

Multicultural Communities: Resources for Developing and Implementing

Do you have the resources to address diverse groups?

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OBJECTIVES

1. Provide insight on cultural competence
2. Identify potential resources that can assist with building relationships with diverse communities
3. Address potential gaps of working with diverse groups

Cultural Competence

Define as the ability to understand, **appreciate** and interact with people from cultures or belief systems different from one's own.

Example: Community child passenger safety checkup events: Although LE presence is highly effective and supports the delivery of various safety messages- in some communities there are concerns about profiling among multicultural subpopulations- particularly among African Americans and Hispanics.

What is the Need?

1. Be intentional in your safety messaging to diverse groups
2. Increase minority presence among CPS professional groups
3. Establish local community resources that minorities trust

What Does the Data Say?

University of Michigan:

- 601 parents surveyed
- Study found that minorities were nearly four times less likely to use appropriate CSS

Morbidity and Mortality Weekly Report found that minorities had the highest percentage of unrestrained child deaths:

- African Americans 52%
- Hispanics 51%

Intentional Safety Messages

N1

- Who does your current safety materials target?
 - Don't forget about the children
 - *Factors Influencing Booster Seat Use in a Multiethnic Community: Lessons for Program Implementation*
- Do materials connect with the diverse group?
- Are the materials offered in different languages?
 - CPS Board_Resources



Safety Is Personal

N1



"Por Amor, Use El Cinturón" ("For Love, Use Your Seat Belt") was the cornerstone of a successful campaign to promote seat belt use in Costa Rica and Peru. The campaign was based on the concepts of love and responsibility, with a campaign logo featuring a traffic sign with a heart secured by a seat belt.

Choosing the Right Outlet

N1

Things to consider:

Find the right community leader

- Faith-base leader? Local sports celebrity? “Ms. Sherry”?

Choose the best media outlet

- Radio? Community presentation? Social media?

Decide the best time to deliver the message

- Holidays? Weekdays VS Weekends?

Increase Minority Presence Among CPS Professional Groups

N2

Benefits of increasing minority presence:

1. Provide support in accessing prevalence and causes of disparities
2. Increase comfort level among diverse groups



Importance of Team Psychological Safety When Developing Professional Groups

N2

- TPS-characterized as team climate where people respect and trust each other and are comfortable being themselves
- Minority member may hold back to avoid being labeled
 - Get to know the person
- Understand that they do not speak for the entire race

Increasing Minority Capacity

N2

Are we representing enough in our professional groups to adequately serve and be a resource to minority groups?

- Minimum representation may be another contributing factor to low usage/misuse
- Lack of connection with non-ethnic professionals
- There is a buy-in from the start when using someone from the same race to educate

Establish Local Community Resources That Minorities Trust

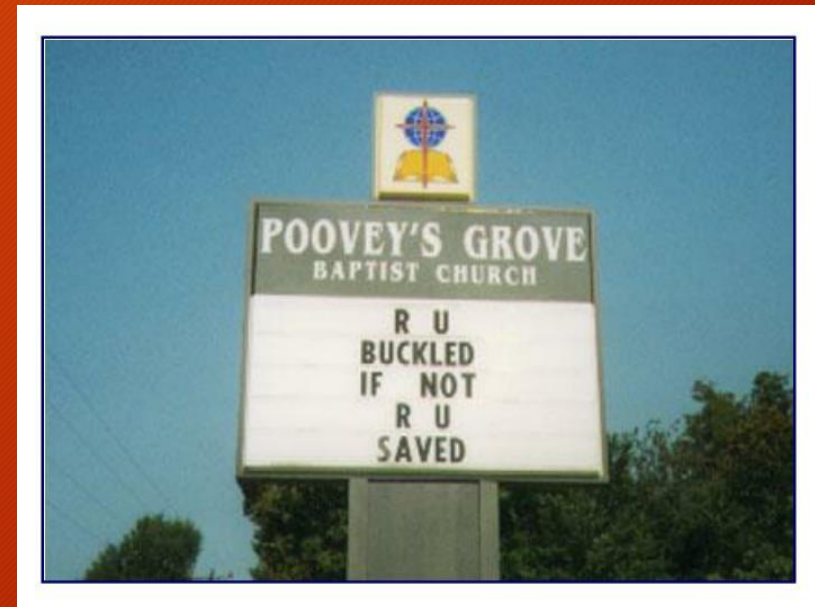
N3

Connect with community leaders, organizations, and concerned citizens. They can:

- Assist with understanding cultural sensitivity
- Provide understanding in developing interventions to effectively deliver safety message.

