

Understanding Culturally Appropriate Processes for Ensuring Language Access

CalMHSA Webinar Series
October 9, 2013



Presenters

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Presentation Overview and Goals

- Define **Key Concepts** of Language Access
- Identify **Rationale** for PEI Projects
- Explore Culturally Competent **Processes** for Providing Language Access
- Discussion with Program Partners – **Successful Models**
- Upcoming Webinars

KEY CONCEPTS OF LANGUAGE ACCESS

Linguistic Competence

“The capacity of an organization and its personnel to effectively communicate with persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities.”

Source: National Center for Cultural Competence

Defining Terminology

- **Translation** is the conversion of a message (usually *written*) from one language (the source language) into written form in another language (the target language)
- **Interpretation** is the conversion of a message (usually *oral*) from one language (the source language) into oral form in another language (the target language).

Who Needs Language Access?

- Majority of California's population is monolingual (non-English speaking), bilingual, and/or Limited English Proficient (LEP)
- Anyone with the limited ability or inability to speak, read, write or understand the English language
- Anyone who chooses or prefers to receive services in his/her primary language

English Proficiency – California (2010)

	English Only	Language other than English	Speak English Less than “very well”
Percentage of Population 5 Years and Older, 2010	56.6%	43.4%	19.9%

Source: [American Community Survey, 3-year Estimates](#), U.S. Census Bureau

CA State Authority

Dymally-Alatorre Bilingual Services Act of 1973

- California Government Code § 7290
- Ensures access to public services for persons with language barriers
- Requires state and local governments to lessen this through translation and interpretation services

Mental Health Services Act (MHSA)

General Standards (CCR, Section 3320)

- The county shall adopt the following standards in planning, implementing, and evaluating programs and/or services provided with MHSA funds:
 1. Community Collaboration
 - 2. Cultural Competence**
 3. Client Driven
 4. Family Driven
 5. Wellness, Recovery and Resilience Focused
 6. Integrated Service Experiences

Threshold Languages

- California Code of Regulations, Title 9, Rehabilitative and Developmental Services, Section 1810.410(f)(3)
- Defined as 3,000 Medi-Cal beneficiaries or five (5) percent of the Medi-Cal beneficiary population, whichever is lower, in an identified geographic area, whose primary language is other than English

Threshold Language by County

- Spanish is a threshold language in 39 counties
- Counties with four or more threshold languages:
 - Alameda
 - Los Angeles
 - Sacramento
 - San Diego
 - San Francisco
 - Santa Clara
- DHCS, Information Notice 13-09

http://www.dhcs.ca.gov/formsandpubs/Pages/Mental_Health-InfoNotices-CY.aspx

Federal CLAS Standards

Communication and Language Assistance:

- 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 the 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 languages commonly used by the populations in the service area.

RELEVANCE TO PEI PROJECTS

CalMHSA's Guiding Principles

All programs should be culturally and linguistically competent, respectful and inclusive of California's diverse population across all age groups including seniors.

Key PEI Activities - Translation

- Outreach and engagement
- Media campaigns
- Training materials and toolkits
- Websites
- Health promotion/education materials

Key PEI Activities - Interpretation

- Training activities (Speakers' Bureaus, etc.)
- Public forums
- Suicide prevention hotlines, chat lines, etc.
- Support groups and wellness activities/events
- Media campaigns
- Services

“Language is more than just a list of words.”

--Hablamos Juntos

CULTURALLY COMPETENT PROCESSES

First, Determine If Translation is Appropriate

Two key questions to consider:

1. Will the communicative purpose of this document still be achieved once the document has been translated?
2. Will this new audience see it, use it, and understand it in the same way as the original English-speaking audience?

Source: Hablamos Juntos

Other Factors to Consider

- Target audience for the translated materials
- Variations in populations:
 - Acculturation
 - Education/Literacy Levels
 - Dialects
 - Health beliefs
- Many languages lack specific terms to describe mental health
- Existing resources to assist with the translation


Proceeding with Translation

- Translation is a skill set that requires training
- Work with county partners and community based organizations to identify known and accepted translation service providers
- Consider developing materials “in language” for the target audience rather than translating English versions of documents

Create a Translation Brief

- What is the function and how is the source text used?
- Can the communicative purpose be achieved with a translation or should it be different for the new audience?
- What are the functional and situational features in the target text?

Guidelines for Review of Translations

- Don't compare directly to English versions
 - Assess quality and suitability of translated version
 - Assess accuracy of context, meaning, message, grammar, syntax and spelling
 - Identify errors in language
 - Determine appropriateness for intended audience and reading level
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Pilot Testing

- Lessons learned - translations “not working” for the community
- Engage community partners, community members to test translation, provide input on language used, and recommend opportunities to strengthen translation
- Make corrections and re-test with a larger audience
- Find out what doesn't work and why

Interpretation – Factors to Consider

- Hire trained interpreters
 - Mental Health Interpreter Training (CiMH)
- Use language lines if no other options are available
- Non-verbal communication
- When possible, avoid using un-trained staff and/or family members (especially children)

COMMON CHALLENGES WITH PROVIDING LANGUAGE ACCESS

Barriers to Providing Language Access

- Limited fiscal resources for translation of materials and/or securing interpreter services
- Limited community relationships to develop in-language materials and/or to pilot test translated materials
- Limited or lack of trained bilingual staff
- Lack of planning prior to start of project

Overcoming Challenges

- Identify translation and/or interpretation needs and allocate resources before project begins
- Leverage funding opportunities
- Identify county and state partners to support funding of translations and/or interpretation
- Engage community partners to assist with translations and pilot test “in-language” materials
- Hire bilingual providers and staff who have the skills and training necessary

Program Partners

SHARING SUCCESSES AND CHALLENGES

Discussion Questions

- What are some of the challenges you are facing related to interpretation and translation? What ideas come up regarding how to resolve them given this presentation?
- What interpreter and translation processes are you using (if any right now)?
- Who might you partner with to assist you in building your capacity to provide culturally appropriate language access through your PEI activities?

Q & A

What questions do you have for us?

Shared Resources

- California Department of Education
Library of Translated Materials
<http://www.cde.ca.gov/ls/pf/cm/>
- National Center for Cultural Competence
<http://nccc.georgetown.edu/features/language.html>

UPCOMING TRAINING AND TECHNICAL ASSISTANCE OPPORTUNITIES



Upcoming Webinars

Culturally Appropriate Adaptation of Evidence-Based Practices

November 13th, 2:30-4:00pm

This webinar will feature Judith Samuels, Ph.D., from the Nathan Kline Institute's Center of Excellence in Culturally Competent Mental Health. Dr. Samuels will discuss the Center's *Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence*, which provides a step-by-step methodology for adapting evidence-based practices for racial, ethnic, and cultural communities.

- Please register for this webinar:

<https://www1.gotomeeting.com/register/404178352>

Upcoming Webinars

Understanding Intersections of Identity

December 11th, 2:30-4:00pm

This webinar will focus on the differences in attitudes and behaviors exist across age groups, acculturation levels, rural/urban communities, education, economic status, documentation status, sexual orientation, and gender identity. Understanding the uniqueness of these intersections of identity is critical to effective implementation of the statewide PEI initiatives to reduce stigma and discrimination, to improve student mental health, and to prevent suicides.

- Please register for this webinar:

<https://www1.gotomeeting.com/register/261785656>

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Thank you!

Please complete the webinar
evaluation survey!