

# The Facilitator's Guide

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Course III

*Supporting and Advocating for  
Culturally Competent  
Organizations*



[www.ThinkCulturalHealth.hhs.gov](http://www.ThinkCulturalHealth.hhs.gov)



## *Course III is based on CLAS Standards 8–14, which focus on organizational supports*

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*Standard 8: Health care organizations should develop, implement, and promote a written strategic plan that outlines clear goals, policies, operational plans, and management accountability to provide culturally and linguistically appropriate services.*

*Standard 9: Health care organizations should conduct initial and ongoing organizational self-assessments of CLAS Standards–related activities and are encouraged to integrate these into overall activities.*

*Standard 10: Health care organizations should ensure that data on the patient's race, ethnicity, and spoken and written language are collected in health records, integrated into the organization's management information systems, and periodically updated.*

*Standard 11: Health care organizations should maintain current demographic, cultural, and epidemiological profile of the community as well as a needs assessment to accurately plan for and implement services that respond to the cultural and linguistic characteristics of the service area.*

## *CLAS Standards (cont.)*

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*Standard 12: Health care organizations should develop partnerships with communities and facilitate community and patient involvement in designing and implementing CLAS Standards–related activities.*

*Standard 13: Health care organizations should ensure that conflict and grievance resolution processes are culturally and linguistically sensitive and capable of identifying, preventing, and resolving cross-cultural conflicts or complaints by patients.*

*Standard 14: Health care organizations are encouraged to regularly make available to the public information about their progress and successful innovations in implementing the CLAS standards and to provide public notice in their communities about the availability of this information.*

# *Course III Learning Objectives*

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*At the end of this session, you should be able to:*

- *Suggest ways you can support cultural competency within your organization*
- *Suggest ways you can contribute to the strategic planning process within your organization*
- *Identify the attitudes, knowledge, and skills necessary to develop cultural competence*
- *Suggest ways you can contribute to developing and maintaining community partnerships*
- *List characteristics of a culturally competent organization*

# *Characteristics of Culturally Competent Organizations*

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*Culturally competent health care organizations should have:*

- *A culturally diverse staff that reflects the community served*
- *Providers or interpreters who speak the patients' language(s)*
- *Training for providers to better understand the culture and language of the people they serve*
- *Signs and written instructions in the patients' language(s) that are consistent with their cultural norms*
- *Culturally specific health care settings (e.g., a neighborhood clinic for immigrants)*
- *Commitment to ensuring that patients receive effective, understandable, and respectful care*

# *Supporting Culturally Competent Organizations*

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- *Advocacy*
- *Emphasizing that developing organizational cultural competence is an ongoing and dynamic process*
- *Educating colleagues and about the characteristics of culturally competent organizations*
- *Influencing adoption of the organizational supports laid out in the CLAS Standards*
- *Serving as representatives on organizational cultural competence committees or workgroups*
- *Educating yourself about cultural aspects of nursing care*
- *Joining organizations that promote cultural competence in nursing*
- *Managing nursing staff and workload within the framework of cultural competence*

# *Recap and Reflection*

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- *Culturally competent organizations have culturally diverse staff that reflect their patient population and have providers or interpreters who speak the patients' language and receive ongoing training.*
- *Culturally competent organizations also display signs and written instructions in the patients' language and have culturally specific health care settings.*
- *It might not be reasonable to expect from you as an individual nurse to create a culturally competent organization. However, as a key member of health care teams, nurses have many opportunities to support your organization in using cultural competence practices.*

*Take a moment to reflect on what we have covered so far.*

*What are your most important insights?*

# *Advocacy*

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- *“The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient” (Code of Ethics for Nurses adopted by the American Nurses Association, 2001)*
- *Advocating for patients is not limited to a specific work environment, and you can practice advocacy on a daily basis by guiding patients through the health care system, providing referrals, and encouraging communication between you and your patients*

# Advocating for Cultural Competence

*You can advocate for:*

- *Better access to health care*
- *Fewer medical errors*
- *More effective preventive services*
- *Greater patient satisfaction*
- *Improved patient understanding and compliance*



# *Advocacy Skills*

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- *Ability to communicate effectively with patients and their families, other health care providers, and staff within the organization*
- *Knowledge of the cultural beliefs, practices, patient preferences, competencies, legal parameters, and tasks related to the issue*
- *Ability to work collaboratively to promote change*
- *Willingness to serve as a change agent*
- *Commitment to diversity and provision of quality care to all, regardless of personal characteristics*

# *Self-Assessment Exercise*

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**Please take a moment to answer the following questions about your role in advocating for and supporting the CLAS standards in your organization.**

1. What ways, if any, have you advocated for cultural competency in your organization?

2. Thinking about what you learned in this module, how will you advocate for cultural competency in your place of work, community, and/or professional organizations?

