

Cultural Competence & CLAS Webinar Series-Part 3

Midwest Center for Cultural
Competence, LLC

&

Great Lakes Addiction Technology
Transfer Center/NIATx

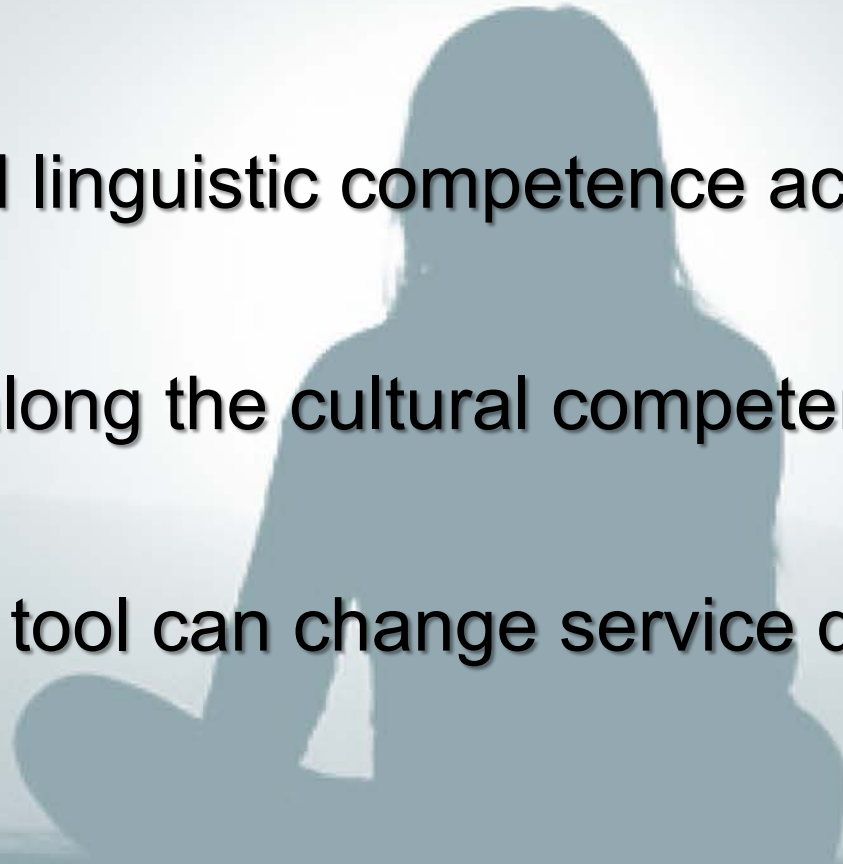
August 8, 2018



Learning Objectives

To understand...

- how to create a cultural and linguistic competence action plan.
- how to successfully move along the cultural competence continuum.
- how the CLAS assessment tool can change service delivery.



Cultural and Linguistic Competence: Action Planning (1)

Cultural and Linguistic Competence: Action Planning

Describe a population you serve for which you are committed to improving the quality of your service delivery:

What would be an advantage to the population of your efforts?

What would be a personal motivation for improving the quality of service delivery?

Cultural and Linguistic Competence: Action Planning Continued... (2)

Please describe ways you might improve the physical environment, materials, and resources for the population you identified:
Physical Environment:
Materials:
Resources:
Please describe ways you might strengthen communication styles with the population you identified:
What beliefs, values, and attitudes of your own will you need to be more aware of to avoid bias and deliver services in a culturally competent manner?
Belief(s):
Value(s):
Attitude(s):
Please identify one thing you still need to learn about engagement, trust, and relationship building with your population of interest:
Engagement:
Trust:
Relationship Building:

Cultural and Linguistic Competence: Action Planning Continued... (3)

Please describe one thing you still need to learn about assessment and problem definition with your population of interest:
Assessment:
Problem Definition:
Please describe one thing you still need to learn about contracting and goal setting with your population of interest:
Contracting:
Goal Setting:
Please describe one thing you still need to learn about development of interventions with your population of interest:
Please describe one thing you still need to learn about evaluation of success and failure with your population of interest:
Success:
Failure:
Please describe one thing you still need to learn about termination with your population of interest:

Reflection

- How can you use the information from the action plan in your counseling practice?
- What would incorporating cultural competence in your practice look like?

