Cultural Competence: What it means for person-centered thinking, planning, and practice

Webinar Presentation | October 29, 2019

NCAPPS

Welcome to Today's Webinar

Alixe Bonardi
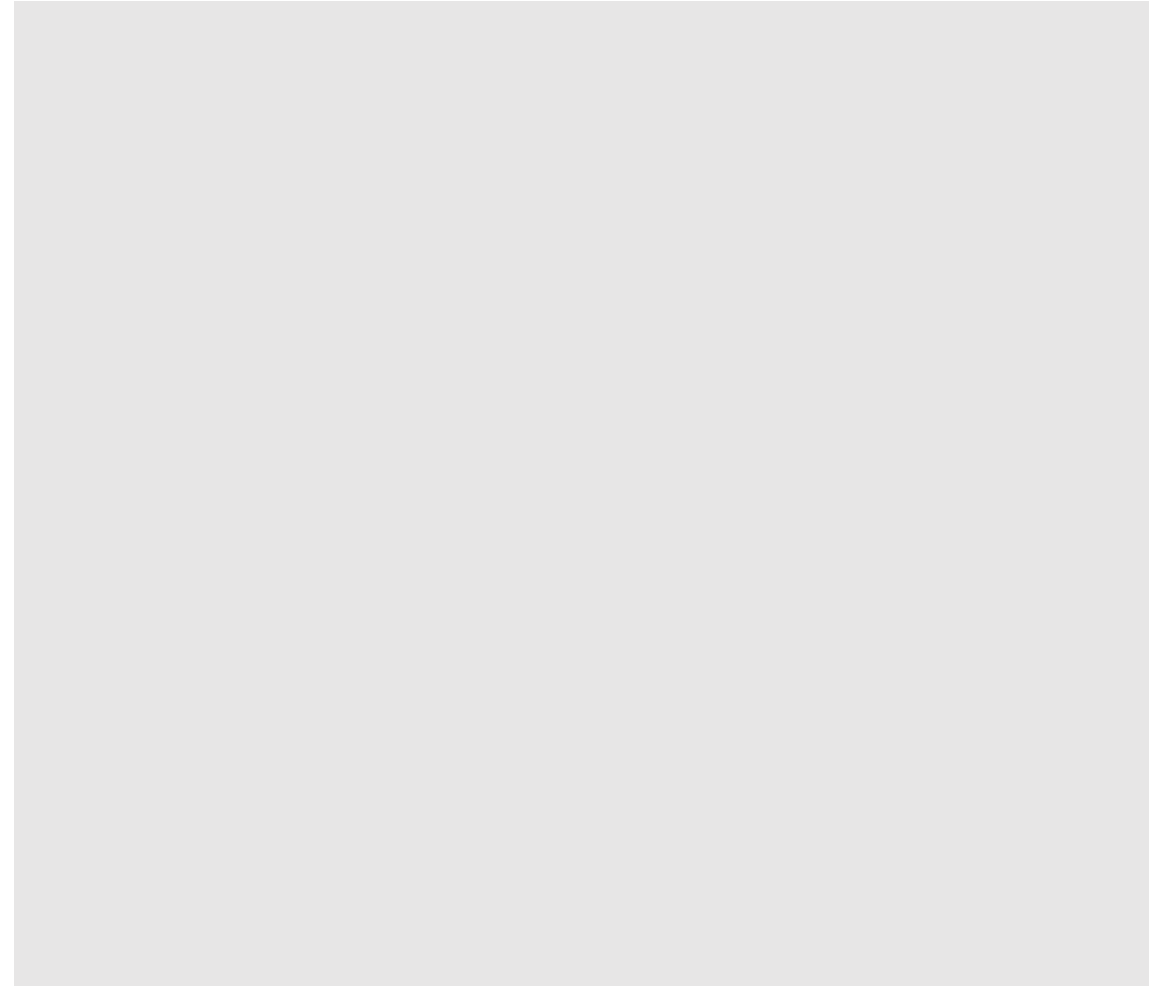
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The goal of NCAPPS is to promote systems change that makes person-centered principles not just an aspiration but a reality in the lives of people across the lifespan.

Webinar Logistics

- Participants will be muted during this webinar. You can use the **chat** feature in Zoom to post questions and communicate with the hosts.

- Toward the end of the webinar, our speakers will have an opportunity to **respond to questions** that have been entered into **chat**.

- The webinar will be live captioned in English and Spanish. To access the Spanish captions, please use this link: https://www.streamtext.net/player?event=HSRI-SPANISH

- This live webinar includes polls and evaluation questions. Please be prepared to interact during polling times.

Feedback and Follow-Up

- After the webinar, you can send follow-up questions and feedback about the webinar to NCAPPS@acl.hhs.gov (Please note that this email address is not monitored during the webinar.)

- The recorded webinar, along with a pdf version of the slides and a Plain Language summary, will be available within two weeks at NCAPPS.acl.gov. We will also include questions and responses in the materials that are posted following the webinar.

Meet Our Speakers

Tawara Goode

Director

National Center for Cultural Competence, Georgetown University

Diana Autin

Co-Director

SPAN Parent Advocacy Network

Christin Carter

Older Adults Program Coordinator

Milwaukee LGBT Community Center

Brenda Liz Munoz

Community Services Specialist

Center for Leadership in Disability, Georgia State University School of Public Health

Lorraine Davis

Executive Director

Native American Community Center

Cultural Competence:
What it Means for Person-Centered Thinking, Planning, & Practice

Tawara D. Goode
Georgetown University National Center for Cultural Competence
Georgetown University Center for Excellence in Developmental Disabilities
Center for Child and Human Development
Georgetown University Medical Center

October 29, 2019

What we will do together this afternoon

- Describe a framework for cultural competence and at the individual and organizations levels.

- Provide a "real life" example of an organization that values and practices cultural competence.

