Resources on Cultural and Linguistic Competence (CLC) in Mental Health

General Resources

Betancourt, J.R., Green, A.R. & Carrillo, J.E. (2002). *Cultural competence in healthcare: Emerging frameworks and practical approaches.* New York, NY: The Commonwealth Fund. This report discusses the current definitions of cultural competence as it relates to healthcare, attempts to identify examples of culturally competent care, and determines key elements of cultural competence. The authors then provide recommendations for how to implement culturally competent interventions and strategies in order to improve the quality of care.

Child Welfare Information Gateway, Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). Cultural competence in mental health services. Retrieved from http://www.childwelfare.gov/systemwide/cultural/services/mental.cfm This webpage provides resources on cultural competence issues in providing mental health services. Resources include guidelines, reports, journal articles and other documents.

Chiu, C. & Hong, Y. (n.d). Chapter 27: Cultural competence: Dynamic processes. In Andrew Elliot & Carol S. Dweck (Eds.), *Handbook of Competence and Motivation.* New York: Guilford. This chapter offers a framework for conceptualizing the nature of cultural competence, and for identifying its major components. The authors use recent research in cultural and cross-cultural psychology, and discuss the relationships between multicultural experiences and cultural competence, and the implications of our conceptual framework for studying the psychology of culture.

Goode, T., Jones, W., Jackson, V., Bronheim, S., Dunne, C., & Lorenzo-Hubert, I. (2010). *Cultural and linguistic competence family organization assessment instrument.* Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Retrieved from: http://www.gucchdgeorgetown.net/nccc/clcfoa/
This assessment tool has been specifically developed to address the unique functions of family organizations concerned with children and youth with behavioral-emotional disorders, special health care needs, and disabilities.

Hernandez, M. Nesman, T., Isaacs, M., Callejas, L. M., & Mowery, D. (Eds.). (2006). *Examining the research base supporting culturally competent children's mental health services. (Making children's mental health services successful series, FMHI pub. no. 240-1).* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research & Training Center for Children's Mental Health. Retrieved from http://www.petergamache.com/Reports/CultCompServices.pdf
This monograph describes and analyzes the current research literature related to child and family mental health among four ethnic/cultural groups. A conceptual model is introduced to illustrate potential areas of alignment between cultural/linguistic population characteristics and organizational component in order to increase accessibility and availability of quality mental health services/supports.

Isaacs, M.R., Huang, L.N., Hernandez, M., & Echo-Hawk, H. (2005, December). *The road to evidence: The intersection of evidence-based practices and cultural competence in children's mental health.* Bethesda, MD: National Alliance of Multi-ethnic Behavioral Health Associations.

This policy paper discusses the current knowledge base related to cultural competence and evidence based practices, the need for policy and research that builds cultural competence into EBPs and field-based models, and provides recommendations for better integration of these into practice.

National Alliance on Mental Illness (NAMI). (n.d.). *Multicultural action center: Cultural competence in mental health care. Retrieved from*
http://www.nami.org/Template.cfm?Section=Cultural_Competence&Template=/ContentManagement/ContentDisplay.cfm&ContentID=69339
This webpage provides access to resources that may help groups assess and cultivate their cultural competency. Resources include a self-assessment for determining cultural competence in peer-run mental health programs, fact sheets on cultural competence, and other resources to assist groups providing mental health services to minorities.

National Association of School Psychologists. (n.d.). *Multicultural resources and publications.* Retrieved from http://www.nasponline.org/resources/culturalcompetence/cultcomppractice.aspx
This list of CLC resources is organized into the following categories: a) assessment, b) consultation, c) crisis response, d) disproportionality in education, e) English language learners, f) mental health, g) recruitment, h) cultural awareness and competence, i) communications, j) NASP position statements, and k) NASP podcasts.

National Center for Cultural Competence (NCCC). (n.d.). *Child and adolescent mental health project. Retrieved from* http://www11.georgetown.edu/research/gucchd/nccc/projects/camh.html
This webpage provides information, resources and tools from NCCC's Child and Adolescent Mental Health Project which seeks "to advance and sustain cultural and linguistic competence within mental health care systems serving children and youth with or at risk for serious emotional disturbance and their families." Resources include promising practice briefs, guides, reports and other resources.

National Technical Assistance Center for State Mental Health Planning (NTAC) and
National Association of State Mental Health Program Directors (NASMHPD). (2004, September). *Cultural competency: Measurement as a strategy for moving knowledge into practice in state mental health systems, final report.* This report outlines the rationale for implementing cultural competence, the approaches to implementation, including the measurement of cultural competence as a strategy, and steps that a state mental health commissioner/director can take to move the cultural competence agenda from research into practice.

