




Cultural Competence

in HEALTH EDUCATION
and HEALTH PROMOTION

SECOND EDITION



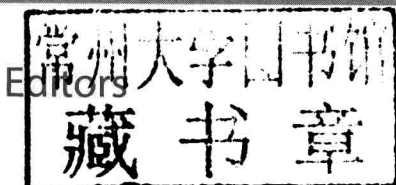
Miguel A. Pérez | Raffy R. Luquis
Editors

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CULTURAL COMPETENCE IN HEALTH EDUCATION AND HEALTH PROMOTION

Second Edition

Miguel A. Pérez and Raffy R. Luquis



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CULTURAL COMPETENCE IN HEALTH EDUCATION AND HEALTH PROMOTION

**We dedicate this publication to our supportive spouses and
dedicated children. Helda and Susan, we could not have done this
without your support and encouragement. Thanks for being part
of our lives.**

FOREWORD

For all health educators, regardless of their practice setting, cultural competency is essential for effective practice. With the increasing demographic changes in the US population, the importance of promoting health equity and reducing health disparities, and a greater emphasis on global health, it is important for the profession to have an informative, competency-based, practice-oriented resource for promoting the development and enhancement of skills related to cultural competency. This second edition of *Cultural Competence in Health Education and Health Promotion* meets this need. The book has been organized and written not only to provide the basics in helping prospective health educators develop knowledge and skills related to cultural competency but also to develop the deeper understanding and mastery of more nuanced skills to truly become culturally competent health educators.

Coeditors Miguel A. Pérez and Raffy R. Luquis have organized the content in a format that addresses important health education considerations related to culture, race, and ethnicity, including a clear explanation of the distinction among these three terms. Chapters 1 and 2 present a clear rationale for the importance of cultural competency among health educators, including data related to health status among different cultures, races, and ethnic groups. These chapters also present a description of health disparities among these groups in the United States.

Throughout the book, cultural understanding is promoted through content such as a framework for understanding culture, cultural factors that can affect the practice of health education, and several models for assessing the role of culture in the prevention of disease and the promotion of health. Emphasis is placed on linking cultural understanding to both health education theory and common health education approaches to program planning, implementation, and evaluation. The chapter authors have addressed a wide spectrum of important but often overlooked topics related to cultural diversity, such as the role of place as a social determinant, diversity within individual cultures, the linkage of culture to complementary and alternative medicine, and the importance of awareness and skills related to the role health education plays within the lesbian, gay, bisexual, transgender, and aging communities. It is important to note that the content throughout

this book relates directly to the National Commission for Health Education Credentialing, Inc., Areas of Responsibilities for Health Educators.

The book goes far beyond the thorough provision of information. The format of this book is presented in a manner that promotes meaningful application of the content. The objectives listed at the beginning of each chapter provide direction for both instructors and students. Following the presentation of the content, each chapter provides a conclusion, points to remember, and key terms, features that enable students to review, organize, and analyze their understanding of the content within the chapters. In addition, each chapter includes a case study that applies the chapter content to a hypothetical health education scenario. Beyond the case studies, the content of the book sets the stage for further activities within and outside the classroom that will engage students in meaningful learning activities emphasizing critical thinking and authentic application of the knowledge and skills addressed in the chapters.

From my perspective as a university faculty member and department chair, I see this book as an excellent resource for both instructors and students in undergraduate or graduate courses in which cultural competency is an important topic. I certainly see it as a primary textbook in classes that focus on cultural competence in health education and promotion. Because of the applied nature of this book to health education practice and the essential nature of cultural competency to all that we do as health educators, I also see it as a supplementary textbook in classes that address planning, implementation, and evaluation in health education and health promotion.

While I consider this book to be an outstanding textbook for undergraduate and graduate professional preparation classes, it is also an excellent addition to the professional library of health education practitioners regardless of practice setting. Chapter 12 addresses the need for cultural competence among practicing health educators. The chapter authors identify tools that can be used to assess the cultural competence of organizations involved in health education. One recommendation in the chapter is that organizations provide ongoing cultural and linguistic training to health educators. *Cultural Competence in Health Education and Health Promotion* could serve as an excellent resource for such training.

Health education and health promotion will never realize its full potential until skilled practitioners are able to consistently develop and implement programs that meet the needs and maximize the assets of individuals and communities representing all cultures. To do this, we must ensure that our professional preparation programs help prospective professionals develop the knowledge, understanding, and skills that are essential for cultural competency. In addition, health educators engaged in professional

practice must maintain their competencies as communities continue to be enriched through increasingly diverse populations. I believe that *Cultural Competence in Health Education and Health Promotion* will serve as a valuable resource as we move forward to meet this challenge.

