

Beyond Rhetoric: Implementing Cultural and Linguistic Competence in Systems of Care

New Community
Webinar Series

December 16, 2009



Welcome to Today's Webinar

Audio Information:

Dial Into: 877-326-2337

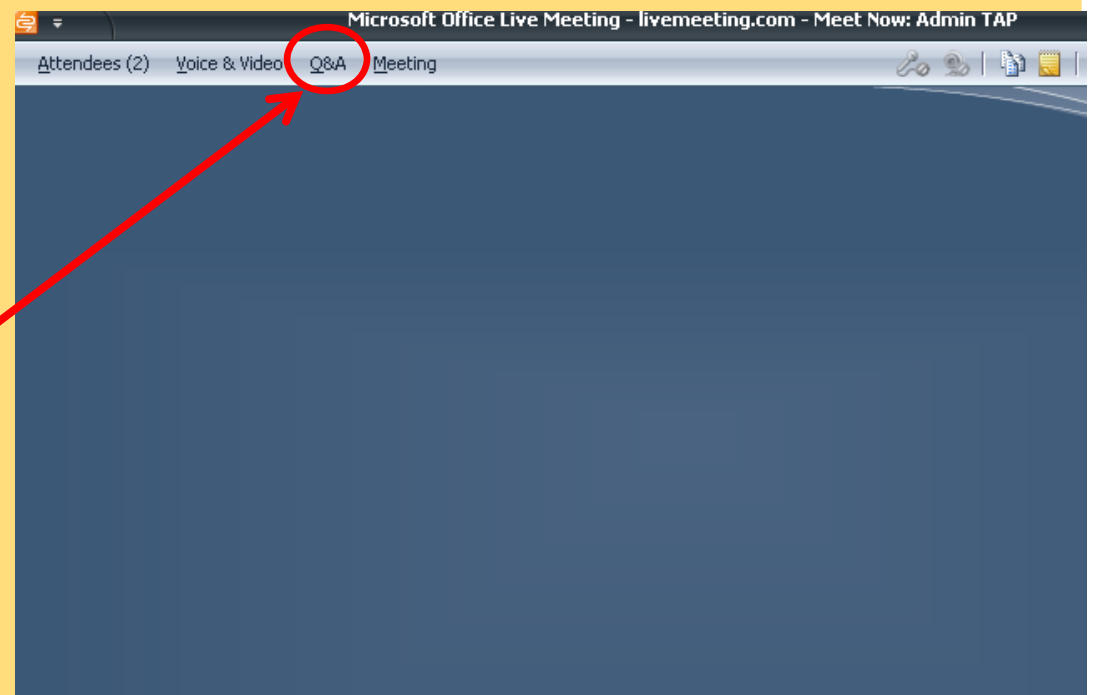
Conference ID: 5314165

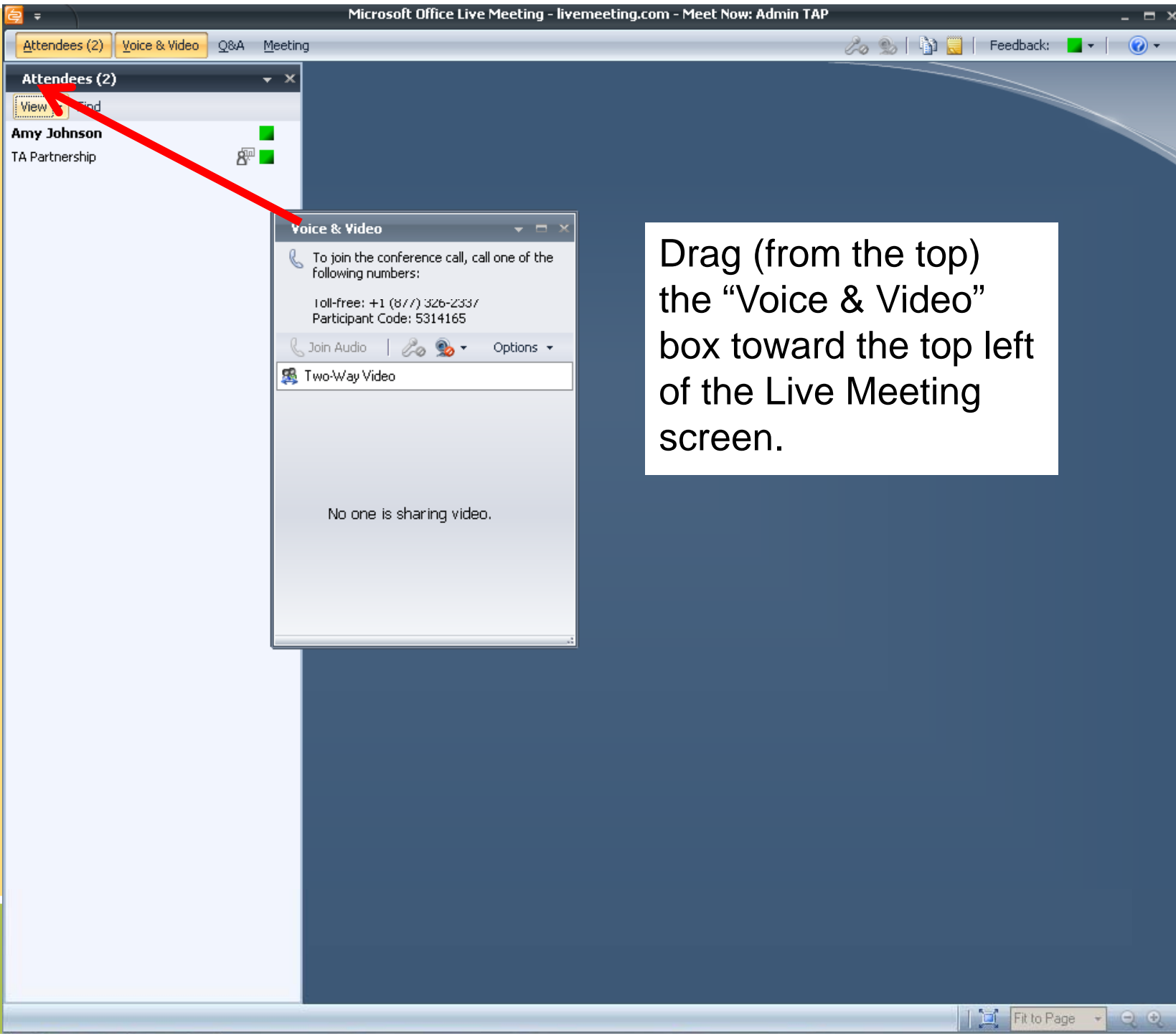
For Technical Assistance:

Dial: 1-866-493-2825

To Submit Questions:

Use the Q&A button
at the top of your screen





Drag (from the top) the "Voice & Video" box toward the top left of the Live Meeting screen.

Microsoft Office Live Meeting - livemeeting.com - Meet Now: Admin TAP

Attendees (2) Voice & Video Q&A Meeting

Feedback: [Green] [Blue]

Voice & Video

To join the conference call, call one of the following numbers:

Toll-free: +1 (877) 326-2337
Participant Code: 5314165

Join Audio | [Microphone] [Camera] Options

Two-Way Video

No one is sharing video.

Move the “Voice & Video” box until a gray shaded area appears on the left side of the LiveMeeting screen.

Drop the “Voice & Video” box in the gray area and it will lock in place on the left side of the LiveMeeting screen.

Fit to Page



Microsoft Office Live Meeting - livemeeting.com - Meet Now: Admin TAP

Attendees (2) Voice & Video Q&A Meeting

Feedback: [Green]

Voice & Video

To join the conference call, call one of the following numbers:

Toll-free: +1 (877) 326-2337
Participant Code: 5314165

Join Audio | [Icons] Options

Two-Way Video

No one is sharing video.

