



Pacific Southwest (HHS Region 9)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

National Culturally and Linguistically Appropriate Standards (CLAS)

TODAY'S PRESENTERS



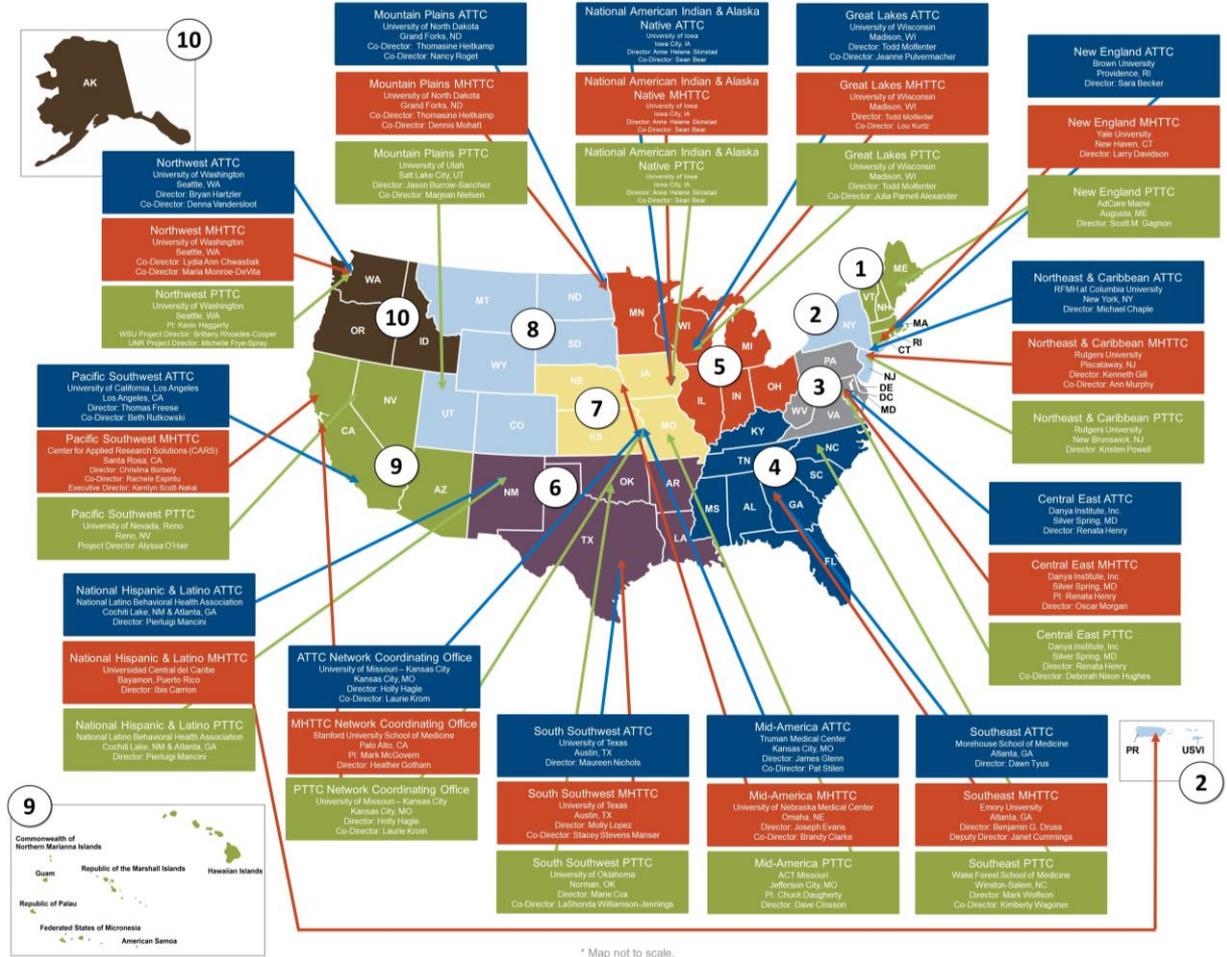
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Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration (SAMHSA)



* Map not to scale.



