



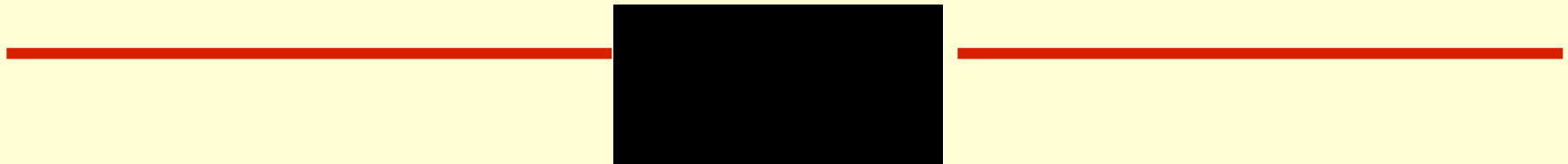
NMAETC

National Minority AIDS
Education and Training Center

*Welcome to the 4th Biennial Meeting of the
“4TCs”*

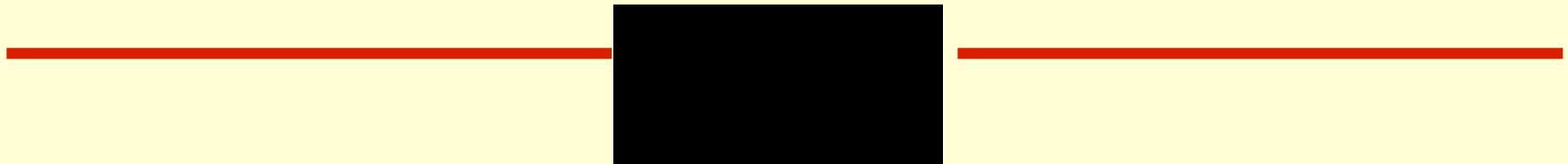
*“Responding to Multi-Cultural Training Needs and
Resource Development”*

May 28, 2008



The NMAETC responds to Multi-Cultural Training Needs and Resource Development by addressing 5 key issues.

- ***Multi-Cultural***
- ***Cultural Fluency***
- ***Health Literacy***
- ***Cultural Diversity***
- ***Linguistic Competency***

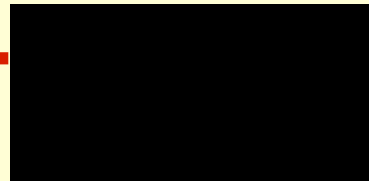


Multi-cultural

Definition

- 1. of, relating to, or including several cultures***
- 2. of or relating to a social or educational theory that encourages interest in many cultures within a society rather than in only a mainstream culture.***

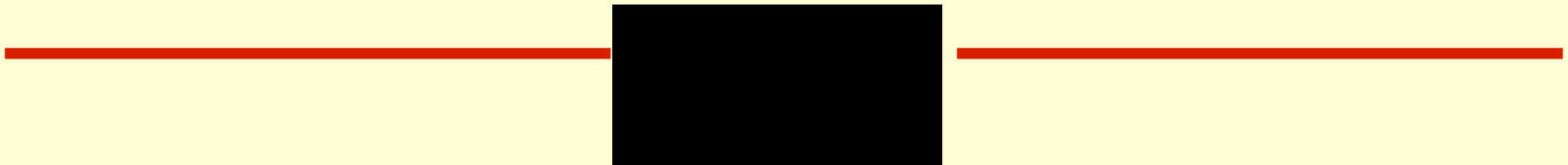
The NMAETC HIV/AIDS education, training materials, and programs for minority and minority serving clinicians include an expanded view of cross-cultural competence and issues which apply within a culture and across multiple cultures



Cultural Fluency

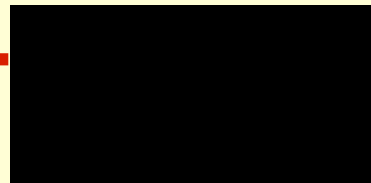
Cultural identities influence our thoughts, behaviors and ways of life.

