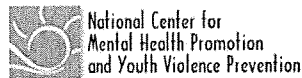


Integrating Cultural Competence into Your Organizations, Programs, and Services

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Cultural and Linguistic Competency Toolkit

- ▶ Designed for SAMHSA's Safe Schools/Healthy Students Initiative
- ▶ Developed with communities and schools in mind
- ▶ Based on grantees needs for practice-based solutions

www.promoteprevent.org/resources/clc/index.html

Cultural and Linguistic Competence

1. Overview
2. Introduction
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 - o Organizational Structure
 - o Engagement
 - o Services/Activities/Interventions
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1. OVERVIEW

At its core, cultural and linguistic competence (CLC) is based on the premise of respect for individuals and the inclusion of multiple perspectives. On a personal level, it is the development of skills and values that enable a person to live and work with, educate and serve diverse individuals and communities. On an organizational level, CLC is the willingness and ability of a system to value the importance of culture in the delivery of services to all segments of the population. Effective service delivery to everyone in a community depends on organizations being responsive to diversity at all levels, i.e., policy, governance, administration, work force, provider, and consumer/client.

2. INTRODUCTION

The goal of the Safe Schools/Healthy Students (SS/HS) Initiative is to support the positive development of children and families through the implementation of services, activities, and interventions based on a model of community collaboration. As culture is woven into the fabric of all communities, every Safe Schools/Healthy Students Initiative, regardless of the location or demographic makeup of the communities it serves, can benefit from being culturally and linguistically competent. CLC is a recognizable thread in all aspects of a successful SS/HS Initiative. The effectiveness of this Initiative is intrinsically connected to the development of cultural and linguistic competence (CLC) among its leaders as well as other community members.

While working to create a framework for understanding CLC in the context of the Safe Schools/Healthy Students Initiative, we came upon an image from an unexpected source. This image came from central Turkey, where there are enormous underground Byzantine churches and caves.

These underground spaces are not only beautiful, but also provide a foundation for the communities that rest above them. The architects discovered that while an individual arch could not sustain the weight of the city above, three arches joined together could provide the



Why is CLC so important?

- 25% of the United States population can be classified as “minority”
- by 2050, it is predicted that more than half of the United States population will be from non-European backgrounds
- 30% of students enrolled in degree granting postsecondary institutions are classified as minority by the U.S. census bureau

Implications for Mental Health

- Unique and different perceptions of mental illness and mental health
- Need to adapt to new means of help-seeking practices and resources
- Increased need to find and provide credible services and CLC providers
- The rapid growth of the ethnic minority population will not be matched by growth in the number of mental health providers who represent these diverse groups

What do we mean by culture?

- Race
- Ethnicity
- Socio-economic status
- Educational attainment
- Profession
- Urbanicity
- Religion
- Sexual orientation
- Others?

RISKS

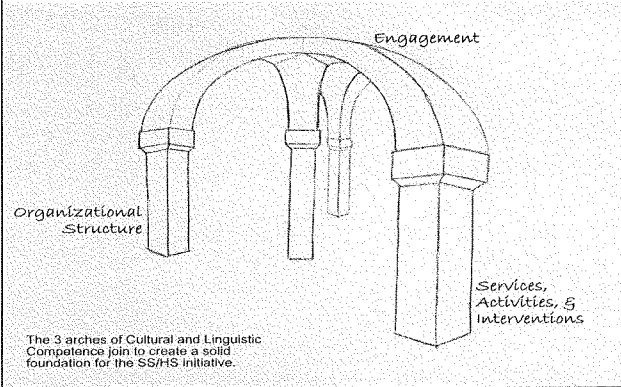
When culture is ignored, the mental and/or social services provided will be negatively affected.

- Cultural bias in diagnostic and assessment procedures
- Professionals who are well intentioned, but lack training in working with culturally diverse populations
- Missed signs/symptoms resulting in tragic results

Cultural and Linguistic Competence Definitions

- National Center for Cultural Competence
- Child Welfare League of America
- American Academy of Family Practitioners

The 3 Arches of CLC



How do you/can you define *Community*?

Circles within circles

- Classes
- Dorms/Frats/Sororities
- Societies/organizations including
 - Athletics or Intramural sports
 - Clubs
 - International student organizations
- Campus
- Families of students

ORGANIZATION

- ▶ **Recruitment and Retention** of staff, volunteers, and professionals

- ▶ **Capacity Building** – Professional development on CLC topics and skills, including
 - Cultural histories
 - Mental health constructs
 - Nonverbal cues
 - Diversity within and between groups
 - Experiences of racism
 - Dynamics of immigration and refugee status
 - Issues related to economic diversity and poverty
 - Single parent families
 - Education levels
 - Limited support networks

ORGANIZATION

- **Leadership**

- **Planning**

- **Budget**

- **Review – continuous quality improvement**

ASSESSING YOUR ORGANIZATION

- How inclusive of diversity is the decision making process?
- How do policies reflect cultural differences?
- How does the organization value cultural differences?
- Is there a process for employment equity?
- Does the organization provide access and relevant services to targeted groups?

