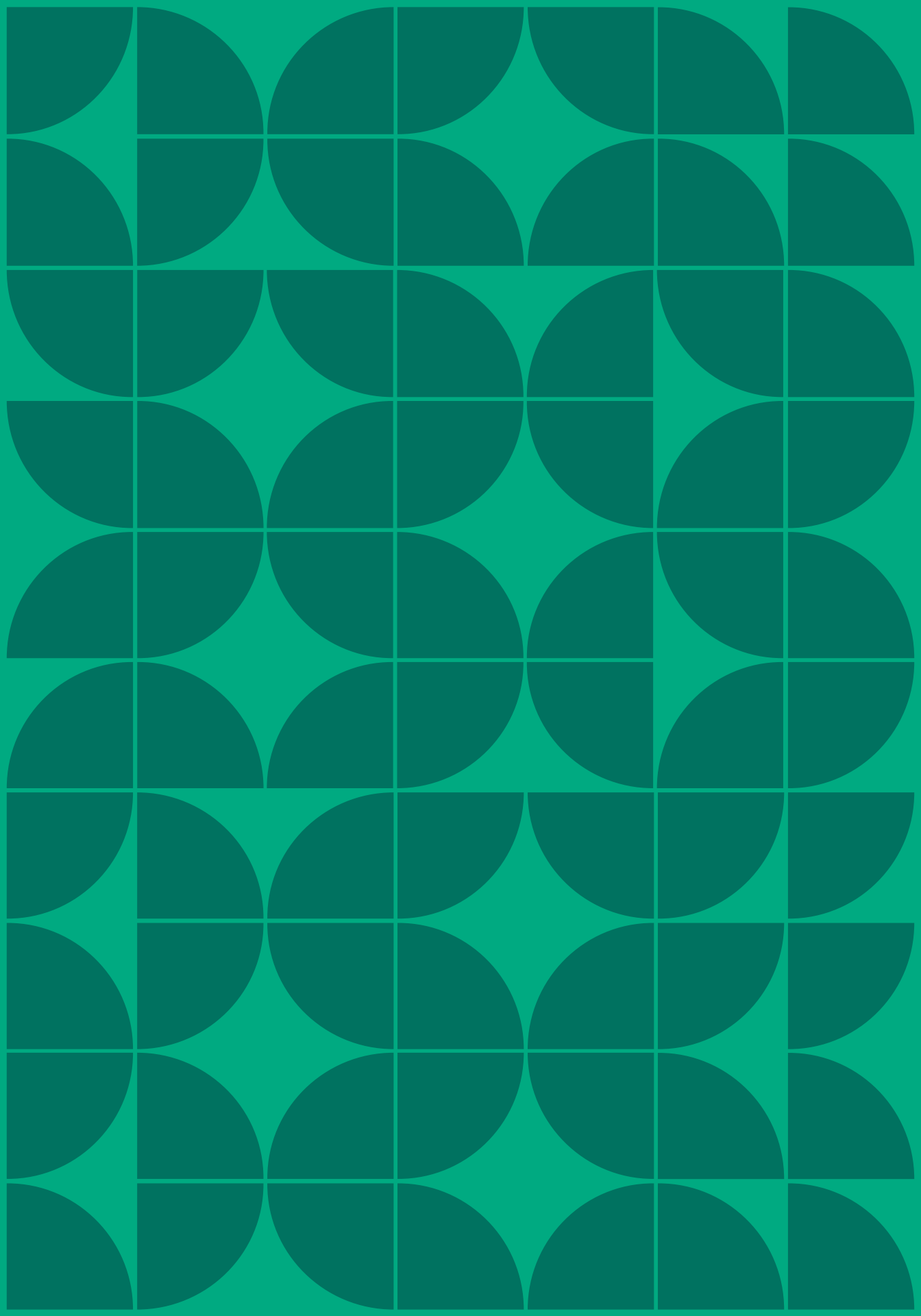
Canada is one of the most culturally diverse countries in the world (Statistics Canada, 2022b). Yet, culture extends far beyond where someone is born or the faith they practice (if they practice at all). Culture encompasses all the various social behaviours, institutions, and norms found in our diverse human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits they inspire.

Across our province and country, people who identify as Black, Indigenous, People of Colour or part of the LGBTQ2S+ community experience many forms of hate and discrimination. In fact, Statistics Canada reports an increase in race and ethnicity-based discrimination in recent years (Statistics Canada, 2022a).

To better support our patients, nurses need to understand the many cultures that exist within our communities. As nurses, developing knowledge and awareness are important pillars to assist us in becoming culturally competent (Papadopoulos, 2014).

According to the College of Nurses, developing cultural competence is a critical requirement for nurses to deliver the best possible care to patients, residents, and clients (College of Nurses of Ontario, 2019). WeRPN has published this workbook as part of our commitment to expand the available resources that enhance culturally sensitive patient care and to support nurses in the delivery of inclusive care to diverse populations.

By fostering inclusive healthcare teams, we are strengthening our ability to meet our patients' individual care needs and preferences.



# An Introduction to Cultural Competence

Culture is the patterns of human behaviour, norms, traditions and values that affect the thinking and behaviour of members of a particular group of people (Canadian Center for Diversity and Inclusion, 2022; Registered Practical Nurses Association of Ontario, 2023). Cultural competence is our ability to effectively interact with people belonging to different cultures. Nurses should be aware of a variety of commonly used terms to help them understand cultural competence.

**Diversity, equity, inclusion, bias, and cultural sensitivity** are fundamental terms for understanding how to become a culturally competent nurse.

# Activity 1

Match the definition with the correct term

**A.** The mix that occurs in any group of individuals with unique qualities and characteristics (Canadian Center for Diversity and Inclusion, 2022).

☐

**Diversity**

**B.** The belief that race determines a person's traits and capacities, producing a superiority of some races over others (Merriam-Webster Incorporated, n.d.b; Registered Practical Nurses Association of Ontario, 2023).

☐

**Equity**

**C.** A group of people with common characteristics or interests living together within a larger society (Merriam-Webster Incorporated, n.d.a).

☐

**Inclusion**

**D.** Conscious or unconscious opinion, preference or prejudice (National Center for Cultural Competence at Georgetown University, n.d.; Registered Practical Nurses Association of Ontario, 2023).

☐

**Cultural sensitivity**

**E.** Ability to adapt behaviours, becoming aware and appreciating the values, norms, beliefs, and characteristics of a culture that is not your own (Canadian Center for Diversity and Inclusion, 2022; Registered Practical Nurses Association of Ontario, 2023).

☐

**Bias**

**F.** When everyone is treated according to their diverse needs (Canadian Center for Diversity and Inclusion, 2022; Registered Practical Nurses Association of Ontario, 2023).

☐

**Racism**

**G.** Creating a culture that embraces, respects, accepts, and values diversity (Canadian Center for Diversity and Inclusion, 2022; Registered Practical Nurses Association of Ontario, 2023).

