PARTICIPANT HANDOUTS
"Lunchtime Learning" Professional Skill Development
Distance Learning Series Event #6:
Cultural Competency: The Foundation for an
Inclusive Environment

Presented by:
Cerise Hunt, MSW, Community Development Coordinator at the Center for Public Health Practice

Live Broadcast Date/Time:
Wednesday, Sept. 16, 2015
12:00–1:00pm Mountain Time / 1:00–2:00pm Central Time

Series Overview:
Join Community Health Association of Mountain/Plains States (CHAMPS) and Colorado Community Health Network (CCHN) for the **"Lunchtime Learning" Professional Skill Development Distance Learning Series!** These six one-hour webcasts will take place between April and September of 2015. Participants may attend any selection of events; all are designed to provide professional development and skills improvement as a component of a continuous process of advanced practice transformation, with the goal of positively impacting retention rates at Region VIII health centers. The events are primarily targeted at health center administrative and clinical support staff, although staff members from all levels of the health center are welcome.

Event Overview:
The goal of the webcast is to make clear that cultural competence requires active development and is an ongoing process that one attempts to aspire to rather than achieve. Participants will gain skills and techniques in the following: To be active in the process of becoming aware of personnel assumptions about human behavior, values, biases, and preconceived notions. As professionals we must shift from being culturally unaware to being culturally aware in order to create a more culturally inclusive clinic environment for patients.

Learning Objectives:
Upon completion of this session, participants should be able to:
1. Understand the elements of cultural competency
2. Identify individual demonstrations of cultural competence
3. Recognize personal assumptions about human behavior, values, biases and preconceived notions
4. Expand awareness of cultural assumptions and how cultural filters impact interaction with others
5. Identify steps to become more culturally proficient and to function more effectively in a multicultural environment

CONTENTS

SERIES TIMELINE

Event #1:   Student Loan Management and Repayment Options – Archive Available

Event #2:   Customer Service: The Art of Caring – Archive Available

Event #3:   Civility in the Workplace: Creating a Friendlier and More Productive Work Environment - Archive Available

Event #4:   Foundations for Influencing: Asking for What You Want - Archive Available

Event #5:   Foundations for Influencing: Facilitation of Problem Solving – Archive Available

Event #6:   Cultural Competency (09/16/15)

Event #7:   **NEW!** Achieving Equity in Health Care for LGBT people (9/30/2015)

Visit http://champsonline.org/events-trainings/distance-learning
for complete details, including registration for individual events.

CHAMPS ARCHIVES

This event will be archived online and on CD-ROM. The online version will be available within two weeks of the live event, and the CD will be available within two months. CHAMPS will email all identified participants when these resources are ready for distribution. For information about all CHAMPS archives, please visit http://champsonline.org/events-trainings/distance-learning.

DESCRIPTION OF CCHN

Colorado Community Health Network (CCHN) is a non-profit organization representing the 18 Colorado Community Health Centers (CHCs) that together are the backbone of the primary health care safety-net in Colorado. CCHN is committed to educating policy makers and stakeholders about the unique needs of CHCs and their partners, providing resources to ensure that CHCs are strong organizations, and supporting CHCs in maintaining the highest quality care. For more information about CCHN, please visit www.cchn.org.

DESCRIPTION OF CHAMPS

Community Health Association of Mountain/Plains States (CHAMPS) is a non-profit organization dedicated to supporting all Region VIII (CO, MT, ND, SD, UT, and WY) federally-funded Community, Migrant, and Homeless Health Centers so they can better serve their patients and communities. Currently, CHAMPS programs and services focus on education and training, collaboration and networking, workforce development, and the collection and dissemination of regional data. For more information about CHAMPS, please visit www.CHAMPSonline.org.

SPEAKER BIOGRAPHY

Cerise Hunt, **MSW, Community Development Coordinator**, serves as a community development coordinator for the Center for Public Health Practice at the University of Colorado Anschutz Medical Campus. In this role she has successfully developed and facilitated cultural competency, community partnerships and health equity trainings throughout the State of Colorado. In addition to training she has expertise in community mobilization for the promotion of equity and was instrumental in the formation of the Colorado Black Health Collaborative and the Far Northeast Health Alliance. She has demonstrated skills to successfully outreach to and mobilize diverse populations. Cerise's areas of expertise include: health equity, social determinants of health, cultural competency, community engagement/partnerships and workforce diversity.

Awareness, Knowledge, and Skill
Self-Assessment

The self-assessment evaluates your awareness of your client's cultural background. You can grade yourself based on the following criteria.

A = 4   B = 3   C = 2   D = 1   F = 0

_____ 1. I actively work on becoming aware of my own cultural heritage.

_____ 2. I consistently seek opportunities to learn about different cultural heritages.

_____ 3. I strive to understand and value cultural heritages that differ from my own.

_____ 4. I understand how my own cultural background influences my beliefs, values, attitudes, and biases.

_____ 5. I regularly evaluate the limits of my competencies and expertise in helping persons from different cultural backgrounds.