Pacific Southwest (HHS Region 9)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Our Role

We offer a collaborative MHTTC model in order to provide training, technical assistance (TTA), and resource dissemination that supports the mental health workforce to adopt and effectively implement evidence-based practices (EBPs) across the mental health continuum of care.

Our Goal

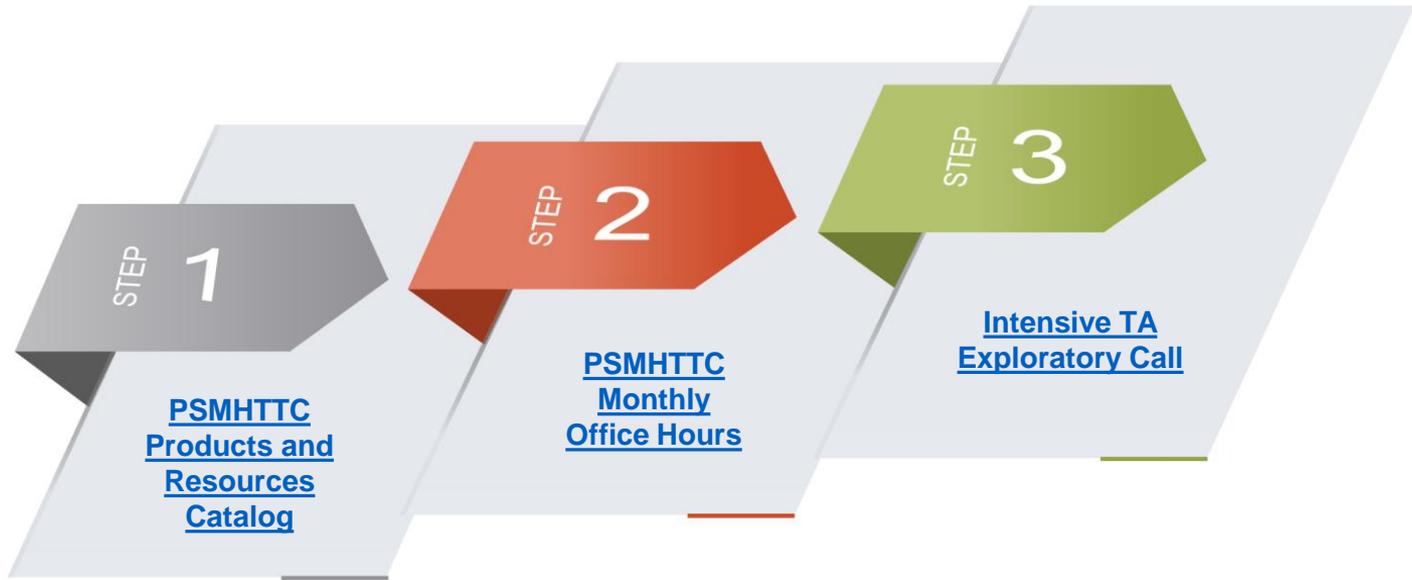
To promote evidence-based, culturally appropriate mental health prevention, treatment, and recovery strategies so that providers and practitioners can start, strengthen, and sustain them effectively.

