Fundamentals of Cultural and Linguistic Competence in Recovery-Oriented Systems of Care

DEPARTMENT OF HEALTH AND HOSPITALS

OFFICE OF BEHAVIORAL HEALTH
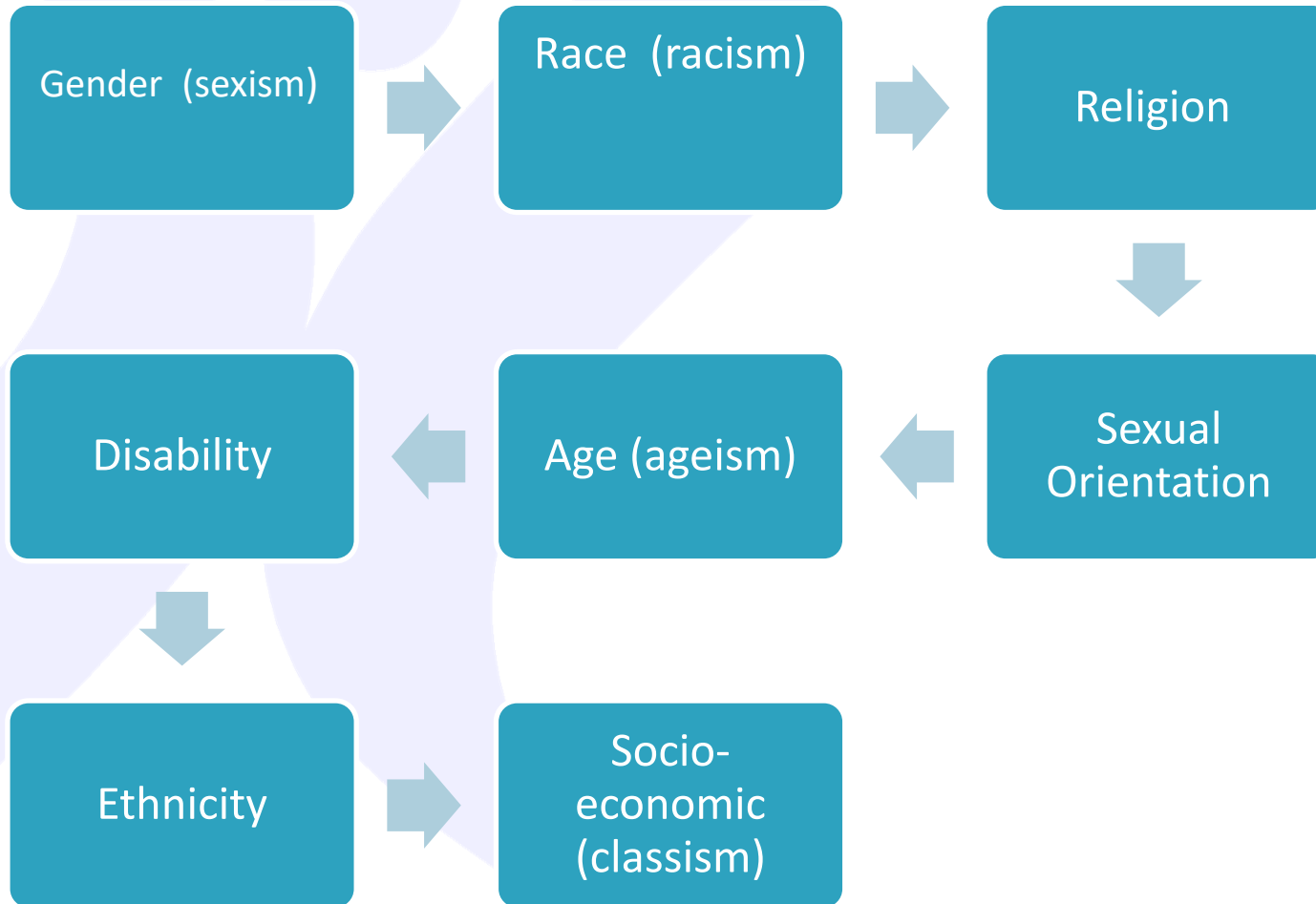
NASMHPD

Disclaimer

- The content of this training should not be relied upon for diagnosis or treatment of a mental health condition.

- Resources listed in this document do not constitute an endorsement, nor are these resources exhaustive. Nothing is implied by inclusion or when a resource is not referenced.

