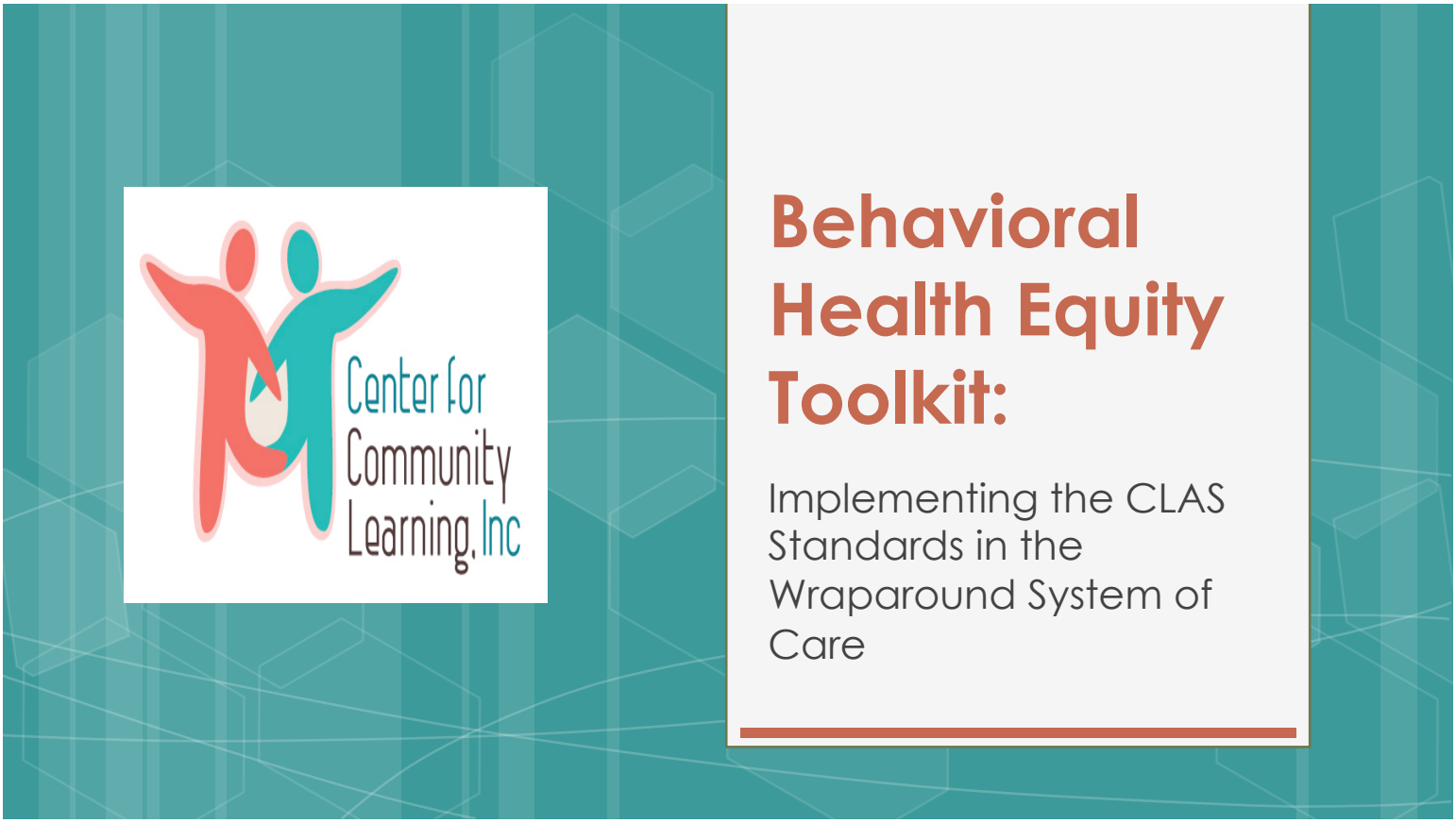
Center for
Community
Learning, Inc
Behavioral
Health Equity
Toolkit:
Implementing the CLAS
Standards in the
Wraparound System of
Care

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Catalina Booth, JD

Executive Director
Center for Community Learning

Improving Behavioral Health Equity & CLAS Standards Implementation

Image courtesy of: oliveremberton.com

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Behavioral Health Toolkit

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Learning Objectives

1. Application of broad based definition of culture and understanding of the importance of culture in behavioral health

2. Overview of National Standards for Culturally and Linguistically Appropriate Services (CLAS Standards)

3. Understanding of relationship between CLAS Standards and Wraparound Values

1. Identification of available tools for CLAS Standard Implementation

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It starts with culture.