Services Available

No-cost training, technical assistance, and resources



PSMHTTC Technical Assistance Tiered Process



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Objectives for Our Time Together

1

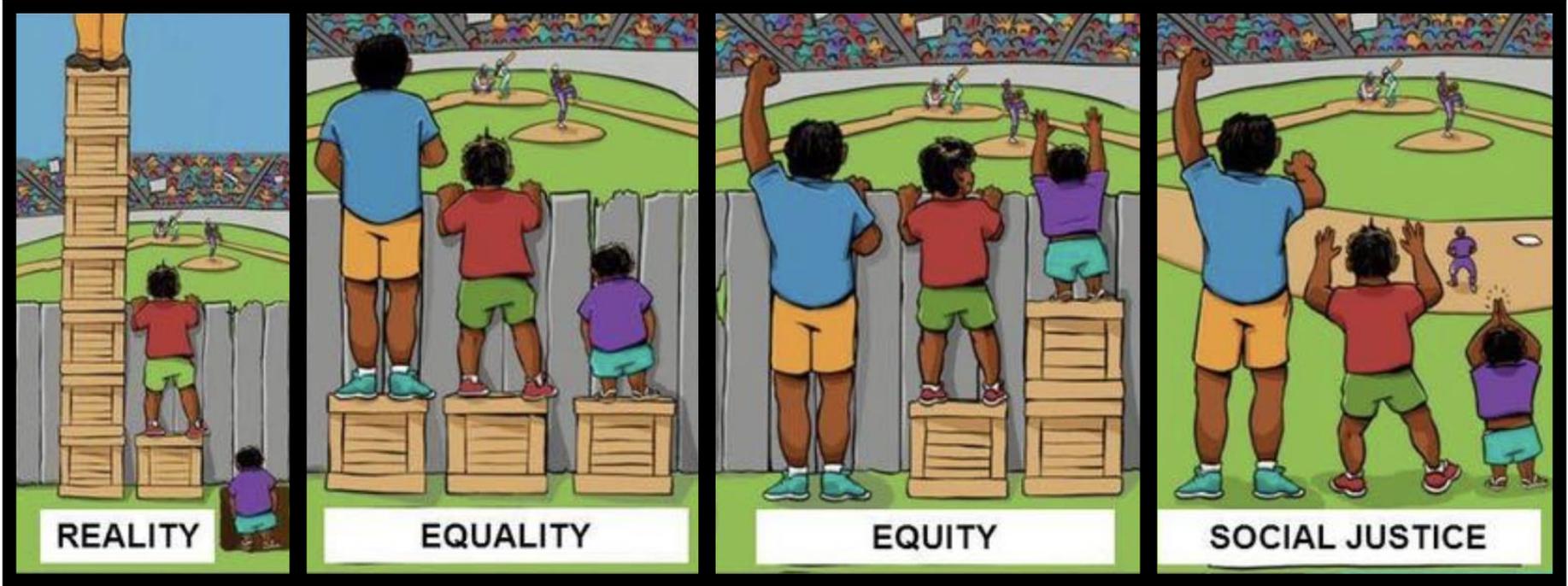
Recall facts and basic concepts related to the NCLAS

2

Interpret how the NCLAS can be implemented within health care settings and school mental health settings

3

Describe the standards and how they will be adapted to advance health equity and help eliminate disparities within health care settings



Civil Rights Act of 1964

Title VI

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Post Civil Rights Act

- 2000** Executive Order 13166: Meaningful access for limited English proficiency / **CLAS Standards**
- 2008** Joint Commission and the National Committee for Quality Assurance
- 2010** Patient Protection and Affordable Care Act
- 2012** Health Care and Education Reconciliation Act
- 2013** **Enhanced CLAS Standards**



Culture

- What are aspects of culture?
- Please contribute words and/or phrases.

