



HISPANIC/LATINO
BEHAVIORAL HEALTH
CENTER OF EXCELLENCE

Introduction to the National Enhanced CLAS Standards: Understanding
Disparities and Building Health Equity
(Culturally and Linguistically Appropriate Services)

Session 3

June 25th, 2024

Presenter:

Haner Hernández PhD, CPS, CADCI, LADCI

In collaboration with The Central East Addiction Technology Transfer Center (ATTC)



**CLAS Matters! Helping People
Achieve Their Full Health Potential**

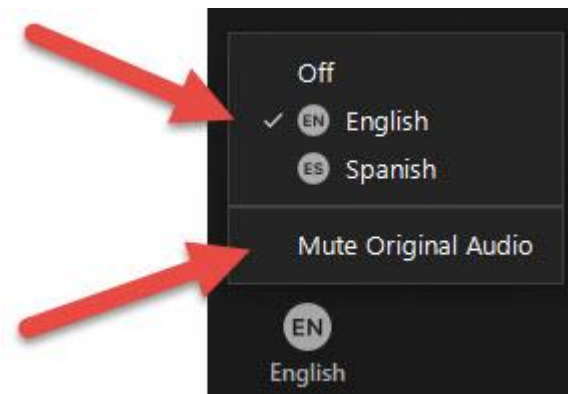
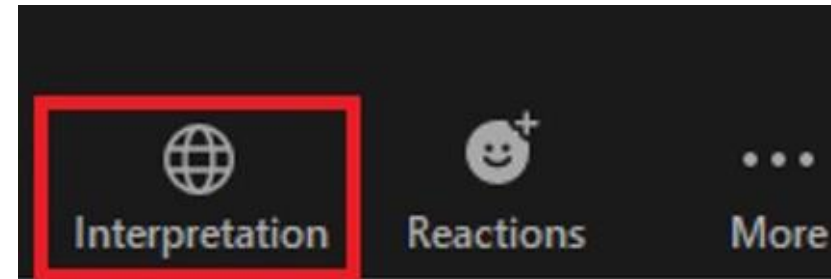


For simultaneous translation to Spanish

Para traducción simultánea a Español

Click the
interpretation tab
and then click
Spanish

Presionar la pestaña
de interpretación y
luego
presionar Español



Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care

“The CLAS Standards are intended to advance health equity, improve quality of care and help eliminate health care disparities by providing a blueprint for **individuals** and health and health care **organizations** to implement culturally and linguistically appropriate services.”



Building Health Equity and Inclusion

ATTC Network, Building Health Equity and Inclusion, [Free Resources](#)

The use of affirming language inspires hope and advances recovery.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The ATTC Network uses affirming language to promote the promises of recovery by advancing evidence-based and culturally informed practices.



ATTC

Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Enhanced National CLAS Standards

1. Principle Standard
2. Governance, Leadership, Workforce
3. Communication and Language Assistance
4. Engagement, Continuous Improvement and Accountability

Principle Standard

1. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

Questions to Consider

1. What cultures do you see in your community of practice?
2. What groups or communities in your service are do you feel are especially vulnerable in your setting?
3. What questions or concerns do you have about navigating cultural and language barriers for persons of specific racial, ethnic and linguistic minorities, people with disabilities, and sexual orientations and gender identities?

Principle
Standard



Assessment

- Organization
- Patient/Client
- Self (provider)



* Cultural Competence Self Assessment handout

Standard 1: Application(s) for Practice

- Assess for agency capacity to provide a culturally supportive environment at various levels of organizational structure
- Gather information on cultural characteristics of communities served, i.e.: cultural beliefs & practices, communication nuances
- Patient/client feedback of experiences of care and services accessed



Organizational Assessment Tools

- Coalition for Communities of Color, [Tool for Organizational Self-Assessment Related to Racial Equity](#)
- Racial Equity Tools, [Organizational Assessment Tools and Resources](#)
- Michigan State University, Equity Organizational Self-Assessment, [Microsoft Word - equity org self assessment 11-5-18.docx \(systemexchange.org\)](#)
- Annie E. Casey Foundation, [Organizational Self-Assessment](#)

Governance, Leadership, Workforce

2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.
3. Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area. (How?)
4. Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

Questions to Consider

1. Does organization have a culturally informed mission statement?
2. Do employee hiring guidelines outreach to professionals who are bicultural and/or bilingual in languages that correspond with the populations they serve?
3. Are all staff, (front line workers, leadership, administrative personnel) required to attend annual updated cultural competence trainings?