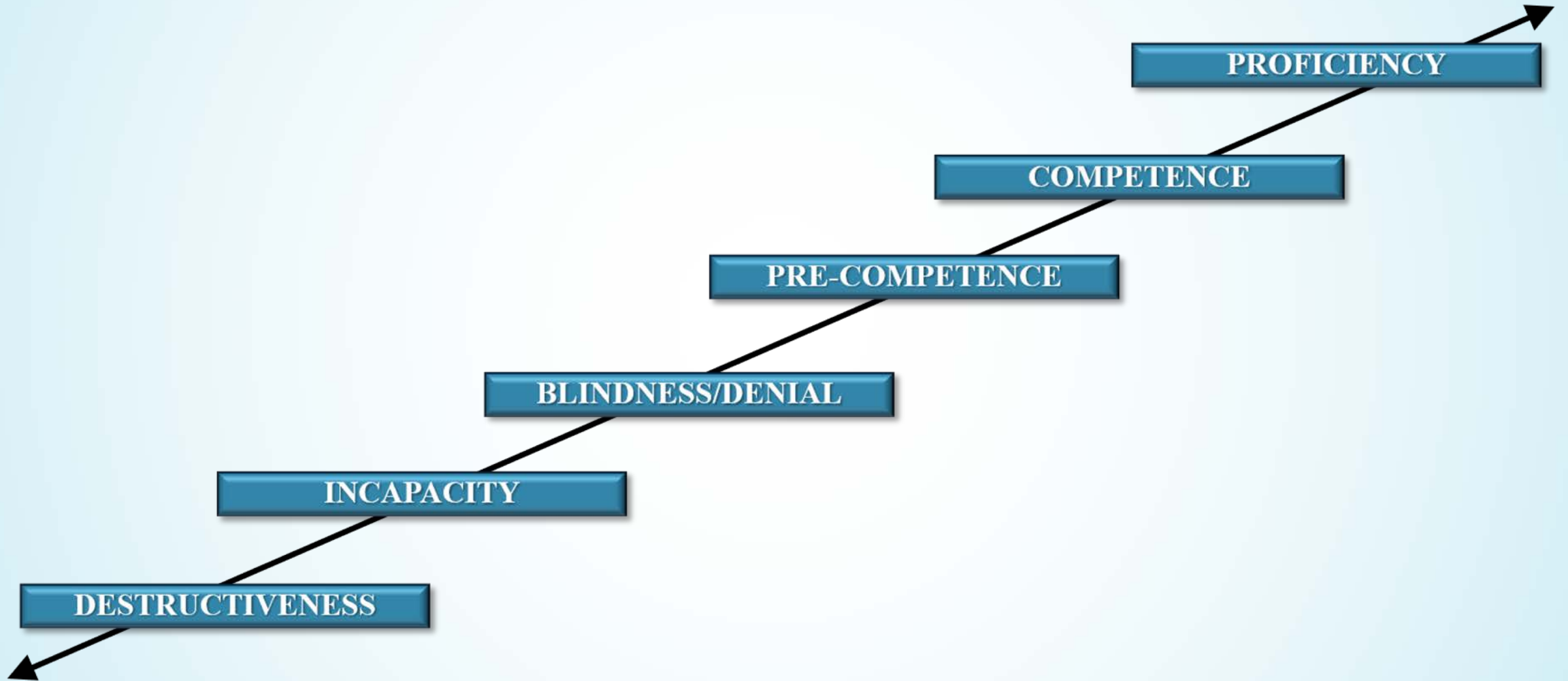


What is a Culturally Competent Organization?

- Understanding
- Responsiveness
- Agency wide



Review: Cultural Competence Continuum



Successful Movement Along the Continuum

- Progress does not happen by chance
- Change agents and change teams
- Change pre-crisis
- Integration
- Behavioral response
- Responding to culture and difference
- Identifying where we are on the continuum
- Movement along continuum

The Messages We Send Through...

