

## WIC Cultural Competencies (All WIC Staff)

Note: Being “culturally competent” is a lifelong pursuit and involves learning on many levels including: increasing or enhancing the knowledge, interpersonal skills and behaviors that enable a person or program to work effectively cross-culturally by understanding, appreciating and respecting differences and similarities in beliefs, values and practices within and between cultures. "Cultures" can be interpreted broadly to include caregories of gender, ethnicity, race, socio-economic status, sexual orientation, and others.

| COMPETENCY AREA                                     | COMPETENCY DESCRIPTION  | COMPETENCY PERFORMANCE  | NOTES/RESOURCES                                  |
|---|---|---|--|
| <b>A. CULTURALLY – SENSITIVE COMMUNICATION</b>      | Work effectively with others.   | Demonstrate personal awareness of one’s own cultural preferences and behaviors.<br><br>Demonstrate awareness of others’ cultural preferences and behaviors.<br><br>Demonstrate understanding of rules of cultural etiquette.<br><br>Interact effectively with persons from diverse cultural, socioeconomic, educational, and professional backgrounds, and with persons of all ages.<br><br>Demonstrate understanding of potential cultural barriers to communication.<br><br>Develop and adapt approaches to problems that take into account cultural differences. | More resources will be added in the near future. |
| <b>B. CULTURE, NUTRITION, AND PHYSICAL ACTIVITY</b> | Use cultural knowledge and awareness to understand nutrition – related behaviors. | Identify how cultural group membership affects food choices, physical activity behaviors, and personal health goals.<br><br>Explain the effect of health disparities on the nutritional health and physical activity of communities.<br><br>Design interventions in WIC that consider   | <a href="#">Health disparity:</a>                |

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|-------------------------------------|---|---|--|
|                                     |   | and respect the contexts of gender, race, poverty, history, migration.  |  |
| <b>C. CULTURE AND BREASTFEEDING</b> | Use cultural knowledge and awareness to understand attitudes and behavior related to breastfeeding.           | <p>Identify how cultural group membership affects attitude and choices related to breastfeeding.</p> <p>Explain the effect of health disparities on breastfeeding behaviors of communities.</p> <p>Explain how health disparities affect nutritional status and physical activity in communities.</p> <p>Design interventions in WIC that consider and respect the contexts of gender, race, poverty, history, migration.</p> |  |
| <b>D. LANGUAGE</b>                  | Use a variety of strategies for communicating with participants for whom English is not their first language. | <p>Identify situations in which participants would benefit from interpretation services.</p> <p>Provide interpretation services to participants.</p> <p>If interpretation is not readily available, employ strategies that facilitate communication.</p> <p>Provide educational materials that are culturally appropriate and in the participant's first language when possible.</p>  |  |