

R&P Cultural Orientation Model Assessment

Participant Name _____ Case # _____

Assessor Name _____

Date CO Completed _____ Date of Assessment _____

Additional Notes _____

Reminders for assessors:

- Locally- or culturally-relevant terms may be substituted in English or in the language of the assessment.
- Any term used in English or other languages may be defined or rephrased if the participant does not understand the word.
- Partial credit should only be awarded where indicated. “Prompt” and “Incorrect” boxes do not receive credit.
- The assessment should be given to one participant at a time.
- Do not indicate to the participant whether responses are correct or incorrect during the administration of the assessment. You can say “thank you” or “ok” after each response to indicate you are moving on to the next question.
- You should provide reassurance or stop the assessment if the participant becomes upset or frustrated.
- You should prompt the participant for another answer or to be more specific if (1) the answer was almost correct but too vague, (2) the participant misunderstood the question, or (3) the participant indicates the question is not applicable to her or him.

Before beginning the assessment:

- Make a statement such as the following:

“We are conducting this assessment to find out how much you know about the U.S. after attending cultural orientation. Your responses will not have any impact on the services provided to you and your name will not be used in any reports about the results. Please let me know if you need to stop or take a break.”
- This statement can be made in any language and using any wording that feels comfortable, as long as the following ideas are conveyed:
 - Results will not affect services provided to individuals or case members.
 - Data will not be reported publically by name.
 - Participants may stop or take a break at any time.

1	What is one reason why it is important to learn English?					
Response:		<table border="1"> <tr> <td>Correct</td> <td>Incorrect</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Correct	Incorrect	<input type="checkbox"/>	<input type="checkbox"/>
Correct	Incorrect					
<input type="checkbox"/>	<input type="checkbox"/>					
<i>Give 1 point for correct answer</i>						

Reason should reflect survival or comfort in the U.S., e.g., employment, acculturation, talking to Americans, English is the language spoken here. A response like “because the case worker said to” should not be considered a correct answer. If the participant states that s/he already speaks English, prompt “Why is it important for anyone in the U.S. to learn English?”

2	What is your address and phone number?					
Address (Must include house #, street name, apt # [if applicable], and city):		<table border="1"> <tr> <td>Displayed or said correctly</td> <td>Incorrect</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Displayed or said correctly	Incorrect	<input type="checkbox"/>	<input type="checkbox"/>
Displayed or said correctly	Incorrect					
<input type="checkbox"/>	<input type="checkbox"/>					
<i>Give 0.5 point for correct answer</i>						
Phone number (Must have area code if routinely stated by locals):		<table border="1"> <tr> <td>Displayed or said correctly</td> <td>Incorrect</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Displayed or said correctly	Incorrect	<input type="checkbox"/>	<input type="checkbox"/>
Displayed or said correctly	Incorrect					
<input type="checkbox"/>	<input type="checkbox"/>					
<i>Give 0.5 point for correct answer</i>						
<i>EXEMPTION: Participant has no phone</i>		Exempt <input type="checkbox"/>				

Information must be said, written, or displayed in English. You may prompt the participant if s/he does not mention a critical element (e.g., “What is the city?”), and all critical elements must be stated accurately for full credit. If a participant cannot remember address and/or phone number or cannot say it in English, prompt “Do you have it written down on something you carry with you?” Displaying address and phone number on something carried at all times (including cell phone or pocket card) should be considered a correct answer. If participant does not have a personal phone number, you may mark “Exempt.”

3	Can you tell me two services provided by [name of agency] that help refugees resettle or adjust to life in the U.S.?		
Response 1:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 2:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 3:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<i>Give 0.5 point for each correct answer (maximum 1 point)</i>			

If client names something related to but not the responsibility of the resettlement agency or does not specify how the service provided by another organization is connected to the agency (e.g., says “public assistance” instead of “signs me up for public assistance”), prompt “Can you think of anything else?” If an individual’s responses are all too general (e.g., “they will help me,” “health”), you may prompt “Can you think of specific things they can do to help you adjust to life in the U.S.?” Local resettlement agencies should provide assessors with a list of correct responses (e.g., what direct services and referrals are offered) and what responses are close but not directly connected or too vague and thus suitable for prompting.