Cultural Fluency is not an end-state but an on-going process that involves a clinician developing the knowledge, skills, and awareness of its patient population.

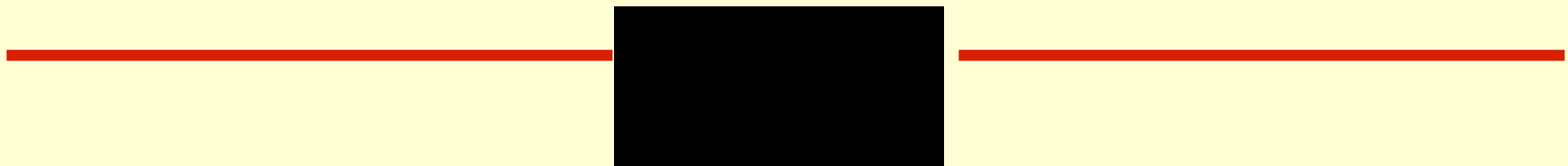


Cultures are always changing. HIV education and training should reflect this. It is not enough to learn about a particular cultural group through a single training activity.

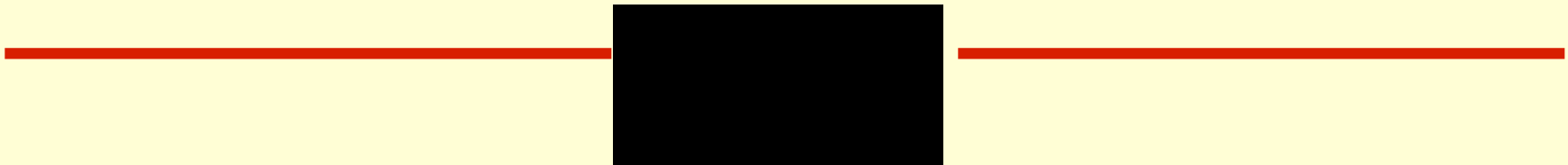
The process of becoming culturally fluent is on-going and involves the development of knowledge, skills, and awareness. Cultural fluency includes being culturally sensitive having cultural awareness, cultural openness, and cultural humility.



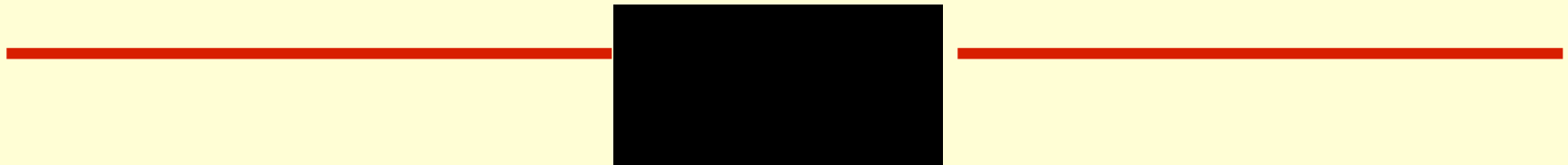
- *More comprehensive than competence, fluency also includes the possession and demonstration of openness and humility within the care process.*
- *The process is built upon nonlinear interactions between the care giver and care setting with the person seeking health care in multicultural settings.*
- *These interactions foster a relationship between the provider and the patient that promotes improved client satisfaction, treatment adherence and subsequent health outcomes.*



- *With Cultural Fluency Programs, clinicians gain a better understanding of general cultural starting points for approaching, learning about, and interacting within different cultures.*