What is culture and why does it matter?

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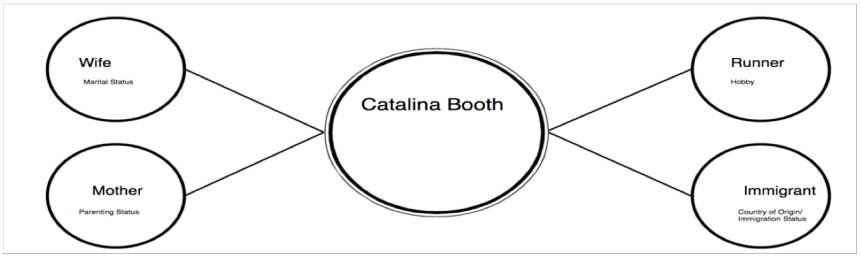
ACTIVITY AND DISCUSSION

Complete Circles of My Multicultural Self Worksheet



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Expanded Definition of Culture

In *A Blueprint for Advancing and Sustaining CLAS Policy and Practice*, the Office for Minority Health defines culture as:

> **the integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups, as well as with religious, spiritual, biological, geographical, or sociological characteristics.**

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Components of Cultural Identity

- Age
- Sexual Orientation, Gender Identity and Gender Expression (SOGIE)
- Country of Origin/Ethnicity
- Religion/Spirituality
- Family Type
- Generation
- Education Level
- Employment
- Occupation
- Geographic Location/Residence
- Income/Socioeconomic Status
- Literacy
- Military Experience
- Parenting Status
- Physical and Cognitive Abilities
- Race
- Language Preference
- Perceptions of Health and Well Being/Health Beliefs

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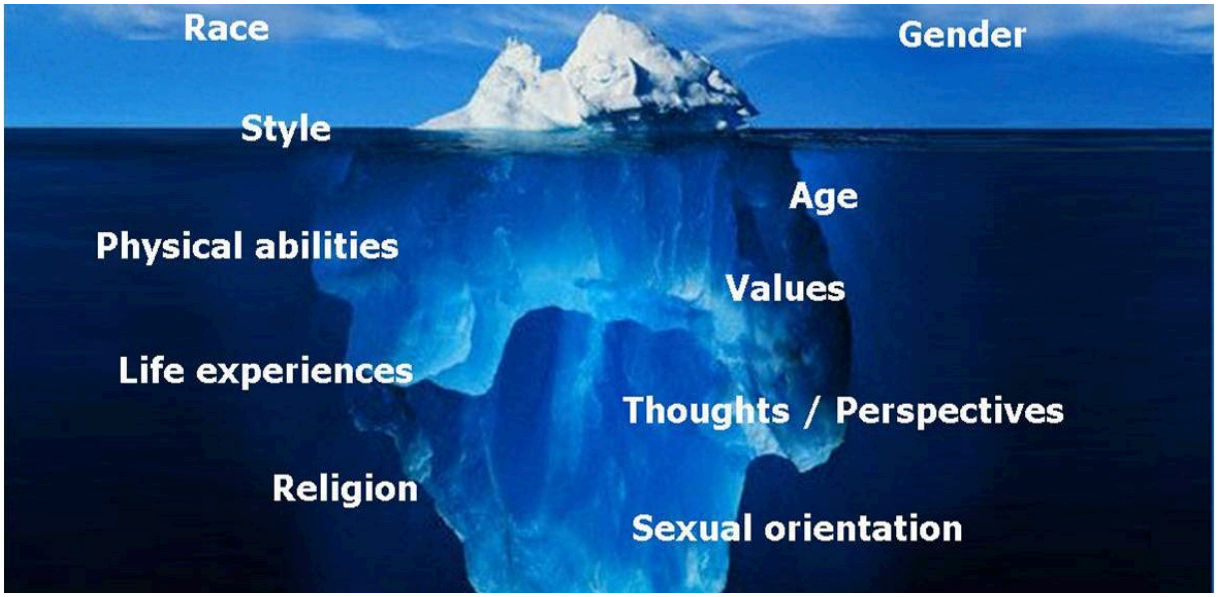
Application- be aware of the..