A Definition of Culture



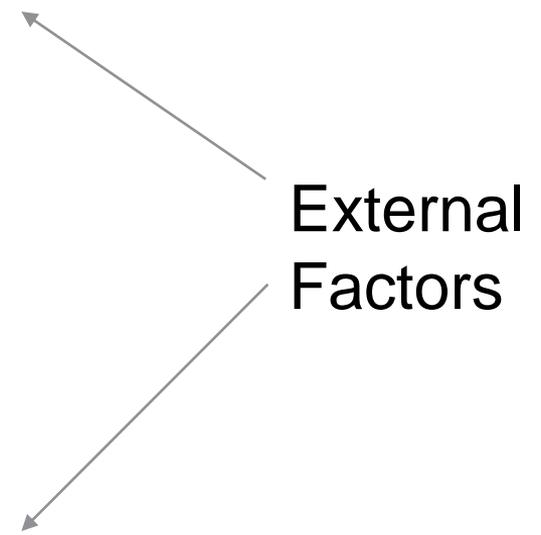
"Culture at its most basic definition is a powerful social system based on a group's values, norms, and expectations. It is a communication and interaction guide for a groups' way of thinking, feeling, and acting. Culture informs how a group perceives health, wellness, disease, health care, and prevention."



Theory of Culture



The Cultural Iceberg



Important Points

- Cultural "membership" can be chosen or imposed
- Culture is something that everyone has AND all organizations have
- We must be able to move beyond our limitations to create belonging

Why does culture matter?

Cultural Influences in Health Care systems

- 🚑 Racial and ethnic disparities in health and health care are significant
- 🚑 Higher mortality rates among minoritized patients.
- 🚑 Observed differences in health and access to care, and gap persists even when controlling for insurance status and income level.
- 🚑 Contributions this unequal treatment include a lack of linguistic interpretation services, institutional bias, and insufficient awareness of ethnic disparities among both the general-public and health care providers.

Why does culture matter?

Cultural Influences in Care Access and Utilization

- 🚚 Reliance on traditional remedies and healers
- 🚚 Delaying access to care
- 🚚 Historical mistrust of health care and social service professionals
- 🚚 Experiences of racism, discrimination and bias
- 🚚 Cultural and linguistic barriers

BELONGING

Belonging, means having a meaningful **voice** and the opportunity to **participate** in the design of political, social, and cultural **structures** that shape one's life — the right to both contribute and make demands upon society and political institutions. At its core, structural belonging holds a radically inclusive vision because it requires **mutual power, access, and opportunity** among all groups and individuals within a shared container (such as a society, organization, club, etc).

Why Implement CLAS?

CHALLENGES UNDER THE MEDICAL MODEL

Getting a diagnosis can be a privilege.

Lack of cultural competency of health care providers can contribute to underdiagnosis and/or misdiagnosis of mental illness in BIPOC.

Even if someone is able to receive a complete and accurate diagnosis, the medical model tends to have a narrow view of what practices are acceptable to treat these diagnoses.

Implicit racism and bias and lack of diversity in the health care industry can exclude the voices of BIPOC and QTBIPOC from the "patient values" piece of evidence-based practices.

Centuries of nonconsensual medical research, lack of representation in the field, and dangerous law enforcement responses to crisis calls contribute to the fear and mistrust of the health care system.

Learn more at mhanational.org/july.



COMMUNITY CARE

Community care is an approach utilized by individuals to support one another and the broader community. It focuses on the connections, intentional actions, and efforts to mobilize individuals to support one another.

Community care responds to existing inequities and gaps in resources by creating new structures to bridge gaps and to increase access to meaningful resources through mutual support and aid provided by individuals and broader community-focused efforts.

EXAMPLES OF COMMUNITY CARE

Healing circles

Community health workers

Mutual aid

Peer support

Doulas/midwives

Faith practices

Learn more at mhanational.org/july.



CULTURALLY-BASED PRACTICES

Culturally-based practices are culturally-rooted customs, behaviors, values, and beliefs passed down through generations that function as “informal systems of support.” These culturally-based practices form part of a socially dynamic framework of assistance provided by and to individuals by their families, friends, and communities.

These practices may be employed daily as part of significant life experiences and/or during times of distress and illness.

EXAMPLES OF CULTURALLY-BASED PRACTICES

Prayer or healing circles

Multigenerational households

Storytelling/Oral traditions

Kinship systems

Energy healing/cleansing

Traditional healers/practitioners

Learn more at mhanational.org/july.