3. What policy, procedures, and infrastructure changes do you recommend that support the provision of CLAS in your organization?

# *Recap and Reflect*

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- *You can advocate for your patients in many ways to include encouraging changes in policy, procedures, and infrastructure support or become an active member of decision-making bodies and committees within your organization*
- *To effectively advocate, you need ability to communicate with different audiences, knowledge of cultural beliefs of your patient populations, ability to collaborate, willingness to serve as a change agent, and commitment to diversity and provision of quality care for all*

*Take a moment to reflect on what we have covered so far.  
What are your most important insights?*

# *Organizational Assessments*

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- *CLAS Standard 9 recommends conducting initial and ongoing organizational self-assessment and including assessment measures in overall activities*
- *An organizational self-assessment should focus on capacities, strengths, and weaknesses of the organization in implementing the CLAS Standards*
- *An assessment can identify areas that help or hinder effective service delivery for all patients*

# *Areas for Measuring Cultural Competence*

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- *Define culture broadly*
- *Value clients' cultural beliefs*
- *Recognize complexity in language interpretation*
- *Facilitate learning between providers and communities*
- *Involve the community in defining and addressing service needs*
- *Collaborate with other agencies*
- *Professionalize staff hiring and training*
- *Institutionalize cultural competence*

# Organizational Assessment Exercise

Organizational Environment Assessment Checklist
<input type="checkbox"/> Resources
<input type="checkbox"/> Interactions
<input type="checkbox"/> Materials
<input type="checkbox"/> Environment
<input type="checkbox"/> Organizational strategies

**Note.** Adapted from "A Practical Guide for Implementing the Recommended National Standards for Culturally and Linguistically Appropriate Services," by U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, 2003. Retrieved May 8, 2006, from [http://minorityhealth.hhs.gov/assets/pdf/checked/CLAS\\_a2z.pdf](http://minorityhealth.hhs.gov/assets/pdf/checked/CLAS_a2z.pdf)

- *In what areas is your organization doing well?*
- *What are areas of improvement within your organization?*
- *How can you advocate for improvements?*

# *Recap and Reflection*

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- *An organizational self-assessment should focus on capacities, strengths, and weaknesses of the organization in implementing the CLAS Standards*
- *Assessing the capabilities of your organization can help you identify ways of meeting patient needs and reducing health care costs*
- *Any unit within your organization (specific floor, unit, or group of staff members) could do its own assessment and make improvements*
- *To conduct an assessment, you can use the tools recommended in this module such as checklists*

*Take a moment to reflect on what we have covered so far.  
What are your most important insights?*

# *Overview of Strategic Planning*

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- *Strategic planning is a process initiated by the organization's leadership in order to develop a long-range plan or vision that identifies future accomplishments*
- *Strategic planning is usually a group activity*
- *Strategic planning helps an organization define and structure goals, and identify activities and resources required to achieve its objectives*
- *Nurses can contribute to strategic planning through advocacy, participating in quality improvement, and data collection*