Objectives

1. Review definitions of cultural and linguistic (use of language) competence

2. Understand the importance of cultural diversity and the use of language in the course of all their interactions with consumers and their families

3. Understand how the lack of cultural and linguistic competence has led to negative outcomes for people

4. Discuss and understand how one's own culture and their own self awareness with respect to others will impact their interactions with consumers and their families

What do we mean by diversity
The "ISMS"

Gender (sexism) → Race (racism) → Religion

Religion → Sexual Orientation

Sexual Orientation → Age (ageism) → Disability

Disability → Ethnicity

Ethnicity → Socio-economic (classism)

We are a Diverse Nation

"We Are A Diverse Nation"
Current Total US population-308,745, 538
(according to the 2010 census)

- ➤ African-Americans - 13.6% of the US population

- ➤ National Hawaiians/Other Pacific Islanders - 0.2% of the US population

- ➤ American Indians/Alaska Natives – 0.9% of the US population

- ➤ Asian Americans/Pacific Islanders - 5% of the US population

- ➤ Latinos/Hispanics – 16.3% of the US population

(US Census,2010)

We are a Diverse Nation

The following states report more than 45% of the population who speak a language other than English at home, spoke English less than "Very Well".

Arkansas, Oklahoma, Tennessee, Alabama, Georgia, South Carolina, North Carolina, Florida, New York, Illinois, Nevada, California, Oregon

❖ *(US Census 2010)*

Louisiana is a Diverse State

❖ Based on 2010 language use information published by the US Census Bureau, In Louisiana 328,041 people or 8.2% of the population speak a language other than English at home.

❖ 31.8%, reported their English as something below "very well".

(US Census, Economics and Statistics, 2010)

These data is essential and may account for the following:

- Linguistic barriers exist for people who are not proficient in English

- Linguistic barriers resulting in lack of access to care, less than adequate care, poor treatment adherence, increased problematic incidents, and increased costs

What is Cultural and Linguistic Competence

Cultural and Linguistic Competence

A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or amongst professionals and allows that system, agency, or those professionals to work effectively in cross-cultural situations.

Cultural and Linguistic Competence

- The word <u>culture</u> is used because it implies the integrated pattern of human behavior that includes thought, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

- The word <u>competence</u> is used because it implies having the capacity to function effectively.

Cultural and Linguistic Competence

- A culturally competent system of care acknowledges and incorporates-at all levels-
  - The importance of culture
  - The assessment of cross-cultural relations
  - Vigilance towards the dynamics that result from cultural differences
  - The expansion of cultural knowledge, and
  - The adaptation of services to meet culturally-unique needs.

Cultural and Linguistic Competence impacts every aspect of work

Structure

Practice

Cultural Competence

Policy

Attitude

(Focal Point, 1988)

Culture - What is it?

- It is everything we have learned:
  - the meaning of things
  - the values we have
  - the information we received as to what is normal behavior
- Culture is transmitted to us by our family, community, and society
- Culture influences and impacts feelings, thinking, and doing. It has a strong relationship to worldviews

Expressions of Culture

- Language
- Food
- Family
- Use of space/land
- Music
- Dance
- Religion
- Dress