☐

**Communities**



## Activity 2

**Access to Culturally Competent Care:** list three strategies that, if implemented, would have a positive impact on the diversity, equity, and inclusion of your practice setting. These strategies can be related to clients or staff. Provide short answers in 1-2 sentences.

Strategy 1

Strategy 2

Strategy 3

# Activity 3

**A look at our history:** read the following statements and select the appropriate box depending if you believe the statement is true or false, to assess your current understanding of Canada’s history on race relations.

Statement	True	False
1. Diversity and inclusion have been a part of Canada’s cultural identity throughout a vast majority of our history.		
2. Canada has had a history of racism and bias towards certain communities.		
3. The last Indian Residential School in Canada closed in 1996, over 100 years since the amendments to the Indian Act led to the creation of these schools.		
4. Racial profiling, harsher sentencing, and mistreatment in prison do not occur in Canada’s judicial system.		
5. Canada has formally apologized and, in some cases, provided reparation for racial injustices committed against specific communities.		

# Learning from the past

By studying select examples of discrimination, we can recognize the systemic barriers that persist for many racialized groups of people in Canada.

## The Indigenous Communities

Indigenous people have inhabited the lands now known as Canada for thousands of years (Canadian Centre for Diversity and Inclusion, 2020). Beginning in the late 15<sup>th</sup> century, Western European countries began colonizing North America to claim land and natural resources. Colonizers enslaved many Indigenous Peoples and transported colonial slaves from Africa to support the production and extraction of resources to be sent back to Europe.

In 1884, the federal law that administered Indian Status, local First Nations governments, and the management of reserve land, known as the Indian Act, was amended, leading to the creation of The Indian Residential School System (The Canadian Encyclopedia, n.d.). In a span of over 100 years, it is estimated over 150,000 First Nations, Inuit, and Métis children between the ages of four and 16 attended these schools, where they were forcibly separated from their families in an effort to assimilate them by suppressing their cultures and histories (Canadian Centre for Diversity and Inclusion, 2020). These children were also subjected to significant abuse and trauma.



**Students in a classroom in Resolution, N.W.T.**

*Image credit:  
Canada. Dept. of Mines  
and Technical Surveys  
/ Library and Archives  
Canada / PA-023095*

## Immigrants from China

In 1885, Canada enacted the Chinese Immigration Act, which created a “head tax” to discourage Chinese people from immigrating after the construction of the Canadian National Railway. After the head tax was removed, the discrimination continued with a ban on immigration from China until 1947.

## Immigrants from Japan and Japanese Citizens

During World War II, rioters protested the presence of Japanese people in Canada, and by 1942, Japanese Canadian citizens were forced into internment camps. Their properties and possessions were seized and sold, and many faced deportation after the war had ended.

Anti-Asian racism continues to this day. With the onset of the pandemic, incidents rose by 318% and 121% against South Asian and Southeast Asian people, respectively. (Chinese Canadian National Council for Social Justice, 2021).

## The Black Community

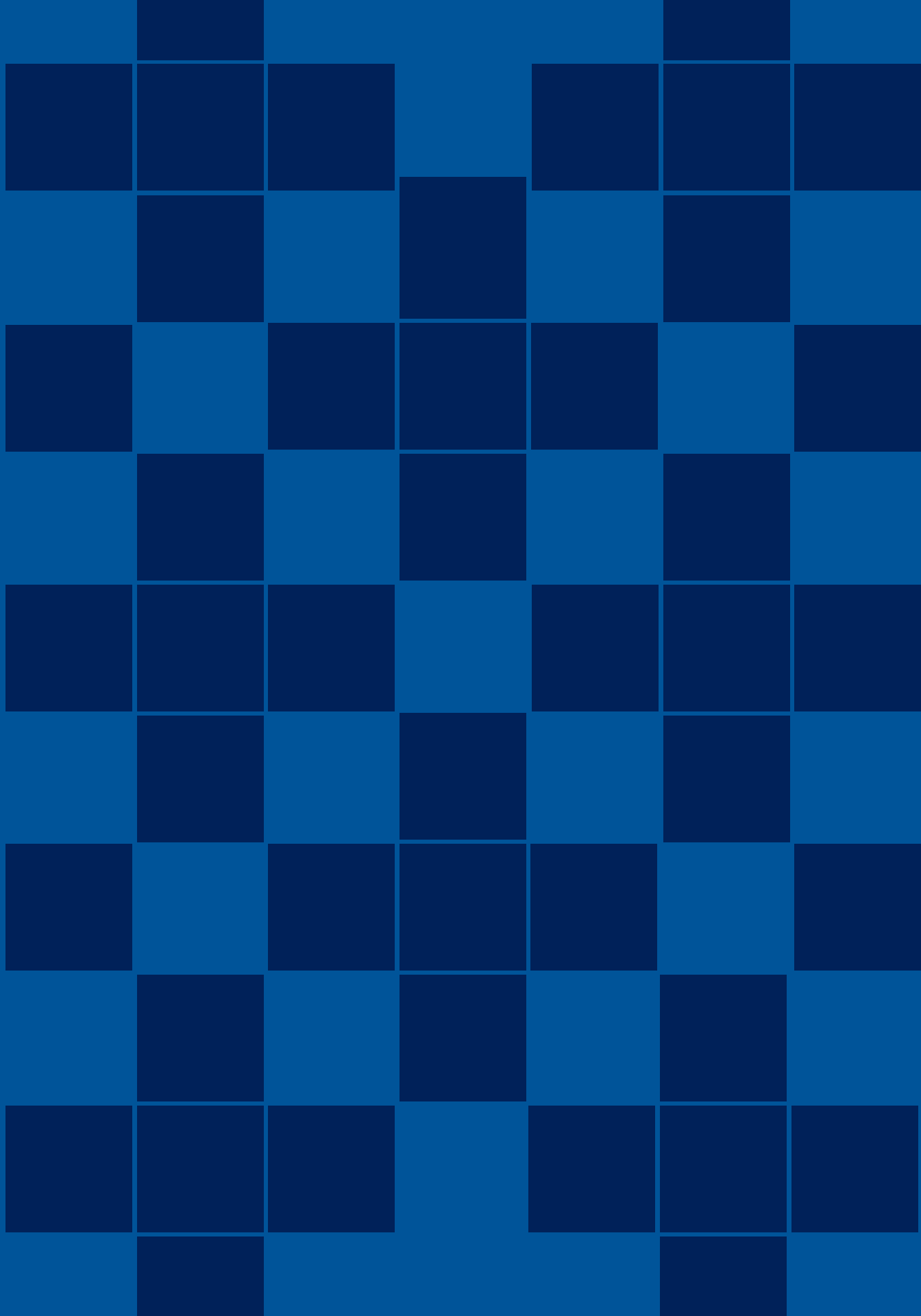
Across Canada, Black people have and continue to experience racism and discrimination, including racial profiling, harsher sentences, mistreatment in prison, and denial of services (Amnesty International, 2019). As an example, Black residents in a community known as “Africville” on the outskirts of Halifax were systematically persecuted (Canadian Centre for Diversity and Inclusion, 2020). Although paying municipal taxes, residents of Africville were denied services such as electricity and clean water, and the city of Halifax constructed institutions seen as undesirable near the community, including a prison, slaughterhouses, and a dump. In 1964, residents were evicted, and Africville was demolished with little consultation or compensation. Africville has since been declared a historical site, and the Canadian government and the City of Halifax have apologized to surviving community members and their descendants.