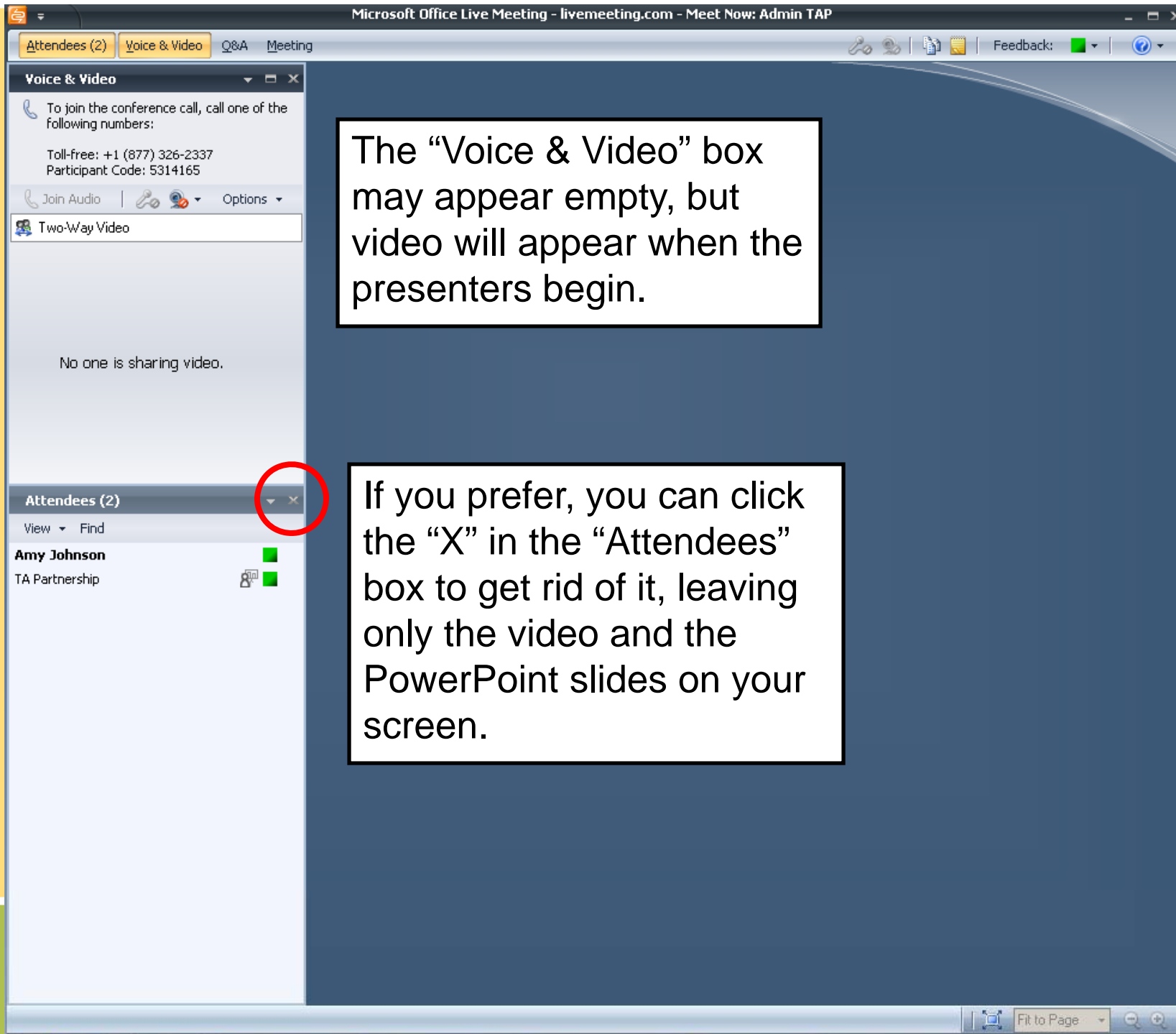
Attendees (2) [Close]

View Find

Amy Johnson [Green] [Video]

TA Partnership [Green] [Video]

Fit to Page



The “Voice & Video” box may appear empty, but video will appear when the presenters begin.

