



National Center for
Mental Health Promotion
and Youth Violence Prevention

Cultural Competence as a Sustainability Strategy

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CONCEPTUAL FRAMEWORK FOR CLC BASED ON ERIC J. BRUNS' WORK

- “Cultural and Linguistic Competence is not a single strategy, a program or an organizational structure. It is a highly complex concept that cuts across providers, agencies, service systems, communities, and community members. Efforts of many different types may be expended at all these levels, and such efforts are interdependent and exert effects of one another. Operationalizing cultural and linguistic competence is not an endeavor that lends itself to a linear approach or to telling a story that has a beginning, middle and end. (Bruns, 2007)



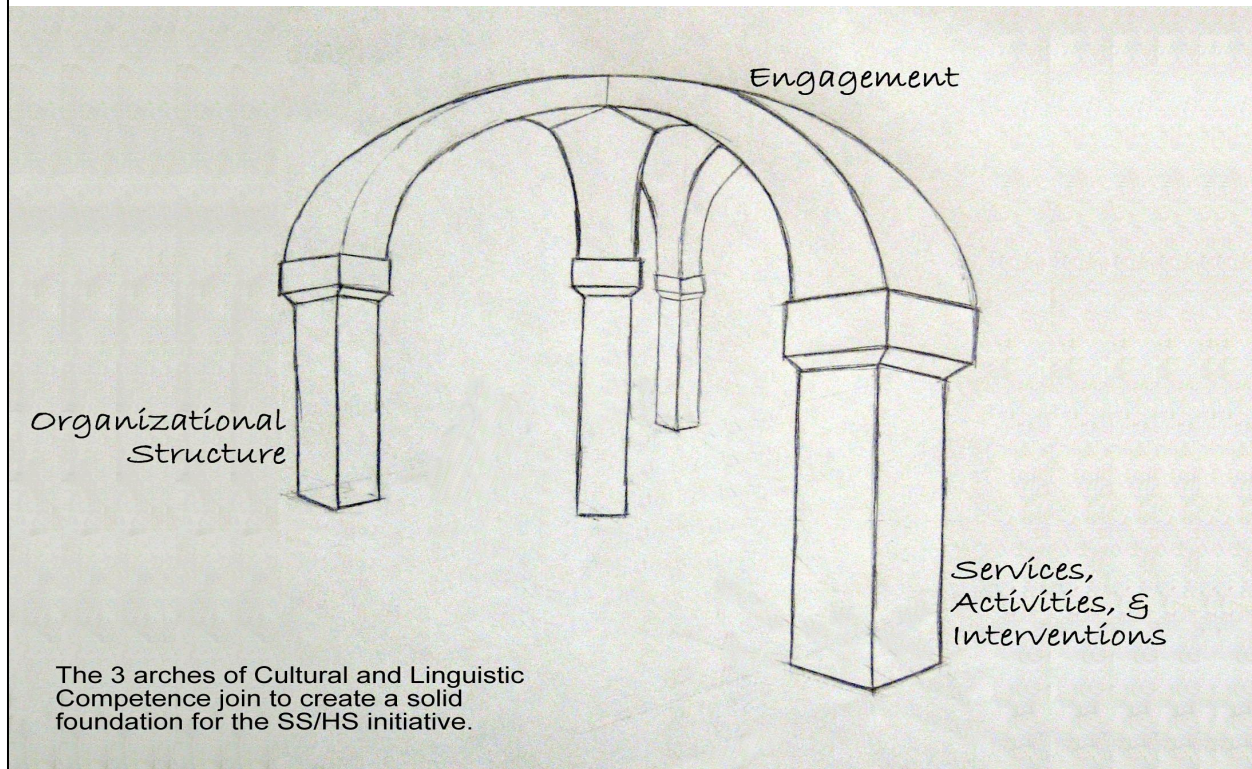
WORKING DEFINITION(S)

- The ability of individuals and systems to respond respectfully and effectively to people of all cultures, races, ethnics backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the work of individuals, families, tribes, and communities and protects the dignity of each. (Malik & Velazquez, 2002)



OUR CONCEPT OF CLC

The 3 Arches of CLC





ORGANIZATIONAL

CLC Organizational Structure

- Recruitment
- Capacity Building and Professional Development
- Leadership
- Planning
- Budget
- Review



