Utilizing Culturally and Linguistically Appropriate Services to Improve the Data Collection Processes of the Epidemiology Workgroup

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Southwest Resource Team

Center for the Application of Prevention Technologies (CAPT)

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For training use only.

Primary Audience

Missouri Partnerships for Success II (PFS II)

- PFS II staff

- State Epidemiology Workgroup (SEW) members

- PFS sub-recipients

Introductions

- Please share your name
- What do you expect to gain from this technical assistance?
- Why it is important?

Photo Source: www.shutterstock.com

Objectives

- Define Culturally and Linguistically Appropriate Services (CLAS)

- Explore the use of CLAS standards within the context of the Strategic Prevention Framework (SPF)

- Align epidemiological and data collection processes with CLAS

Culture

Photo Source: http://www.bronzemagonline.com/someone-in-the-mirror/

Discussion: Defining Culture

disablity

Culture men culture

students transgender

ethnicity straight

seniors

lesbian

women

urban

age gay youth geography

disability

suburban

gender race

rural

SAMHSA's Definition of Cultural Competence

Cultural competence describes the ability of an individual or organization to interact effectively with people of different cultures.

Photo Source:
http://upload.wikimedia.org/wikipedia/commons/b/b3/Seniors.jpeg

U.S. Department of Health and Human Services, Office of Minority Health. (2013). What is cultural competency? Retrieved from http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=11
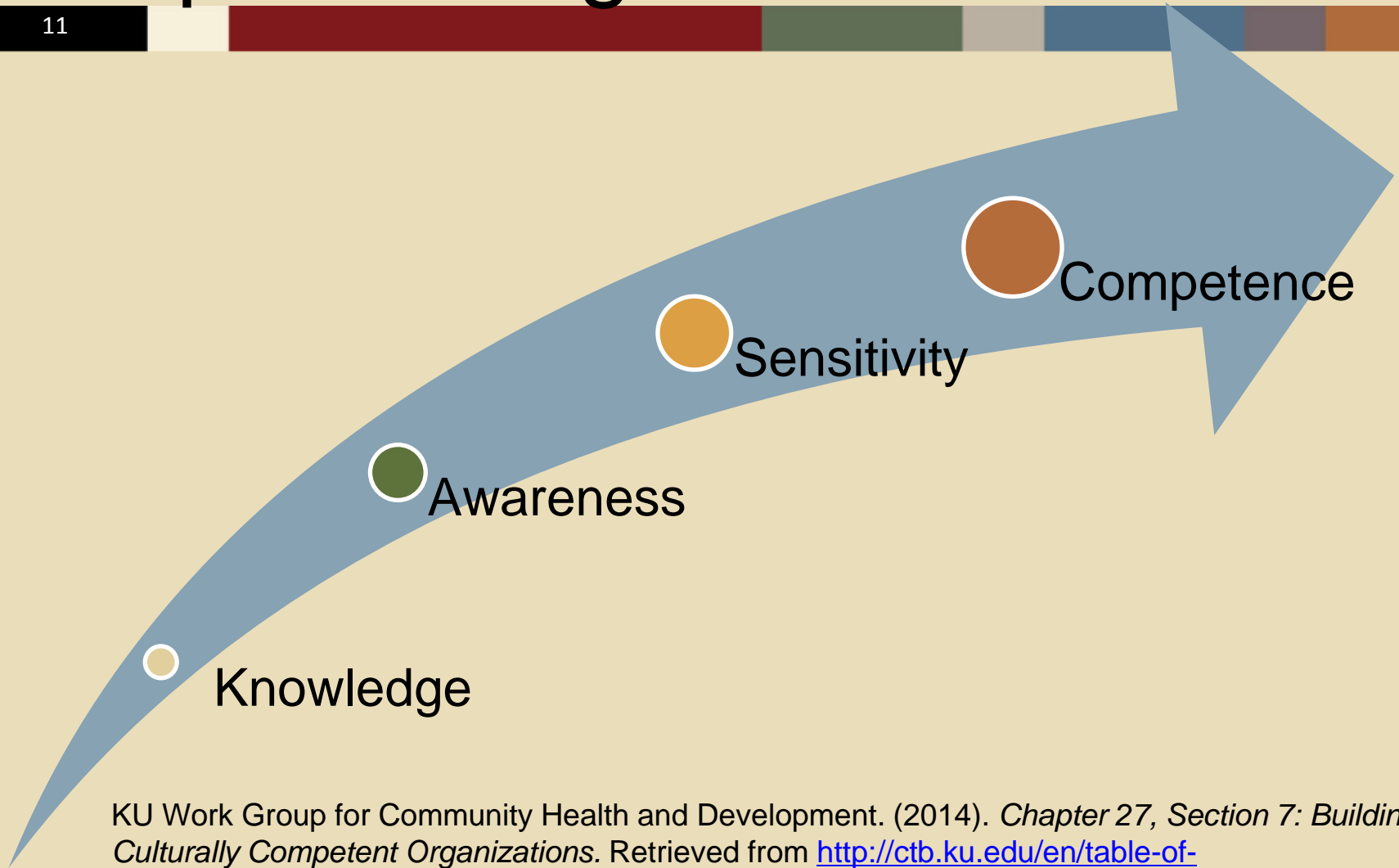
Why is Cultural Competence Important?