- Service Delivery
- Staff/Team Development
- Organizational Environments
- Community Relationships



Service Delivery- Consumer/Client/Patient Focus

- Access
- Involvement
- Orientation
- Outreach
- Reception



Service Delivery - Documentation

- Recruitment
- PR materials
- Enrollment
- Direct Service Materials



Service Delivery- Quality Assurance



- Decentralization
- Representation
- Leadership development
- Use of resources
- Cross cultural collaboration

Staff/Team Development- Recruitment



- Selection criteria
- Hiring
- Language/cultural skill
- Quality assurance

Staff/Team Development- Compensation & Benefits

- Pay structure
- Compensation
- Performance
- Personnel policies



Staff/Team Development- Development and Retention

- Mentoring/support
- Empowerment
- Personal development
- Training opportunities
- Performance reviews/accountability
- Conflict resolution processes
- Reflective supervision/practice
- Removing barriers
- Supporting success!

Organizational Environments- Physical

- Accessibility
- Welcoming environment
- Signage
- Use of equipment/materials

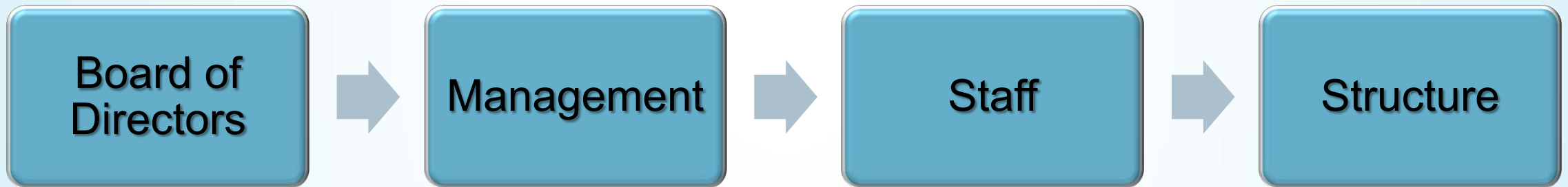


Organizational Environments- Communication

- Language ability
- Vision and values
- Communication
- Shared language
- Cultural knowledge