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Culture and Behavioral Health

Video Clip from SAMHSA Wellness Initiative Video Supplement to Module 2 of the Program to Achieve Wellness Cultural Activation Training, Cultural Activation Prompts: Gaining Awareness, Part II. *Authenticity of the Clients Voice: Looking Through the Cultural Lens of the Client.*

https://www.youtube.com/watch?v=r29JcPiYUpU&index=3&list=PLBXgZMI_zqfQYhN55GmvmtvBAnv-vbzAt

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Image courtesy of: http://www.jillgussow.com/

Culture and Behavioral Health

Culture is important to behavioral health care because it:

- Touches all of our relationships;
- Affects people's access to resources and care;
- Influences how someone understands and communicates symptoms to others; and
- Clarifies how the environment creates barriers or opportunities to access care.

CLAS Standards

What are they and why do we need them?

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National Culturally and Linguistically Appropriate Services (CLAS) Standards

- The CLAS Standards are designed to:
  - improve quality of care and increase health equity;
  - provide a reference and framework of recommended practices; and
  - serve as a starting point for an organization.
- They are guidelines set in place by the federal government.

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History of the CLAS Standards

- Published in 2001 and updated in 2013 to reflect changes in our country.
- Exist because of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color or national origin.
- Exist to promote equity and justice.

Image Courtesy of: CoinNews.net

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Principal CLAS Standard

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.

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CLAS Standards Themes

Governance, Leadership and Workforce Development

Communication and Language Assistance

Continuous Quality Improvement and Accountability

Culturally and Linguistically Appropriate Practices

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CLAS Standards Theme 1

- Governance
- Leadership
- Workforce Development

Practical Example

OCP 2 I Deserve Respect Video

What are some ways this situation could be prevented?

What policies and procedures could be in place to prevent this from happening?

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CLAS Standards Theme 1

Governance, Leadership & Workforce:

2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.
3. Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.
4. Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

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Image courtesy of: https://www.healthcare-

CLAS Standards Theme 2

- Communication
- Language Assistance
- Health Literacy

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Practical Example

OCP2 language assistance video

What are some ways this situation could be prevented?

What policies and procedures could be in place to prevent this from happening?

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Language Assistance CLAS Standards

5. 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.

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

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

8. Provide **easy to understand print and multimedia materials and signage** in the **language commonly used by the populations in the service area**.

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CLAS Standards Theme 3

- Engagement
- Continuous Quality Improvement
- Accountability

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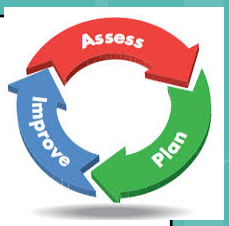
CLAS Standards Theme 3



Engagement, Continuous Improvement, and Accountability

9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
11. 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.
12. 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.
13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.
14. Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.

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Theme 3: Implementation Activities

- Community assets/needs assessments
- Organizational assessments
- Collect and maintain outcome data by demographic variables
- Review satisfaction scores and consult with youth and families to adapt services
- Partner with community stakeholders
- Create conflict and grievance processes

Implementing CLAS Standards in Wraparound

Using the CLAS Standards to build your strategic plan, including your cultural and linguistic competence policy and plan