Why is this Important

- Facilitates effective and efficient communication

- Respects diversity

- Avoidance of misinterpretation

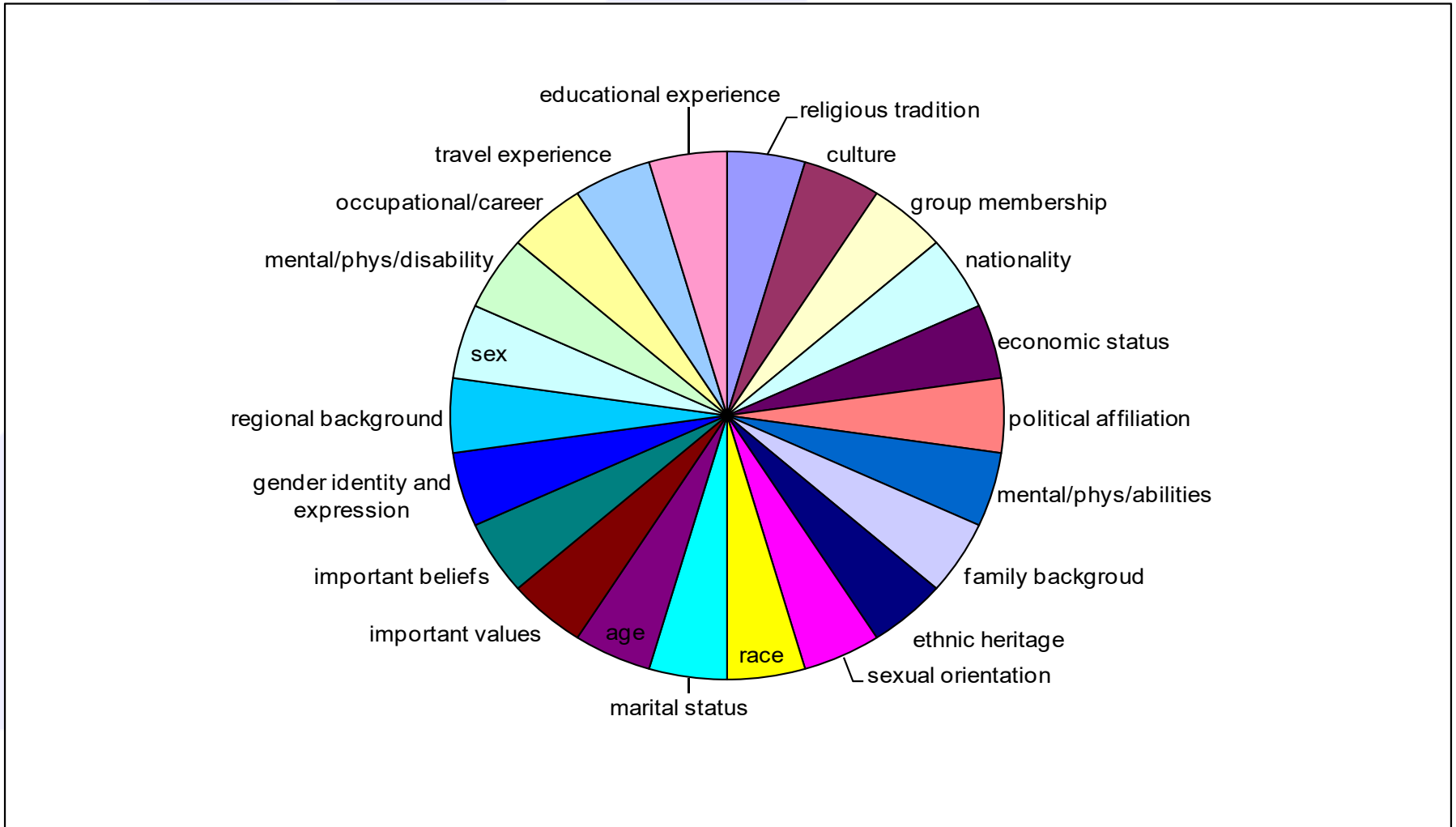- Creates consensus

- Uses common sense and logic

Placing Cultural and Linguistic Competence into Practice: Dissecting The Concept of Worldview

- A worldview refers to how people see the world. It is the invisible lens through which all of us view the world.

- It is intimately related to a person's cultural and linguistic contexts.

- It is our philosophical view of life, and affects how we think, make decisions, our values, priorities, and choices.

(Focal Point, 1988)

The multidimensional and multifaceted aspect of worldview.

Factors in the external environment which impact cultural and linguistic competence

- Institutional (including disparities)
- Racism, prejudice and discrimination
- Political socio-economic factors

- Support network -- historical
- Workforce diversity and values
- Demographics

(New Freedom Report, 2003)

Important Definitions

- Linguistics-Refers to human language and speech.
- LEP-Limited English Proficient; a person who is LEP is defined by the Census as someone who speaks English less than "very well".
- These individuals often cannot speak, read, or write the English language at a level that permits them to interact effectively with healthcare providers.
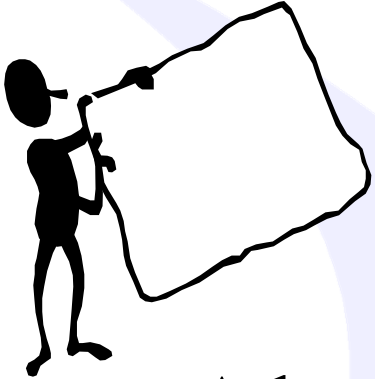
(Sampson, 2006)

Important Definitions

Bilingual: A term describing a person who has some degree of proficiency in two languages.

A high level of bilingualism is the most basic of the qualifications of a competent interpreter or translator, but by itself does not insure the ability to interpret or translate.

(Sampson, 2006) CLAS: National Standards for Culturally and Linguistically Appropriate Services in Health Care

LANGUAGE IDENTIFICATION CARDS OR POSTERS:

- A language card identifies the language spoken by an individual ("I speak __ language"), and is often in both English and the person's spoken language.
- The card can inform the health care provider of the language needs of the individual.
- These are commonly referred to as "I Speak" cards or posters

(Sampson, 2006)

El teléfono

Telephone

Los documentos

Documents

Examples of

"I Speak Cards"

Spanish Translation

Las llaves

Keys

La tarjeta del cajero

automático

ATM Card

INTERPRETING

- The process of understanding and analyzing a spoken or signed message and re-expressing that message faithfully, accurately, and objectively in another language, taking the cultural and social contexts into account.