If you prefer, you can click the “X” in the “Attendees” box to get rid of it, leaving only the video and the PowerPoint slides on your screen.

Voice & Video

To join the conference call, call one of the following numbers:

Toll-free: +1 (877) 326-2337
Participant Code: 5314165

Join Audio | [Audio Icon] [Options]

Two-Way Video

No one is sharing video.



Beyond Rhetoric: Implementing Cultural and Linguistic Competence in Systems of Care

Presenters:

- **Nadia Cayce**, *Cultural Competence Action Team and Technical Assistance Coordinator, Technical Assistance Partnership*
- **Karen Francis**, *Cultural Competence Action Team, Technical Assistance Partnership*
- **Larry D. Brown, Jr.**, *Cultural and Linguistic Competency and Training Coordinator, Harris County Protective Services for Children and Adults, Houston, Texas*



Questions to Consider

- What do we mean by cultural and linguistic competence?
- Why is cultural and linguistic competence important?
- What are the requirements of the cooperative agreement?
- Where and how do communities infuse cultural and linguistic competence in your systems of care?
- How can communities be successful?
- What resources are available?



Common Language

Culture is...

“...the vast structures of behavior, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies and practices peculiar to a particular group of people...[that]...provides them with a general design for living and patterns for interpreting reality...”

Wade Noble, M.D.



Cultural and Linguistic Competence

“The state of being capable of functioning effectively in the context of cultural differences.”

Cross, Bazron, Dennis, and Isaacs, 1989



Linguistic Competence

“...the ability to convey information in a manner that is easily understood by diverse audiences and groups... [this includes language, literacy and communication style].”

Tawara Goode and Wendy Jones
National Center for Cultural Competence



The “Dynamics of Difference”: What happens when people from two cultures meet...

- Each person interprets the responses of others within the context of his/her own cultural experience.
- Personal interpretations are affected by differences in:
 - Language and communication style
 - Economic opportunity
 - Family configuration and kinship structures
 - How problems are defined or solved
 - Non-verbal communication
 - Political influences/judicial protection

(Cross, Bazron, Dennis, and Isaacs, 1989)



What do we mean by “cultural and linguistic competence” in systems of care?

- Integration/infusion of knowledge, information, and data about culturally diverse individuals and groups of people into:
 - Policies/procedures
 - Governance
 - Clinical standards/service approaches and supports
 - Workforce recruitment/retention/appraisal/skills
 - Evaluation/performance measures/CQI
 - Fiscal policies and budget development
 - Employee performance appraisals
 - And much more
- Promotion of effective work in cross-cultural situations
- Increase in the quality, appropriateness, and acceptability of behavioral health care and outcomes (Cross et al 1989; Davis, 1997)



Key Values and Principles

(Cross, Bazron, et al., 1989; Isaacs, 2001)

- Valuing Diversity
- Dynamics of Difference
- Cultural Self-Assessment
- Cultural Adaptation
- Institutionalization of Cultural Knowledge
- Family Driven
- Youth Guided
- Data Driven
- Continuous Quality Improvement



Importance of CLC

- Increasing diversity of U.S. population
 - Of 106 million, 35% are people of color (2008) and increasing
 - Projected rate of increase of Asian youth – 74% (between 1995 and 2015)
 - Projected rate of increase of Latino youth – 59% (between 1995 and 2015)
- To address the elimination of behavioral health disparities by increasing access, quality, and outcomes
- To provide services that are culturally appropriate and that “work”
- To remain relevant to our ever changing societal diversity
- Ensure the effective use of taxpayer dollars



Questions?

Please press *7 on your phone to unmute your line.

When you are finished, please press *6 to remute.