In many of these cases, the Government of Canada has formally apologized and offered compensation to survivors and their families for the mistreatment of members of these communities.

This is a brief snapshot and not an exhaustive list of the various instances of racism and discrimination that have occurred throughout Canada’s history.

## Activity 4

Provide one example of racism or discrimination you have witnessed or experienced in your practice setting.



# Cultural Literacy Model

The conceptual map on the next page outlines the four stages of the Papadopoulos, Tilki, and Taylor model designed by transcultural nursing experts for developing culturally competent and compassionate healthcare professionals (Research Centre for Transcultural Studies in Health, n.d). As described by the Research Centre for Transcultural Studies in Health:

“Papadopoulos (2011) has defined culturally competent compassion as the human quality of understanding the suffering of others and wanting to do something about it using culturally appropriate and acceptable nursing/healthcare interventions which take into consideration both the patients’ and the carers’ cultural backgrounds as well as the context in which care is given.”

*Research Centre for Transcultural Studies in Health, n.d. para. 1*

# Cultural Literacy Model

At the centre of the model is compassion, surrounded by four key elements: Cultural Awareness, Cultural Knowledge, Cultural Sensitivity, and Cultural Competence.

## Cultural Awareness

The first stage in the model begins with an examination of our own values and beliefs. As nurses we utilize self-reflection to identify how these can influence our practice (Papadopoulos, 2003). Understanding what factors create a person's cultural identity and how these influence their health is foundational to our learning.

## Cultural Knowledge

Interacting with people from diverse communities can enhance our knowledge and understanding of what they believe about their health and help us understand the challenges they may be facing.

## Cultural Sensitivity

It is important that we work collaboratively with the people we are caring for. We need to view our patients as partners in the process in order to be culturally sensitive. If we do not, we are using our power in a way that fails to empower our patients to make choices that best reflect their needs as individuals. Within these partnerships, it is important to build trust, acceptance, and respect while facilitating the care that our patients receive.

## Cultural Competence

The final stage culminates the developed awareness, knowledge, and sensitivity gained when we developed the three prior stages. Focusing this learning provides practical skills such as needs-based assessments. The most crucial components of the competence stage are recognizing and challenging racism and discrimination in the practice setting.



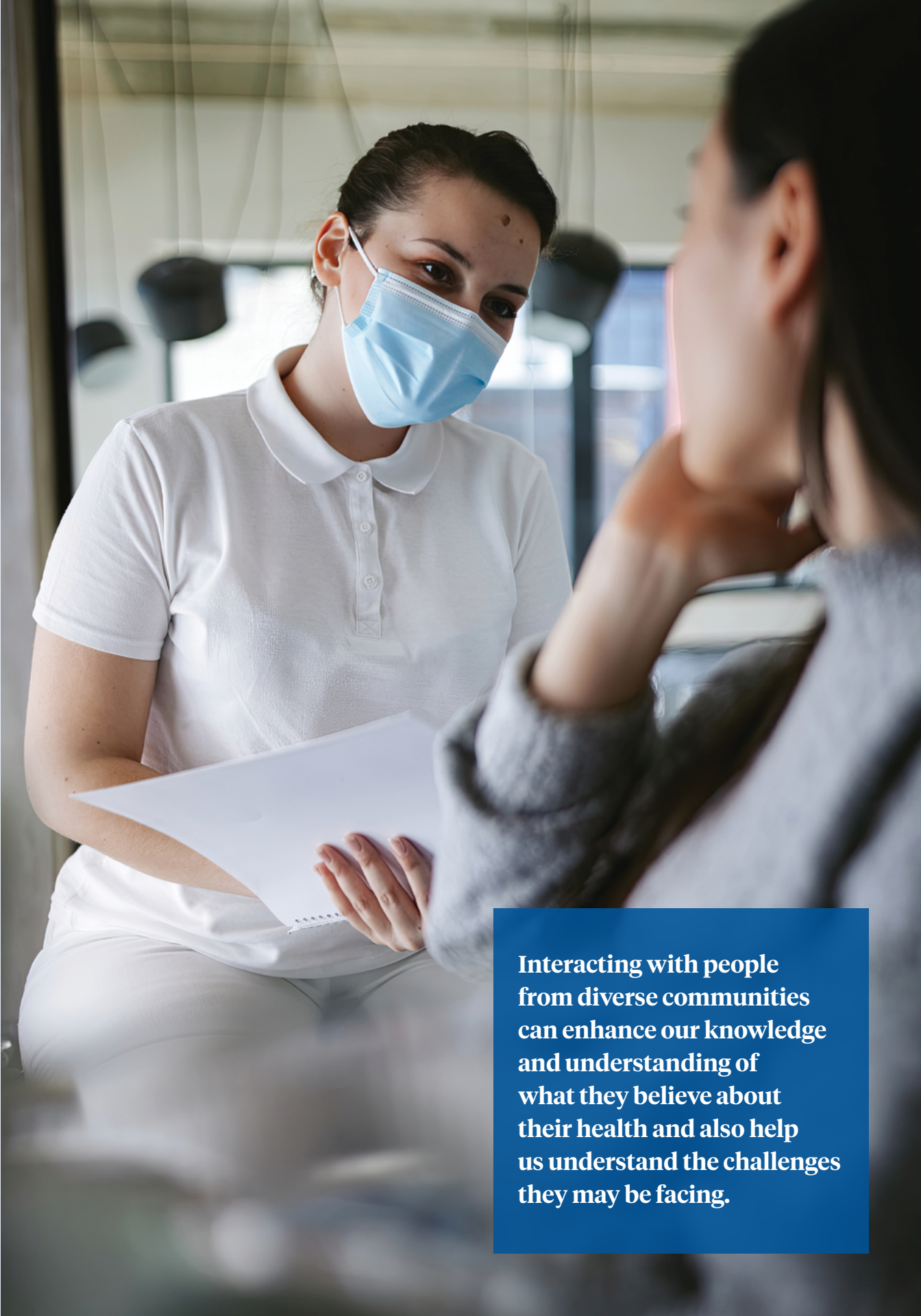


*The Papadopoulos Model for Developing Culturally Competent and Compassionate Healthcare Professionals by Papadopoulos, I. (2014).*