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CLAS Implementation Process

1. Align the Wraparound Principles to the CLAS Standards

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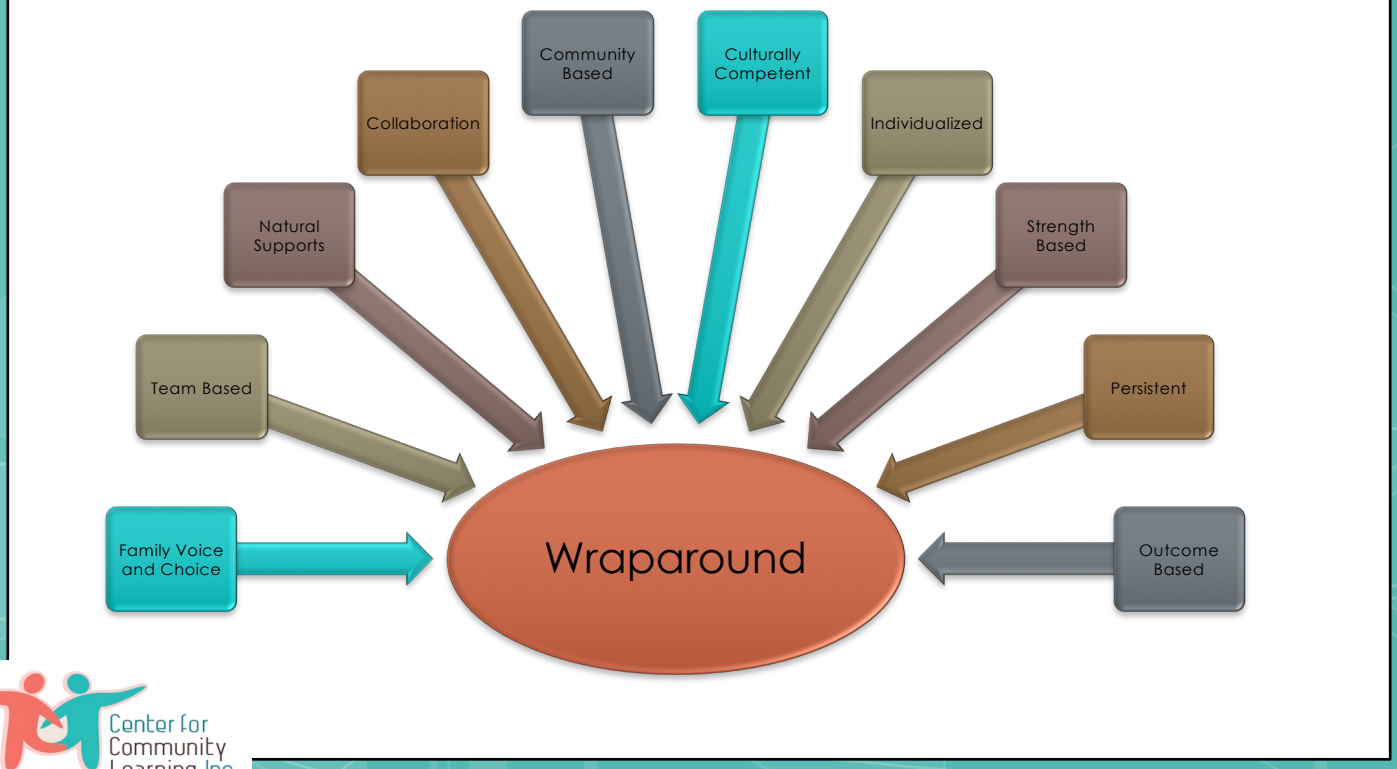

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Alignment

Wraparound

Family Voice and Choice

CLAS Standards

1. 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**

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Alignment

Wraparound

Family Voice and Choice

CLAS Standards

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

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Alignment

Wraparound

Family Voice and Choice

CLAS Standards

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

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Group Exercise

- Fill out the Wraparound CLAS Alignment Worksheet
- Match the Wraparound Principle to one or more CLAS Standards

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CLAS Implementation Process

1. Align the Wraparound Principles to the CLAS Standards
2. Wraparound Principles serve as your goals.
3. CLAS Standards are the basis for your objectives and action steps for each goal.

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GOAL: Provide Team Based Services		
Relevant CLAS Standard	**Objective/Strategy**	**Action Steps**
Standard 3- Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.		
Standard 13- Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.		
Standard 15- Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.		

DRAFT

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Implementing CLAS Standards in the Wraparound Plan

Implementing the CLAS Standards in service delivery

Cultural Formulation Interview

- Evidence Based Tool
- Created by the American Psychiatric Association and DSM-5 Cross Cultural Issues Subgroup
- Series of questions to assist clinicians in making person centered cultural assessments and designed to inform diagnosis and treatment planning

Image courtesy of:
http://www.pdresources.org/blog_data/wp-content/uploads/2014/11/multiculturalism.jpg

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Cultural Formulation Interview

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Cultural Formulation Interview

Domain 1	• Cultural definition of the problem
Domain 2	• Cultural perceptions of cause, context, and support (including cultural identity)
Domain 3	• Cultural factors that affect self-coping and past help seeking
Domain 4	• Cultural factors that affect current help seeking

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Cultural Formulation Interview

Benefits of Using the CFI

1. Allows the individual to give their own narrative of their behavioral health concerns
2. Encourages individuals to more fully engage in treatment process
3. Can be used in all clinical or service encounters. It's not just for ethnic and racial minorities

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Cultural Formulation Interview

Benefits of Using the CFI

4. Aligns with Wraparound Principles.
   - *Family Voice and Choice*
   - *Natural Supports*
   - *Community Based*
   - *Culturally Competent*
   - *Individualized*
   - *Strength Based*