CLC Requirements of Your Cooperative Agreement

- **Program Goal:**
 - Deliver culturally and linguistically competent services with special emphasis on racial, ethnic, linguistically diverse and other underrepresented, underserved, or emergent cultural groups. p. 3
- **Required Activities: Infrastructure Development**
 - Development or expansion of clinical provider networks, inclusive of a broad array of evidence-based, culturally and linguistically competent services and supports. p. 4
 - Mechanisms for ensuring the development, implementation, and evaluation of cultural and linguistic competence at the system, organizational, and direct service levels of care. p. 4
 - The required services should be integrated, when appropriate, with established alternative or traditional healing practices (practice-based evidence) of racial, ethnic, or cultural groups represented in the community, especially if there are indications that such integration will reduce racial or ethnic disparities in mental health care. p. 5



CLC Requirements of Your Cooperative Agreement (continued)

- **Develop a comprehensive strategic plan that includes:**
 - Evidence of full participation of culturally and linguistically diverse youth and families in all activities, including but not limited to strategic planning, infrastructure development, implementation, and sustainability of tasks and functions associated with the initiative. p. 10
 - Development of a cultural and linguistic competence plan that will infuse all aspects of the system of care with cultural values, beliefs, processes, and practices that reflect the diversity of the population(s) of focus. p. 10
 - The development of networks of services that incorporate evidence-based, practice-based and promising home-, school- and community-based practices that reflect the diversity of the population(s) of focus. p. 10
 - Methods for addressing disparities in care (e.g. individuals from rural areas, individuals in areas with high poverty rates, or for those individuals from specific ethnic/cultural or sexual minority groups). p. 11



CLC Requirements of Your Cooperative Agreement (continued)

- Designate at least a half-time equivalent staff position or contract consultant for a cultural and linguistic competence coordinator. p.15. A sample job description can be found at:
http://www.tapartnership.org/docs/clcCoordinatorSampleJobDesc_20081030.pdf
- Develop a Cultural and Linguistic Competence Plan (CLCP). p. 16. A template can be found at: <http://www.tapartnership.org/docs/clcPlanTemplateFinal.doc>
- Establish a cultural and linguistic competence activities budget that the CLC Coordinator is responsible for administering under the supervision of the project director. p. 17. Sample CLC Budget can be found at:
<http://www.tapartnership.org/COP/CLC/default.php>
- **Key Concepts of Service Provision**
 - Delivery of Clinical Interventions: The selection of clinical interventions should be a joint and inclusive activity with the community early in the funding cycle and based upon the specific needs of the population(s) of focus, ensuring that the interventions chosen have been normed and standardized on the population(s) of focus or that the practice-based evidence has been effective with the population(s) of focus. (See Appendix I, Using Evidence-Based Practices.)



Key CLC Elements

Cooperative Agreement Appendix K, p. 75

- **Experience or Track Record of Involvement with the Population to Be Served** - A successful applicant will have a documented history of programmatic involvement with the population and/or community to be served by the proposed initiative.
- **Community Representation** - The population/community intended to receive services should participate actively in all phases of program design. A sample CLC Committee Description can be found at:
http://www.tapartnership.org/docs/clcCommitteeDescription_200705.pdf
- **Language and Communication** - Project-related communications must be appropriate to the population to be served. (Title VI requirements outlined in Culturally and Linguistically Appropriate Standards-CLAS)
- **Staff Composition and Training** - The staff of the organization should have demonstrated experience in serving the population of focus and should be familiar with the culture and language of this population.
- **Evaluation** - There should be a rationale for the use of any evaluation instruments that are chosen and the rationale should include a discussion of the validity of the instruments in terms of the gender/age/culture/language of the group(s) being served. The evaluators should be knowledgeable of the cultural contexts of the population being served.