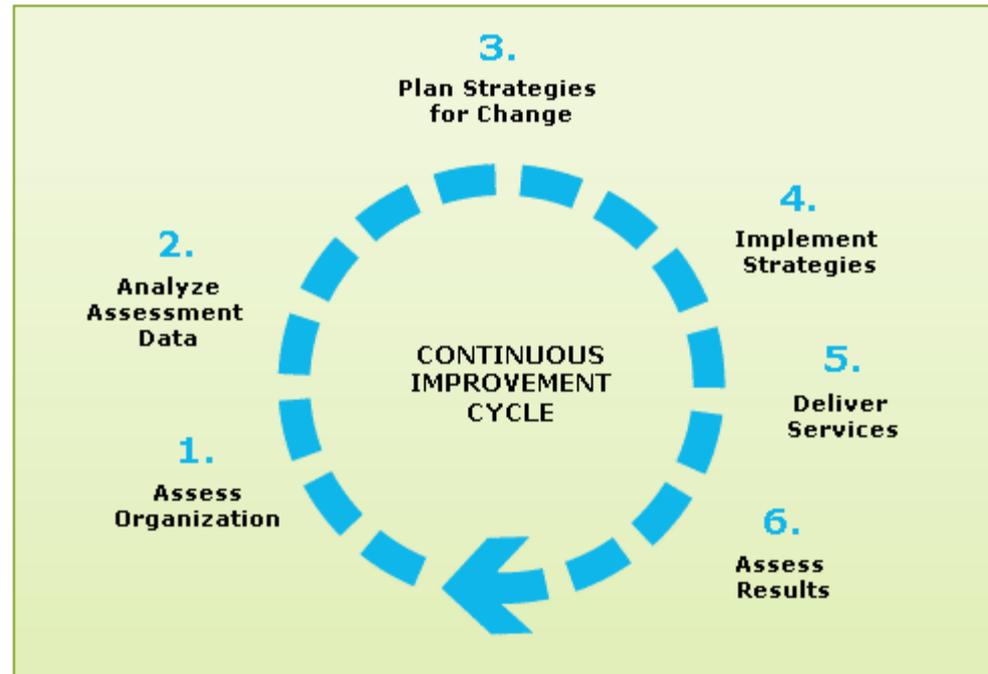
# *Strategic Planning*

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*CLAS Standard 8: Health care organizations should develop, implement, and promote a written strategic plan that outlines clear goals, policies, operational plans, and management accountability/oversight mechanisms to provide culturally and linguistically appropriate services*

# *Continuous Improvement Cycle*

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# *Data Collection*

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## *Data collection:*

- *Build an epidemiological profile of the community*
- *Assess needs for language services and health literacy assistance*
- *Monitor needs, use, quality of care, and outcome patterns*
- *Evaluate program effectiveness*
- *Ensure equitable services*

## *Patient privacy (HIPAA)*

# *Recap and Reflection*

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- *You may be involved in strategic planning in several ways; for instance, through continuous quality improvement process or by collecting patients' data and integrating them into your management systems*
- *Your contribution can be critical in maintaining demographic, cultural, and epidemiological profiles of the communities that you serve*

*Take a moment to reflect on what we have covered so far.  
What are your most important insights?*

# *Cultural Competence Knowledge*

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- *Self-awareness, knowledge of cultural beliefs*
- *Concept of culture and culturally specific worldview*
- *Local and national demographics*
- *Legal, regulatory, and accreditation issues related to culture and language in health care*
- *Cultural and linguistic policy statements or standards developed by professional associations*



# *Cultural Competence Skills*

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- *Ongoing assessment of your biases and cultural preconceptions*
- *Communication tools and strategies for eliciting patients' social, family, and medical histories, as well as their health beliefs, practices, and explanatory models*
- *Access to and interaction with diverse local communities to understand their traditional or group-specific health care practices and needs*
- *Assessment of patients' language skills and literacy skills*



# *Cultural Competence Attitudes*

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- *Lifelong commitment to learning and self-evaluation*
- *Open-mindedness and respect for all patients*
- *Promotion of patient-and family-centered care*
- *Commitment to equal quality for all and fairness in health care settings*
- *Focus on identifying systemic barriers and maintaining a proactive attitude to eliminate them*



# *Ida Wilson Case Study*

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- *Ida Wilson*
  - *75-year-old African-American woman with diabetes and additional health problems*
  - *Nurse tries to determine what medications Mrs. Wilson is taking*



# *Recap and Reflection*

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- *Ongoing training and education programs for nurses (and all staff) can help you become more culturally sensitive and raise cultural awareness*
- *Cultural competency training should focus on knowledge, skills, and attitudes that will help you improve communication and understanding and thus better serve your patients*

*Take a moment to reflect on what we have covered so far.  
What are your most important insights?*

# *Overview of Partnerships*

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- *Help agencies and organizations address common public health concerns by sharing financial burdens and responsibilities*
- *Serve as a vehicle to engage the communities and let the public know about the programs (CLAS Standard 14)*
- *Facilitate the design of culturally sensitive and linguistically appropriate interventions*
- *Enhance long-term sustainability and follow-up to initiatives devoted to addressing cultural concerns*