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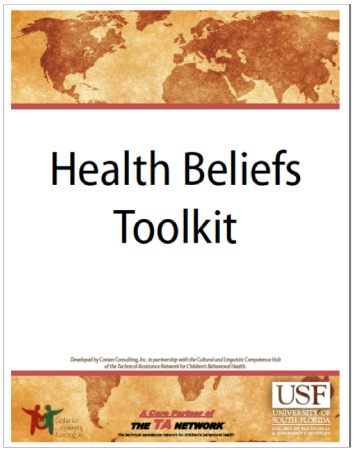
Another Tool for Your Toolbox



http://cfs.cbcs.usf.edu/projects-research/_docs/HealthBeliefsToolkit.pdf

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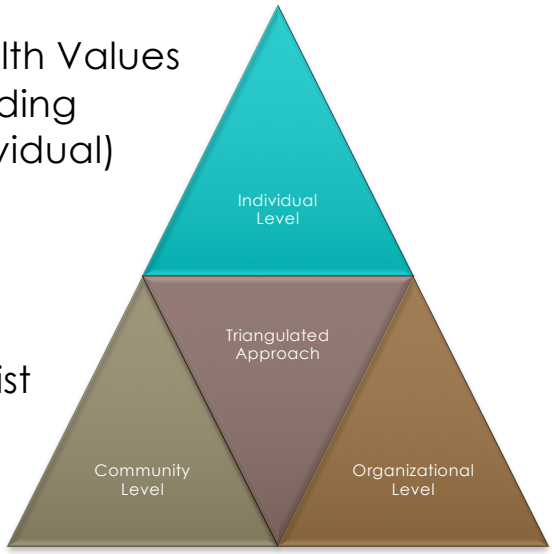
Health Beliefs Toolkit

Behavioral Health Values and Beliefs Guiding Questions (Individual)

Community Assessment Checklist (Community)



Organizational Policies and Procedures (Organizational)

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Health Beliefs Toolkit

Improves Access and Quality By:

1. Moving from one size fits all to **individualized** cultures
2. Adopting **holistic** view of behavioral health that addresses body, mind and soul
3. Incorporating beliefs and values that promote desirable behaviors
4. Addressing beliefs and values that interfere with treatment

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Health Beliefs Toolkit

Behavioral Health Beliefs Assessment Guiding Questions

A guideline to help start a conversation with individuals seeking behavioral health care. It is designed for caseworkers, counselors, intake specialists, therapists and peer support providers.

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Group Exercise A

- Read Vignette A
- Answer Questions
  1. What are some health beliefs guiding questions you could ask?
  2. What community resources would this family need in order to receive appropriate treatment?

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Another tool for your toolbox- Language Assistance Plan

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Language and Communication Environmental Assessment

1. Determine what languages (other than English) are spoken by the populations of focus in the community.

2. Determine if there are special communication needs such as speech or hearing impairment.

3. Determine what percentage of the population you serve has limited English Proficiency or other communication need(s).

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Look at the census data for your county http://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html

- Find the most common languages (other than English) spoken in your county.
- Check these figures against intake and other data collected by your agency or partner agencies.

Look at other resources for LEP data https://assessment.communitycommons.org/CHNA/report?page=1&id=725&reporttype=libraryCHNA)

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Assess Resources and Challenges

- What are some challenges to providing language assistance services?
- What are some common language assistance resources?
- What are some non traditional community resources to address needs of diverse participants?

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Assess Resources and Challenges

- Availability of interpreters in common languages
- Availability of phone interpreters or language lines
- Availability and skill level of bilingual administrative and clerical staff
- Determine if cultural "brokers" are needed and readily available
- Other resources