- Highlight personal narratives of individuals who will share what culturally competent services mean to them.

- Describe how cultural competence and person-centered thinking and practice are integrally linked.

AGENDA

A quick refresher on culture before we define cultural competence

✓ Culture influences every aspect of life and defines who we are as humans.

✓ Culture is learned and shared knowledge about our own way of life and that of others. It includes our values, norms, morals, beliefs, practices, customs, ceremonies, rituals, language and much more.

✓ We all have multiple cultural identities.

Another quick refresher on culture before we define cultural competence

✓ Culture remains the same and yet it is dynamic. Aspects of culture are passed down from generation to generation while others are constantly changing.

✓ Oftentimes and unconsciously we view and understand the world from our own cultural perspective. This makes it difficult to view and understand cultures that are different than our own.

✓ Programs, organizations, systems of services and supports are also culturally defined – including those designed for individuals with disabilities and mental health needs, and those who are aging.

Polling Questions- Round 1

In my organization, agency, or program:

Consensus has been reached on an operational definition of cultural competence? □ yes   □ no   □ in progress □ don't know
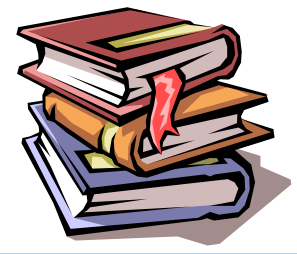
Cultural competence is a required area of knowledge and skill set in position descriptions. □ yes   □ no   □ in progress □ don't know

Cultural competence is assessed in staff annual performance reviews.

□ yes   □ no   □ in progress □ don't know
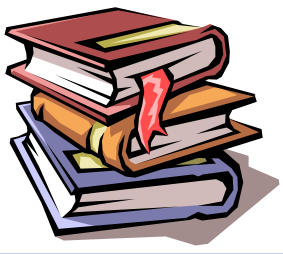
Are we on the same page?

culturally aware   cultural humility   culturally relevant

cultural sensitivity   culturally competent

culturally appropriate   culturally effective   cultural dexterity

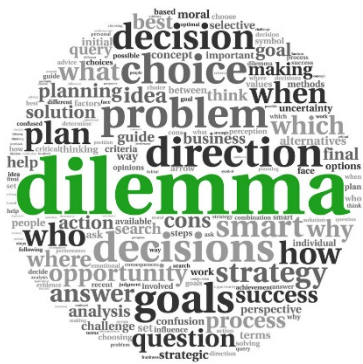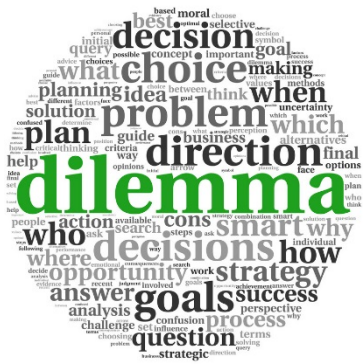cultural proficiency   cultural responsiveness

culturally & linguistically competent   multicultural competence

If Truth Be Told …

What some in health, mental health, disability, and other social services believe, think, and say about cultural competence

- "Its something we have to give lip service to."
- "Really simply a passing trend."
- "We do not have resources to devote to this."
- "There is not enough time."
- "Is this really still a thing?
- "It is not part of my formal academic training."
- "Doesn't the Diversity & Inclusion Office take care of this?"
- "Isn't there an app for that?"
- "Already took that workshop."
- "Is there even any true evidence?"

Definition and Conceptual Framework: Cultural Competence
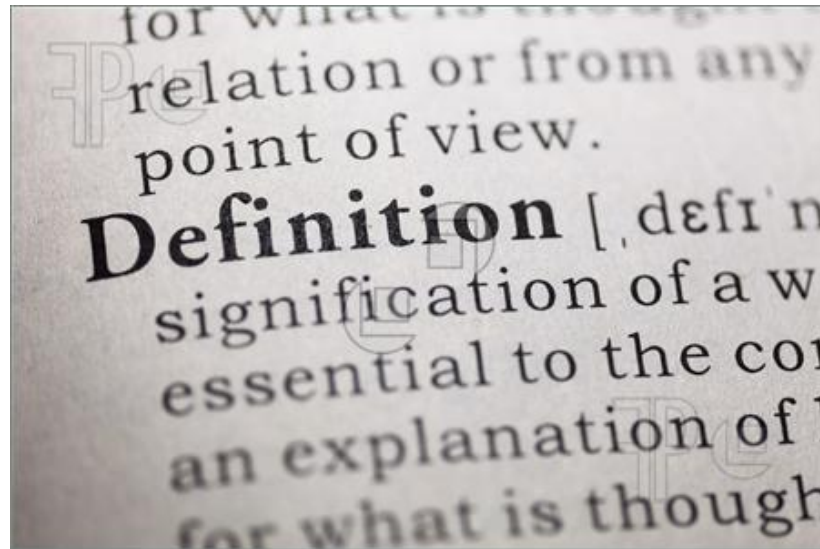
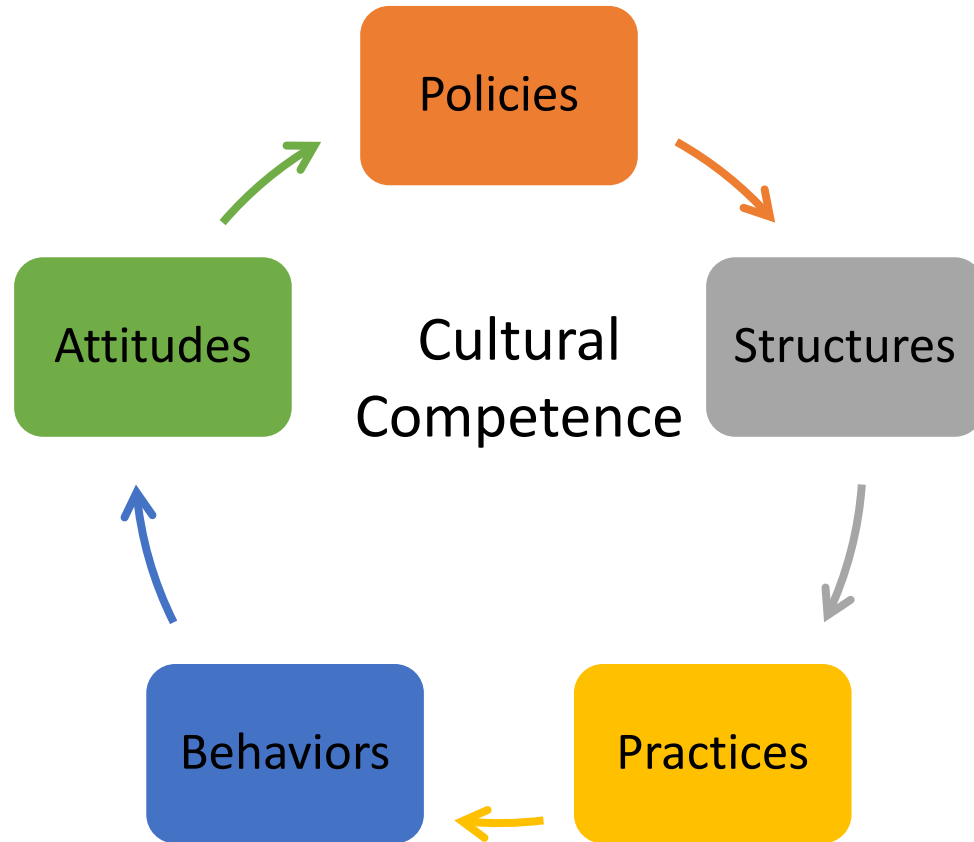# The Developmental Assistance and Bill of Rights Act of 2000