Pumariega, A.J., Rogers, K., & Rothe, E. (2005). Culturally competent systems of care for children's mental health: Advances and challenges. *Community Mental Health Journal, 41(5),* 539-555. doi: 10.1007/s10597-005-6360-4   This paper reviews the current knowledge about the mental health of culturally diverse youth in the United States, and provides guidance on approaches to address the disparities they face.

Substance Abuse and Mental Health Services Administration. (n.d.). *Early childhood materials, part II: Topic specific resources: Cultural and Linguistic competency.* Retrieved from http://www.samhsa.gov/children/earlychildhood_linguistic.asp This webpage provides links to approximately ten resources that cover topics related to cultural and linguistic competence within mental health care systems serving children and youth. Resources cover a diverse range of populations.

Technical Assistance Partnership for Child and Family Mental Health. (n.d.). *Cultural and linguistic*

competency community of practice. Retrieved from http://www.tapartnership.org/COP/CLC/
This link within the TA Partnership's website provides links to resources and tools to help system of care communities implement and improve their cultural and linguistic competence. Resources are included to address a variety of subgroups including African-Americans, Asian-Americans, Latinos, and GLBT2SQ.

Texans Care for Children. (n.d.). Cultural and linguistic competence. In *Texas children's mental health forum.* Retrieved from
http://texanscareforchildren.org/Texas-Childrens-Mental-Health-Forum/Cultural-and Linguistic-Competence
This section of the Texas Children's Mental Health Forum discusses why it is important to take into consideration culture and language when providing mental health services to children and their families.

Virginia Department of Behavioral Health and Developmental Services. (n.d.). *Information about working with different communities. Retrieved from*
 http://www.dbhds.virginia.gov/2008CLC/OHRDM-CLC-Diff Communities.htm
This webpage within the Virginia state Department of Behavioral Health and Developmental services lists a variety of resources providing information various ethnical and cultural communities and how to work with them when dealing with issues of mental health.

Resources for Specific Populations

African American
Guerin, B., Guerin, P., Diiriye, R.O., & Yates, S. (2004, July). Somali conceptions and expectations concerning mental health: Some guidelines for mental health professionals. *New Zealand Journal of Psychology, 33(2),* 59-67. This article discusses the cultural and religious issues that influence how Somalis view the role of mental health and services. The authors provide recommendations for interventions and strategies professionals can use in working with Somali families to provide services effectively.

Ellis, B. H., MacDonald, H.Z., Lincoln, A.K., & Cabral, H.J. (2008). Mental health of Somali adolescent refugees: The role of trauma, stress, and perceived discrimination. *Journal of Consulting and Clinical Psychology, 76(2),* 184-193. doi: 10.1037/0022-006X.76.2.184 This study examines relations between trauma exposure, post-resettlement stressors, perceived discrimination, and mental health symptoms in Somali adolescent refugees resettled in the U.S. The results lead to a discussion of the implications for program and policy development for refugee adolescents.

Morland, L. (n.d.). Somali Bantu refugees: Cultural considerations for social service providers. In *Bridging Refugee Youth & Children's Services Bulletin.* Baltimore, MD: Lutheran Immigration and Refugee Services and U.S. Conference of Catholic Bishops Migration and Refugee Services. This article discusses the Somali Bantu culture and provides suggested guidelines for providing social services to the families in this community in order to make the services as effective as possible.

Nur, U.I., Dalal, M., & Baker, K. (2005, February). *Best practices: Somali family mental health support program.* Toronto, Ontario, Canada: Ontario Trillium Foundation. This report discusses the Somali Family Mental Health Project which was the result of a collaborative effort from members of the Somali Community and a few mainstream mental health organizations. The authors discuss the challenges and strategies of the project, support provided to the families, needs of the families, and best practices that developed out of the project.

Reitsma, K. (2001, August). *Needs assessment: Somali adolescents in the process of adjustment: Toronto 2001.* Toronto, Ontario, Canada: Community Development and Prevention Program Children's Aid Society of Toronto. This report discusses the results of a needs assessment undertaken by the Somali Youth Coalition. The study discusses themes identified by participants in the areas of pre-migration stressors, discrimination, education, poverty/unemployment, identity, generational conflict, among other themes. The report ends by providing recommendations for program development and suggestions for future action to address the needs of the community.

Vaughn, L.M. & Holloway, M. (2010). West African immigrant families from Mauritania and Senegal in Cincinnati: A cultural primer on children's health. *Journal of Community Health, 35,* 27-35. doi: 10.1007/s10900-009-9191-3 This article discusses the four themes derived from interviews with ten West African families in relation to views of children's health. These themes are: (1) health care practice and expectations including barriers; (2) cultural values and identity; (3) health beliefs and traditions/customs; and (4) quality of life. The authors we provide ideas and a beginning framework to assist health care providers working with other West African emerging populations.