4	For each health concern that I say, indicate whether you should care for it yourself, make an appointment with your doctor’s office, or go to a hospital emergency room.	
#1: Your chest or heart hurts <i>(Answer: hospital)</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#2: You have a runny nose <i>(Answer: yourself)</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#3: You have an earache for three days <i>(Answer: doctor)</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#4: You have a small cut on your finger <i>(Answer: yourself)</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#5: You think you have broken your ankle <i>(Answer: hospital)</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#6: You have a big rash on your back <i>(Answer: doctor)</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 1 point for all 6 correct, 0.5 point for 3-5 correct, and 0 points for 0-2 correct</i>		

5	If you were at the hospital and needed an interpreter, what would you say in English or do to ask for one?		
Response 1:	Fully correct <input type="checkbox"/>	Correct but requires prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<i>Give 1 point for fully correct initial response, or give 0.5 point for each correct answer (maximum 1 point)</i>			

A fully correct initial response would include a question or a statement in English signifying the need for an interpreter and an indication of which language is needed (1 point). If the participant does not say the name of her or his language, **prompt “How would you tell them what language you speak?”** (response must be in English). English responses need not be grammatically correct but must be comprehensible. Demonstrating the use of a ‘language request’ card or stating that the participant would call someone they know who speaks English should be awarded full credit (1 point). If the participant states that s/he already speaks English, **prompt “What if you needed to ask for an interpreter for another person?”**

6	When your [name of initial assistance program] ends, how will you/your family get money?		
Response 1:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 2	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<i>Give 1 point for correct initial response or response to prompt (maximum 1 point)</i>			

If the participant says something vague like “the government” or “the community,” **prompt “Can you be more specific?”** (the participant must then name or describe a government/community program or office). If the participant states that another family member will support her or him, **prompt “How will s/he get money to support the family?”** Depending on the participant’s situation, correct responses may include employment of self or other household members as well as federal or state income supports.

7	What are two things a refugee can do to become employed?		
Response 1:	Correct	Prompt	Incorrect
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response 2:	Correct	Prompt	Incorrect
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If needed, response 3:	Correct	Incorrect	
	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Give 0.5 point for each correct answer (maximum 1 point)</i>			

*Response should reflect tangible steps toward employment, including steps on a job search or application, learning English, job training, or getting necessary documentation. If refugee's response is too general (e.g., "go to the agency") or related to attributes that make one employable (e.g., "be hardworking and honest"), prompt **"Can you think of anything else?"** If the refugee indicates they cannot work due to age or disability or if they are already employed, prompt **"What can any refugee do to become employed?"***

8	Imagine I am a friend who is staying with you at your home. Tell me how to get from your home to the nearest grocery store. Be sure to give me specific instructions so that I can get there by myself.		
Response:	Correct	Prompt	Incorrect
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If needed, response 2:	Correct	Incorrect	
	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Give 1 point for correct initial response or response to prompt (maximum 1 point)</i>			

Assessor may substitute another critical service such as drug store, food pantry, or laundromat (if not in participant's own apartment complex). Correct answers may be a description of driving or walking directions or stating which bus/train to take and where to get off. The participant need not name specific streets but should provide some description of which direction and how far to go (if walking or driving) or how far to go on public transportation. The answer should provide sufficient evidence that the participant knows where the grocery store or other critical service is; the question is not testing the participant's ability to provide directions.

9	What might happen if you do not pay your rent?		
Response 1:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 2	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<i>Give 1 point for correct initial response or response to prompt (maximum 1 point)</i>			

If participant states that another family member pays the rent, **prompt** “What might happen to your family if [name of family member] does not pay the rent?” Correct answers include become evicted/have to leave the home, bad credit report, get sued by landlord, other legal consequences depending on the locality.

10	What are three things you should do to be safe in your home?	
Response 1:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 3:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 1 point for all 3 correct, 0.5 point for 1-2 correct, and 0 points for 0 correct</i>		

Answers may be stated as things to do or to have (e.g., supervise children in the bathtub, keep a fire extinguisher in the apartment) or things to avoid (e.g., don't smoke in bed).

11	Imagine you are helping a newly-arrived refugee learn to use the local transportation system (buses or subway). What are two specific things you would tell or show him or her in order to take the bus or subway?	
<i>Detail 1:</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Detail 2:</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 0.5 point for each correct answer (maximum 1 point)</i>		
<i>EXEMPTION: There is no public transportation</i>		Exempt <input type="checkbox"/>

Relevant details might include: buy a ticket, use a ticket, use coins to pay, read a map, board the train/bus, exit the train/bus, where to get on, where to get off (each of those counts as one detail). If participant is likely to need specialized transportation for the disabled, ask about this system. For specialized transportation, one detail such as whom to call may suffice, depending on the level of independence required to access/use service.

TOTAL SCORE: _____ out of _____ <small>Total points awarded # questions attempted (9.5, 10, or 11)</small>