SEC. 102. DEFINITIONS. [42 USC 15002]

The term cultural competence means services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behaviors of individuals who are receiving services, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program.

Retrieved on 10/7/19 from

https://acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000

Cultural Competence Conceptual Framework

Policies

Structures

Attitudes

Cultural Competence

Behaviors

Practices

Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989)

Five Elements of Cultural Competence
INDIVIDUAL LEVEL

1	acknowledge cultural differences
2	understand your own culture
3	engage in self-assessment
4	acquire cultural knowledge & skills
5	view behavior within a cultural context

(Cross, Bazron, Dennis and Isaacs, 1989)

Five Elements of Cultural Competence Organizational Level

1. • value diversity
2. • conduct self-assessment
3. • manage the dynamics of difference
4. • embed/institutionalize cultural knowledge
5. • adapt to diversity (values, polices, structures & services)
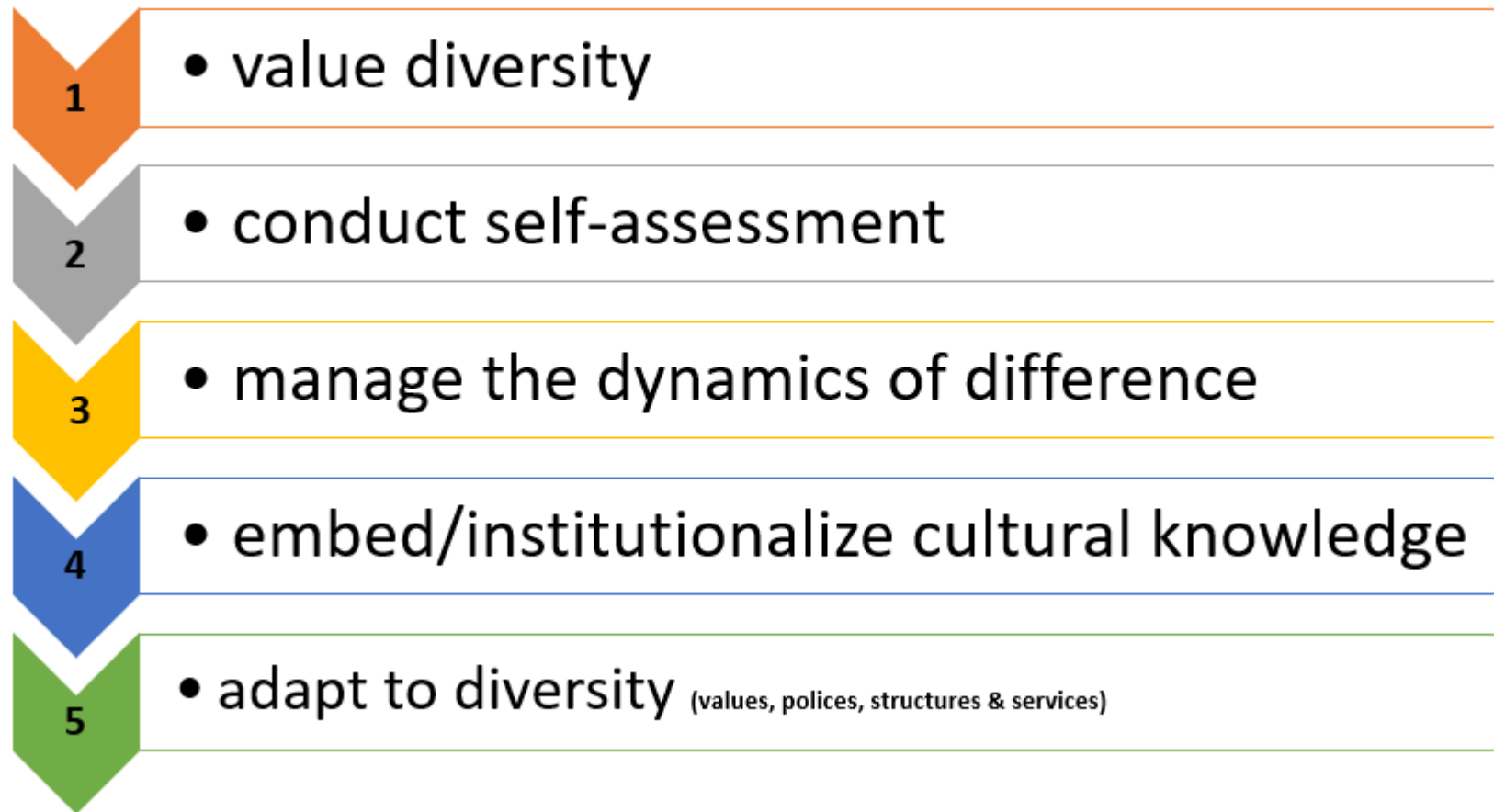
ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