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PREFACE

Welcome to the second edition of *Cultural Competence in Health Education and Health Promotion*. This textbook is designed to assist you as you explore the interaction between culture, attitudes, and behaviors and their application to health education programs and strategies. The chapters focus on examining selected health indicators of underrepresented groups, discuss best practice models for cultural competence training, and provide strategies for reaching diverse populations while avoiding generalizations and stereotypes based on race, ethnicity, gender, and selected social issues. While no publication can guarantee the reader “cultural competence,” the chapters in this publication are designed to assist on the road to this lofty goal.

This textbook is unique in that it focuses on issues of cultural and linguistic competency as they influence the health education and health promotion field. Each chapter is written by and for health education academicians and practitioners. Each author presents a thorough examination of the literature and research about the impact of culture, race, and ethnicity on health disparities, health equity, communication, beliefs systems, education strategies, and other factors essential to have a complete understanding of cultural and linguistic competency. This edition has been expanded in several ways to provide both students and practitioners with a better understanding of cultural and linguistic competency within health education and health promotion. All chapters have been revised or expanded to reflect up-to-date information on cultural and linguistic competency health education—including the revised CLAS standards released in late April 2013. Each of the chapters provides key terms and a case study (except for Chapter 12) for students and practitioners to apply the concepts discussed.

This textbook contains twelve chapters that center on the common theme of learning and understanding different cultures. Chapter 1, “Implications of Changing US Demographics for Health Educators,” provides current information on demographics and descriptions of the profiles of major ethnic and racial populations in the United States. New to this edition, Chapter 2, “Diversity and Health Education,” focuses on concepts of diversity, race, ethnicity, and culture. Also new to this edition, Chapter 3, “Health Disparities and Social Determinants of Health: Implications

for Health Education,” addresses social determinants of health and their influence over health and health disparities in the United States. Chapter 4, “Complementary and Alternative Medicine in Culturally Competent Health Education,” provides an overview of the principles involved in the practice of complementary healing, alternative medicine, and holistic health. The completely revised Chapter 5, “Spirituality and Cultural Diversity,” provides information on religious and spiritual trends in the United States and their influence on health and well-being. Chapter 6, “Health Education Theoretical Models and Multicultural Populations,” describes and provides examples of how to apply two theoretical models and two assessment frameworks that address the role of culture in the prevention of disease and promotion of health. Chapter 7, “Planning, Implementing, and Evaluating Culturally Appropriate Programs,” has been revised to focus on factors to consider when developing health education programs for culturally diverse individuals and groups. Chapter 8, “Culturally Appropriate Communication,” has been revised to include the health communication model, the importance of verbal and non-verbal communication across different groups, and strategies for how to incorporate linguistic competency into health education and health promotion. New to this edition, Chapter 9, “Foundations for Health Literacy and Culturally Appropriate Health Education Programs,” provides a definition of health literacy, its importance to health education, and the relationship between health literacy and cultural competence. Both Chapter 10, “The Aging US Population: An Increasing Diverse Population,” and Chapter 11, “Culture and Sexual Orientation,” provide an exploration of issues affecting two unique cultural groups and the role of health educators and practitioners in addressing their respective needs. Finally, Chapter 12, “Cultural Competency and Health Education: A Window of Opportunity,” provides some final thoughts on the importance of cultural and linguistic competence and discusses how to integrate these concepts into health education and health promotion programs.

The authors and the editors of *Cultural Competence in Health Education and Health Promotion* intend that this second edition will continue to fulfill the current and future needs in cultural and linguistic competency for both professional preparation and the development of health education and promotion programs by educators and practitioners. Join us in what we hope will be a lifelong journey toward cultural competence.

THE EDITORS

Miguel A. Pérez is a health educator who specializes in international health and applied research, adolescent health issues, and cultural competence. In 2001, he received a Fulbright Award to teach at the Universidad El Bosque in Bogota, Colombia. In 2005, he was a Fulbright senior specialist scholar in public/global health at the Nelson Mandela Metropolitan University, South Africa. In 2006, he was a Fulbright senior specialist scholar in public/global health at the Universidad del Norte in Barranquilla, Colombia. Most recently he has worked in developing health promotion training programs in the Dominican Republic and Thailand. He has been the chairperson of the Department of Public Health at Fresno State since 2008. Pérez received his doctorate from Penn State University and is a fellow with the former American Association for Health Education and with the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance.