Tools for Being Successful



Getting Started: Know Your Community

1. What is the population(s) of focus in your community?

2. What are their unique characteristics?

- Generation in the U.S.
- Levels of acculturation
- Language preferences
- Values, beliefs, rituals, traditions, customs
- Beliefs about health, wellness, illness, mental health, mental illness
- Degree of political power
- Immigration issues
- Historical and current impact of racism and oppression

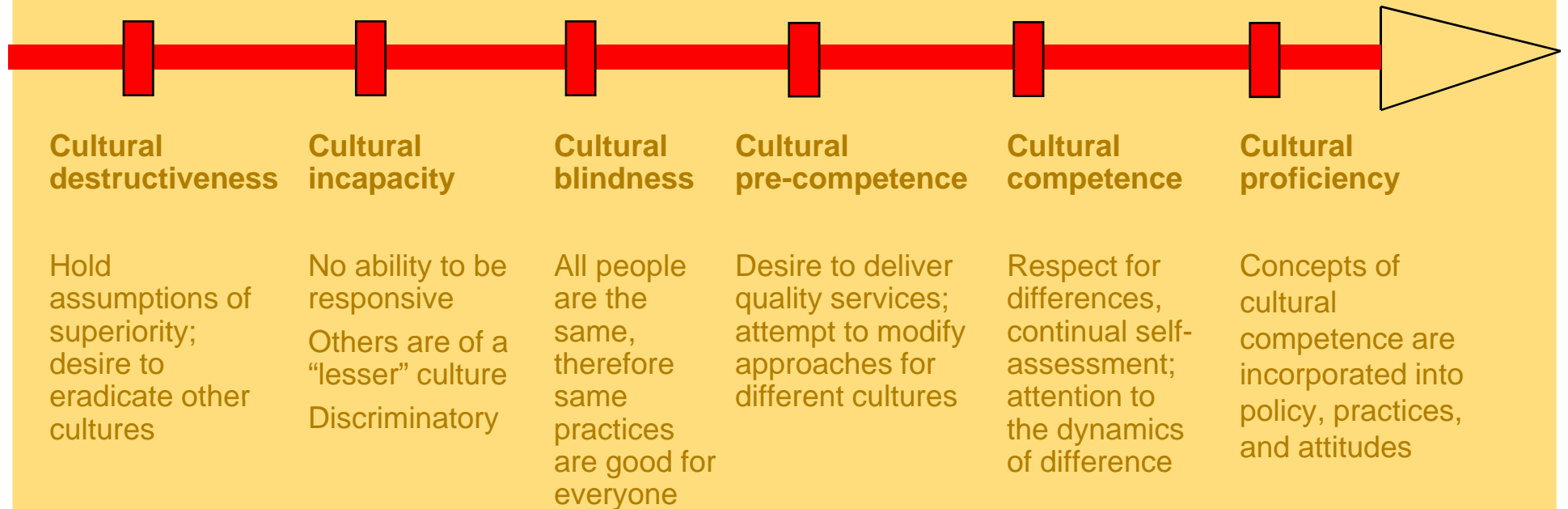


We often look at others...

But, where do **YOU** as an individual
and **YOU** as a system of care
community stand?



Cultural Competence Continuum



Cross, Bazron, Dennis, and Isaacs

Towards A Culturally Competent System of Care, Vol. 1. National Technical Assistance Center for Children's Mental Health, Center for Child and Mental Health Policy, Georgetown University Child Development Center, 1989, Washington DC



Tools Needed to be Successful

- **Cultural and Linguistic Competence Coordinator**
- **Cultural and Linguistic Competence Committee**
- **Cultural and Linguistic Competence Plan**
- **Cultural and Linguistic Competence Budget**
- **Cultural Competence Tip Sheet**
- **Cultural Competence Priority List**
- **Cultural and Linguistic Competence Implementation Guide**
- **Other tools, including individual and organizational assessments**



Cultural and Linguistic Competence Coordinator

- Role of the CLC Coordinator
- Job Description
http://www.tapartnership.org/docs/clcCoordinatorSampleJobDesc_20081030.pdf
- Collaboration with other team members and SOC management