These five elements must be manifested at every level of an organization or system including:

- policy making
- administration
- practice & service delivery
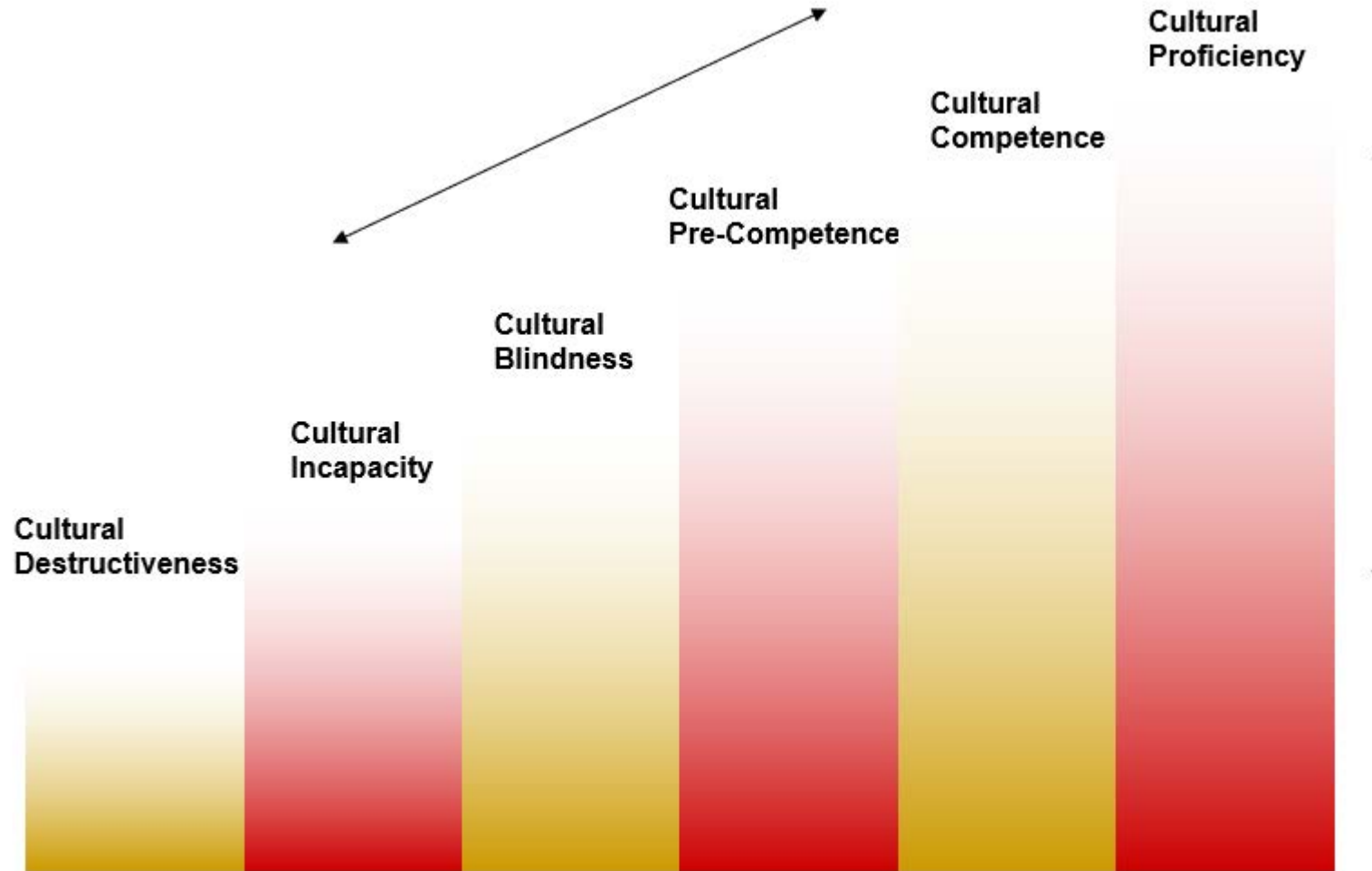- individuals & families
- community

and reflected in its attitudes, structures, policies, practices, and services.

Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)

Characteristics of Culturally and Linguistically Competent Organizations and Systems

| |
|---|
| Philosophy |
| Mission statement |
| Policies, Structures, Procedures, Practices |
| Diverse Knowledgeable Skilled Workforce |
| Dedicated Resources & Incentives |
| Community Engagement & Partnerships |
| Conduct of Research with and for Diverse Communities |
| Publish and Disseminate |
| Advocacy (disparities, health equity, social justice) |
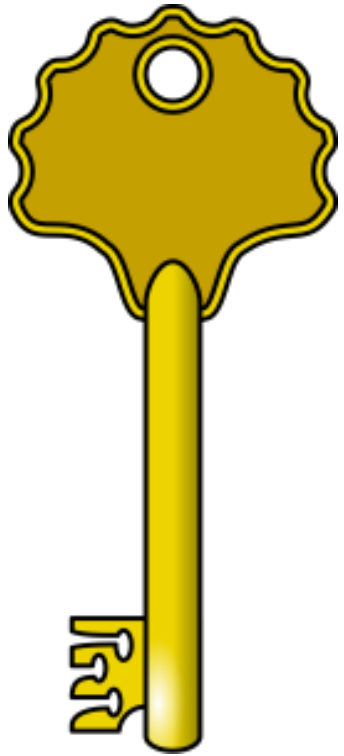
CLC KEY CONSIDERATIONS

CORE FUNCTIONS:
What we do

HUMAN RESOURCES & STAFF DEVELOPMENT:
Who we are
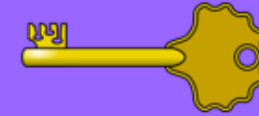
COLLABORATION & COMMUNITY ENGAGEMENT:
Who our partners are

FISCAL RESOURCES & ALLOCATION:
Where the money goes

CONTRACTS:
Whom we trust to deliver services and supports

Polling Questions- Round 2

In your organization, agency, or program:

1. Is there a shared understanding of cultural competence and its role in services and supports among:
    - Staff?   ☐ yes   ☐ no ☐ in progress ☐ don't know
    - Contractors?   ☐ yes   ☐ no ☐ in progress ☐ don't know
    - Clients, consumers, families?   ☐ yes   ☐ no ☐ in progress ☐ don't know
    - Communities served?   ☐ yes   ☐ no ☐ in progress ☐ don't know

2. Is there a firm commitment among leadership and staff to advance and sustain cultural competence?   ☐ yes   ☐ no ☐ in progress ☐ don't know

Let's Hear from Our Speakers

Diana

Lorraine

Brenda Liz

Christie

I have asked each panelist to respond to the following prompts:

- Introduce yourself to the audience, name and organizational affiliation. Share your lived experience with disability, mental health or aging. Describe the work of your organization, agency, or program.

- Describe the role of cultural competence and its importance to your work and/or to the services and supports received by a family member.

- What is the correlation between cultural competence and person-centered thinking and practice?

NCAPPS puts forth the following definitions

"**Person-centered thinking** is a foundational principle—requiring consistency in language, values and actions—that reveals respect, views the person and their loved ones as experts in their own lives, and equally emphasizes quality of life, wellbeing, and informed choice.

Person-centered planning is a methodology that identifies and addresses the preferences and interests that make up a desired life and the supports (paid and unpaid) needed to achieve it. It is directed by the person, and it is supported by others selected by the person.

Person-centered practices are the alignment of services and systems to ensure the person has access to the full benefits of community living and to deliver services in a way that facilitates the achievement of the person's desired outcomes."

Retrieved on 10/7/19 from https://ncapps.acl.gov/about-ncapps.html

Polling Question – Round 3

To what extent has your in-service training or professional development on Person-Centered Thinking and Practice included content on cultural competence?
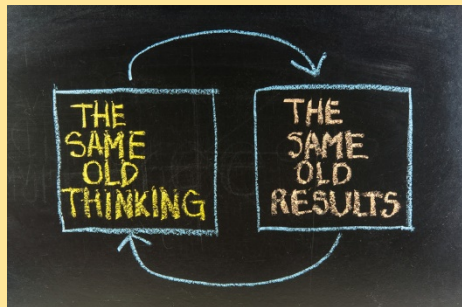
□ Never □ Rarely □ Sometimes □ Very often □ Always

Aligning Person-centered Thinking, Planning, and Practice with Cultural and Linguistic Competence

Person-Centered Thinking

It is not just the culture of the person receiving services and supports, it is also the culture of the person delivering services and supports.

Person Centered Planning

It is: (1) having the knowledge and willingness to embed the multiple dimensions of culture in all aspects of the planning process; (2) revisiting and revising extant tools and approaches that do not or minimally emphasize culture.

Person-Centered Practice

It is ensuring that the values, structures, practices, attitudes, and behaviors of the organization and its staff are aligned with principles and practices of cultural and linguistic competence.

Aligning Person-centered Thinking, Planning, and Practice with Elements of Cultural and Linguistic Competence - Individual Level

Elements of cultural competence - Individual	Implications for Person-Centered Thinking, Planning and Practice
Acknowledge cultural differences	▪ Be attuned to both similarities and differences between and among persons from all cultural groups.
Understand your own culture	▪ Examine: (1) whether and how your cultural belief systems may positively or negatively influence communication and relationships with the persons to whom you provide services and supports and their families; and (2) cultural beliefs and practices associated with the discipline or profession to which you belong.
Engage in self-assessment	▪ Engage in self-assessment as a routine component of your professional of practice. ▪ Identify and respond to assessment tools and checklists that probe the values and practices of cultural competence. ▪ Think "culture" when you think others are not behaving in ways you expect. Consider what values, norms, and beliefs you bring to the situation.
Acquire cultural knowledge & skills	▪ Make a personal and professional commitment to learn about persons from cultural groups that are different than your own and how to translate this knowledge into skills required by your position.
View behavior within a cultural context	▪ Accept that persons from racial, ethnic, and other cultural groups have historical and present day experiences of bias, stereotyping, discrimination, and disparate treatment in health, mental health, and social services that affect their behavior.