CLAS makes room for cultural wealth

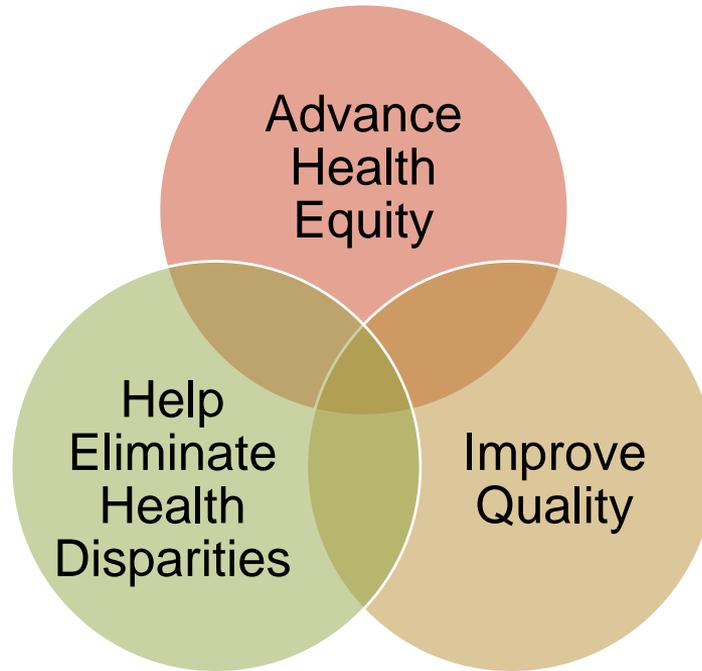
What are the strengths, solutions, resiliencies, and alternative strategies of your communities?

When you fail entire races, classes, and cultures in building systems of care, alternative strategies and solutions will emerge from those communities that better meet their needs.

@mentalhealthamerica



National Culturally and Linguistically Appropriate Services (CLAS) Standards



National CLAS Standards Themes



Governance,
Leadership and
Workforce
Development



Communication
and Language
Assistance



Continuous
Quality
Improvement and
Accountability



Principal Standard (Standard 1)

HEALTH

Provide effective, equitable, understandable, and respectful quality care and services that are responsive to **diverse cultural health beliefs and practices, preferred languages, health literacy and other communication needs.**

EDUCATION

Ensure that students/ parents receive from all staff members **effective, understandable, and respectful** mental health care that is provided in a manner compatible with their **cultural health beliefs and practices and preferred language.**

**Share activities related
to standard 1**

What are you currently doing within your organization to address any aspect of Standard 1?



BREAK

National CLAS Standards Themes



Governance,
Leadership and
Workforce
Development



Communication
and Language
Assistance



Continuous
Quality
Improvement and
Accountability



CLAS Standards Theme 1

Governance

Leadership

Workforce Development

Standard 2

Health:

Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.

Education:

Implement strategies to recruit, retain, and promote at all levels of the organization diverse leadership, and governance that are representative of the demographic characteristics of the service area.

BIPOC Mental Health Month

#STRENGTHIN
COMMUNITIES



Standard 3

Health:

Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area

Education:

Educational institutions should ensure that staff at all levels and across all disciplines are diverse and receive ongoing education and training in culturally and linguistically appropriate service delivery.



Standard 4



Health:

Educate and train Governance, Leadership, & Workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

Education:

Educate and train governance, Leadership, & Teachers/Staff in culturally and linguistically appropriate policies and practices on an ongoing basis

POLL

Check the activities your organization is addressing:

1. Engaging your board/advisory committee in addressing health equity
2. Leadership has communicated the importance of addressing equity
3. Policies are being developed to integrate CLAS standards more fully
4. Resources are being allocated to address equity/CLAS standards within organization
5. Organization has prioritized the recruitment of a diverse personnel
6. Organization has prioritized recruitment of diverse leadership/board members
7. All leadership and governance members are engaged in education opportunities regarding equity/CLAS
8. Organization is providing cultural competence/humility training for board, committees, leadership, providers and staff

