



CULTURAL AND LINGUISTIC COMPETENCE RESOURCES

March 25, 2020

The Community Mental Health Association has partnered with the Michigan Developmental Disabilities Council to integrate new knowledge regarding cultural and linguistic competence in the delivery of services to our diverse clients.

CMHA was also named the Michigan partner for the Substance Abuse and Mental Health Services Administration (SAMHSA) Great Lakes Mental Health Technology Transfer Center (MHTTC). This collaborative partnership between CMHA and MHTTC ensures that our members, partners, and persons served have access to on-line resources, webinars, and face-to-face opportunities that address evidence-based practices for mental health disorders, many focusing on understanding and promoting cultural competence.

SAMHSA is the federally funded agency within the Department of Health and Human Services that leads public health efforts to reduce the impact of substance abuse and mental illness on America's communities. In order to provide the support and resources to promote effective treatment and prevention efforts, SAMHSA has funded the Mental Health Technology Transfer Center (MHTTC).

CMHA is working with the Michigan Developmental Disabilities Council, Michigan Protection and Advocacy Service, Michigan Statewide Independent Living Council, Michigan Department of Health and Human Services, and Michigan Developmental Disabilities Institute with technical assistance provided by the National Center for Cultural Competence (NCCC) at Georgetown University to create the Michigan Community of Practice on Cultural Diversity and Cultural and Linguistic Competence (MI CLC CoP). The MI CLC CoP is designed to increase the cultural diversity within the intellectual and developmental disability network and to transform Michigan systems or services and supports with two main goals of:

1. Advancing and sustaining cultural and linguistic competence systemically through **changes in values, policy, structures and practices**
2. Responding effectively to the growing cultural and linguistic diversity among people with intellectual and developmental disabilities and their families

These goals require review, revision and creation of policies, structures and practices that will enable, support and sustain the capacity of community agencies, practitioners, volunteer to provide culturally and linguistically competent services and supports.

These resources can be used to analyze your current practices, individual and organizational strengths, areas of bias, and so forth. They can also provide information that will assist you in the planning and implementation of practices that may be more culturally and linguistically appropriate as compared to current practice. Utilize the multitude of resources provided, such as assessments, modules for learning, and implementation guides to further your organizations cultural and linguistic competence.

This is a living document. We encourage you to share other resources that you find to be valuable. Please contact publicpolicy@cmham.org.

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Definitions

In order to practice cultural and linguistic competency, it is first important to understand what both mean. Georgetown University's National Center for Cultural Competence defines the following:

Cultural Competence

The NCCC embraces a conceptual framework and definition of cultural competence that requires organizations to

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structure that enable them to work effectively cross-culturally
- Have the capacity to (1) value diversity; (2) conduct self-assessment, (3) manage the dynamics of difference, (4) adapt to diversity and the cultural contexts of the communities they serve
- Incorporate the above in all aspects of policy development, administration, and practice/service delivery and involve individuals and their families (as indicated) systematically.

(NCCC adaptation from Cross, et al., *Towards a Culturally Competent System of Care*, 1989)

Linguistic Competence

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, and those who are deaf or hard of hearing. Linguistic competence requires organizational and provider capacity to respond effectively to the health and mental health literacy needs of populations served. The organization must have policy, structures, practices, procedures, and dedicated resources to support this capacity.

Goode & Jones (modified 2009). National Center for Cultural Competence, Georgetown University Center for Child & Human Development.

Georgetown University's National Center for Cultural Competence Resources

Courses and Distance Learning:

Conscious & Unconscious Biases in Health Care

This is a four-part module on conscious and unconscious biases in health care settings. It describes how these biases disproportionately affect racially, ethnically, and linguistically diverse populations. The course defines bias, health disparities, and lists four areas in which unconscious bias adversely impacts health care provided to these groups. The course helps users conceptualize and describe strategies to understand bias and apply cultural competency in practice and patient care. Access this module [here](#)

Bridging the Cultural Divide in Health Care Settings

The National Health Service Corps and the Bureau of Health Professions funded the NCCC's efforts to create the Cultural Broker Project. This project focused on encouraging organizations and health care settings on using the cultural brokering concept as an approach to increasing access to and the delivery of culturally competent care. Learn more about cultural brokering [here](#)

Monographs:

And the Journey Continues

This monograph shares ten stakeholder experiences with significant accomplishments in their efforts to achieve cultural and linguistic competence within integrated systems of services for children and youth with special health care needs and their families. Learn more about stakeholder accomplishments in cultural competency [here](#)

Sharing a Legacy of Caring: Partnerships Between Health Care and Faith-based Organizations

This monograph can be used to encourage health care policy makers, administrators, governing and advisory boards build and develop partnerships with faith-based organizations. The monograph showcases partnerships that can help support community health by strengthening individual's safety nets. It also highlights some of the challenges and benefits that arise between the two organizations and how to forge new relationships with a shared goal. Access [here](#)

Assessments:

Self-assessment is a necessary, effective, and systematic way to plan for and incorporate cultural and linguistic competence. An assessment should address the attitudes, behaviors, policies, structures, and practices of an organization, including but not limited to, those of its board, staff, faculty, consultants, contractors, advisory groups, and volunteers. The process should also elicit the experiences and opinions of the individuals and communities served.

