

The **Facilitator's Guide:**
Companion to
*A Physician's Practical Guide to Culturally
Competent Care*

<http://www.thinkculturalhealth.hhs.gov>



A Physician's Practical Guide to Culturally Competent Care

- ◆ ***Theme 1:
Fundamentals of Culturally Competent Care***
- ◆ ***Theme 2:
Speaking of Culturally Competent Care***
- ◆ ***Theme 3:
Structuring Culturally Competent Care***

Theme 3: Structuring Culturally Competent Care

- ◆ ***Module 3.1: Importance of Environment/Climate***
- ◆ ***Module 3.2: Assessing your Community***
- ◆ ***Module 3.3: Building Community Partnerships***

Importance of Environment/Climate Learning Objectives

- ◆ ***There are three objectives:***
 - ***Describe aspects of the office environment that support cultural competence***
 - ***Determine strategies that will assist with an assessment of their organization's cultural competence***
 - ***List resources for strategic planning processes that support cultural competency***

Setting the Stage: Case Study

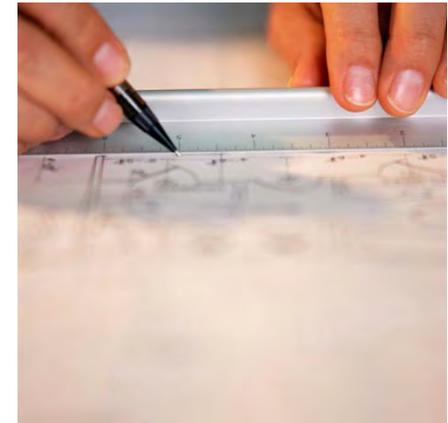
◆ ***Gebru Gidada:***

- ***Is a 57-year-old male Ethiopian native who has lived in the United States for 15 years. After suffering a heart attack, he wants his community to learn more about heart health. He has moderate insurance benefits as a retiree from a manufacturing plant.***



CLAS Standards 8 and 9

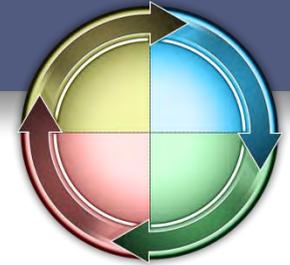
- ◆ **Standard 8: Develop, implement, and promote a written strategic plan with clear goals, policies, and accountability mechanisms**
- ◆ **Standard 9: Conduct initial and ongoing organizational self-assessment and include measures in overall activities**



The Office Environment

- ◆ ***Develop training to assist staff in becoming culturally sensitive and raise awareness***
- ◆ ***Perform self-audits and assess how staff think they are handling cultural and individual differences***
- ◆ ***Ask staff to assist with designing ways to provide a supportive and encouraging environment for patients***
- ◆ ***Provide staff with knowledge and experiences about the role of cultural and individual diversity in professional practices***

Organizational Assessment and Strategic Planning



- ◆ *The process of assessing the organization and implementing strategies for improvement of care should be part of a continuous cycle.*
- ◆ *The more people involved, the more data-rich and useful the process will be to the organization.*
- ◆ *Results of the assessment should be used to identify areas that help or hinder service delivery.*

Office Environment Assessment Checklist



Office Environment Assessment Checklist

From *A Practical Guide for Implementing the Recommended National Standards for Culturally and Linguistically Appropriate Services* (<http://www.cms.gov/healthcare/quality/proc00.asp>)

Resources

- Are appropriate resources available to patients (e.g., language resources, health care information)?
- Does the health care center (e.g., office) offer appropriate hours based on community employment/business needs?
- Are patients with special needs, including language needs, afforded extra time in scheduling?

Interactions

- Are interactions among staff and patients open-minded and respectful?
- Are staff members diverse and aware of cultural differences and impacts?
- Are staff members aware of confidentiality requirements, and is confidentiality respected?
- Do staff attitudes and behaviors welcome diversity?

Materials

- Does signage appear in languages appropriate to the practice and the community profiles?
- Are written materials of all types (including magazines) available in languages appropriate to the practice and community profiles?
- Do written materials take into account the literacy levels of patients receiving services?
- Do videos or other media for education, treatment, and so on, reflect the culture and ethnic background of the patients?
- Are materials free of negative cultural, racial, or ethnic stereotypes?

Environment

- Is the waiting area comfortable, with pictures, decorations, refreshments, and so on, appropriate to the diversity of the patient community?
- Do the office's reception practices welcome patients of all backgrounds and make it equally easy for them to register, have questions answered, and obtain treatment?
- Do telephone manners acknowledge and account for differences in patients' needs?
- Is a mission plan visible to patients, and does it include a statement about a commitment to delivering culturally competent services?