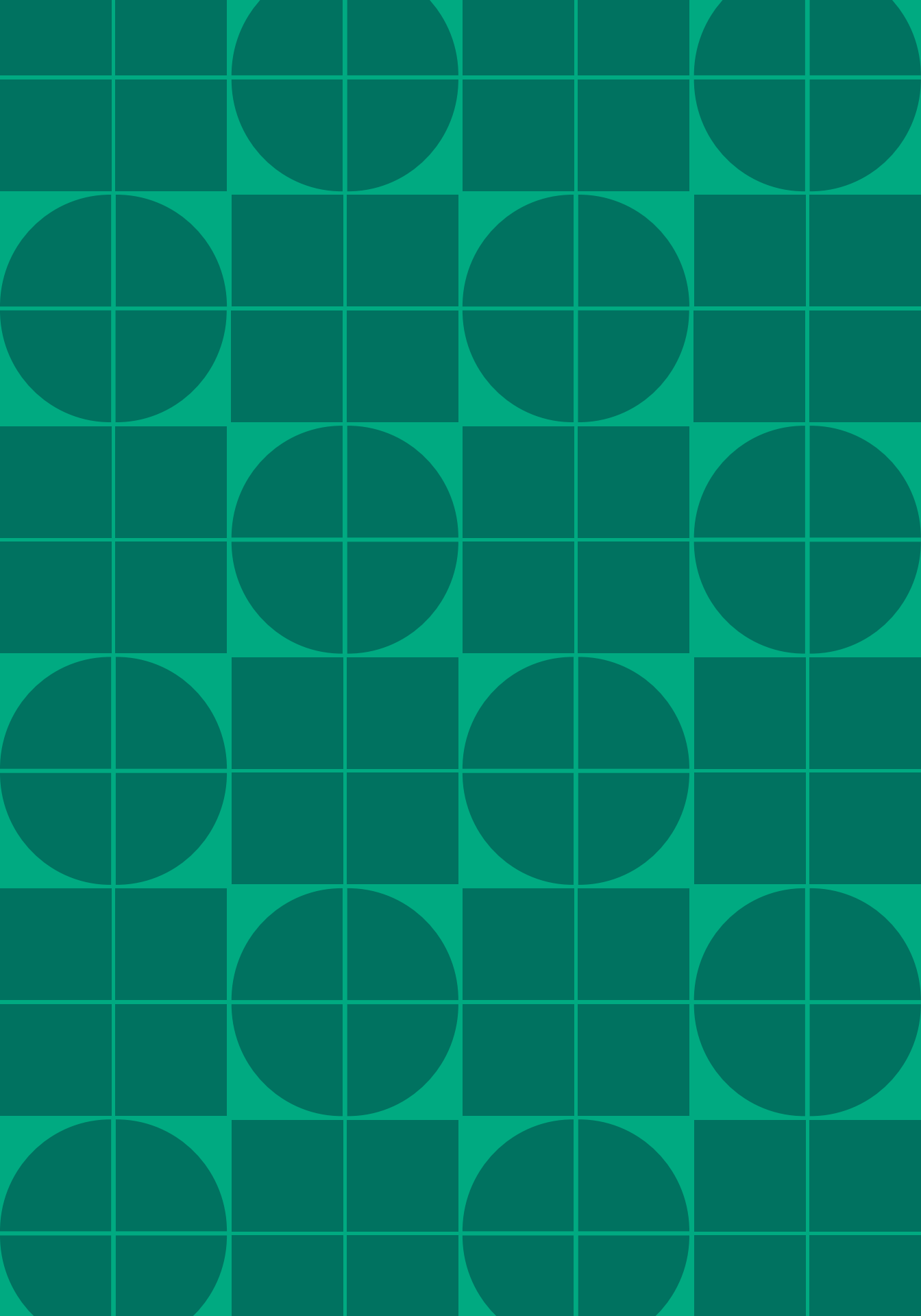
# Activity 1

Cultural Awareness, Cultural Knowledge, Cultural Sensitivity, or Cultural Competence? Select the correct category.

Statement	Cultural Awareness	Cultural Knowledge	Cultural Sensitivity	Cultural Competence
1. Giving compassion to your clients no matter their culture				
2. Understanding important elements of your client's culture				
3. Using your knowledge of a client's culture to address their individual care needs				
4. Understanding that nurses must provide compassionate care to all their clients equally				



**Interacting with people from diverse communities can enhance our knowledge and understanding of what they believe about their health and also help us understand the challenges they may be facing.**



# Cultural Competence Legislation

Cultural Competence not only improves patient care, it also protects the nurses providing that care. There are several pieces of legislation that protect individual human rights. The next pages contain a few highlights; however, it is important to note these are not comprehensive overviews.

# Select Federal Legislation

## The Constitution Act

The Constitution Act outlines the fundamental freedoms in Canada, including the right to be equal under the law and have equal protection and benefit of the law without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age, or mental or physical disability (Government of Canada, 1867; Registered Practical Nurses Association of Ontario, 2023).

## The Canadian Multiculturalism Act

This Act requires government to enact legislation that promotes respect and inclusion in social services, including healthcare (Government of Canada, 1985b; Registered Practical Nurses Association of Ontario, 2023). The Act also legislates that policy in Canada should ensure all individuals receive equal treatment under the law while respecting and valuing their diversity.

## The Canada Health Act

The Canada Health Act provides criteria that provinces must abide by in order to receive healthcare funding from the Federal government (Government of Canada, 1985a; Registered Practical Nurses Association of Ontario, 2023). The universality criterion states that one hundred percent of insured persons must be provided insured services on uniform terms and conditions.

## The Criminal Code

The Criminal Code provides legislation that forbids the incitement of hatred in any public space and any hatred against an identifiable group where incitement is likely to breach the peace (Government of Canada, 1985c; Registered Practical Nurses Association of Ontario, 2023). The code also outlines that both public incitement of hatred and willful promotion of hatred outside of a private conversation are indictable offences and punishable by conviction.

# Provincial Legislation

## The Ontario Human Rights Code

The Ontario Human Rights Code highlights that dignity and equality are foundational to the rights that every human being has to freedom, justice and peace (Government of Ontario, 1990a; Registered Practical Nurses Association of Ontario, 2023). It legislates the right of freedom from discrimination and harassment, sets a framework for how the legislation should be interpreted and mandates the functions of the Ontario Human Rights Commission.

## Occupational Health and Safety Act

This Act outlines the requirement for employers, owners, suppliers, employees, contractors and licensees around violence and harassment in the workplace (Government of Ontario, 1990; Registered Practical Nurses Association of Ontario, 2023). It provides workers the right to refuse or stop work due to safety risks, prohibits reprisal from employers, outlines how the legislation should be enforced and the penalties for not abiding by the requirements.

# Activity 1

For each scenario, identify the piece of legislation that best relates to it.