Organizational Environments- Leadership



Community Relationships- Visibility



Community Relationships- Community Engagement



The Community Engagement Pyramid

Community Relationships- Fund Development

Relationship building



Grant writing



Collaborative endeavors

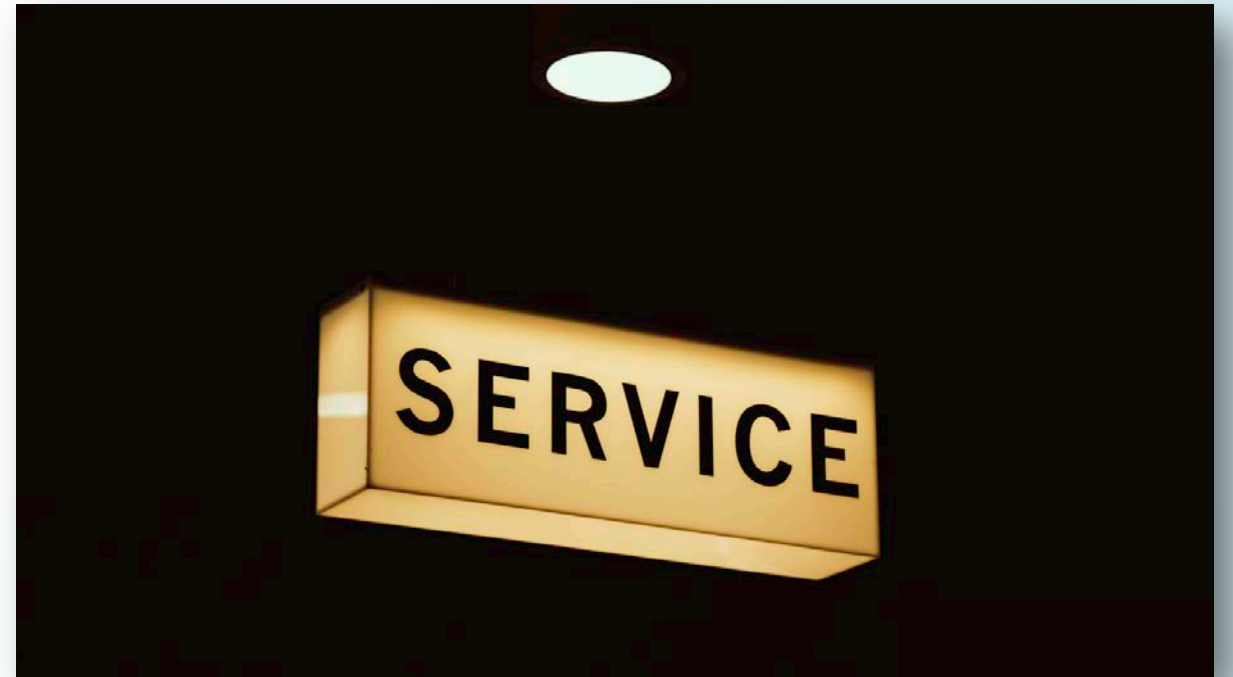


Donor development



Characteristics of a Culturally Competent Agency (1)

- Acceptance and respect
- Attention paid
- Cultural self assessment
- Cultural groups
- Hiring diversity



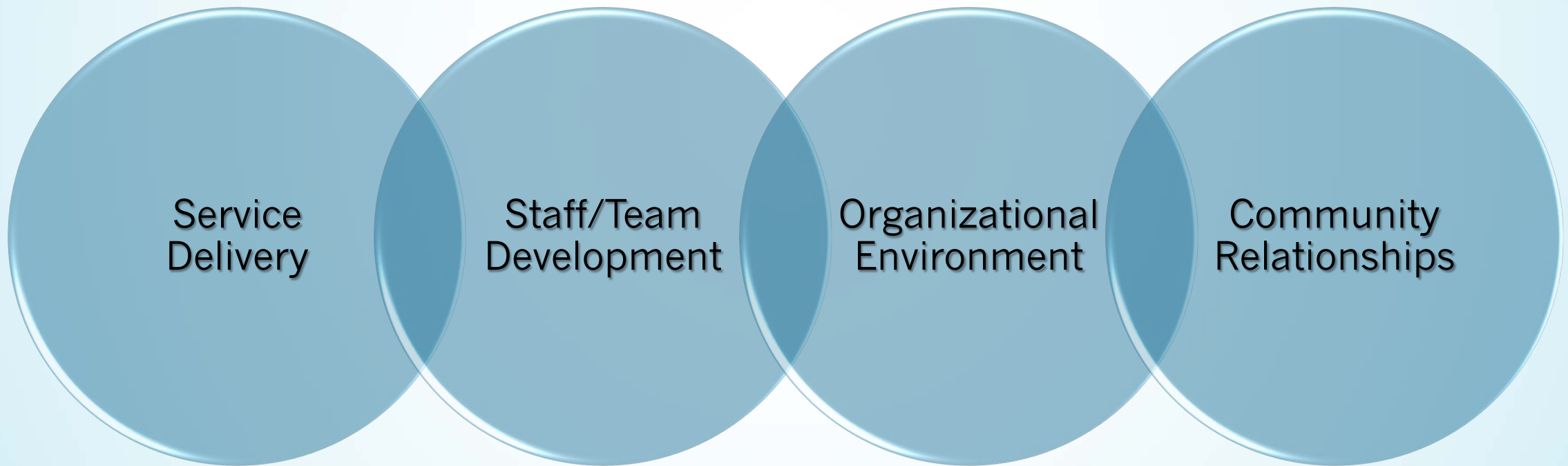
Characteristics of a Culturally Competent Agency (2)

- Clear expectations
- Continuous expansion
- Support to staff
- Policies




Put It Into Practice!