Raffy R. Luquis is an associate professor and the program coordinator of the health education master's degree in the School of Behavioral Sciences and Education at Penn State Harrisburg. He earned his PhD in health science at the University of Arkansas and his MS in health education and his BS in science at the Pennsylvania State University. His primary teaching and research interests are multicultural health, cultural competency in health promotion, community health, program evaluation, and human sexuality. He has numerous refereed publications and more than fifty national, regional, and state presentations. He is a fellow of the former American Association for Health Education and the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance. He earned the master certified health education specialist credential from the National Commission for Health Education Credentialing in 2011.

THE CONTRIBUTORS

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William H. Dailey Jr. is a gerontology lecturer in the Department of Public Health and the Department of Social Work/Gerontology at Fresno State and also teaches at Fresno City College as a faculty member in the Social Sciences Department. He also works with Farley, his guide dog. William earned his doctorate of education focusing on the area of educational leadership and change in dealing with disabilities related to aging issues at Fielding Graduate University. His doctoral dissertation focuses on the collaborative limitations, perceptions, and interactions among practitioners to meet the needs of an increasing elder population. Dailey was appointed as a delegate to the White House Conference on Aging held in December 2005 in Washington, DC. He continues to collaborate with the California delegation on key aging issues. His research interests include the role of grandparents in raising their grandchildren, aging and disability issues facing elders, alternative housing and transportation issues, and LGBT elders.

Alba Lucia Diaz-Cuellar is assistant professor of health promotion in the School of Health and Human Services—Department of Community Health at National University. She has more than twenty-five years of experience in public health and education fields, working with diverse communities of all ages and ethnic backgrounds. She is an active member of the United Nations Children's Fund, which she served as director of health and education programs in Africa (Guinea Bissau, Nigeria, South Africa), Southeast Asia (Thailand, Myanmar), and Latin America (Bolivia, Peru, Ecuador, Colombia,

and Venezuela). In addition to teaching and research, she conducts short-term consultancies with the United Nations on worldwide projects on peace processes, the reduction of education and health disparities, and the elimination of extreme levels of poverty. Her research interests include the interconnections of politics, power, and poverty, with special emphasis on social justice, indigenous health, international migration, community organizing, and community empowerment. Her most recent research has focused on the area of health promotion and disease prevention, particularly health education and health advocacy. The core of her community-based research lies in the investigation of the impact of grassroots interventions, the use of community-based health educators (indigenous *promotoras*) for the dissemination of the concept of the Ulysses syndrome at national and international levels.

Suzanne F. Evans serves as core faculty and the School of Education online coordinator at Pacific Oaks College in Pasadena, California. Prior to joining Pacific Oaks, she served as an associate professor in the School of Health and Human Services at National University. As a member of the full-time graduate faculty, she taught in the community health, public health, and health education programs. She previously taught in the School of Education in teacher education, special education, reading, and curriculum development. Because of her belief that scholarship is an integral aspect of the role of professional educators, her research agenda and scholarship activities have focused on culture-centered education, culturally proficient practices, the value and utilization of multicultural literature, professional development with teachers in the use of transformative and culturally responsive pedagogy, and stress and resilience.

Bertha Felix-Mata completed a bachelor's degree in psychology at California State University, Fresno. She earned a master's degree in public health with emphasis in behavioral sciences and health education at the University of California Los Angeles and a doctorate in education from Fielding Graduate University, School of Educational Leadership and Change. She has assumed key leadership roles in seeking and obtaining program funds to provide access to health care and educational programs specifically addressing disadvantaged populations. She volunteers as a speaker and volunteer board member for various organizations. Felix-Mata has served as adjunct professor for Fresno State University, where she taught in the department of Chicano Latino studies, women's studies, and the Health Science Department. Her lifelong community service has been recognized by the California State Legislature with the 2000

Woman of the Year Award for Community Services, the 2000 Educator of the Year Award, presented by the League of United Latin American Citizens, and the Administrator of the Year in 2011 by the Association of Mexican American Educators.

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We dedicate this work to the countless individuals who have helped us along the way and have encouraged us to pursue our dreams. Special thanks to our families who through their support, understanding, and patience have made this dream a reality. We love you!

M.A.P.

R.R.L.

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