Elements of cultural competence Organizational	Implications for Person-centered Thinking, Planning, and Practice
Value diversity	▪ Implement organizational policy and practices that acknowledge and are responsive to the diversity of persons and populations served. ▪ Recruit, retain, and support diverse staff including those representative of the persons and populations served.
Conduct organizational assessment	▪ Implement assessment processes to examine the extent to which culturally competent and person-centered practices are in alignment. ▪ Elicit the perspectives and experiences of persons (and their families) who receive services and supports in these processes.
Manage the dynamics of difference	▪ Prepare and support staff, at all organizational levels, to communicate and interact effectively with persons and populations from culturally diverse background and with each other. ▪ Ensure that person-centered planning methodology (tools and protocols) is adapted to the person and the socio-cultural contexts and community in which the person lives.
Embed cultural knowledge	▪ Establish organizational policy, structures, and practices that provide the foundation to integrate culturally competent and person-centered practices; and ensure staff acceptance and adherence accordingly.
Adapt to the diversity and cultural contexts of communities served	▪ Keep abreast of the demographic make-up of populations residing in the geographic. ▪ Systematically review the demographics of persons actually receiving and/or in need of health, mental health, aging, or other social services and supports.

Culturally Competent Practices at the Individual Level
What does this mean for Person-Centered Thinking, Planning, and Practice?

- ADVOCATES
- PARTNERSHIPS
- ADVISORY GROUPS
- BOARD MEMBERSHIP
- FACULTY, PROGRAM STAFF, CONSULTANTS
- KNOWLEDGE BEACON

CONTACT US

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cultural@georgetown.edu

Cultural Competence & Person-Centeredness

Diana MTK Autin, Co-Director
SPAN Parent Advocacy Network

Valuing Diversity:
Responsive Policies & Practices

Our foremost commitment: to children and families with the greatest need due to disability or special health/mental health needs; poverty; discrimination based on race/ethnicity, gender, language, immigrant or homeless status; involvement in the child welfare or juvenile justice systems; geographic location; or other special circumstances

Valuing Diversity: Responsive Policies & Practices

- Strategic Plan
  - Diversity, Equity, Inclusiveness, Self-efficacy, Collaboration, Engagement, Fearlessness, Community, High Standards
  - Galvanize diverse parents, families & professionals to influence policy with families & children at the center

Valuing Diversity:
Diverse, representative staff

- Staff, volunteers, & parent leaders
  - Job descriptions & advertising/recruitment
  - Equal employment & affirmative action hiring policies
  - Promotion policies

Organizational Assessment:

Examine alignment of culturally competent & person-centered practices

- Cultural & Linguistic Competence Self-Assessment

- Language Access Assessment & Plan

- Family-Centered Services Self-Assessment

- Individual Self-Assessment for Core Competencies for Trauma-Informed Staff

- Elements of Trauma-Informed Environment Self-Assessment

Organizational Assessment: Assessment by Constituents

- Project & organizational evaluation
  - Surveys
  - Workshop/event/support group evaluations
  - Feedback at the end of each phone call/individual assistance
  - Call-backs to diverse families
  - Focus groups with diverse families
  - Vignettes/family stories

Manage Dynamics of Difference:
Prepare & Support Staff to Communicate & Interact Effectively with Families & Each Other

- Initial & ongoing staff & volunteer development
  - SPAN Resource Parent training for all staff & volunteers
  - Quarterly All Staff meetings with embedded staff development
  - Weekly calls with all staff providing individual assistance; frequent highlighting of cultural & language issues, family- and person-centeredness
  - Annual Statewide Cultural Competence Conference
- Explicit focus in annual performance reviews including in review rubrics

Manage Dynamics of Difference:
Adapt Person-Centered Planning to Socio-Cultural Contexts & Community

- *"Do unto others as they would have you do unto them."*
- *"Seek first to understand, and then to be understood."* - Steven Covey
- *"It is only with the heart that one can see clearly; what is essential is invisible to the eye."* - Antoine de Saint Exupery, The Little Prince

Embed Cultural Knowledge:

Policy, Structures, & Practices that Integrate Culturally Competent & Person-Centered Practices

- Our hiring policies & practices result in staff, volunteers, and leaders who are primarily diverse parents and young adults with lived experience of the "isms" and of systems that are not family- or person-centered

- Our initial & ongoing preparation & support of staff & volunteers is focused on ensuring respect for, and viewing our constituents as experts in their own lives, entitled to quality of life, wellbeing, & informed choice (person-centered thinking) – all of which is influenced by culture & language

- Significant focus on ***ACTIVE & EMPATHIC LISTENING***

Embed Cultural Knowledge:
Ensure Staff Acceptance & Adherence

- Set & enforce explicit expectations
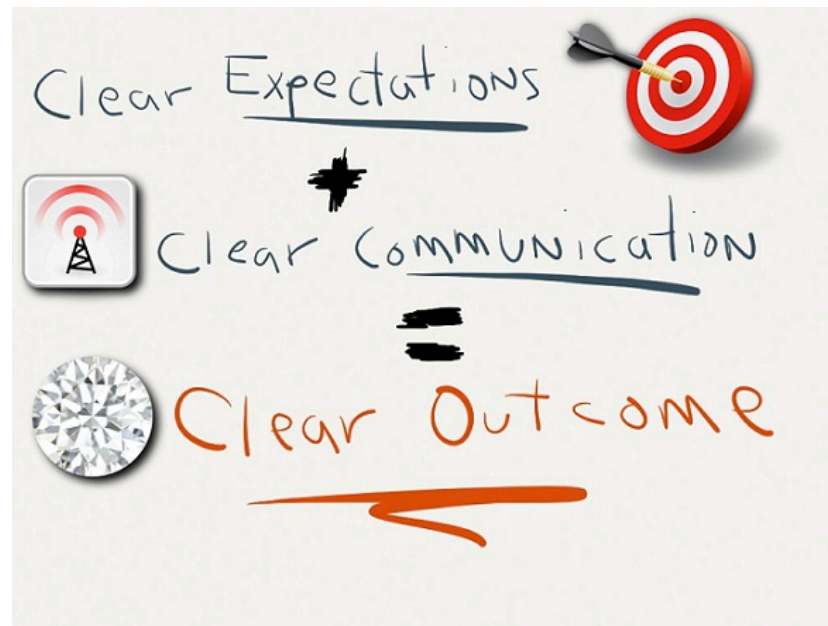
Adapt to Diversity & Cultural Contexts of Communities Serviced:

Keep Abreast of Demographics of Community (Geography)

- Revisit language access plan every year; conduct a language access self-assessment every 3 years. Language demographics = key component of these processes

- Review community demographics of our state, 3 regions, counties, etc. on an ongoing basis

- Measure diversity of Board, staff, volunteers, parent leaders in comparison to constituents

Adapt to Diversity & Cultural Contexts of Communities Serviced:
Systemically Review Demographics of Persons Receiving/Needing Services

- Who did we serve?