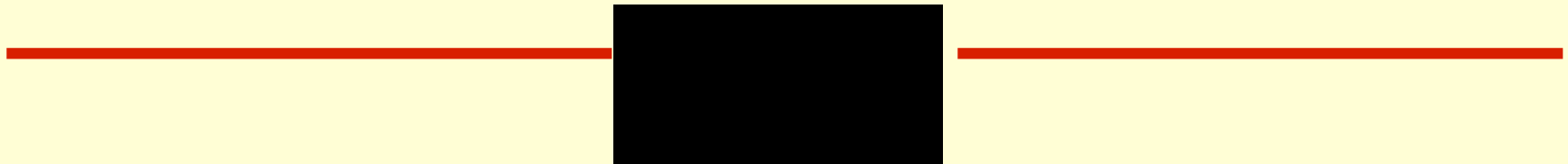
Providing education, training tools, capacity building, and technical assistance to clinicians to develop skills for cultural fluency will increase their capacity to provide the best culturally appropriate health care to their patients with HIV/AIDS.



- *Failure to reach fluency within multicultural settings that is documented, explored, and reflected within the encounters may cause client health outcomes to suffer.*

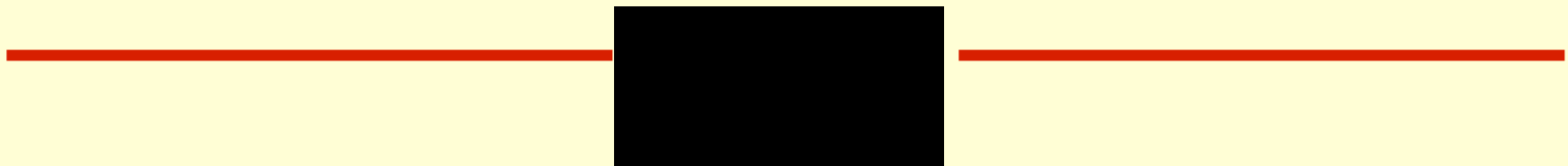
Reference

(U.S. Department of Health and Human Services, Health Resources and Services Administration, HIV/AIDS Bureau, 2002, p.2)



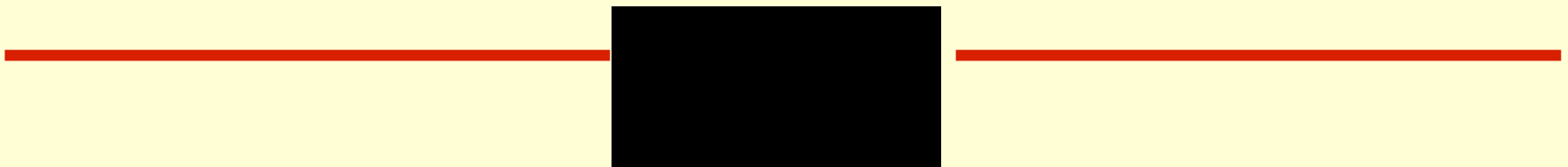
Health Literacy

- *Healthy People 2010 defines Health Literacy as “The degree to which individuals have the capacity to obtain, process & understand health information & services needed to make appropriate health decisions” in a **particular** language*
- *Health Literacy 90 million people-- have difficulty understanding and using health information, and there is a higher rate of hospitalization and use of emergency services among patients with limited health literacy.*
- *Functional health literacy in the U.S. is the ability to use English to solve health related problems, at a proficiency level that enables one to function, achieve one’s health goals, and develop health knowledge and potential*

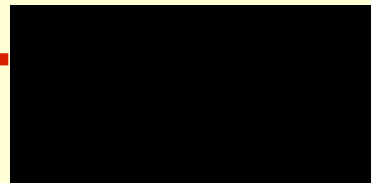


Health literacy is also the degree to which individuals have the capacity to obtain, process, and understand basic information and services needed to make appropriate decisions regarding their health.