Cultural Competence Target Areas



CLAS Self Assessment Tool Pages 1 & 2 of 3

	CLAS Self Assessment Tool <p>The following questions are designed to help programs identify needs and develop a work plan with concrete tasks to address the basic elements of the 15 National CLAS Standards. DPH considers CLAS work to be an ongoing improvement project. Your contract manager will help support your efforts to implement CLAS as part of your contractual expectations, and will monitor continuous improvement based on your program's self assessment and proposed work plan.</p>
Organization Organization Name: [] Address: [] [] City: [], State: [] Zip: []	
Contact Person for CLAS Implementation First Name: [] Last Name: [] Title: [] Telephone: () - E-Mail: []	
Culturally Competent Leadership and Workforce 1. Does your program recruit, retain, and promote staff that reflects the cultural diversity of the community? (<i>CLAS Standard 3</i>) Check one. <input type="checkbox"/> Our staff <u>fully</u> reflects the cultural diversity of our community. <input type="checkbox"/> Our staff <u>partially</u> reflects the cultural diversity of our community. <input type="checkbox"/> Our program staff <u>does not</u> currently reflect the cultural diversity of our community. 2. Does your program have written policies and procedures that support recruitment, retention, training and promotion practices? (<i>CLAS Standard 2</i>) Check one. <input type="checkbox"/> <u>All</u> Our staff are aware of / universally trained on them. <input type="checkbox"/> <u>Not all</u> our staff are aware of / universally trained on them. <input type="checkbox"/> Our program does not currently have written policies and procedures that support these diversity practices. 3. Do program staff members at all levels and disciplines receive training in culturally- and linguistically-appropriate service delivery? (<i>CLAS Standard 4</i>) Check ALL that apply. <input type="checkbox"/> Training is provided to staff as standard part of orientation <u>for new hires</u> at all levels and disciplines. <input type="checkbox"/> Training is provided <u>at least once a year</u> to staff at all levels and disciplines. <input type="checkbox"/> Training is provided, but not in a standardized / routine manner. <input type="checkbox"/> Our program does not currently provide this training.	

Language Access / Communication 4. Does your program provide timely professional interpreter services, at no cost, to all Limited English Proficiency (LEP) clients, including those clients who use American Sign Language? (<i>CLAS Standard 5, Federal mandate</i>) Check one. <input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Our program does not currently provide timely professional interpreter services. 5. Do all LEP or Deaf / Hard of Hearing clients receive verbal and written notices about their right to language assistance services? (<i>CLAS Standard 6, Federal mandate</i>) Check ALL that apply. <input type="checkbox"/> Verbal notices are provided. <input type="checkbox"/> Written notices are provided. <input type="checkbox"/> Our program does not currently provide either verbal or written notice about this right. 6. Are Deaf / Hard of Hearing clients and clients with disabilities provided a copy of your program's Disability Access notice ? (<i>CLAS Standard 6, Federal mandate</i>) Check one. <input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Our program does not currently provide Disability Access notice to clients. 7. Does your program offer written materials in languages that target the diverse cultural groups in your service area/population? (<i>CLAS Standard 8, Federal mandate</i>) Check one. <input type="checkbox"/> Written materials are offered in the languages of <u>all</u> cultural groups in our service area/population. <input type="checkbox"/> Written materials are offered in the languages of <u>some</u> cultural groups in our service area/population. <input type="checkbox"/> Our program does not currently offer written materials in the languages of the cultural groups in our service area/population. 8. Does your program clearly display images / post signage visibly that shows inclusivity for the diverse cultural groups including GLBT & people with disabilities in your service area population? (<i>CLAS Standard 8, Federal mandate</i>) Check one. <input type="checkbox"/> Images / signage visibly posted in the languages of <u>all</u> cultural groups in your service area. <input type="checkbox"/> Images / signage visibly posted in the languages of <u>most</u> cultural groups in your service area. <input type="checkbox"/> Images / signage visibly posted in the languages of <u>some</u> cultural groups in your service area. <input type="checkbox"/> Our program does not currently post images / signage visibly in the languages of the cultural groups in our service area.
Organizational Support and Accountability 9. Does your program have a plan to identify and address CLAS needs for underserved populations? (<i>CLAS Standard 9</i>) Check one. <input type="checkbox"/> A plan is fully developed and being implemented. <input type="checkbox"/> A plan is currently in draft form <u>or</u> only partially implemented. <input type="checkbox"/> Our program does not currently have a written plan. 10. Does your program review your written CLAS plan at least once a year to assess CLAS progress and needs? (<i>CLAS Standard 10</i>) Check one. <input type="checkbox"/> Written CLAS plan is reviewed by program about once a year. <input type="checkbox"/> Our program does not currently review our written CLAS plan once a year. <input type="checkbox"/> Not applicable: our program does not currently have a written CLAS plan.