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ENGAGEMENT



ENGAGEMENT

- Outreach
- Involvement
- Empowerment



SERVICES

- **Assessment**
- **Adaptations**
- **Access and Availability**
- **Relationships with competent community providers**
- **Evaluation**



LEADERSHIP FOR CLC

- Leadership involved
- Clear policies and procedures
- Collaborate w/ natural helpers
- Training and education for all
- Clinical practices that are respectful and congruent with families and communities' values and beliefs
- Materials, resources, tools and strategies that mirror the community
- Overall planning and implementation must have on going and meaningful revisions



ASSESSING YOUR ORGANIZATION

- How inclusive of diversity is the decision making process?
- How do policies reflect cultural differences?
- How does the organization value cultural differences?
- Is there a process of employment equity?
- Does the organization provide access and relevant services to targeted groups?



RESEARCH IS TELLING US THAT:

- Unique and different perception of mental illness and mental health (Sue & Sue, 1990)
- Need to adapt to new ways such as help-seeking practices and resources
- Increased need to find and to provide credible services and CLC providers
- The rapid growth of the ethnic minority population will not be matched by a growth in the number of mental health providers who represent these diverse groups (Kruse & Canning, 2002)



PROBLEM SOLVING:

- How can we express ideas about issues such as different practices that can be communicated culturally while still being respectful of that culture?
- How can we effectively deal with colleagues that are not culturally sensitive?
- How can we be accountable to include CLC in our organization?
- What message can we foster that states that generalizations and assumptions are unsafe even between shared background and shared ethnic groups.
- When to ask questions openly about a person's culture as opposed to skirting the issue?



Key Elements of CLC in Organizations

- Specific behaviors, knowledge, attitudes, policies, and procedures (e.g., acceptance, respect, flexibility)
- Ability to work effectively when faced with cultural and linguistic differences
- Engagement in self-assessment
- Ongoing development of knowledge, resources, and models of service



What We Have Learned in Our Work with Safe Schools/Healthy Students

Cultural and linguistic competence is conceptualized in many ways within the SS/HS communities

Assessment of needs is necessary in the planning process for selecting strategies to address the diversity of the children/youth and families served by the grantees



Illustrations of Adaptations and Responsiveness in SS/HS

- Engaging families to participate in programs and services
- Adapting an EBI successfully
- Adapting communications to the population's language and mode of communication
- Staff development and training for community members



Sustaining CLC: Organizational Compatibility

- **Values, policies and procedures**
- **Planning process**
- **Communication process**
- **Staffing and HR approach to staffing**
- **Linkages between organization and “consumer”**
- **Types (and understanding) of services**



Sustaining CLC:

User interface compatibility

- **Trust**
- **Feel welcomed/safe**
- **What I need we will work together to understand**
- **We do not need to agree, but we need to learn and understand**
- **My SES, race, ethnicity, socialization experience, beliefs, values, mindset are not deficits**



Strategies for Enhancing CLC

- **Examples**
 - Documented commitment
 - Walking the talk
 - Compatible policies and procedures
 - Deep knowledge of the community
 - CLC plan that is monitored and strengthened
 - Staff diversity and training
- **University of Southern Florida: *Examining The Research Based Supporting Culturally Competent Children's Mental Health Services***



Using Culturally Relevant Strategies Including Storytelling and Technology to Engage Students in Violence and Substance Abuse Prevention

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Delta-Schoolcraft Safe Schools and Healthy Students Project Strategic Planning Goals

- Strengthen the involvement, integration, and sustainability of the partnerships needed to most effectively implement and sustain key functions of this project.
- Develop a communication plan.
- **Develop a broader and deeper understanding, appreciation, and use of the strengths to be found in the diverse experiences, cultures, and values represented in the schools and community.**



Promoting Cultural Competence

- Storytelling and Technology are tools that can be used to support and value the cultural backgrounds of your students and communities.
- This has resulted in greater involvement of students and community members.
- This in turn is leading to greater support and sustainability.



Storytelling

- “The successful people and organization of the next decade and beyond will be storytellers.”
- “In an age when people are drinking information from a fire hose, distinguishing one piece from the rest will be awfully hard. One important way to go about it will be telling a story.”

Global Trends by Michael Mazarr



Teaching With the Brain in Mind

by Eric Jensen

“When emotions are engaged right after a learning experience, the memories are much more likely to be recalled and accuracy goes up...Theater and drama can create strong emotions.”