## Scenario 1

You hear on the news that the Government of Canada is putting policies in place that aim to significantly improve indigenous communities' access to health services:

Corresponding legislation:

## Scenario 2

Your organization is amending their policies to better align with current legislation addressing discrimination on the basis of a person's age and race.

Corresponding legislation:

## Scenario 3

One of your colleagues feels they have been harassed on multiple occasions by another staff member because they wear a hijab. Your colleague asks you what their rights are and if there is any law protecting them from this harassment.

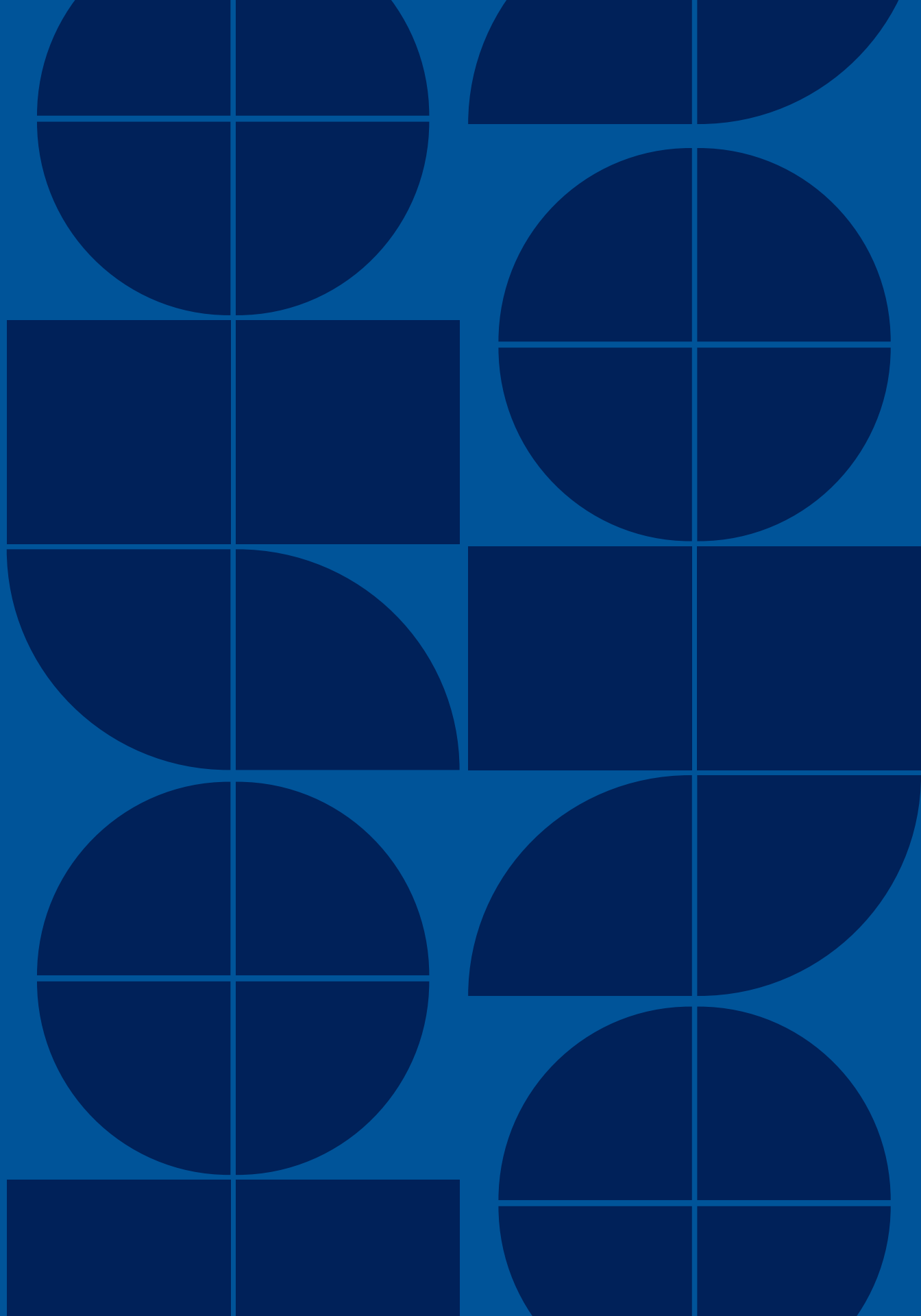
Corresponding legislation:



## Activity 2

Write your response to the following scenario in the space below.

Your patient requests that their Imam, a leader from their local mosque, comes to visit; however, they are not on the visitor list, and your charge nurse tells you that the patient's request has been denied. Your patient is frustrated, because the patient in the neighbouring bed was allowed to have the pastor of their church visit, while the number of visitors exceeded the unit's visitor policy. How can you advocate for your patient, considering the legislation highlighted in this workbook?



# Cultural Competence and the Nurse

By developing our knowledge, awareness, and sensitivity and becoming more culturally competent, we as nurses can ensure we uphold the College of Nurses of Ontario (CNO) Code of Conduct (College of Nurses of Ontario, 2019a; Registered Practical Nurses Association of Ontario, 2023). In the code, the CNO outlines nurses' responsibility to provide care that "...is not judgmental and is free of discrimination," (College of Nurses of Ontario, 2019a, p.5) while ensuring they "reflect on and address our own practice and values that may affect their nursing care" (College of Nurses of Ontario, 2019a, p.5). Nurses must not impose their personal beliefs and biases on patients, whether these are political, religious, or cultural.

Developing our cultural competence also helps ensure we are meeting the CNO Professional and Therapeutic Nurse Client Relationship Practice Standards. Nurses are required to establish and maintain respectful relationships that promote collaboration and are therapeutic and professional (College of Nurses of Ontario, 2022). We must work collaboratively with patients and their families, while respecting their values and beliefs and recognizing that culture plays a significant role in our values and beliefs. We as nurses must refrain from personal biases based on our beliefs (College of Nurses of Ontario, 2019b).

# Activity 1

## Reflecting on Shifting Terminologies:

Often, it’s the language we use that indicates our cultural competence. Many words we use to describe groups of people can offend. Being considerate of these terms can go a long way to building connections with patients, caregivers and colleagues.

How a person defines their gender can be complicated and emotional. Strive to remain gender-neutral and, if possible, avoid the use of pronouns. Instead, use the pronouns “they” or “them” to refer to a person whose gender is undisclosed or unclear.

Remember, if you're unsure of how to refer to a person, the best rule of thumb is to ask about their preference.

Here are a few examples of terms that could be received negatively and how we can shift our language to be more respectful and inclusive.