CLAS Self Assessment Tool Page 3 of 3

11. Does your program collect **client satisfaction data** to inform culturally- and linguistically-appropriate service (CLAS) delivery? (*CLAS Standard 14*) **Check one.**
- ☐ Always
- ☐ Sometimes
- ☐ Our program does not currently collect client satisfaction data to inform CLAS delivery.
12. Does your program use Race, Ethnicity Language (REL) **community/service area** data to help design and deliver program services? (*CLAS Standard 11*) **Check one.**
- ☐ REL community data used in all applicable situations to design/deliver program services.
- ☐ REL community data used most of the time to design/deliver program services.
- ☐ REL community data sometimes used to design/deliver program services.
- ☐ REL community data never used to design/deliver program services.
13. Does your program use REL **client** data to help design, deliver and evaluate program services? (*CLAS Standard 11*) **Check one.**
- ☐ REL client data always used to design/deliver program services
- ☐ REL community data used most of the time to design/deliver program services
- ☐ REL client data sometimes used to design/deliver program services
- ☐ REL client data never used to design/deliver program services
14. Does your program **participate in partnerships** with other agencies that target the diverse cultural groups in your service area/population? (*CLAS Standard 13*) **Check one.**
- ☐ Our program participates in partnerships with other agencies that target all of the diverse cultural groups in our service area/population.
- ☐ Our program participates in partnerships with other agencies that target some of the diverse cultural groups in our service area/population.
- ☐ Our program does not currently participate in partnerships with other agencies that target the diverse cultural groups in our service area/population.
15. Have you used the *Making CLAS Happen* manual? (An electronic version of the manual is posted on the DPH Office of Health Equity's website: www.mass.gov/dph/healthequity)
- ☐ Yes
- ☐ No, not yet

Work Plan

Select one or more of the questions above and briefly describe what you will do to improve your CLAS efforts this year. Your DPH contract manager will review, monitor and support your efforts. The DPH CLAS manager is available to provide technical assistance—call 617-994-9806.

Question number(s) (from above): []

Improvement Plans:

Enter text here; maximum approx. 4 paragraphs

PDSA Cycle

- Plan
- Do
- Study
- Act



Action Plan - The Power to Serve

Cultural Competence Priority Area	Aim/Desired Outcome	Task(s)	Responsible Party	Resources In-Hand Needed	How will the team know if the aim is achieved?	Timeline/ Benchmarks
Service Delivery						
Staff and Team Development						
Organizational Environment/Structure						
Community Partnerships						