The Cultural and Linguistic Competence Assessment for Disability Organizations

A tool for organizations that provide services to disabled peoples and is intended to support organizations in their planning, policies, structures and practices enhance quality of services and advance cultural and linguistic competence. elicits the experiences and opinions of the individuals and communities served – the assessment addresses attitudes, behaviors, policies structures and practices, across boards, staff, faculty, and volunteers. Access the tool and accompanying guide [here](#)

Self-assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and their Families

Use this self-assessment tool to identify the ways in which you, as in individual, promote cultural and linguistic competence in the domains of the physical environment, materials and resources, communication styles, and values and attitudes. Use this to enhance your practice [here](#)

Guides:

Getting Started and Moving On

This checklist of 12 important items is designed to assist organizations develop a process to plan and implement policies, structures, and practices that support cultural and linguistic competence. Focusing on the different stages of the process, this checklist provides guidance for getting started and moving towards cultural competence. Access this guide [here](#)

A Planner's Guide: Infusing Principles, Content and Themes Related to Cultural and Linguistic Competence into Meetings and Conferences

Use this planner's guide to help bring cultural competency principles, content and themes to meetings and conferences. Learn how to effectively convey a message, meet interests and learning needs of your audience, and integrate cultural and linguistic competence principles throughout your meetings and conferences. This guide lays out how to plan content, logistics, and evaluate your meeting [here](#)

Quick Tips: Creating Materials and Approaches to Training that are Culturally and Linguistically Appropriate for the Intended Audience

Use this quick tip guide to help create materials for culturally and linguistically diverse groups, translate languages, conduct trainings for diverse audiences, and consider needs of audiences. Access [here](#)

Referenced with Permission from the National Center for Cultural Competence (NCCC), Georgetown University, March, 2020. The NCCC is a nationally recognized center that provides training, technical assistance, tools and resources to help support mental and physical health care providers with information to support and sustain cultural and linguistic competency. The NCCC focuses on translating evidence into practice and policies that influence health and mental health care delivery to sustain cultural and linguistic competency. For more information, go to <https://nccc.georgetown.edu/>.

The U.S. Department of Health and Human Services Resources National CLAS Standards

The U.S. Department of Health and Human Services (DHHS) Office of Minority Health developed the National CLAS Standards framework that set standards for culturally and linguistically appropriate services in health care settings aimed at improving quality of care, and equity. These fifteen standards should be implemented in everyday practices and can help your organization advance and sustain culturally appropriate services. View, review, and implement the CLAS standards by accessing this resource [here](#)

[A Blueprint for Advancing and Sustaining CLAS Policy and Practice.](#)

This is a resource that accompanies the National CLAS Standards as an implementation guide to help you advance and sustain culturally and linguistically appropriate services within your organization. It offers concise, practical information on how to use the National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care at your organization. Go to <https://thinkculturalhealth.hhs.gov/clas/blueprint>

[U.S. Department of Health and Human Services Think Cultural Health Website](#)

Another resource provided by the U.S. DHHS Office of Minority Health, the Think Cultural Health website features information, resources, and web-based courses for health care professionals to advance cultural appropriateness and consciousness. Access the website to search through the library, review previous presentations, and utilize educational units [here](#)

Addiction Technology Transfer Center Network Resources

The Great Lakes Addiction Technology Transfer Center presents a three-part webinar series hosted by Harold Gates of the Midwest Center for Cultural Competence that focused on Cultural Competence and the National Standards for Culturally and Linguistically Appropriate Service.

Webinar 1: Introduction to Cultural Competence and the National Standards for CLAS

Access the first part of the webinar series [here](#)

Webinar 2: How to Implement Cultural Competence and the National Standards for CLAS

Access the second part of the webinar series [here](#)

Webinar 3: How to Sustain Cultural Competence at the Individual and Organizational Levels

Access the third and final part of the webinar series [here](#)

There are additional resources attached with these webinars [here](#)