Instead of	Try this
<i>Aboriginal/Aboriginal</i>	<b>Indigenous</b>
<i>Addict/Alcoholic</i>	<b>Person with substance use issues</b>
<i>Blind to</i>	<b>Oblivious</b>
<i>Crazy/Insane</i>	<b>Baffling or mind blowing</b>
<i>Crippling</i>	<b>Devastating or difficult experience</b>
<i>Disabled/Handicapped</i>	<b>Person living with a disability</b>
<i>Former addict</i>	<b>Person in recovery</b>

Instead of	Try this
<i>Man-hours</i>	Time or work hours or nursing hours
<i>Mentally ill</i>	Person living with mental illness
<i>Native speaker/ Non-native speaker</i>	Consider whether this needs to be referenced; make content relevant to anyone regardless of language spoken
<i>Poor</i>	Low income
<i>Victim</i>	Survivor
<i>LGBTQ</i>	2SLGBTQ+ or LGBTQ2S+
<i>Transgender</i>	Trans and gender non-binary
<i>Homosexual</i>	Gay or lesbian
<i>Sexual preference</i>	Sexual orientation
<i>Preferred pronouns</i>	Pronouns
<i>Born female/Born male</i>	Assigned female at birth/Assigned male at birth
<i>Guys/Ladies</i>	Folks, people, everyone
<i>Suffers from</i>	Person living with
<i>Hypertensive/Diabetic</i>	Person with/they have hypertension/diabetes
<i>Resistant/Non-compliant</i>	Refused treatment/Difficulty following plan
<i>Vulnerable/High-risk</i>	Marginalized/Under-resourced
<i>Inner-city/Urban</i>	City-centre/Downtown
<i>Target/Tackle/Combat</i>	Address/Treat/Manage

*Source:*  
(Benn, n.d.; Nkem Chukwumerije, 2022)

## Activity 2

What terminology have you used in the past that has changed to promote diversity, equity, and/or inclusion?

Have you been in a situation where you used terminology that someone else found offensive? How did you handle that situation? Write your response in the space below.

## Activity 3

Write your response to the following scenario in the space below:

You work on a very busy floor. Your colleague, Paula, tells you that one of her patient's family members is asking a lot of questions and wants to be involved with the patient's care. She tells you they mean well, and the patient seems okay with it, but it is difficult and time-consuming to communicate with the family member because it is hard to understand their accent. Paula has been asking the family to stand outside whenever she interacts with the patient or provides care because she finds the family overbearing, and she doesn't have time for them.

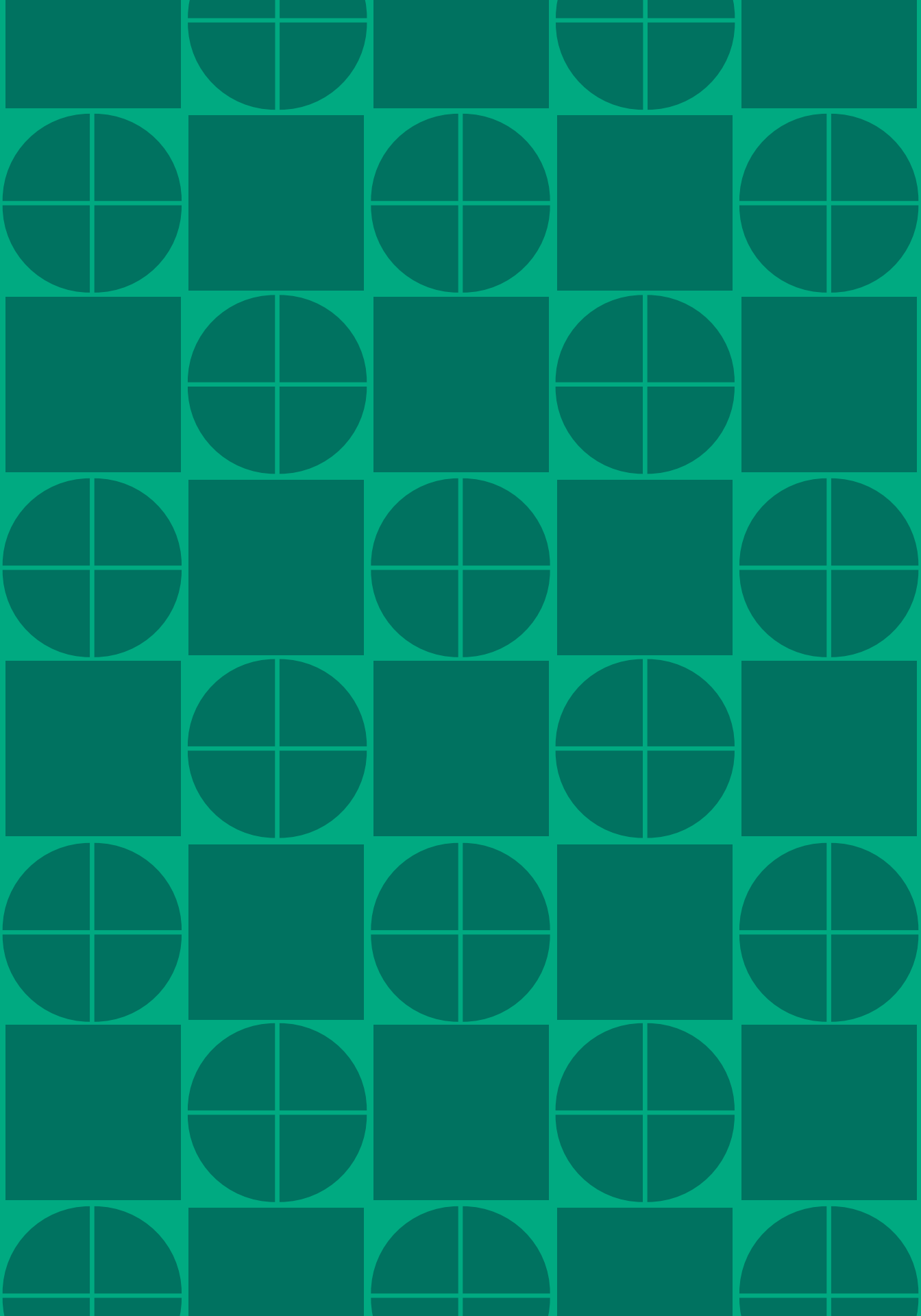
What would you recommend to Paula to help support her patient's individual care needs?

# Assessing Cultural Competence

Adapted from the original tool created by the Greater Vancouver Island Multicultural Society, the Cultural Competence Self-Assessment Checklist helps users explore their individual cultural competence.

Upon completing your assessment, you will be given a score in each of the three categories: knowledge, awareness, and skills. Knowing your strengths and weaknesses will guide the development of your personal cultural competence action plan at the end of this workbook.





# Cultural Competence

## Self-assessment Checklist

Adapted from the Greater Vancouver Island Multicultural Society Cultural Competence Self- Assessment Checklist, which was created with funding from the Government of Canada and the Province of British Columbia.

This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment.