NIATx Process Improvement

CLAS Implementation

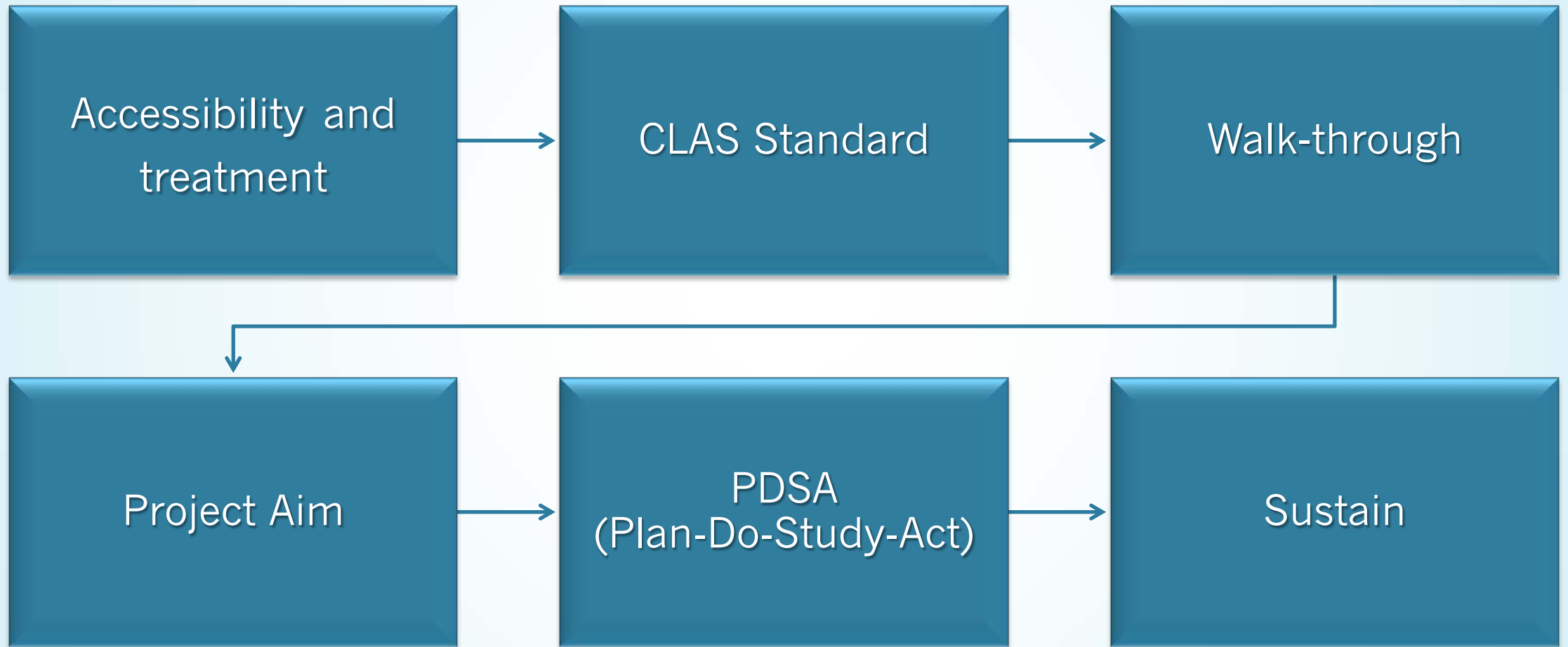
Integrated into your process improvement work

Certain CLAS Standards work well in PDSA cycles

Ongoing evaluation

Wisconsin DHS-Minority Health Program

NIATx Example



Nominal Group Technique

Culturally & Linguistically Appropriate Services

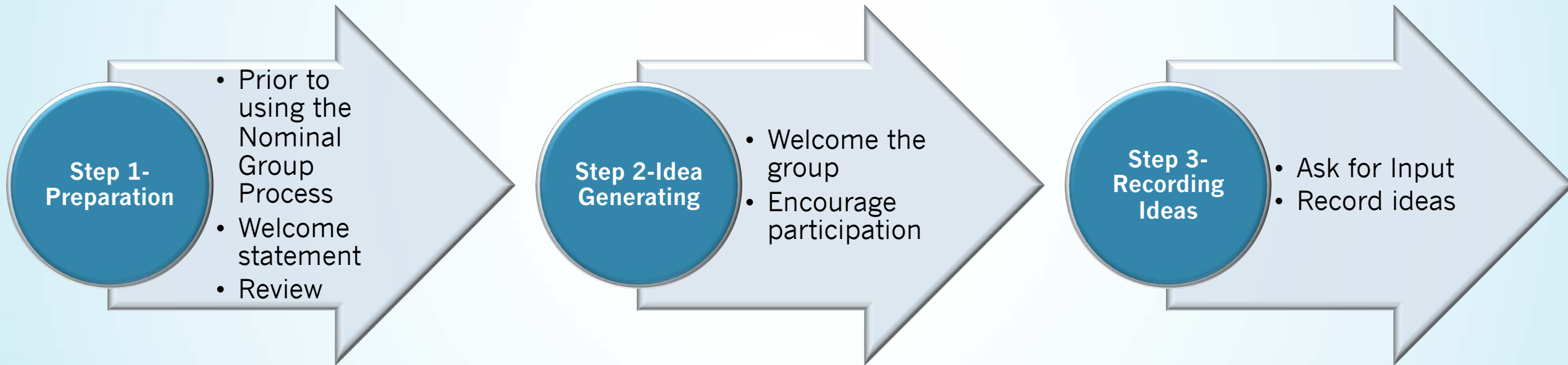
Discussion Questions from the Self-Study materials:

- 1) What do we do well?
- 2) What could we do better?
- 3) What would we like to change?



Nominal Group Technique

Culturally & Linguistically Appropriate Services (1)

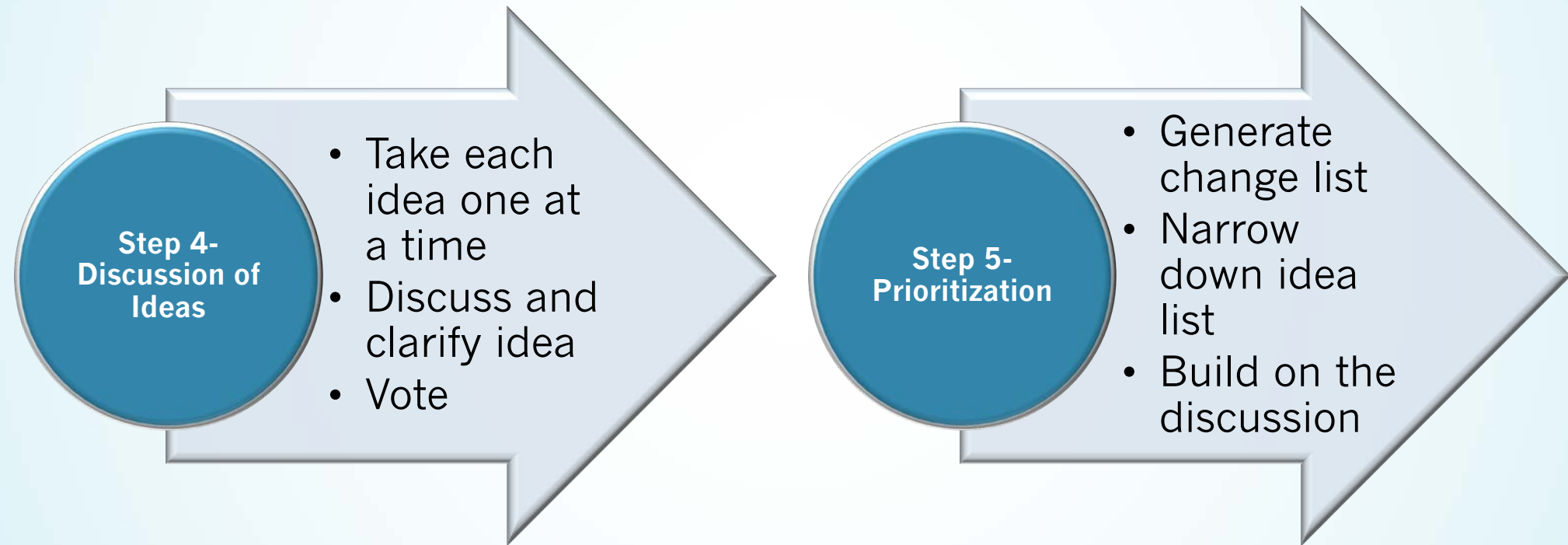


Adapted from NIATx:

<http://www.niatx.net/content/contentpage.aspx?NID=147>

Nominal Group Technique

Culturally & Linguistically Appropriate Services (2)



Questions? Comments?

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Resources

- National CLAS Standards
- Community Engagement Pyramid, Adapted from Balancing Community Building and Audience Engagement, Juan Gonzalez, September 11, 2012
- CLAS Assessment Tool
- Cultural and Linguistic Competence Action Plan, Midwest Center for Cultural Competence LLC