**Governance,
Leadership,
Workforce**

Mission Statement

“To provide the highest quality, compassionate health care to our clients, families, and others in need, through a comprehensive array of services anchored in exceptional service and deliberate expectations for the very best clinical outcomes.”

We strive to be a customer-focused organization staffed by highly trained professionals who are dedicated to patients, families and the communities we serve. To uphold our mission, we deliver quality behavioral healthcare that ensures security and preserves dignity while enhancing the wellbeing of those who entrust us with their care.

Standard 2-4: Application(s) for Practice

- Organizational governance and leadership to promote CLAS and health equity
- Recruitment of culturally and linguistically competent leadership and workforce
- Training and education for culturally and linguistically competent governance, leadership and workforce



**An Implementation Checklist for the National CLAS
Standards - handout**

Language(1 of 2)

“Tengo un problema y necesito información, me gustaría hablar con alguien pero no puedo hablar inglés muy bien. ¿Quién puede ayudarme? Levanten la mano por favor si pueden ayudar.”



Language (2 of 2)

“Niko na shida na nahitaji taarifa fulani. Ningependa kuongea na mtu na sipendi kuongea kiingereza. Je, ni watu wangapi hapa wanaweza kunisaidia? Inua mkono”



Communication and Language Assistance (1 of 2)

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.

Communication and Language Assistance (2 of 2)

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.

Questions to Consider

Questions to Consider (Module 5)

- Does agency staff elicit patient's preferred language? If so, when?
- Does agency have a method of notifying consumers of the right to have an interpreter at no cost to them?
- How does organization assure staff are appropriately trained in language access services?
- What protocols are engaged to update literature in community languages?

Strategies to Increase Communication

In your large groups:

Consider crucial information that patients and clients need to have and develop a linguistically appropriate flyer to inform of availability, ie., ***food delivery times changing, HIV testing explanation, new medical provider on-staff***, etc.

Report out



Standards 5-8: Application(s) for Practice

- Conduct an annual assessment of languages spoken within the target community, include data on people who are deaf/hard of hearing.
- Ensure that language access services include sign language interpretation.
- Ensure that records, patient education, and health/mental health promotion resources are translated into the languages spoken by the patient/client population, including audio or Braille.

An Implementation Checklist for the National CLAS Standards - handout

Engagement, Continuous Improvement, and Accountability (1 of 3)

9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.

Engagement, Continuous Improvement, and Accountability (2 of 3)

12. Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.
13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.

Engagement, Continuous Improvement, and Accountability (3 of 3)

14. Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.

Questions to Consider

- Have self assessment processes or committees been formed to review organizational policies, planning, and operations protocols?
- Has the organization developed relationships with the cultural and spiritual leaders in the community?
- Does the organization have periodic advisory group meetings made up of diverse stakeholders and community members to ensure culturally informed delivery of services?

Standards 9-15: Application(s) for Practice (1 of 2)

- Integrate implementation of the CLAS standards for behavioral health and HIV/AIDS care, treatment, and related services into the organization's strategic plan.
- Identify and select instruments, tools, data sources, and processes for self-assessment of CLAS-related activities.
- Inform patients/clients that they have the option to share or not share racial, ethnic, and language data, and that their choice will not in any way affect their ability to receive services.

Standards 9-15: Application(s) for Practice (2 of 2)

- Provide cross-cultural communication training, including how to work with an interpreter, and conflict resolution training to all staff.
- Obtain patient/client and staff input to craft the grievance policy and process.
- Disseminate progress toward implementing CLAS to diverse constituents on at least an annual basis.

An Implementation Checklist for the National CLAS Standards - handout



Questions?