Culturally competent prevention workers and organizations are able to:

- Meet the needs of diverse populations

- Effectively work in cross-cultural situations

- Change health outcomes

Brach, C. & Fraserirector, I. (2000). Can Cultural Competency Reduce Racial And Ethnic Health Disparities?: A Review And Conceptual Model. *Medical Care Research and Review, 57, 181-217.* Retrieved from http://med-brando.med.uiuc.edu/FacultyDev/ClinicalEnviron/CulturalCompetence/CCCModelToReduceDisparitiesBrach.pdf

Four Components of Culturally Competent Organizations

Competence

Sensitivity

Awareness

Knowledge

KU Work Group for Community Health and Development. (2014). *Chapter 27, Section 7: Building Culturally Competent Organizations.* Retrieved from http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main

Cultural Competence

- Be aware of bias

- Learn the culture

- Know the resources

Photo Source:
https://www.flickr.com/photos/mikebaird/7363221154/

Behavioral Health Disparities

In one word:

- What does the term "behavioral health disparities" mean to you?

Defining Behavioral Health Disparities

Behavioral Health Disparities:

- are linked with social, economic, and/or environmental disadvantage

- affect groups of people who have systematically experienced greater obstacles to health linked to discrimination or exclusion

U.S. Department of Health and Human Services, Healthy People 2020 (n.d.). *Disparities*. Retrieved from
http://www.healthypeople.gov/2020/about/disparitiesAbout.aspx

Addressing Behavioral Health Disparities

- What are you currently doing to address health disparities?

- How can you continue to address behavioral health disparities as you implement the Strategic Prevention Framework (SPF) process?

Substance Abuse and Mental Health Services Administration (2014). *Leading Change 2.0: Advancing the Behavioral Health of the Nation 2015-2018.* Retrieved from http://store.samhsa.gov/product/PEP14-LEADCHANGE2

CLAS: What is it?

CLAS = Culturally and Linguistically Appropriate Services

Photo Source: http://upload.wikimedia.org/wikipedia/commons/b/bf/Interp.jpg

CLAS: The Blueprint

Photo Source: https://lnocc.org/wp-content/uploads/2013/01/blueprint1a.jpg

Office of Minority Health, U.S. Department of Health and Human Services. (2013). *National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice.* Retrieved from https://www.thinkculturalhealth.hhs.gov/content/clas.asp .

CLAS and the SPF

Strategic Prevention Framework (SPF)

Assessment

- Define the problem or issue

- Collect data on the community

- Identify sub-populations vulnerable to disparities, and the specific disparities present.

Photo Source:
http://upload.wikimedia.org/wikipedia/commons/4/4c/2_SOPS_space_systems_operator_040205-F-0000C-001.jpg

Capacity

Photo Source:
http://farm8.staticflickr.com/7375/12454585044_5e1e962419_o.jpg

- Mobilize the community
- Plan training and education
- Build capacity of support structures

Planning

- Choose data collection strategies to match needs of a culture

- Facilitate evidence-based interventions

- Determine costs and resources

- Plan for effective implementation

Implementation

- Mobilize support
- Develop action plans
- Adapt to a particular culture
- Implement data collection
- Determine how to evaluate

Photo Source:
http://farm5.staticflickr.com/4027/4593251009_bc9e461cac_o.jpg

Evaluation

- Measures effectiveness and implementation

- Measures impact of data collection procedures and processes

- Identifies needed changes

- Affects sustainability

Photo Source: http://upload.wikimedia.org/wikipedia/commons/5/5e/Tape_measure_colored.jpeg

Sustainability

- Progress

- Outcomes

- Partnerships

- Resources

Photo Source:
http://www.fotopedia.com/items/flickr-7050603341

Activity

- Think about your current data collection activities in your epi group
- On your YELLOW sticky note, write an activity that you currently do that pertains to a vulnerable population/culture or sub-population
- Place the sticky note under the CLAS standard category it is most relevant to on the board

Activity Continued

- Using your PINK sticky note, write an activity that you would like to do, but don't currently do, related to data collection on vulnerable populations

- Place this sticky note under the appropriate CLAS standard category

Questions and Discussion

Take-aways

Photo Source:
https://play.google.com/store/apps/details?id=divam.facebookbusiness

Thank You For Your Participation!

Photo Source: http://www.samhsa.gov/MilitaryFamilies/tacenter/

If you have questions or comments, please don't hesitate to contact:

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