_____ 6. I question my comfortableness with differences that exist between the study participants and myself in regard to race, ethnicity, culture and beliefs.

_____ 7. I strive to understand how my own racial and cultural heritage affects my personal and professional definitions and biases about what is normal and abnormal.

_____ 8. I diligently work to uncover my own beliefs, attitude, and feelings regarding racism.

_____ 9. I seek to gain greater knowledge on how I socially impact others.

_____ 10. I strive to become knowledgeable about my communication style and how it may facilitate or hinder working with clients who are culturally different form me.

_____ 11. I regularly seek educational, consultative, and training experiences that enrich my understanding of culturally diverse populations.

_____ 12. I engage in the process of understanding myself as racial and cultural being.

Colorado School of Public Health
Center for Public Health Practice

Cultural Competency: The Foundation for an Inclusive Environment

Presented By: Cerise Hunt, MSW

Interim Director
Wednesday, September 16, 2015
12PM-1PM Mountain Time / 1PM-2PM Central Time
Lunchtime Learning: Professional Skill Development
Distance Learning Series, Part 6 of 7

Hosted by:

COLORADO
COMMUNITY **HEALTH** NETWORK
Access for All Colorado

CHAMPS
30
Years
Service
1985 2015

www.cchn.org   **www.champsonline.org**

**University of
Colorado Denver**

Colorado State University

UNIVERSITY of
NORTHERN COLORADO

Interactive Poll

How knowledgeable do you feel about Cultural Competency?

• Not at all knowledgeable

• Somewhat knowledgeable

• Knowledgeable

• Pretty knowledgeable

• Completely knowledgeable

Interactive Question

How many total people are watching this event at your computer (yourself included)?

Learning Objectives

Upon Completion of this session, participants should be able to:

• Understand the elements of cultural competency

• Identify individual demonstrations of cultural competency

• Recognize personal assumptions about human behavior, values, biases and preconceived notions

• Expand awareness of cultural assumptions and how cultural filters impact interactions with others

• Identify steps to become more culturally proficient and to function more effectively in a multicultural environment

Diversity

- The concept of diversity encompasses acceptance and respect.

- It means acknowledging that everyone is unique and recognizing our individual differences.

Diversity

- Variations can be along the dimensions of gender, socio-economic status, age, physical abilities, religious beliefs, political beliefs, race, ethnicity, sexual orientation or other ideologies.

- Exploration of differences in a positive and nurturing environment.

Diversity

Move beyond simple tolerance to embracing and *celebrating* the rich dimensions of diversity contained within each individual

Interactive Question

What is inclusion?

- Inclusion means everyone is equal
- Inclusion means all are included
- Inclusion means all participate and all belong

Inclusion

"Inclusion means all participate and all belong."

Source: National Inclusion Project

Interactive Question

The priority my organization places on cultural competence is:

- Very low
- Low
- Moderate
- High
- Very high

Culture

Culture refers to integrated patterns of human behavior that include: language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.

Cultural Sensitivity

Knowing that cultural differences as well as similarities exist, without assigning value or passing judgment, such as: better or worse, right or wrong, to those cultural differences.

Rationale for Cultural Competence

➢ Change in demographics

➢ Meet legislative and regulatory accreditation mandates

➢ Gain a competitive edge in the marketplace

➢ Improve quality of services

Title VI

Title VI of the Civil Rights Act of 1964 is a national law that protects persons from discrimination based on their race, color, or national origin in programs and activities that receive Federal financial assistance. If you are eligible for Medicaid, other health care, or human services, you cannot be denied assistance because of your race, color, or national origin. The Office for Civil Rights (OCR) in the U. S. Department of Health and Human Services (DHHS) enforces Title VI as well as other civil rights laws.

CLAS Standards (National Standards on Culturally and Linguistically Appropriate Services)

Intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations.

Source: National Standards for CLAS in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice. Office of Minority Health U.S Department of Health and Human Services April 2013.

Rationale for Cultural Competence

➢ Eliminate long-standing disparities

•Type of difference in health that is closely linked with social or economic disadvantage.

•Negatively affects groups of people who have systematically experienced greater social or economic obstacles to health.

•Obstacles stem from characteristics historically linked to discrimination or exclusion such as:

      * Race or ethnicity   * Sexual orientation

      * Religion   * Geographic location

      * Socioeconomic status   * Cognitive, sensory, or physical

      * Gender   disability

      * Mental Health

Health Disparities

- Type of difference in health that is closely linked with social or economic disadvantage.
- Negatively affects groups of people who have systematically experienced greater social or economic obstacles to health.
- Obstacle's stem from characteristics historically linked to discrimination or exclusion such as:

  * Race or ethnicity   * Sexual orientation

  * Religion   * Geographic location

  * Socioeconomic status   * Cognitive, sensory, or physical

  * Gender   disability

  * Mental Health

Types Health Disparities

1. Health Status

2. Health Care

  o Access to care

  o Quality to care

Lesbian, Gay, Bisexual and Transgender (LGBT) Individuals

- Research suggests LGBT individuals face Health disparities linked to the following:
  - Societal Stigma
  - Discrimination
  - Denial of their civil and human rights (Healthy People 2020)

- One Colorado LGBT Health

http://www.one-colorado.org/issues/lgbt-health/

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What is health equity?

