

# Enhancing Cultural Competence in Prevention and Early Intervention Programs

A project of CALMHSA and the CiMH

3/14/13

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# Project Overview

- Project Development
- Project Goals:
  - To conduct an assessment to identify challenges in reaching and engaging ethnic and cultural minority communities.
  - To develop technical assistance recommendations that will support program partners in enhancing efforts towards these communities.
- Two Phases:
  - Needs Assessment
  - Technical Assistance

# Needs Assessment: Theoretical Foundation

- Siegel, C. E., et al. (2011). The Nathan Kline Institute Cultural Competency Assessment Scale: Psychometrics and Implications for Disparity Reduction.
- Ton, H., et al. (2011). Providing Quality Health Care with CLAS: A Curriculum for Developing Culturally and Linguistically Appropriate Services. Office of Multicultural Health, CA DMH and DHCS.
- Harper, M., et al. (2006). Organizational cultural competence: A review of assessment protocols. Louis de la Parte Florida Mental Health Institute, Research & Training Center for Children's Mental Health.
- National Standards on Culturally and Linguistically Appropriate Services (CLAS)
- Cultural Competence Plan Requirements

# Needs Assessment: Areas of Focus

1. Organizational values/policies
2. Evaluation/monitoring
3. Communication and language access
4. Workforce diversity
5. Community/consumer participation
6. Facilitation of a broad service array
7. Organization resources

\*Harper, M., et al. (2006). Organizational cultural competence: A review of assessment protocols (Making children's mental health services successful series, FMHI pub. no. 240-2).

# Needs Assessment: Protocol

1. Review of program partner materials:
  - Scope of work
  - Quarterly report
  - Deliverables, outreach fliers, websites, etc.
  - RAND “get to know you” documents
2. Interview
3. Online survey
4. Summary and recommendations for technical assistance

# Emerging Themes: Strengths

- Program partners generally were positive and proactive about collaboration in needs assessment
- Specific strengths varied widely among partners and included:
  - commitment to cultural competence
  - history of immersion in communities
  - development of partnerships to enhance work with ethnic and cultural minorities

# Emerging Themes: Areas for Growth

- Community Engagement
  - Identifying target communities
  - Identifying community resources, organizations, leaders
  - Connecting with local and statewide ethnic minority leaders and advocates
  - Building new relationships, sustaining relationships
- Understanding the Impact of Culture
  - Impact of culture on stigma, SMH, suicide?
  - Evaluation of cultural responsiveness
  - Findings of CRDP

# Partner TA Requests

- Training/education about culture:
  - Best practices for ethnic/cultural minorities
  - How does culture affect stigma, suicide, SMH
  - Evaluation of cultural competence
- Community engagement:
  - Asset mapping
  - Identification of community partners
  - Facilitation of relationships
- Translation
  - Funding
  - Assistance with process of translation



# Potential Format for TA

- Webinars: didactic presentations about:
  - Cultural differences in stigma, suicide, and SMH
  - Best practices with minority communities
  - CRDP findings
  - Evaluation strategies
- Collaborative conferences
  - Program partners may be grouped to participate in conferences and be connected with ethnic and cultural community experts and advocates
- Learning communities
  - Program partners may participate in work groups to discuss challenges and lessons learned in conducting outreach and engaging marginalized communities

# Next Steps

- Finalizing Brief Reports for program partners
- Overall Findings Report
- Technical Assistance: 2013-2014
- Discussion

# Questions?

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