# *Examples of Partnering Organizations*

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- *Local governmental health agencies*
- *Voluntary health organizations*
- *State health departments and other State agencies*
- *Community interest groups, cultural centers, local businesses, and civic organizations*
- *Professional organizations*
- *Private organizations and foundations*

# *Factors for Successful Partnerships*

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- *Shared vision*
- *Agreement on mission, goals, and outcomes*
- *Mutual trust, respect, and commitment*
- *Identified strengths and assets*
- *Clear and accessible communication*
- *Ability to evolve, using feedback from all partners*
- *Processes based on input and agreement of all partners*

# *Ways to Engage Communities*

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- *Involving community members in planning and advisory committees*
- *Cosponsoring community forums and discussions about health care*
- *Inviting those knowledgeable about cultural beliefs to serve as advisers or trainers to improve cultural competence*
- *Hiring members of minorities to serve as health personnel*
- *Asking community members to provide feedback*
- *Identifying cultural strengths, resources, and expertise of the local community*

# *Rob Ocuca Case Study*

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- *Rob Ocuca*
  - *Native American Teenager*
  - *Member of the Pima tribe*
  - *Has diabetes*
  - *Has been disruptive at school and has been suspended*
  - *Nurse facilitates communication between the school and the tribe to develop a community partnership*



# *Recap and Reflection*

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- *Partnerships with local communities are strongly recommended by CLAS Standard 12*
- *Community partnerships can help the health care organization enhance the quality of its services through developing culturally competent practices*
- *To be successful, partnerships need several factors that include shared vision, agreement on mission, goals, and outcomes, mutual trust, and processes based on input and agreement of all partners*

*Take a moment to reflect on what we have covered so far.  
What are your most important insights?*

# Course III Summary

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- *Health care organizations can incorporate principles, practices, and values of cultural competence into strategic planning, assessment, data collection, training, and building community partnerships*
- *Organizations using culturally competent processes can improve health outcomes, enhance consumer satisfaction, increase clinical and staff efficiency, and potentially reduce health disparities*
- *You have many opportunities to serve as advocates for cultural competence. The first step can be becoming familiar with the CLAS Standards and looking for opportunities to promote them*

# Posttest and Certificate

U.S. Department of Health & Human Services [www.hhs.gov](http://www.hhs.gov)

Office of Minority Health [minorityhealth.hhs.gov](http://minorityhealth.hhs.gov)

**OMH** U.S. Department of Health and Human Services  
Office of Minority Health

## Culturally Competent Nursing Care: A Cornerstone of Caring

### DVD Test Center Login

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*This site has been developed for DVD participants only*

### Welcome to the DVD Test Center

Welcome to *Culturally Competent Nursing Care: A Cornerstone of Caring* at HHS OMH's Think Cultural Health. Each of the programs featured on Think Cultural Health (TCH) are founded on the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (National CLAS Standards).

In April 2013, the National CLAS Standards were re-released after undergoing a two-year enhancement initiative. This program, along with others featured on TCH, is scheduled to be under annual review for accreditation purposes and will be updated to reflect the National CLAS Standards enhancements.

To assist you during this transition, we recommend that you reference this [crosswalk](#) (PDF - 115 KB) and [fact sheet](#) (PDF - 59 KB) which will assist in understanding the numbering and organization of the re-released National CLAS Standards.

Nurses spend more time in direct patient care than other groups of health professionals and are employed in a variety of settings. Increasingly diverse racial, ethnic, and sociocultural backgrounds of patients, colleagues, and staff may present challenges to you as you strive to provide care. Cultural and language differences may engender misunderstanding, a lack of compliance, or other factors that negatively influence clinical situations and impact patient health outcomes. The Culturally Competent Nursing Modules (CCNMs) were developed to effectively equip you with awareness, knowledge, and skills to better treat your increasingly diverse patient population.

Register today to complete the Course Pretests before your facilitated group session, or log in with your username and password to complete the Course Posttests and Evaluations if you have already attended your session.

Nurses can earn up to 9 continuing nursing education units (CNEs) and social workers can earn up to 9 continuing education units (CEUs).

This continuing education activity is jointly sponsored by Cine-Med, Inc, SRA International, and Astute Technology. Supported through unrestricted monies from the Office of Minority Health at the United States Department of Health and Human Services.

To access the Test Center, please log in or complete the registration form. Once your registration is complete, you will be presented with the accrediting information, instructions, and a status checklist.