Cultural and Linguistic Competence Committee

- What is the CLC Committee?
 - http://www.tapartnership.org/docs/clcCommitteeDescription_200705.pdf
- Role of the CLC Committee
- Coordination and collaboration with other committees and governance board



The Cultural and Linguistic Competence (CLC) Plan

- Governing board is responsible and accountable for developing and implementing the CLC Plan
- CLC Plan is part of the overall strategic plan
- Outlines clear goals, operational plans, timelines, and accountability mechanisms for moving towards cultural and linguistic competence
- The CLC plan includes achievable goals in the six key domains of cultural and linguistic competence

- Sample CLC Plan:

<http://www.tapartnership.org/docs/clcPlanTemplateFinal.doc>



Cultural and Linguistic Competence Budget

- Importance of a CLC budget

<http://www.tapartnership.org/COP/CLC/publications.php?id=topic1#content1>

- Overview of CLC budget items
- How to create a CLC budget



Cultural and Linguistic Competence Tip Sheet

- Outlines qualifications needed to fill the position of Cultural Linguistic Competence Coordinator
- Describes roles and responsibilities
- Identifies expected accomplishments for 1st year

<http://www.tapartnership.org/docs/TipSheetCLC%20Coordinator.pdf>



Cultural and Linguistic Competence Priority Checklist

- Tool to assist with navigating and utilizing CLC Implementation Guide
- Simple checklist to help determine your community's CLC needs
- Provides direct linkage to specific strategies to be explored

<http://www.tapartnership.org/docs/clcChecklist.pdf>



Cultural Competence Implementation Guide

Domains are in a matrix format

- Governance and Organizational Infrastructure
- Services and Supports
- Planning and Continuous Quality Improvement
- Collaboration
- Communication
- Workforce Development

www.tapartnership.org/COP/CLC/ImplementationGuide.php



Questions to consider...

- What successes and challenges do you envision in infusing CLC into your system of care?
- What have you done so far and what are your next steps?

Press ***7** on your phone to unmute your line,
and ***6** to remute.



Cultural and Linguistic Competence Resources and TA

- Cultural Competence Action Team (CCAT)
- Learning Communities
 - Latino Learning Community
 - African Heritage Learning Community
 - Asian American, Native Hawaiian, and other Pacific Islander Learning Community
 - LGBTQI2-S Learning Community
- Webinars and monthly topical conference calls
- CLC Implementation Guide
 - <http://www.tapartnership.org/COP/CLC/ImplementationGuide.php>
- Cross, Bazron, Dennis, and Isaacs
Towards A Culturally Competent System of Care, Vol. 1. National Technical Assistance Center for Children's Mental Health, Center for Child and Mental Health Policy, Georgetown University Child Development Center, 1989, Washington DC
- Online Resources



Other Resources

- Technical Assistance Partnership's CLC Web page: <http://www.tapartnership.org/COP/CLC/default.php>
- TA Partnership Cultural and Linguistic Competence CLC Implementation Guide: <http://www.tapartnership.org/COP/CLC/ImplementationGuide.php>
- A Mapping Tool to Develop a Family-Run Organization: www.ffcmh.org
- National Center for Cultural Competence: <http://gucchd.georgetown.edu/nccc>
- Culturally and Linguistically Appropriate Services (CLAS Standards) in Health Care, Office of Minority Health: <http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlid=15>
- Community Toolbox: <http://ctb.ku.edu/>



Questions?

Please press *7 on your phone to unmute your line.

When you are finished, please press *6 to remute.



Cultural Competence Action Team (CCAT)

Contact Information

- Ken Martinez kmartinez@air.org
- Nadia Cayce ncayce@ffcmh.org
- Karen Francis kfrancis@air.org
- Jeff Poirier jpoirier@air.org
- Becky Ornelas bornelas@ffcmh.org
- Amy Johnson amjohnson@air.org