Examples

- Radio stations
- Faith-based organizations
- Fraternities and Sororities
- Minority specific organizations
- National Black Police Association



Find a Unique Approach

N3

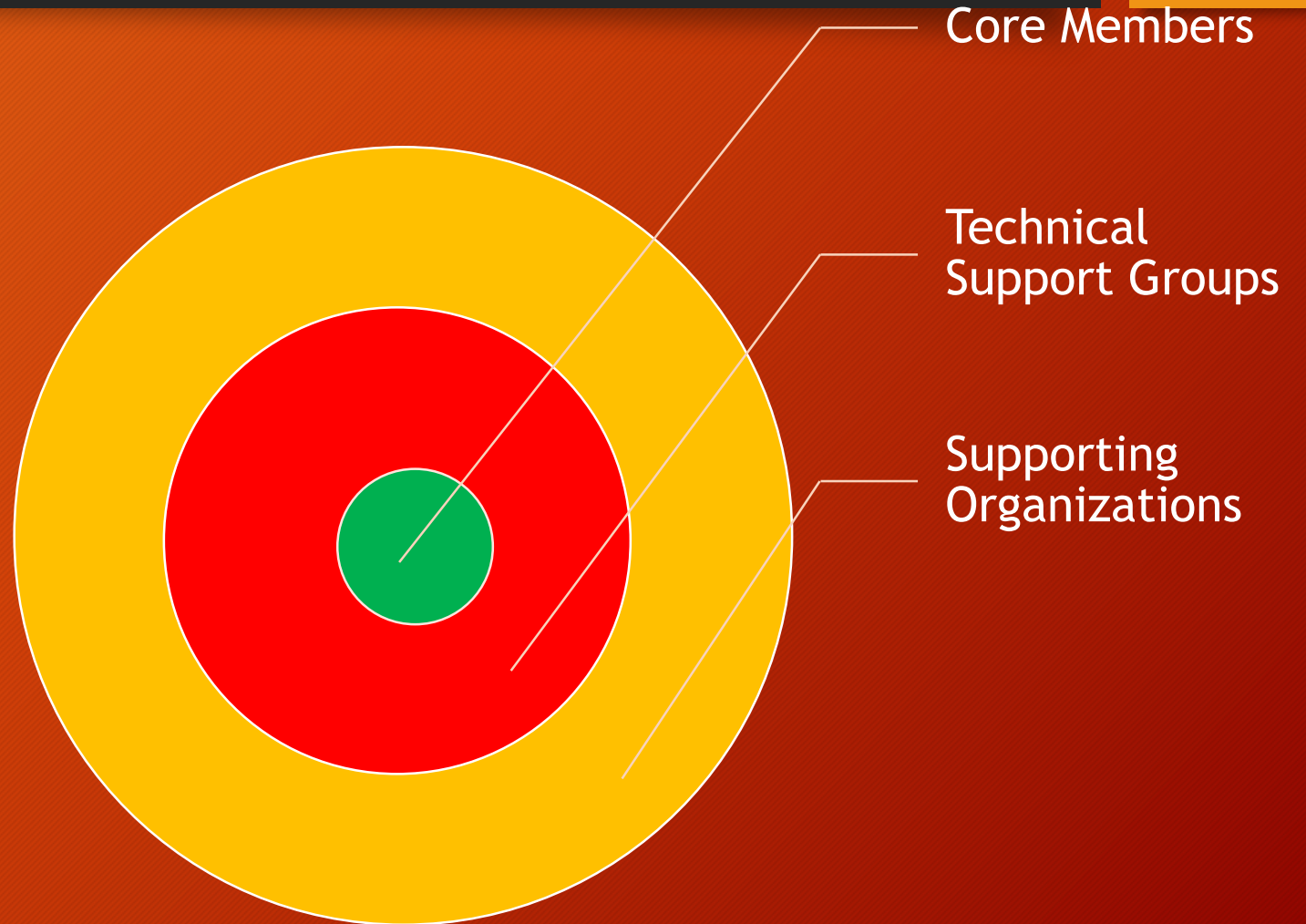
Journal of the National Medical Association:

Development, implementation and evaluation of a unique African-American faith-based approach to increase automobile restraint use

- *Sunday School Injury Prevention Curriculum*
- *Ages 5-14, addressed several injury prevention lessons*
- *Activities included: AA dolls, safety seats, songs about riding in the car*
- *72% reduction in unrestrained children, a 25% increase in children being secured in the rear-seat position and a nearly 20% increase in driver restraint use.*

Establish Local Community Resources That Minorities Trust con't

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Key Takeaways

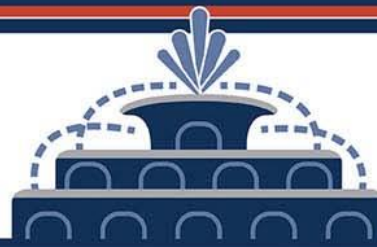
1. Review and examine your program's safety messages and outlets
 - Resources to use: CPS Board, local minority organization, community advocate
2. Establish your core/technical/supporting partnerships
 - Think outside the box- Hispanic Chamber of Commerce, Universities, Sororities and Fraternities, etc.
3. Increase your minority capacity among your professional groups

Supporting Literature

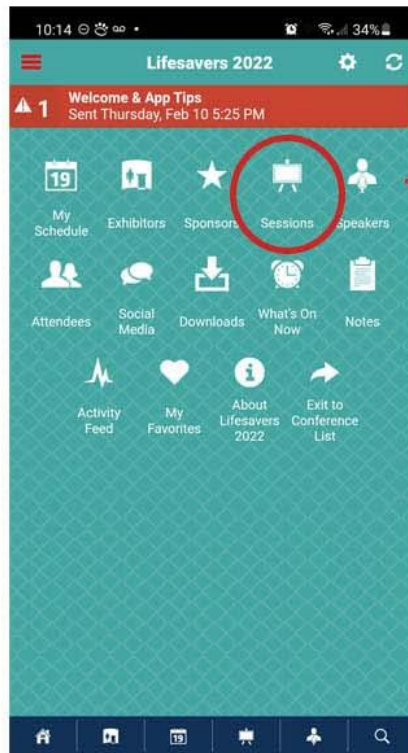
- Falcone RA Jr, Brentley AL, Ricketts CD, Allen SE, Garcia VF. Development, implementation and evaluation of a unique African-American faith-based approach to increase automobile restraint use. *J Natl Med Assoc.* 2006 Aug;98(8):1335-41. PMID: 16916133; PMCID: PMC2569558.
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- Vital Signs: Restraint Use and Motor Vehicle Occupant Death Rates Among Children Aged 0-12 Years – United States, 2002-2011
- Daniels F, Moore W, Conti C, Norville Perez LC, Gaines BM, Hood RG, Swain IJ, Williams R, Burgess CT. The role of the African-American physician in reducing traffic-related injury and death among African Americans: consensus report of the National Medical Association. *J Natl Med Assoc.* 2002 Feb;94(2):108-18. PMID: 11858225; PMCID: PMC2594128.
- Centers for Disease Control and Prevention. Vital Signs. <https://www.cdc.gov/vitalsigns/childpassengersafety/index.html>

THANK YOU

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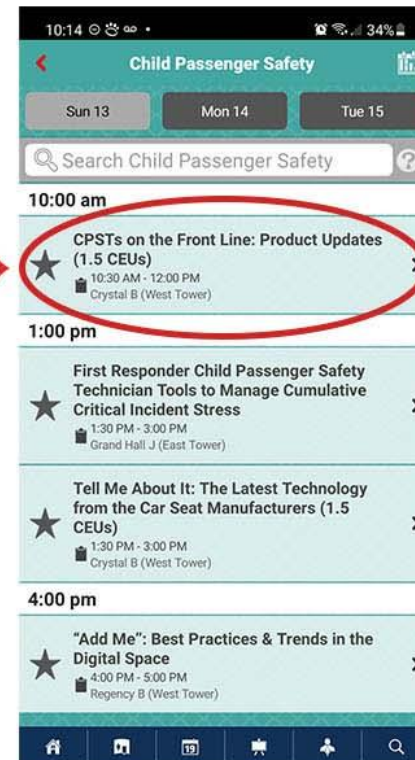
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