Theme 1: Implementation Activities

- Ensure boards/advisory committees, administration, and providers are representative of the populations receiving services.
- Provide opportunities for boards/advisory committees, administration, providers to participate in ongoing education on culturally and linguistically appropriate services
- Implement strategies to recruit, retain, and promote at all levels of organization, personnel who reflect the demographic characteristics of the community.
- Identify and develop CLAS champions throughout the organization.
- Infuse cultural and linguistic competence/humility within the mission, vision, core values and strategic plans of organization.
- Commit to cultural competency/humility through inclusion in written policies, processes and structures.
- Create spaces for internal multicultural and multidisciplinary dialogues about cultural issues.
- Ensure necessary resources to sustain CLAS activities. i.e. professional development, linguistic services

CLAS Standards Theme 2

Communication

Language Assistance

Health Literacy



Key Terms

English Language Learners

Limited English Proficiency (LEP) - Limited English proficient (LEP) individual means an individual whose primary language for communication is not English and who has a limited ability to read, speak, write, and/or understand English. LEP individuals may be competent in English for certain types of communication (e.g. speaking or understanding), but still be LEP for other purposes (e.g. reading or writing).

Language assistance (access) - providing Limited English Proficient (LEP) people with reasonable access to the same services as English-speaking individuals.

Communication & Language Assistance: Standard 5

Share in the Chat
box:
What are the
top 5 languages
spoken in
client's homes ?

Health:

Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.

Education:

Provide to students/parents in their preferred language both verbal offers and written notices informing them of their right to receive language assistance at no cost to them.



Communication & Language Assistance: Standard 6

Health:

Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing

Education:

Educational institutions must assure the competence of language assistance provided to limited English proficient patients/consumers by interpreters and bilingual staff. Family and friends should not be used to provide interpretation services (except on request by the patient/consumer).



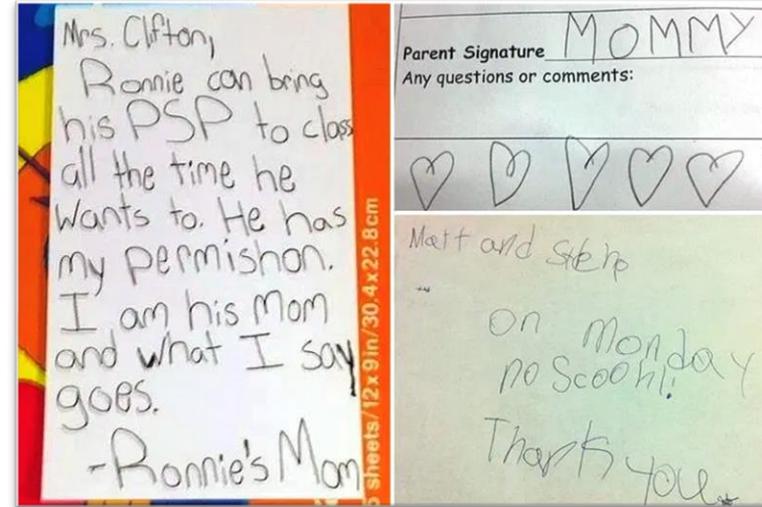
Communication & Language Assistance: Standard 7

Health:

Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.