- Is it representative of our state?
  - Race/ethnicity/language
  - Immigrant status
  - Gender
  - Age
  - Disability/special healthcare need
  - Geographic location (county/municipality; region of state; county)
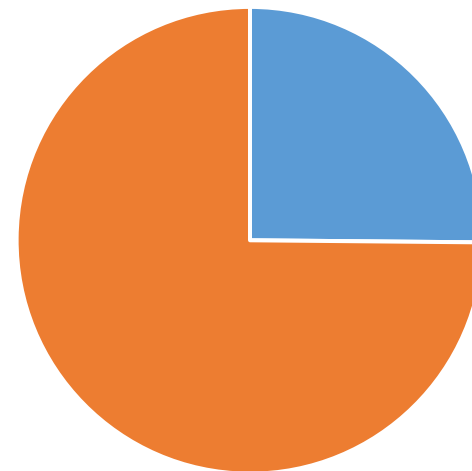
Families Served vs Population by County Expressed in %
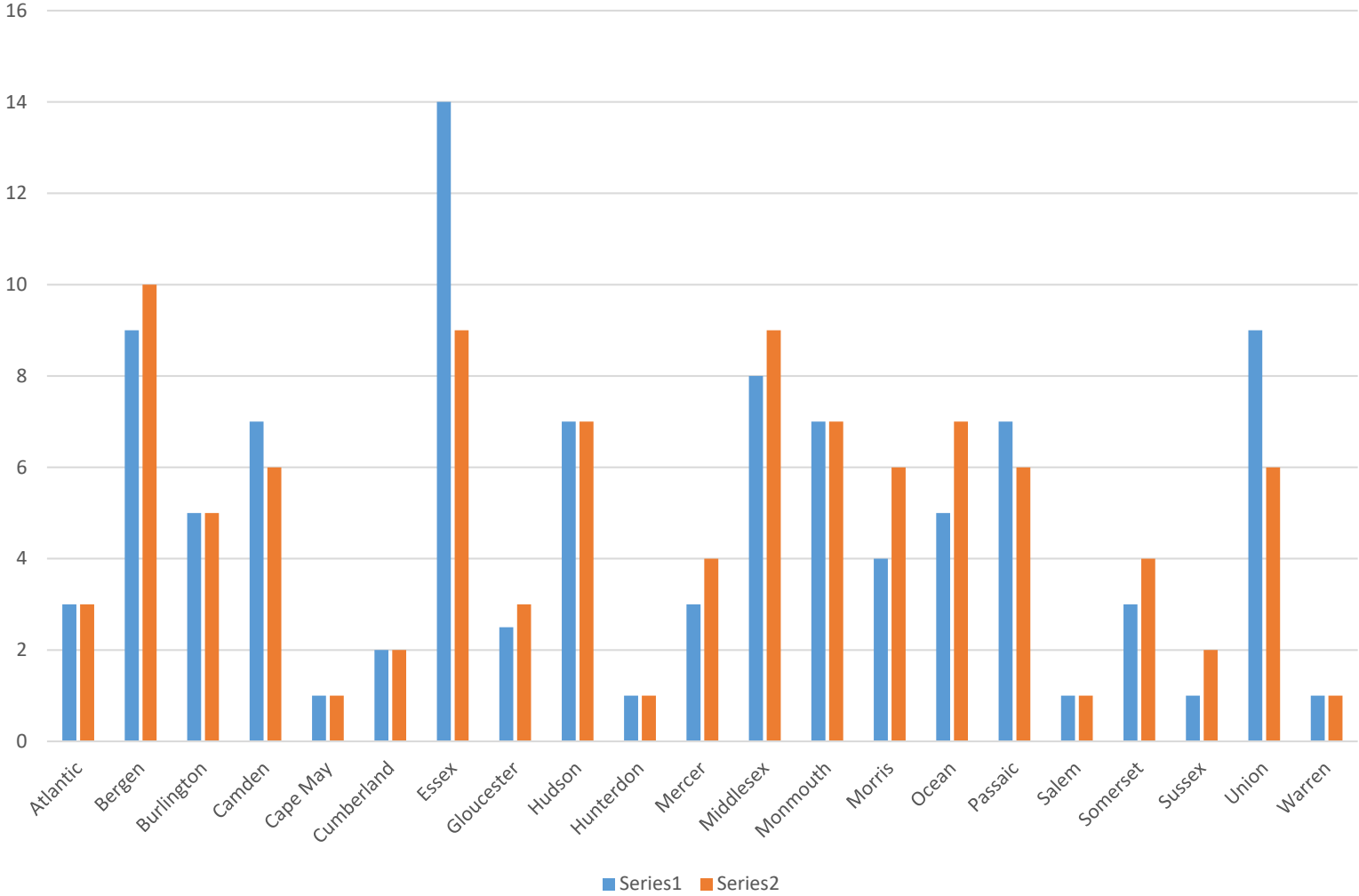
Families Served by Race 2018-2019
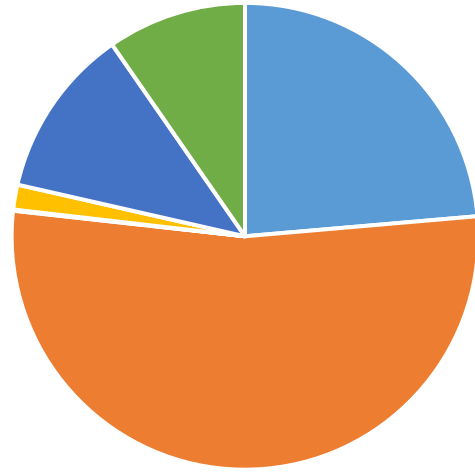
Caucasion ■ African-American/Black ■ American Indian ■ Asian ■ Two or More ■ Undisclosed