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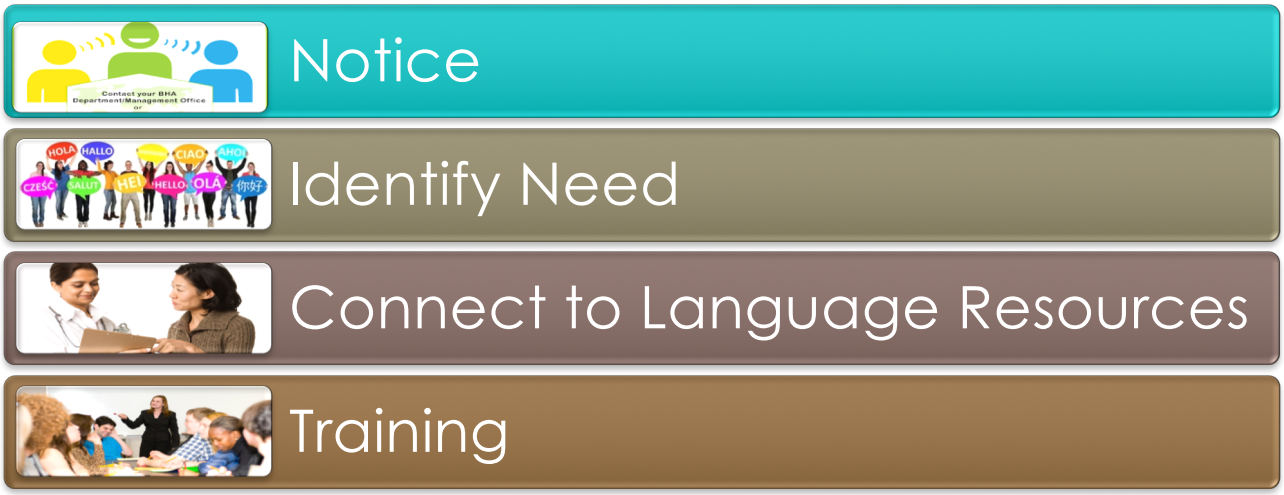
Language Assistance Plan Components



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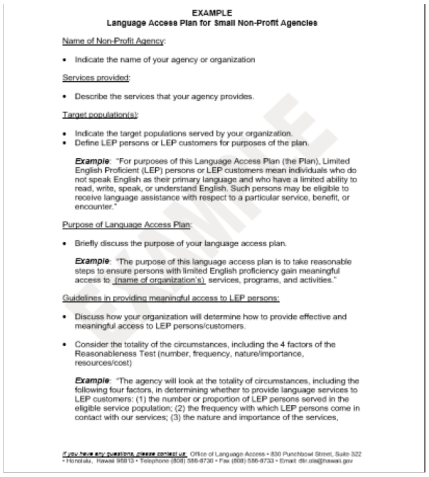
Develop a Language Assistance Policy



EXAMPLE
Language Access Plan for Small Non-Profit Agencies

Name of Non-Profit Agency:

- Indicate the name of your agency or organization

Services provided:

- Describe the services that your agency provides.

Target population(s):

- Indicate the target populations served by your organization.
- Define LEP persons or LEP customers for purposes of the plan.

Example: "For purposes of this Language Access Plan (the Plan), Limited English Proficient (LEP) persons or LEP customers mean individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English. Such persons may be eligible to receive language assistance with respect to a particular service, benefit, or encounter."

Purpose of Language Access Plan:

- Briefly discuss the purpose of your language access plan.

Example: "The purpose of this language access plan is to take reasonable steps to ensure persons with limited English proficiency gain meaningful access to (name of organization's) services, programs, and activities."

Guidelines in providing meaningful access to LEP persons:

- Discuss how your organization will determine how to provide effective and meaningful access to LEP persons/customers.
- Consider the totality of the circumstances, including the 4 factors of the Reasonableness Test (number, frequency, nature/importance, resources/cost)

Example: "The agency will look at the totality of circumstances, including the following four factors, in determining whether to provide language services to LEP customers: (1) the number or proportion of LEP persons served in the eligible service population; (2) the frequency with which LEP persons come in contact with our services; (3) the nature and importance of the services,

If you have any questions, please contact us: Office of Language Access • 830 Punchbowl Street, Suite 322 • Honolulu, Hawaii 96813 • Telephone (808) 586-8730 • Fax (808) 586-8733 • Email: dlir.ola@hawaii.gov

https://cjcc.georgia.gov/sites/cjcc.georgia.gov/files/LEP%20Policy%20for%20Non%20Profits_Sample.pdf

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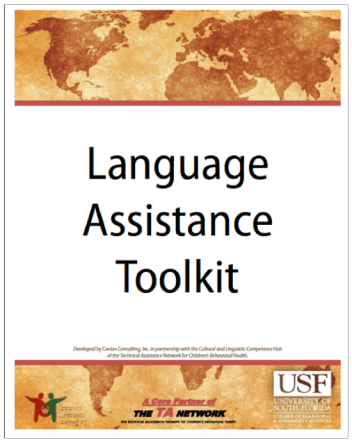
Another tool for the toolkit:



http://cfs.cbcs.usf.edu/projects-research/_docs/Language_Assistance_Toolkit_V1-1.pdf

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NATIONAL WRAPAROUND INITIATIVE

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C·L·A·S

Culturally & Linguistically Appropriate Services

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