Assessments

Cultural and Linguistic Competence Assessments

Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and their Families—National Center for Cultural Competence
<http://www11.georgetown.edu/research/qucchd/nccc/documents/ChecklistBehavioralHealth.pdf>

This is a self-assessment checklist developed by the National Center for Cultural Competence (NCCC) at Georgetown University. The checklist was adapted from Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings (June, 1989) and is intended to "heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings." Concrete examples are provided of the values and practices that foster a culturally competent environment.

Cultural Competence in Your Program—National Court Appointed Special Advocate (CASA) Association
<http://www.casaneet.org/program-management/diversity/cultural-competence.htm>

This document, written for CASA/GAL programs, includes prompts that guide a program's thinking about how accessible it is to people from minority groups. The questions are followed by steps an organization can take to creating a program that is culturally competent.

Cultural Competence Self-Assessment Questionnaire: A manual for users—JL Mason (1995). Portland State University, Research and Training Center on Family Support and Children's Mental Health.
<http://www.etc.pdx.edu/PDF/rgbCultCompSelfAssessQuest.pdf>

There are two versions of the Cultural Competence Self-Assessment Questionnaire: one is designed for direct service providers while the other is designed for administrative staff. This manual discusses considerations surrounding the use of the questionnaire including applications, administration, scoring, and implications for the organization.

Review Guidelines for Material Selection—Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS)
<http://clas.uic.edu/review/index.html>

The CLAS Review Guidelines have been developed to help early childhood practitioners select culturally and linguistically appropriate materials in various areas, including child assessment, family information gathering, program evaluation, and translation. Each Review Guideline begins by addressing the effectiveness of material presentation and follows with questions pertaining specifically to each content area.

Potential Measures/Indicators of Cultural Competence Office of Minority Health—US Department of Health and Human Services—Health Resources and Services Administration
<http://www.hrsa.gov/culturalcompetence/measures/attachment3.htm>

ENGAGEMENT

Outreach

- Matching the medium to the message and the strategy to the intended recipient is key to successful communication outreach

Involvement

- Students, family members and community stakeholders must feel valued and welcome and that their cultural needs are being met

Empowerment

- Diverse stakeholders must become agents of change and be an integral part of the system

SERVICES

- **Needs Assessment**
- **Access and Availability**
- **Relationships with competent community and campus providers**
- **Evaluation Data**

About Adaptations

The effectiveness of an EBI may be enhanced by adaptations to meet the needs of a diverse audience

- Translation into other languages
- Culturally appropriate and accurate translations
- Literacy levels

CLC Benchmarks

Initiative has a culturally and linguistically competent organizational structure.	
<p>Low Implementation</p> <p>Click here to see resources specific to this level of implementation</p>	<ul style="list-style-type: none"> • PD is aware of differences between staff demographics and community. • PD and partners lack specific strategies to attract diverse staff. • Internal policies and procedures have not been reviewed for their support of diverse staff. • Decision making and planning tends to be centralized with the PD and a few key staff. • Professional development does not address cultural competence in depth.
<p>Medium Implementation</p> <p>Click here to see resources specific to this level of implementation</p>	<ul style="list-style-type: none"> • Core management group includes representatives from various cultural groups. • The PD and the core team identify the importance of CLC. • Staff recruitment utilizes a range of strategies to reach diverse audiences. • Professional development includes a CLC framework for all training; clinicians and other service providers receive cultural competence training as needed. • Ad hoc advisory groups are used to gather community input in planning.
<p>Full Implementation</p> <p>Click here to see resources specific to this level of implementation</p>	<ul style="list-style-type: none"> • Staff reflects the community and is culturally competent; diversity is represented on all levels including leadership. • Initiative promotes the norm of attention to cultural differences in written materials, policies, and structures. • Leadership demonstrates acceptance and respect for all. • Decision making and planning processes are inclusive of a range of staff and stakeholders. • Budget reflects commitment to CLC. • Evaluation, strategic, and sustainability plans all reflect cultural competence.

CLC Benchmarks

- Low, Medium, Full
- How do you define your organization?
- What special considerations can you see for college campuses?
- Organization assessments

QUESTIONS

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