Organizational Strategies

- Are staff (including physicians) aware of policies about behavior and attitudes toward all patients, including minority patients?
- Are there rewards for appropriate behavior and sanctions for inappropriate behavior?
- Do all staff members receive training in areas that will contribute to cultural competence?
- Is someone responsible for oversight about culturally competent care-related issues?
- Does the organization have a strategic plan for delivering culturally and linguistically appropriate services?
- Is the community involved in decisions about the care and services that are offered?
- Does the practice know which patients need language access services and have a method to supply the services when needed?
- Are staff members aware of social practices, beliefs, history, traditional practices, medical approaches, and other culturally based factors that may have an impact on health care decisions for the minority/ethnic groups represented in the practice?
- Do patients/consumers believe that they are receiving culturally competent care?

Assessing Your Community Learning Objectives

- ◆ ***There are three objectives:***
 - ***Describe the importance of data collection and analysis in providing culturally competent care***
 - ***Identify resources to collect, use, and manage data to create community and practice profiles and needs assessments***
 - ***Describe challenges to data collection and ways to mitigate them***

Setting the Stage: Case Study

◆ *Holly Ivey:*

- *Holly is a 4-year-old African American girl with asthma, who has not had immunizations. Her mother works, but has no health insurance.*

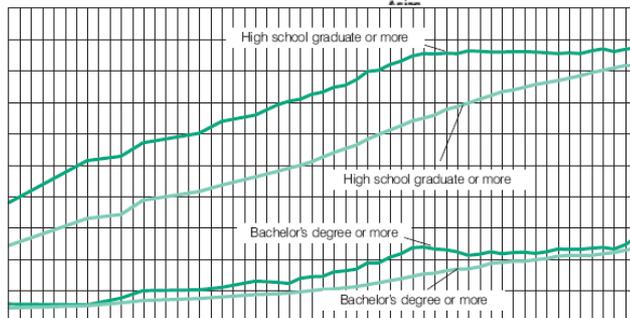


Why Is Data Collection and Analysis Important?

- ◆ Identifies population groups within a service area
- ◆ Builds an epidemiological profile of the community—demographics, morbidity by racial and ethnic groups, gender, etc.
- ◆ Helps identify community partners to assist with outreach and service delivery to different ethnic groups

Table 1.
Population by Race and Hispanic Origin: 2000 and 2003
(Numbers in thousands)

Race and Hispanic origin	April 1, 2000		July 1, 2003		Change 2000 to 2003	
	Total	Percent	Total	Percent	Number	Percent
Total population	281,423.2	100.0	290,809.8	100.0	25.1	62.5
One race	277,525.5	98.6	286,502.2	98.5	22.0	63.0
White	228,105.8	81.1	234,196.4	80.5	31.8	60.3
Black or African American	35,704.3	12.7	37,098.9	12.8	30.5	62.5
American Indian and Alaska Native	2,883.8	0.9	2,786.7	1.0	25.9	66.3
Asian	10,589.1	3.8	11,924.9	4.1	32.6	62.0
Hispanic	482.6	0.2	495.3	0.2	45.8	49.3
Hispanic or other	3,897.7	1.4	4,307.6	1.5	34.1	60.8
Two or more races	231,435.7	82.2	237,899.4	81.8	25.9	66.3
White	37,104.4	13.2	38,749.0	13.3	32.6	62.0
Black or African American	4,225.1	1.5	4,386.2	1.5	45.8	49.3
American Indian and Alaska Native	12,008.7	4.3	13,503.0	4.6	34.1	60.8
Asian	906.8	0.3	959.6	0.3	25.9	66.3
Hispanic	35,308.3	12.5	39,898.9	13.7	32.6	62.0
Hispanic or other	195,578.4	69.5	197,326.3	67.9	34.1	60.8



populations is larger than the total because some people belong to more than one racial group.

Estimates Program, April 1, 2000 and July 1, 2003.

Community Assessment CLAS Standards

- ◆ **Standard 10: Patient data collection, to include: race, ethnicity, and spoken and written language**
- ◆ **Standard 11: Maintain current demographic, cultural, and epidemiological community profiles and conduct needs assessment of service area**



Does My Practice Need to Provide Language Services?

- ◆ ***You can use data to apply a four-factor test to assess the:***
 - ***Number or proportion of LEP persons from a particular language group you serve or may encounter in the service population***
 - ***Frequency with which your practice has had contact with LEP individuals from different language groups seeking assistance***
 - ***Importance or urgency of your health services***
 - ***Level of resources and costs required to provide language access services***

Using and Managing Data

Patients' rights to privacy include the following:

- ◆ ***Data collection follows appropriate federal regulations, guidelines, and requirements for privacy and confidentiality.***
- ◆ ***Patients must be informed about the purposes of any data collection and be assured of confidentiality.***
- ◆ ***Data should never be used for any discriminatory purposes.***
- ◆ ***Patients may choose not to provide data.***
- ◆ ***Patients must provide permission in advance if their protected health information is to be shared.***
- ◆ ***Data collection must adhere to standard procedures and to racial and ethnic categories specified by the U.S. Office of Management and Budget (OMB).***

HIPAA Guidance

- ◆ ***There are no restrictions on using “de-identified” health information.***
- ◆ ***HIPAA permits health care operations to use protected health care information for quality assessment and improvement activities—cultural competency activities qualify.***

How Can I Establish Efficient Data Collection Procedures?