Education:

Offer and provide language assistance services, including bilingual staff and interpreter services, at no cost to each student/parent with limited English proficiency at all points of contact (disciplinary, parent/teacher conference, nurse, psych), in a timely manner during all hours of operation



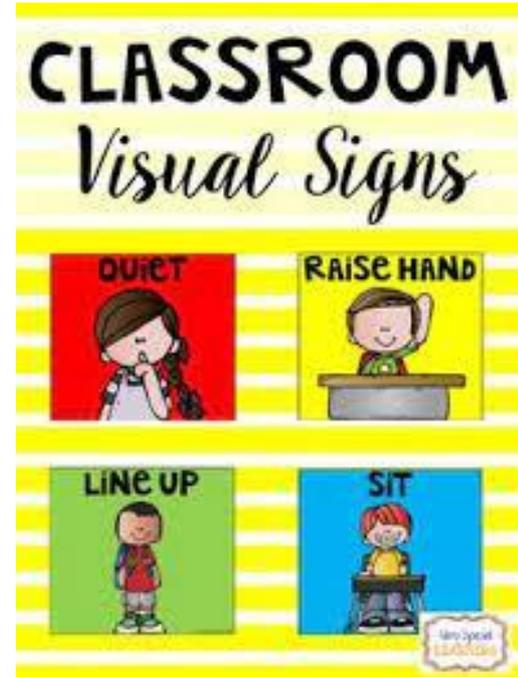
Communication & Language Assistance: Standard 8

Health:

Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

Education:

Make available easily understood student/parent related materials and post signage in the languages of the commonly encountered groups and/or groups represented in the service area.



Examples of Public health campaigns that are culturally and linguistically resonant in RX

2022 WSPHA Annual Conference for Health
IDENTITY, DIVERSITY, BELONGING
Facilitating an end to systemic injustice
October 11-13th, 2022 | Wenatchee, WA



Registration is
now open!

Early bird rates end
July 29th, 2022

To register and learn more
about this year's conference
please visit:
www.wspaha.org

WASHINGTON STATE
PUBLIC HEALTH ASSOCIATION

DECARCERATING CARE

Community-Based Healing
Alternatives and How to Build Them

ASL + CART provided
MARCH 28, 6-8 PM EST

Exploring the ways in
which white supremacy
plays out in the mental
health system and
movement spaces,



and how we can draw upon
traditional knowledge and lived
experience to create more
accountable, effective, and healing-
centered alternatives.

**MENTAL HEALTH
MATTERS**
OF WASHINGTON STATE



**Share activities related
to theme 2:**

Does your organization collect client/patient demographics that is also inclusive of language spoken at home?

What types of language assistance strategies does your organization provide for client/patient and their families who need language assistance?

Does your organization consider the health literacy of client/patient and their families especially as it relates to mental health?

Theme 2: Implementation Activities

- Ensure mechanisms are in place to facilitate the exchange of information with individuals that do not speak English, people with limited English proficiency, deaf or hard of hearing and other accommodated needs .
- Ensure staff is trained in language assistance services, policies, procedures and Title VI of the Civil Rights Act of 1964.
- Identify processes to identify language an individual communicates.
- “I speak cards” and included in care plan/health records.
- Establish language assistance contracts for in-person interpreters, bilingual staff, telephonic/video remote interpreting systems .
- Use qualified trained interpreters/translators to facilitate communication.
- Ensure written materials are translated for people with limited English.
- Using health literacy principles, ensure materials/signage are written at the appropriate comprehension level for varying levels of literacy, avoiding medical terminology and “chunking information.”

CLAS Standards Theme 3

Engagement

Continuous Quality
Improvement

Accountability

Engagement, Continuous Improvement, & Accountability: Standard 9

Health:

Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.

Education:

Develop, implement, and promote a written strategic plan that outlines clear goals, policies, operational plans, and Management accountability/oversight mechanisms to provide culturally and linguistically appropriate services.



Engagement, Continuous Improvement, & Accountability: Standard 10



Health:

Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.

Education:

Conduct initial and ongoing organizational self-assessments of CLAS-related activities and are encouraged to integrate cultural and linguistic competence-related measures into their internal audits, staff performance improvement programs, student/ parent satisfaction assessments, and outcomes-based evaluations.

Engagement, Continuous Improvement, & Accountability: Standard 11



Health:

Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.