Asian American/Pacific Islander
Kim, I.J., Kim, L.I.C., & Kelly, J.G. (2006). Developing cultural competence in working with Korean immigrant families. *Journal of Community Psychology, 34(2),* 149-165. doi: 10.1002/jcop.20093 This article provides a definition of cultural competence, discusses the history of Korean Americans in the U.S. and the cultural values and family structure. The authors then discuss ways for professionals to create settings for cultural competence using this information.

Lu, F.G. (2010). Chapter 5: Asian Americans and Pacific Islanders. In Ruiz, P. & Primm, A. (Eds.), *Disparities in psychiatric care: Clinical and cross-cultural perspectives* (pp. 40-50). Philadelphia, PA: Lippincott Williams & Wilkins. This chapter discusses the status of Asian American health and access to services. It also discusses the disparities and what interventions are needed to improve the access to and care provided to this subgroup in receiving needed mental health services.

Gay, Lesbian Bi-Sexual, Transgender, Two-Spirited, and Questioning (GLBT2SQ)
Gamache, P., & Lazear, K. J. (2009). *Asset-based approaches for lesbian, gay, bisexual, transgender, questioning, intersex, two-spirit (LGBTQI2-S) youth and families in systems of care.* (FMHI pub. no. 252). Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health. Retrieved from http://rtckids.fmhi.usf.edu/rtcpubs/FamExp/lgbt-mono.pdf This monograph discusses the current research literature related to youth and families who are sexual/gender minorities and provides recommendation for future research to meet the needs of those who serve this population. It also presents a model of cultural competence to develop programs to serve the LGBTQI2-S population.

Native American
Faircloth, S C. & Pfeffer, R. (2008). Collaborating with tribal communities and families to improve the social, emotional, and linguistic competence of young indigenous children. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 15,* 19-26. doi: doi:10.1044/cds15.1.19 The purpose of this article is to provide an overview of an innovative community based participatory based research partnership between a university researcher and a tribal Head Start

program. This initiative is aimed at improving communicative competence of young Indigenous children while simultaneously decreasing challenging behaviors.

Promoting Wellness in American Indian Youth: The Role of School Mental Health
This issue brief, http://csmh.umaryland.edu/resources/CSMH/briefs/AI%20Issue%20Briefx.pdf, is intended for school mental health stakeholders interested in helping to **increase wellness in American Indian youth and communities**. The brief is written from the perspective that a **collaborative partnership approach** to wellness promotion is the most appropriate and effective way for outside professionals to work with American Indian communities. The brief begins with background information regarding common American Indian beliefs about wellness, then presents risk and protective factors and common outcomes for American Indian youth, continues by describing potential resilience-building roles and activities for school mental health clinicians, and ends with recommendations and resources. The brief is a working document. If you would like to provide any feedback or additional information, please email Jennifer Gibson (jgibson@psych.umaryland.edu) at the Center for School Mental Health

Multicultural Counseling Guide
http://www.scribd.com/doc/35851386/Handbook-of-Multicultural-Counseling-Competencies

Promoting Cultural Diversity and Cultural Competency: Self-assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and their Families.
http://nccc.georgetown.edu/documents/**Checklist**BehavioralHealth.pdf
Tawara D. Goode ▪National Center for Cultural Competence ▪ Georgetown University Center for Child & Human Development ▪ University Center for Excellence in Developmental Disabilities Education, Research & Service ▪ Adapted from *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings*▪ June 1989. (Revised 2009).

Serving Everyone at the Table: Strategies for Enhancing the Availability of Culturally Competent Mental Health Service
http://rtckids.fmhi.usf.edu/rtcpubs/CulturalCompetence/availability/Availability-Monograph.pdf This monograph aims to increase awareness of the impact of culture on the availability of mental health services with the goal of improving services for culturally/racially diverse families in ways that reduce mental health disparities. The monograph is second in a series outlining successful strategies for increasing access, availability, and utilization of services at the organizational and direct service levels. Availability strategies were identified through interviews conducted with personnel from 12 organizations that met study criteria.

The Road to Evidence: The Intersection of Evidence-Based Practices and Cultural Competence in Children's Mental Health
http://emhd.us/documents/RoadtoEvidence-93006.pdf
This policy paper on the intersection of evidence-based practices (EBPs) and cultural competence grows out of research findings and policy trends that encourage greater use of EBPs in clinical programs with children, adolescents, and their families to improve the quality of care and outcomes of mental health interventions.

Responding to the Needs of Underserved Populations
While an increasing amount of research is being conducted on the effectiveness of programs and interventions being used to improve the mental health of adolescents, many have struggled to demonstrate effectiveness for populations that are historically underserved. The summer issue of *Focal Point*, a

semiannual bulletin produced by the Research and Training Center on Family Support and Children's Mental Health, places its spotlight on various interventions and programs that respond to specific needs of populations such as Hispanic, GLBT, Asian American, and American Indian youth. The online version of this journal, along with its free full-text articles, can be accessed at http://www.rtc.pdx.edu/pgFPS07TOC.php.