- ◆ ***Gather patient demographic data when patients:***
 - ***Make an appointment***
 - ***Register at the front desk***
 - ***Meet with a health care provider***
- ◆ ***Add questions about primary language or racial and ethnic background to registration forms***
- ◆ ***Ask a brief series of interview questions during an office visit***
- ◆ ***Find out if any local public health organization in your area collects data that can be shared in summary format***

Building Community Partnerships Learning Objectives

- ◆ ***There are three objectives:***
 - ***Describe the importance of developing health-related partnerships with the community***
 - ***Identify components of forming community health partnerships, and list the characteristics of successful community partnerships***
 - ***Describe the benefits of including minority community members in health partnerships***

Why Is It Important to Develop Community Partnerships?

- ◆ ***To foster a mutual exchange of expertise that helps shape the direction and practices of the health care organization***
- ◆ ***To solve public health problems that extend beyond the reach and resources of a single organization***
- ◆ ***To help agencies and organizations share financial burdens and create shared communities***



Who Can We Partner With In Our Community?

- ◆ ***Other health care providers***
- ◆ ***Community health organizations, such as hospitals and clinics***
- ◆ ***Local, state, and federal agencies***
- ◆ ***Voluntary health organizations***
- ◆ ***Community interest groups***
- ◆ ***Civic organizations***
- ◆ ***Professional organizations***

Factors for Successful Partnerships

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



Benefits of Including Minority Communities in Health Partnerships

- ◆ ***Helps to identify resources and expertise on the community's language, cultural beliefs, or demographic information that can assist providers in offering culturally competent care***
- ◆ ***Can assist health care providers to educate community members about specific diseases, risk factors, health behaviors, and prevention***

The Whole Team: Developing a Partnership?

- ◆ ***Is the office staff being realistic in their shared belief that they can make a difference in the larger community?***
- ◆ ***How would you handle this? If you worked for this practice, how would you react to the presentations that Dr. Johnson and Mrs. Smith made?***



Online Test Center

<http://cccm.thinkculturalhealth.hhs.gov/iDVDusers>

The screenshot shows the user interface of the Online Test Center. At the top, there is a navigation bar with the U.S. Department of Health & Human Services logo and the URL www.hhs.gov. Below this is the Office of Minority Health logo and the URL minorityhealth.hhs.gov. The main header area features the United States Department of Health & Human Services logo and the title "A Physician's Practical Guide to Culturally Competent Care". A navigation menu includes "TCH Home", "Update Profile", and "Logout". The main content area is titled "DVD Test Center Progress Checklist" and includes a photograph of a doctor and a patient. The text explains the requirements for receiving credit (3 credits per theme) and provides instructions on how to use the test center. It also includes a link to view CCCM Video Vignettes and a list of three themes: Theme 1: Fundamentals of Culturally Competent Care, Theme 2: Speaking of Culturally Competent Care, and Theme 3: Structuring Culturally Competent Care. A sidebar on the left contains a "CME/CEU info" section and a "Help / FAQs" section.

U.S. Department of Health & Human Services www.hhs.gov

Office of Minority Health minorityhealth.hhs.gov

United States Department of HEALTH & HUMAN SERVICES
Office of Minority Health

A Physician's Practical Guide to Culturally Competent Care

TCH Home Update Profile Logout

DVD Test Center Progress Checklist

CME/CEU info

A Physician's Practical Guide to Culturally Competent Care is a continuing medical education activity:

Supported through unrestricted monies from the Office of Minority Health at the United States Department of Health and Human Services.

Help / FAQs

The checklist below shows the steps that you must complete in order to receive credit (3 credits per theme). Please check off only the items that you have completed via the DVD and workbook and click on the submit button. To receive credit you must enter your pre and posttest answers via this test center by clicking on the links below. The system will automatically check off those items once the tasks are completed. You must complete all other module tasks prior to taking the posttest. Once you have submitted your posttest and obtained a passing score of 70% or higher, you will see how you did relative to other DVD and Web site users and your results will be stored so you may review them at any time.

To view the CCCM Video Vignettes [click here](#).

Click on the following links to go to the appropriate theme:
[Theme 1: Fundamentals of Culturally Competent Care](#)
[Theme 2: Speaking of Culturally Competent Care](#)
[Theme 3: Structuring Culturally Competent Care](#)