- The purpose of interpreting is to enable communication between two or more individuals who do not speak each other's language.

- INTERPRETING-refers to the process

(Sampson, 2006)

INTERPRETER

- A person who renders a message spoken in one language into a second language.

Within the language professions, interpreting is distinguished from translating according to whether the message is produced orally (or manually) or in writing.

In popular usage, however, the terms "translator" and "translation" are frequently used for conversion of either oral or written communications

INTERPRETER-refers to the person

(Sampson, 2006)

What is a Culturally Competent Professional

❖Five essential elements define culturally competent professionals:

1. An awareness and acceptance of differences

2. An awareness of one's own cultural values

3. An understanding of the "dynamics of difference" in   the helping process

4. Basic knowledge of the client's culture

5. An ability to practice skills to fit the client's cultural context

(Focal Point, 1988)

Becoming Culturally Competent

- Am I aware of my own cultural values and how my culture drives the decisions I make?
- Am I aware that differences exist and can I adapt to those differences?
- What are the dynamics of difference and what happens when people from different backgrounds meet?
- Do I make efforts to increase my knowledge base?
- Am I able to adapt my skills to fit the event's cultural context?

k15   Check Headers for consistenct. The two previous headers were bold and this is not. Ok to be different but was that the intent. Other read headers look like a differnt colr red.

ksaucier, 10/28/2011

Why is Cultural and Linguistic Competency Important?

1. **Unequal access and treatment of minorities**

    Healthcare disparities exist across the following:

    – Diagnostic labels

    – Access to services

    – Treatment choices

    – The range and type of settings where treatment is obtained

Why is Cultural and Linguistic Competency Important?

2. **A number of striking disparities exist in <u>mental health services</u> among minorities**

❖ Less likely to have access to available mental health services

❖ Are less likely to receive needed mental health services

❖ Often receive poorer quality care

❖ Are significantly under-represented in mental health research

New Freedom Report, 2003

Why is Cultural and Linguistic Competence Important?

3. **Helps _us_ to understand how people express**
   – Their pain
   – What they label as symptoms
   – How they communicate about their symptoms
   – Their beliefs about the causes and/or resolutions of their symptoms, their feelings about helpers, and
   – What they expect treatment to accomplish

(McGoldrick et al., 2005)

Why is Cultural and Linguistic Competence Important?

4. ***To help <u>us</u> understand***

- Trauma histories
- Prevalence of co-occurring disorders
- Stigma, poverty, discrimination and injustice
- Myths and stereotyping
- Reduction of seclusion & restraint
- Immigration issues
- Ways in which we need to both develop and modify our "best and promising practices."

Key Skills in Being a Cultural and Linguistic Helper…

Obtaining Knowledge

➢ It is impossible to learn every possible culture but it is important to want to communicate and understand the consumer's culture and linguistic context

➢ Be aware of your own cultural and linguistic background

➢ When indicated, learn how to use interpreters, obtain translated documents, and "I speak" cards

➢ Understand how stigma, discrimination, and poverty impact people

➢ Be aware of your own values and biases, and how they may effect your interactions with consumers

➢ Be aware of possible resources among ethnic minorities

(Saldana, 2001)

Strategies For Effective Cross-Cultural Communication

- Ask Questions
- Distinguish Perspectives — Verbal non-verbal be aware of personal space
- Think more Than once
- Volume intensity
- Assessment and use of facial expression
- Build Self-awareness — Variation in eye contact and feedback
- Be Flexible — Differences in conversation flow interruptions and taking turns
- Be Honest
- Recognize the Complexity
- Listen Actively — Use of touch
- Respect Differences
- Silences
- Avoid Stereotyping — The meaning and use of gestures

(*Saldana*, 2001; *Focal Point, 1988*)

Personal Characteristics

<u>Communication and genuineness are key</u>

Helpers need to express empathy (where appropriate), warmth, flexibility, and encourage a problem-solving approach

Helpers should view and accept diversity as a strength of our nation and communities

Helpers should communicate a willingness to work with people who are different

(Saldana, 2001; Focal Point, 1988)

Personal Characteristics of Competent Staff

Ownership, recognition, and articulation of personal feelings towards people who are different

