

**Randy Egsegian, M.Ed. Instructor  
Durham Technical Community College  
EPT 210 Disaster Response and Recovery**

## **Cultural Diversity During Disasters**

### **Description of Module**

Multi-cultural issues may proved numerous challenges to all involved in disasters management. Language differences, religious requirements, inaccurate assumptions, and stereotypes often cause problems with communications and understanding between emergency responders and victims. At the conclusion of this module the student will understand how cultural differences affect disaster planning.

### **Objectives**

Discuss the need for multi-cultural issues in disaster planning.

Identify cultural difference in a community's population that will affect disasters planning.

Describe how cultural differences can affect an overall operational plan.

Incorporates these identifies cultural differences in an overall community disaster plan.

### **Methodology**

#### Lecture

Students will read the following: 1) Guidelines on Cultural Diversity and Disaster Management by Gabriela Y. Solis, and 2) Cultural Competency in Disaster Recovery: Lessons Learned form the Hurricane Katrina Experience for Better Serving Marginalized Communities by Jennifer Seidenberg. After the reading have been completed student will discuss how multi-cultural issues can be incorporated into an overall disaster plan.

#### Assignment(s)

Students will be assigned to a group and each group will choose one culturally diverse minority within their community and research specific needs of that population.

## Assessment

Each group will develop guidelines on how to incorporate cultural diversity into the overall course project by developing strategies for mitigating a community's negative affects from disasters.

## Evaluation

A Group Assessment Rubric will be used to evaluate of student's knowledge in this module. A copy of the rubric is attached.

## **Resources**

- Seidenberg, J. (2006). Cultural Competency in Disaster Recovery: Lessons Learned from the Hurricane Katrina Experience for Better Serving Marginalized Communities. Google. Retrieved September 16, 2008, from [www.law.berkeley.edu/library/disasters/Seidenberg.pdf](http://www.law.berkeley.edu/library/disasters/Seidenberg.pdf)
- Solis, G. Y., Hightower, H. C., & Kawaguchi, J. (1997). Guidelines on Cultural Diversity and Disaster Management. Emergency Preparedness Canada: The University of British Columbia, The Disaster Preparedness Resources Center.

**Group Assessment: Online Group Project Paper and Participation Rubric**

	Exemplary	Proficient	Unsatisfactory	Comments
<p><b>Section One: Definition of Issues</b></p> <p>Exemplary: 6 points Proficient: 5 point Unsatisfactory: 3-0</p>	<p>A comprehensive succinctly presented section on cultural diversity incorporated into a community’s disaster plan addresses all of the following: natural hazards, policy issues, urban planning, infrastructure, specific community risk factors, continuity of operations issues, community advocacy for high consequence low probability events, individual responsibility, health sector issues, and business concerns.</p>	<p>A comprehensive succinctly presented section on cultural diversity incorporated into a community’s disaster plan addresses most of the following: natural hazards, policy issues, urban planning, infrastructure, specific community risk factors, continuity of operations issues, community advocacy for high consequence low probability events, individual responsibility, health sector issues, and business concerns.</p>	<p>This section fails to present a comprehensive report on cultural diversity incorporated into a community’s disaster plan lacking many of the following issues: natural hazards, policy issues, urban planning, infrastructure, specific community risk factors, continuity of operations issues, community advocacy for high consequence low probability events, individual responsibility, health sector issues, and business concerns.</p>	
<p><b>Section Two: Description of Current Policies</b></p> <p>Exemplary: 6 points Proficient: 5 point Unsatisfactory: 3-0</p>	<p>This section presents a comprehensive summary of current laws, policies, regulations, and programs that directly impact the issues and problems identified in section one. A thorough analysis of the bearing of these policies and potential outcomes is included.</p>	<p>This section presents a general summary of current laws, policies, regulations, and programs that directly impact the issues and problems identified in section one. An adequate analysis of the bearing of these policies and potential outcomes is present.</p>	<p>This section fails to presents summarize current laws, policies, regulations, and programs that directly impact the issues and problems identified in section one. Analysis of the bearing of these policies and potential outcomes is insufficient for understanding or not included.</p>	
<p><b>Section Three: Goals and Options</b></p> <p>Exemplary: 6 points Proficient: 5 point Unsatisfactory: 3-0</p>	<p>A well developed list of criteria that would determine viable solutions and possible options for sound solutions is present.</p>	<p>A sufficient list of criteria that would determine viable solutions and possible options for sound solutions is present.</p>	<p>The list of criteria that would determine viable solutions and possible options for sound solutions is limited or absent.</p>	

<p><b>Section Four: Final Assessment and Recommendations</b></p> <p>Exemplary: 6 points Proficient: 5 point Unsatisfactory: 3-0</p>	<p>A well developed final assessment summary and viable recommendations for a disaster resilient community are presented.</p>	<p>A sufficient final assessment summary and viable recommendations for a disaster resilient community are presented</p>	<p>The final assessment summary and recommendations for a disaster resilient community are meager or not adequately presented.</p>	
<p><b>Co-learner Participation</b></p> <p>Exemplary: 8 points Proficient: 6 point Unsatisfactory: 3-0</p>	<p>Group discussion postings are thoughtfully prepared, and the situation discussed is clearly and thoroughly described and analyzed. Individual postings actively sought and shared solutions from and with other team members. Professional knowledge, information, and resources were shared openly and abundantly. Evidence is easily identified within online postings.</p>	<p>The situation/problem is described with some detail; however, some inference may be needed to understand the entirety of the situation and problem at hand; participation in the problem-solving process is minimal; responses could have been better managed in terms of relevant content.</p>	<p>Description provides insufficient detail; or problem not related to discussion; postings are irrelevant, spent more than 20 minutes presenting the problem</p>	
<p><b>Professional Communication and Value and Acceptance of other Perspectives</b></p> <p>Exemplary:8 points Proficient: 6 point Unsatisfactory: 3-0</p>	<p>Paper and postings indicate the group's overall ability to communicate on a professional level using conventions and language masterfully. Personal communication models tolerance and respect for a variety of perspectives.</p>	<p>Paper and postings indicate an attempt to use language and conventions appropriately with some minor errors. Communication is generally professional and models tolerance and respect for a variety of perspectives.</p>	<p>Paper and postings indicate little evidence of professional language. Personal communication is argumentative and fails to model tolerance and respect for a variety of perspectives.</p>	