Education:

Ensure that data on the individual student's/parent's race, ethnicity, and spoken and written language are collected in records, integrated into the organization's management information systems, and periodically updated.

Engagement, Continuous Improvement, & Accountability: Standard 12

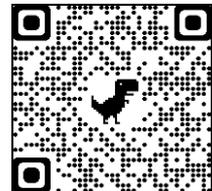
Health:

Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.



Education:

Maintain a current demographic, cultural, and epidemiological profile of the community as well as a strengths/needs assessment to accurately plan for and implement services that respond to the cultural and linguistic characteristics of the demographics in the service area.



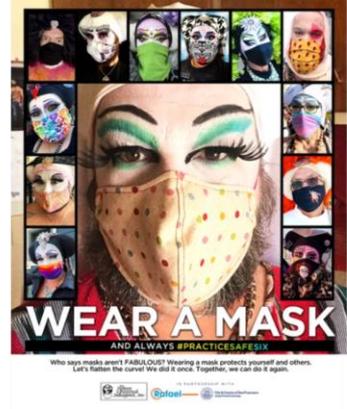
Engagement, Continuous Improvement, & Accountability: Standard 13

Health:

Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.

Education:

Develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and student/parent involvement in designing and implementing CLAS-related activities.



It's okay to not feel normal. These are not normal times.

Reach out and talk to somebody.

Fort McDowell Yavapai Nation
Local Crisis Line:
1-800-631-1314

Teen Life Line:
Call or Text: 602-248-8336
Mon - Fri 12 PM - 9 PM | Weekends 3 PM - 9 PM

Crisis Text Line:
Text CONNECT to 741741

For more information, e-mail: schoolcommunityaccountability@azdhs.gov

It's okay to not feel normal. These are not normal times.

Reach out and talk to somebody.

Fort Mojave Tribe Local Crisis Line:
1-877-756-4090

Teen Life Line:
Call or Text: 602-248-8336
Mon - Fri 12 PM - 9 PM | Weekends 3 PM - 9 PM

Crisis Text Line:
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It's okay to not feel normal. These are not normal times.

Reach out and talk to somebody.

Gila River Indian Community
Local Crisis Line:
1-800-259-3449

Teen Life Line:
Call or Text: 602-248-8336
Mon - Fri 12 PM - 9 PM | Weekends 3 PM - 9 PM

Crisis Text Line:
Text CONNECT to 741741

For more information, e-mail: schoolcommunityaccountability@azdhs.gov

Engagement, Continuous Improvement, & Accountability: Standard 14

Health:

Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.

Education:

Ensure that conflict and grievance resolution processes are culturally and linguistically sensitive and capable of identifying, preventing, and resolving cross-cultural conflicts or complaints by students/parents.



Engagement, Continuous Improvement, & Accountability: Standard 15

Health:

Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public

Education:

Make available to the public, information about their progress and successful innovations in implementing the CLAS standards regularly and provide public notice in communities about the availability of this information.



**Share activities related
to theme 3:**

In what ways does your organization engage client/patient and their families and the larger community?

Does the organization regularly assess the needs of client/patient as it relates to their language needs and monitor changes regularly?

Does the Board and Senior leadership have a process of accountability to ensure that client/patient's mental health needs are met in culturally and linguistically appropriate ways?

Theme 3: Implementation Activities

- Conduct community assets/needs assessments in partnership with community, and use data to o-create community demographics, beliefs and determinants.
- Plan and conduct organizational assessments with community partners and use data to improve service delivery.
- Include a specific focus of CLAS related activities in assessments and in planning services
- Collect and maintain outcomes data by demographic variables to inform improvements to service delivery.
- Review satisfaction scores with youth and families and collaborate on plans to adapt needed services.
- Partner with community stakeholders for cultural resources, to disseminate information and to plan and implement needed services.
- Create conflict and grievance processes in partnership with community partners and families being served.

Q&A and Final Reflection

What is one action you will take as a result of this workshop?



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