Recognition of stereotyping, personal biases, and sense of privilege, all of which may negatively impact your capacity to help
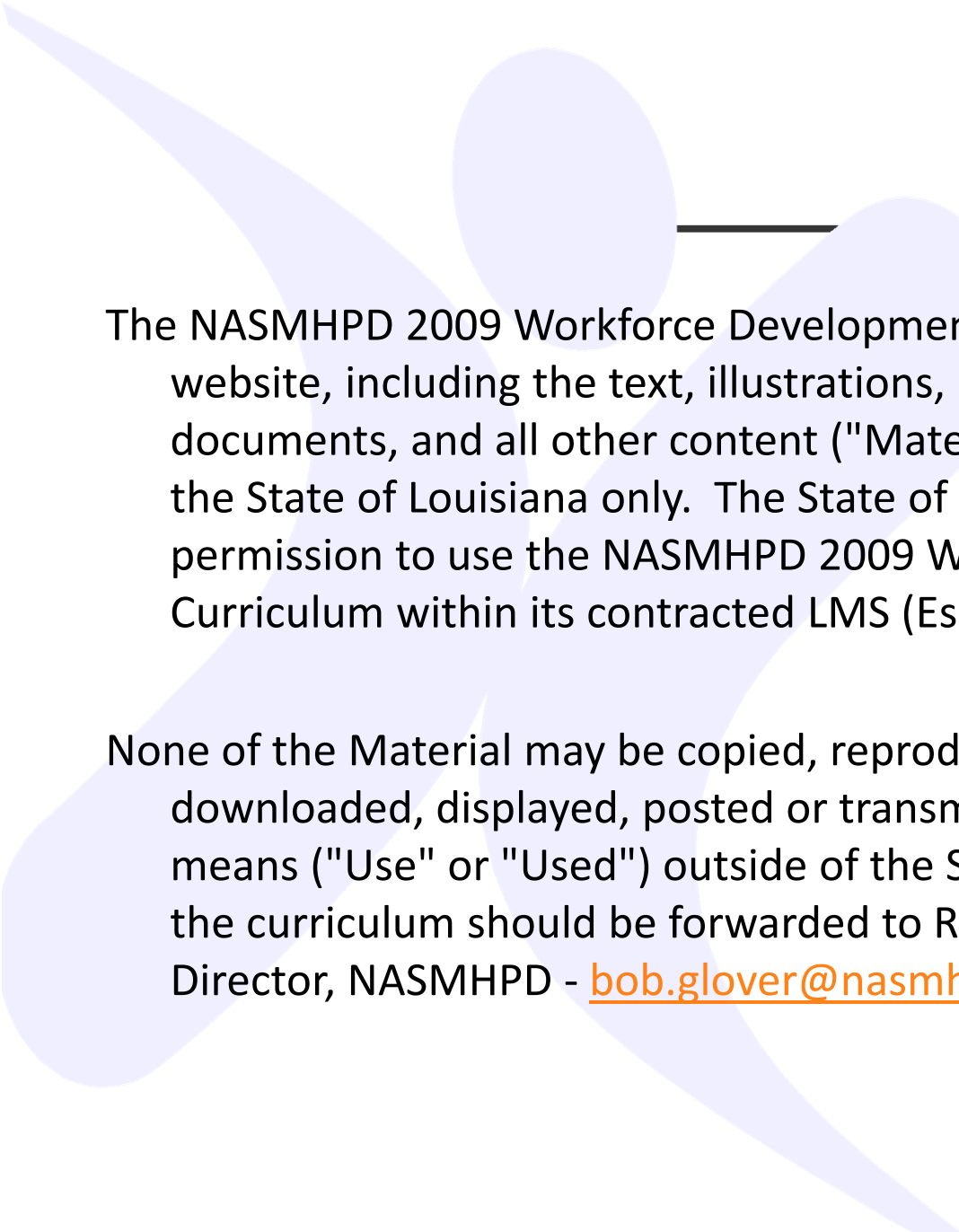
The ability to apologize when indicated, and to create a warm and inviting environment

Greeting a person every day with a smile can go a long way!

(Saldana, 2001; Focal Point, 1988)

One Size Does Not Fit All !!!

The NASMHPD 2009 Workforce Development curriculum posted on this LMS website, including the text, illustrations, designs, icons, video clips, documents, and all other content ("Material"), is intended for the use of the State of Louisiana only. The State of Louisiana has obtained permission to use the NASMHPD 2009 Workforce Development Curriculum within its contracted LMS (Essential Learning).

None of the Material may be copied, reproduced, distributed, republished, downloaded, displayed, posted or transmitted in any form or by any means ("Use" or "Used") outside of the State of Louisiana. All requests for the curriculum should be forwarded to Robert W. Glover, Executive Director, NASMHPD - bob.glover@nasmhpd.o