- "Health equity" is assurance of the conditions for optimal health for all people

- Achieving health equity requires
  - Valuing all individuals and populations equally
  - Recognizing and rectifying historical injustices
  - Providing resources according to need

- Health disparities will be eliminated when health equity is achieved

Source: Jones CP 2010, adapted from the National Partnership for Action to End Health Disparities.

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Self Examination Handout

Ideologies we typically bring to the table:

- Assumptions
- Biases
- Stereotypes
- Beliefs

Three Competencies

- Awareness
- Knowledge
- Skill

Source: Derald Wing Sue & David Sue: Counseling the Culturally Diverse;
Theory and Practice 2003

Competence One

Awareness

1. Shift from being culturally unaware to being culturally aware
2. Understand how your own values can affect consumers/clients/co-workers
3. Sensitive to circumstances
4. Admit personal biases, stereotypes, and prejudices
5. Recognize your comfort level in different situations
6. Value diversity

Source: Derald Wing Sue & David Sue: Counseling the Culturally Diverse; Theory and Practice

Self Knowledge is Critical

Competence Two

Knowledge

1. Develop knowledge and information about the particular groups you serve or target
2. Understand how your culture is viewed by others
3. Attend classes, workshops and seminars about other cultures
4. Read about other cultures
5. Watch movies and documentaries about other cultures
6. Attend cultural events and festivals
7. Share knowledge and experiences with others
8. Visit other countries

Adapted from: Derald Wing Sue & David Sue: Counseling the Culturally Diverse; Theory and Practice

Competence Three

Skill

1. Verbal and Nonverbal responses
2. Receive messages from clients
3. Learn to develop and incorporate culturally relevant and appropriate programs, materials and interventions
4. Know your **Professional Limitations**
5. Ongoing self-evaluations of personal feelings and reactions
6. Overcome fears, personal biases, stereotypes, and prejudices

Adapted from: Derald Wing Sue & David Sue: Counseling the Culturally Diverse; Theory and Practice

Interactive Question

Please choose one response that reflects the current activity within your organization.

1. Creating an environment that is conducive for staff to openly express their concerns about race & culture

- No current activity
- Small amount of activity
- Moderate activity
- Ample activity

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Diversity = Opportunity

Organizations that are dedicated to the highest quality workforce employ diversity of thought, problem-solving, and academic and professional experiences, as well as diversity in terms of race, ethnicity, gender, sexual orientation and age.

Source: National MultiCultural Institute (NMCI)

Equitable Access and Treatment for All

Organizations are responsible for:

- Ensuring all policies and practices are fair and equitable
- All employees have the same access for employment, professional advancement, benefits and input
- All products and services are accessible and inclusive for diverse clients, customers, and or consumers

Source: National Multicultural Institute (NMCI)

Mutual Respect

- We must create an organizational culture of inclusion that allows every individual to bring all of her/his diverse talents, views and experience to the workplace

- Be able to build teams that work effectively with diverse communication, work and conflict styles, as well as diverse values opinions and experiences.

Source: National Multicultural Institute (NMCI)

Transparency and Communication

- Engaging in open two-way communication practices
- Employees feel well informed of decisions that impact them, and also have opportunities to provide input on such decisions.

Interactive Question

Please choose one response that reflects the current activity within your organization:

1. Using cultural knowledge to shape individual services that patients/clients receive.

- No current activity
- Small amount of activity
- Moderate activity
- Ample activity

Diversity = Opportunity

Organizations that are dedicated to the highest quality workforce employ diversity of thought, problem-solving, and academic and professional experiences, as well as diversity in terms of race, ethnicity, gender, sexual orientation and age.

Source: National Multicultural Institute (NMCI)

Questions?

"Only if you are willing to create your own learning experiences will we have any hope of becoming a nation based on fairness and justice"

- D. Wing Sue

Thank You For Joining Us!

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Please join us for an EXTRA event in the Lunchtime Learning Series, **Achieving Equity in Health Care for LGBT people**, on Sept. 30, 2015, 1:00-2:00 p.m. Mountain Time/ 2:00-3:00 p.m. Central Time

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Thank You For Joining Us!

Your opinions are very important to us.
   Please complete the Evaluation for this event. Those attending the entire event and completing the Evaluation questions will receive a Certificate of Participation.

Each person should fill out their own Evaluation Survey.
   Please refer to the SurveyMonkey link provided under the "Handouts" tab of the online event. The same link was provided in the reminder email sent out in advance of the event, and will be included in a follow-up email to those logging onto the live event. Please pass the link along to others viewing the event around a shared computer.

To learn more about trainings offered by CHAMPS and CCHN, please visit:

www.CHAMPSonline.org/Events/

www.CCHN.org/training-and-events