The term ‘culture’ includes not only culture related to race, ethnicity and ancestry, but also the culture (e.g., beliefs, common experiences and ways of being in the world) shared by people with characteristics in common, such as people with disabilities, people who are Lesbian Bisexual, Gay and Transgender (LGBT), people who are deaf, members of faith and spiritual communities, people of various socio- economic classes, etc.) In this tool, we are focusing on race, ethnicity and ancestry. However, remember that much of the awareness, knowledge and skills which you have gained from past relationships with people who are different from you are transferable and can help you in your future relationships across difference.

Read each entry in the Awareness, Knowledge and Skills sections. Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that column. Multiple the number of times you have checked “Never” by 1, “Sometimes/Occasionally” by 2, “Fairly Often/Pretty well” by 3 and “Always/Very Well” by 4. The more points you have, the more culturally competent you are becoming.

This is simply a tool. This is not a test. The rating scale is there to help you identify areas of strength and areas that need further development in order to help you reach your goal of cultural competence.

Remember that cultural competence is a process, and that learning occurs on a continuum and over a lifetime. You will not be asked to show anyone your answers unless you choose to do so.

While you complete this assessment, stay in touch with your emotions and remind yourself that learning is a journey.



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**N:** Never    **S:** Sometimes/Occasionally    **O:** Fairly Often/Pretty well    **A:** Always/Very well

Awareness		N	S	O	A
Value Diversity	I view human difference as positive and a cause for celebration.				
Know myself	I have a clear sense of my own ethnic, cultural and racial identity.				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.				
Accept ambiguity	I accept that in cross cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.				
Be curious	I take any opportunity to put myself in places where I can learn about difference and create relationships.				
Aware of my privilege if I am White	If I am a White person working with an Aboriginal person or Person of Colour, I understand that I will likely be perceived as a person with power and racial privilege, and that I may not be seen as 'unbiased' or as an ally.				
Aware of social justice issues	I'm aware of the impact of the social context on the lives of culturally diverse population, and how power, privilege and social oppression influence their lives.				

1 pt    2 pt    3 pt    4 pt

Knowledge		N	S	O	A
Gain from my mistakes	I will make mistakes and will learn from them.				
Assess the limits of my knowledge	I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more.				
Ask questions	I will really listen to the answers before asking another question.				
Acknowledge the importance of difference	I know that differences in colour, culture, ethnicity etc. are important parts of an individual's identity which they value and so do I. I will not hide behind the claim of "colour blindness".				
Know the historical experiences of non-European Canadians	I am knowledgeable about historical incidents in Canada's past that demonstrate racism and exclusion towards Canadians of non-European heritage (e.g. the Chinese Head Tax, the Komagata Maru, Indian Act and Japanese internment).				
Understand the influence culture can have	I recognize that cultures change over time and can vary from person to person, as does attachment to culture.				
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.				
Commit to life-long learning	I recognize that achieving cultural competence involves a commitment to learning over a life-time.				
Understand the impact of racism, sexism, homophobia ...	I recognize that stereotypical attitudes and discriminatory actions can dehumanize, even encourage violence against individuals because of their membership in groups which are different from myself.				
Know my own family history	I know my family's story of immigration and assimilation into Canada.				
Know my limitations	I continue to develop my capacity for assessing areas where there are gaps in my knowledge.				
Awareness of multiple social identities	I recognize that people have intersecting multiple identities drawn from race, sex, religion, ethnicity, etc and the importance of each of these identities vary from person to person.				
Inter-cultural and intracultural differences	I acknowledge both inter- cultural and intracultural differences.				
Point of reference to assess appropriate behaviour	I'm aware that everyone has a "culture" and my own "culture" should not be regarded as a point of reference to assess which behavior is appropriate or inappropriate.				

1 pt

2 pt

3 pt

4 pt

Skills		N	S	O	A
Adapt to different situations	I am developing ways to interact respectfully and effectively with individuals and groups.				
Challenge discriminatory and/ or racist behaviour	I can effectively intervene when I observe others behaving in racist and/or discriminatory manner.				
Communicate across cultures	I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own.				
Seek out situations to expand my skills	I seek out people who challenge me to maintain and increase the cross-cultural skills I have.				
Become engaged	I am actively involved in initiatives, small or big, that promote understanding among members of diverse groups.				
Act respectfully in cross-cultural situations	I can act in ways that demonstrate respect for the culture and beliefs of others.				
Practice cultural protocols	I am learning about and put into practice the specific cultural protocols and practices which necessary for my work.				
Act as an ally	My colleagues who are Aboriginal, immigrants or People of Colour consider me an ally and know that I will support them with culturally appropriate ways.				
Be flexible	I work hard to understand the perspectives of others and consult with my diverse colleagues about culturally respectful and appropriate courses of action.				
Be adaptive	I know and use a variety of relationship building skills to create connections with people who are different from me.				
Recognize my own cultural biases	I can recognize my own cultural biases in a given situation and I'm aware not to act out based on my biases				
Be aware of within-group differences	I'm aware of within-group differences and I would not generalize a specific behavior presented by an individual to the entire cultural community.				

1 pt      2 pt      3 pt      4 pt

## Activity 2

### Reflect on Your Self-Assessment Checklist

As you reflect on your results, it's important not only to think about gaps you may have identified, but also your strengths. Practices or strategies that have made you strong in one area may be transferable to another area.

In the space below, reflect on the following questions: What stood out? Did anything surprise you? Have you identified any gaps? Have you identified any strengths? How will this information guide the development of your action plan?



## IATs

In addition to the self-assessment checklist, consider taking a few implicit association tests (IATs) for more in-depth assessments.

IATs were developed by a not-for profit organization, Project Implicit, founded in 1998 by three scientists from the University of Washington, Harvard University, and University of Virginia (Project Implicit, n.d.a). While these tests help you understand and identify unconscious bias, the data collected also provides insight into implicit association more broadly. (Project Implicit, n.d.b).

The data collected from these tests is anonymous and has been used in over 90 published journal articles over recent decades. There are a total of 15 implicit association tests that address a wide range of topics. Topics such as past United States presidents or weapons may be less relevant to your practice; however, reflecting on your practice setting will help you identify more relevant topics, such as race, religion, skin tone, or weight.

If you decide to do an in-depth assessment, you should complete a minimum of three IATs to help you identify potential bias and guide the creation of your cultural competence action plan located in the final section of this workbook.

To access the IATs, visit:

<https://implicit.harvard.edu/implicit/takeatest.html>



## Activity 2 (optional)

### Reflect on Your Implicit Association Tests

If you used the implicit association tests, reflect on the following questions: What stood out to you? Did anything that surprise you? Have you identified any bias? If so, was this something you were aware of, or is it unconscious? Were you surprised by the results of your test? How will this information guide the development of your action plan?



# Cultural Competence Resources

There are many resources available for developing cultural competence. Depending on your interests and learning style, you may want to consider more than one type.

Educational resources such as TedTalks are great tools if you are someone who learns better by listening to information. Articles, websites, and reports may be more appropriate if you are someone who learns better by reading the information.