An example of one of our Safe School Interventions that worked at culturally competent engagement.

The Coalition Against Prescription Drug Abuse and the Delta Schoolcraft Safe Schools/Healthy Students Project developed curriculum materials that culminated in students creating one minute videos and posters addressing personal, family, or community problems related to prescription drug abuse. These local student products are then used to implement a local television, print, radio and online advertising campaign about prescription drug abuse.



Outreach

- We connected with multiple stakeholders including our tribal school staff, tribal police, students, parents and community members.
- We held a dinner meeting which included a power point presentation about the curriculum and focused on local data and stories.



Involvement

We worked to make sure the tribal school and community were involved in all of the meetings and training throughout the year. Student examples were shared to encourage involvement.



Empowerment

- The program culminated in a county wide awards ceremony. We worked with the school to make sure there was transportation. Four student videos from Nah Tah Wahsh were shown at the ceremony along with student posters.



Empowerment

One of the best videos was made by a seventh grade student at the Nah Tah Wahsh school. The title of the video is *Caught*. The student took a photo of himself and made it look as if he was trapped inside a prescription bottle. There is Indian drumming and singing in the background. Text scrolls with local facts, e.g. 50% of all burglaries in Delta County are related to prescription drug abuse, there have been 20 deaths in Delta County from prescription drug overdoses, etc.



Empowerment

- After the Awards Ceremony additional students wanted to create videos and posters, so the school supported additional students creating videos and posters about prescription drug abuse. They had another awards ceremony with support from the tribe.



Empowerment

- The student videos now play in the waiting room of the tribal health center and have become a powerful educational tool for the entire community.



Adapting Programs to Different Cultures

Using Stories to Improve Students' Nutrition



American Institute of Cancer Research

- If people ate five or more servings of fruits and vegetables each day, cancer rates could decline by as much as 20%.
- 50% of all breast cancers could be avoided.
- There are more than 1.4 million new cancer cases year in the U.S.



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Connecting Storytelling to Science and Health



Skippy and Oaf: The Battle Against Oxygen Radicals.

- One of our students wrote a book that would help children and their parents understand the research on nutrition and motivate them to eat better. DNA Press, has published the book.
- Skippy, a very intelligent rat, lives at a Science and Nutrition Research Laboratory and starts every day with a bowl of oatmeal and a blueberry and banana smoothie. Concerned about his friend Oaf's habit of eating hamburgers and donuts for breakfast, Skippy tries to get his friend to eat fruits and vegetables.
- Oaf is skeptical until Skippy explains the science of nutrition at a molecular level, complete with battles between super heroes (antioxidants found in fruits and vegetables) and oxygen radicals.



- We found the book and lessons extremely effective in getting kids excited about fruits and vegetables!!!!
- Students more than doubled the number of fruits they were eating and increased the vegetables by 40%.



We are now working to
incorporate Native American
Culture and Stories into this
program.



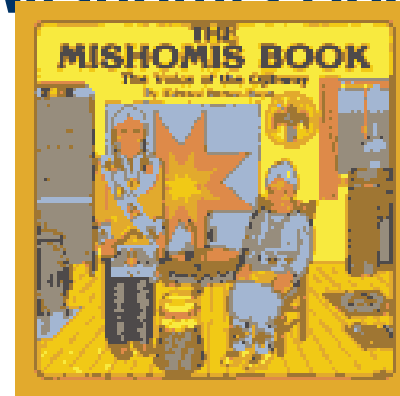
- The first step is to connect with community members to identify information from the local community and culture that could be integrated into the instructional materials.
- There are wonderful books that can provide important background however, it's important to make sure that materials are unbiased and portrayed honestly.



Oyate Catalog, www.oyate.org

From the Creation Story, How Original Man came to be on Earth, and how, as Waynaboozhoo, he became a hero and a teacher for the Ojibwe People, this is a deeply-moving spiritual and historical odyssey not “just” for children.

Benton-Banai, Edward
(Ojibwe), **The
Mishomis Book.** 1988





In the 21st Century:

- Many emphasize the importance of a strong technology infrastructure.
- We believe our human infrastructure is even more important and that we should use stories to connect people to their culture and background.



Discussion

- Reviewing the CLC levels of collaboration, what are you doing to support sustainability by engaging the community?