Contacts by Ethnicity 2018-2019

Hispanic/Latino ■ Non-Hispanic

NJ YELL Youth Advisory Group

Parent Leaders

Christin Carter

Older Adults Program Coordinator

MKE LGBT COMMUNITY CENTER

Be yourself

Brenda Liz Muñoz
Community Services Specialist,
Co-Leader: Latino Community of Practice

Georgia State University | SCHOOL OF PUBLIC HEALTH
CENTER FOR LEADERSHIP IN DISABILITY

Lorraine Davis

Executive Director,
Native American Development Center

My Name is Lorraine Davis,

I am the founder and CEO of the Native American Development Center and Native Community Development, Inc. dba NATIVE, INC. governed by a Native American board and are both co-located in Bismarck, North Dakota. I am an enrolled member of the Sisseton-Wahpeton Sioux Tribe and a descendent of the Arikara people of the Three Affiliated Tribes of North Dakota, and lastly, Mexican American from California. I also represent a person with a lived experience of many of the socio-economic challenges commonly facing Native Americans that we serve.

Email: Lorraine@ndnadc.org   **Twitter:** @LorraineDavisND   **LinkedIn:** Lorrdine-Davis-42756741

Our Mission

To create safe and inclusive Native communities within urban areas in North Dakota through affordable housing, culture, education and services to improve quality of life for various Native American populations. Our center's person and family-centered model addresses socio-cultural and economic challenges that inhibit Native American's ability to improve their lives for themselves and their children. It was designed in response to the cultural dissonance that I personally experienced upon moving to Bismarck from a reservation as a single parent over nineteen years ago. I am currently working on a research project that will explore traumatic lived experience of Native American adults living in urban areas across North Dakota.

Our Services

- 1. Recovery services called, "peer support" to address intergenerational trauma.
- 2. American Indian life skills development services to address intergenerational trauma.
- 3. Community based learning to revitalize and preserve our tribal identities and languages.
- 4. Consumer finance services to address intergenerational poverty.
- 5. Our sister organization provides lending services to address intergenerational poverty.
- 6. We are currently working on a community development project involving the development of permanent supportive housing and a cultural ecosystem.

Why Be Person-Centered?

Our person-centered approach begins with realizing and validating that Native Americans have experienced historical traumatic events and that today we are addressing intergenerational trauma. We are addressing this through a strength-based approach. We also realize and validate that we are tribal people regardless of geography with tribal "person-centered" needs that may make us unique to other ethnical populations. The philosophy of our business model is "to meet people where they are" but also "to be culturally responsive, this means as a provider, we must "know who tribal people are in terms of their beliefs, traditional customs and how language is vital to their identity, and lastly, to know where they have been to know how to serve them".

Examples of Our Tribal Population Needs

- **Social/Emotional**—This means tribal people have the need for a sense of belonging with their people. In the context of a tribal nation, this would mean---a sense of belonging within their own community with their own tribal people. In the context of an urban areas—this means tribal people have a need to be connected intertribally regardless of tribal affiliation. There are significant testimonies by urban Indians regarding this need---whether Urban Indians are experiencing homelessness, addiction, or whether they are artists, performers, etc.---Urban Indians desire to connected and with other urban Indians to feel a sense of unity and belonging.

- **Cultural/Spiritual**—This means that we have a strong desire to obtain and sustain our tribal languages and way of life. This involves—our tribe's value system, beliefs and traditional customs. This differs per tribe. There are over five hundred tribes in America. There are five different tribes in North Dakota. Furthermore, some tribes are similar one another. Many of the traditional beliefs and language are very limited to public access due to fear of cultural appropriations. It is important for tribal organizations to be the lead in documenting their own tribe's history, language and traditional customs.

- **Economic**—This means that our approach realizes that historically we did not utilize a monetary (financial) system to run our economies prior to colonization. Our curriculums are developed and delivered by tribal entities and people.

Questions?

Join Us For Our November Webinar!

<u>*Trauma-Informed Person Centered Thinking and Support*</u>

November 18, 2019, 2:30-4:00pm EST
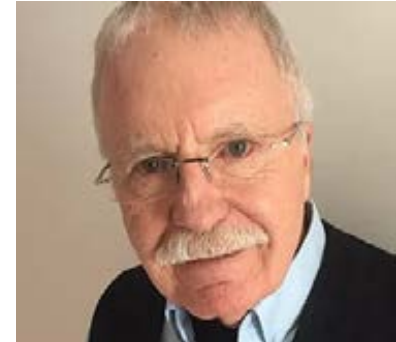
Speakers

Karyn Harvey   Cathy Cave   Tanya M. Richmond   Aimee Day-Ortiz   Michael Smull

Register Here: https://zoom.us/webinar/register/WN_O2c564D5Sdm2eU9k_a03jg

Real-Time Evaluation Questions

- Please take a moment to respond to these seven evaluation questions to help us deliver high-quality NCAPPS webinars.

- If you have suggestions on how we might improve NCAPPS webinars, or if you have ideas or requests for future webinar topics, please send us a note at NCAPPS@acl.hhs.gov

Thank You.

NCAPPS is funded and led by the Administration for Community Living and the Centers for Medicare & Medicaid Services and is administered by HSRI.