Evaluating resources is an important step in identifying ones that are not only relevant to nurses, but also contain credible, evidence-based information. Before registering for a course, you should evaluate the delivery method to ensure it meets your learning needs.

WeRPN has developed a list of relevant cultural competence resources available on the Practice Resources section of our website under the “Learn” tab.

# Activity 1

Select the resources from the list below that you would use as evidence-based:

☐

**TikToks/  
Instagram reels**

☐

**Opinion pieces**

☐

**Reports**

☐

**Blog posts**

☐

**TedTalks**

☐

**Education  
guides**

☐

**Academic  
articles**

☐

**Learning  
modules**

☐

**Websites**

After selecting these resources, ask yourself why you choose this resource? Why did I choose this resource instead of other resources on this list?

Some resources are more likely to be evidence-based than others; however, it is important to evaluate each resource to determine its credibility by using the following steps:

### **1. Fact or opinion**

Identify if the resource is fact or opinion (Purdue Online Writing Lab - Purdue University, n.d.; Registered Practical Nurses Association of Ontario, 2023). Facts are objective and verifiable; they are known to be true. Opinions are subjective and based on someone's opinion on the subject matter. An example of a fact is that based on The Canadian Census in 2020, 92% of Canadians agree that ethnic or cultural diversity are Canadian values (Statistics Canada, 2020). An example of an opinion is that Canada is a great place to live because of its cultural diversity.

### **2. What type of language is being used**

Identify the type of language used (Purdue Online Writing Lab - Purdue University, n.d.; Registered Practical Nurses Association of Ontario, 2023). Is the language used objective or emotional? Objective language looks at the facts, while emotional language evokes an emotion that causes its audience to react in a particular way.

### **3. Are the sources credible?**

Review the sources that the author is obtaining information from. If the resource is based on an opinion, is there sufficient evidence to support the claims the author is making? Are the sources recent, or is there new, more recent evidence that has emerged? As you become more familiar with the topic of cultural competence and how to evaluate sources, it will become quicker and easier to find evidence-based, credible resources.

### **4. Cross-check**

If you are still unsure whether or not your resource is credible, consider cross-checking the information in the resource. Are you able to find the same information in another place? If the author uses exact dates or figures, try to find the same information in a different source to confirm the statements.

After reviewing these steps, would you select the same resources as evidence-based?

More information can be found on the Purdue University Online Writing Lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/conducting\\_research/evaluating\\_sources\\_of\\_information/general\\_guidelines.html](https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/general_guidelines.html)



# Putting it Together: Cultural Competence Action Plan

## **Assessing Cultural Competence and Bias**

By assessing your cultural competence, you can identify gaps within your cultural competence and individual biases you may have. If you have not completed your assessment(s) already, go back to module 5 in this document and complete them before moving onto the next section of your action plan.

## **Identifying Strengths, Gaps, and Bias**

Reflecting on your assessments allows you to identify your strengths, gaps, and biases.

Look back on your reflection in module 5, where you were asked to reflect on your strengths, gaps, and potential bias. Using this reflection, identify three strengths, three gaps, and any biases that are relevant to your practice.



### Strengths

### Gaps

### Biases

# Planning Smart Goals and Action Steps

Planning is an essential step to help nurses set strong goals and determine how they will achieve them in order to become more culturally competent. As part of your annual CNO Quality Assurance (QA) learning plan, you should be familiar with setting SMART goals. A SMART goal is a statement with five components, namely specific, measurable, attainable, relevant, and time-sensitive (College of Nurses of Ontario, 2018). For this section, set two goals using the SMART framework.

**Specific:** A specific goal is one that explains what you want to learn and what action steps you will take to achieve your goal.

**Measurable:** Setting a goal that is measurable helps ensure you can evaluate your progress (College of Nurses of Ontario, 2018; Registered Practical Nurses Association of Ontario, 2023). To help you set a goal that is measurable, ask yourself, what would I like to be able to do after achieving this goal? For example, you may decide to increase your knowledge in one of the sections of your cultural competence self-assessment checklist, and this would be measured by a higher score in this area.

**Attainable:** Your goal should be attainable, meaning that it is realistic. Although it should be something that you can achieve, it is important to challenge yourself to grow; realistic doesn't mean it is going to be easy.

**Relevant:** Ensuring your goal is relevant means that it is a skill or behaviour that is applicable to your role or a role you may be interested in pursuing.

**Time-sensitive:** A time-sensitive goal ensures you are setting a deadline that your goal will be completed by. If you haven't reached your goal, don't worry! You can always re-evaluate your goal and make changes as needed. The evaluation process is reviewed at the end of this module.

Here is an example of a SMART goal: I will develop my knowledge, increasing my self-assessment checklist score by two points by reading two articles and taking one course within the next 90 days.

SMART Goal #1	SMART Goal #2

## Implementing Action Steps

After setting your SMART goals and identifying the steps you will take to reach them, it is time to implement the action steps you identified.

As you implement these action steps, be sure to return to your workbook to evaluate your progress and make any changes as necessary. If you don't think the action steps you have chosen are having the desired effect, don't be afraid to change them. Becoming culturally competent is not a race, but an ongoing process that requires us to continue learning to adapt to the progressive changes in our society.

## Evaluating Progress

While we care for patients, we assess, provide interventions, and evaluate the outcomes. Nurses are educated to evaluate interventions following an initial patient assessment; however, we sometimes find it difficult to take the time and find energy to evaluate our own learning plans.

Evaluating your progress is equally if not more important than all the other steps in developing your action plan. As you implement your plan, you should be tracking your progress to identify what's going well or what adjustments you need to make in order to reach your goals. If you have achieved your goals, you should consider revising your plan and setting new goals, just as you would as part of your CNO Quality Assurance (QA) program learning plan.

Evaluating your progress utilizes the measurement that you identified in your SMART goal to track your progress. If your goal was to increase the knowledge section of your cultural competence self-assessment checklist, see if these interventions had the desired effect. If you find that you have not reached your goal at the end, or part way through you feel the need to make some changes to your goal, don't be afraid to. Evaluating and re-developing your action plan and your SMART goals are parts of the process and are highly encouraged. Without doing these, you will miss out on valuable learning experiences that you can access by simply re-developing and implementing your revised action plan.

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# Answer key

## MODULE 1

Activity 1 answers:

- 1 – A
- 2 – F
- 3 – G
- 4 – E
- 5 – D
- 6 – B
- 7 – C

Activity 3 answers:

- 1 – F
- 2 – T
- 3 – T
- 4 – F
- 5 – T

## MODULE 2

Activity 1 answers:

- 1 – Cultural Sensitivity
- 2 – Cultural Awareness,
- 3 – Cultural Competence
- 4 – Cultural Knowledge

## MODULE 3

Activity 1 answers:

- 1 – The Canada Health Act
- 2 – The Constitution Act
- 3 – The Ontario Human Rights Code

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