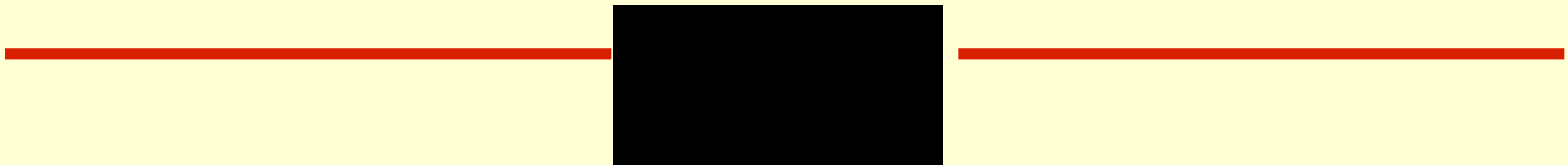
At some point, most individuals will encounter health information they cannot understand.



- *Even well educated people with strong reading and writing skills may have trouble comprehending a medical form or doctor's instructions regarding a drug or procedure.*
- *Individuals are increasingly responsible for managing their own health care. They are assuming new roles in seeking information, measuring and monitoring their own health, and making decisions about insurance and options for care.*

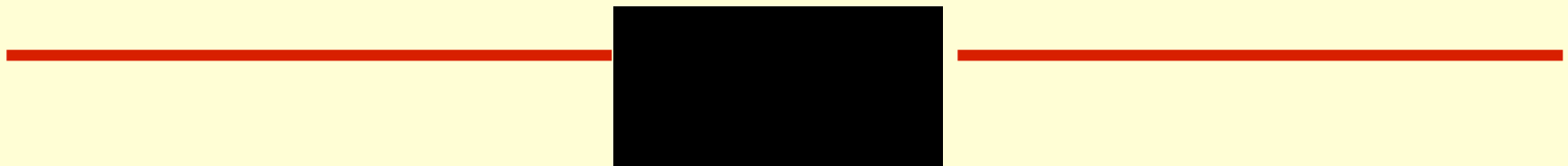


- *Patients' health often depends on their ability and willingness to carry out a set of activities needed to manage and treat their disease.*
- *This self-management is essential to the successful care of HIV patients with chronic illness who have limited health literacy are less knowledgeable about disease management and less likely to use preventive measures.*



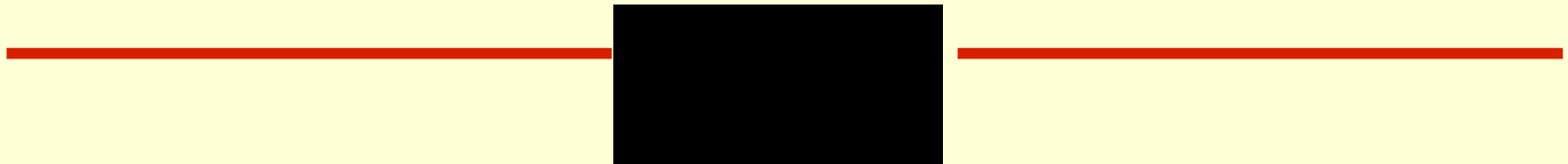
Health literacy skills are needed for discussing care with health professionals;

- *Reading and understanding patient information sheets*
- *Consent forms*
- *Advertising*
- *Using medical tools such as a thermometer. Over 300 studies indicate that health-related materials cannot be understood by most of the people for whom they are intended.*

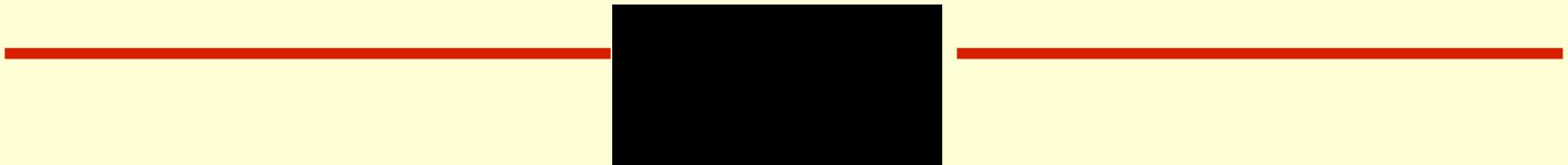


Cultural Diversity

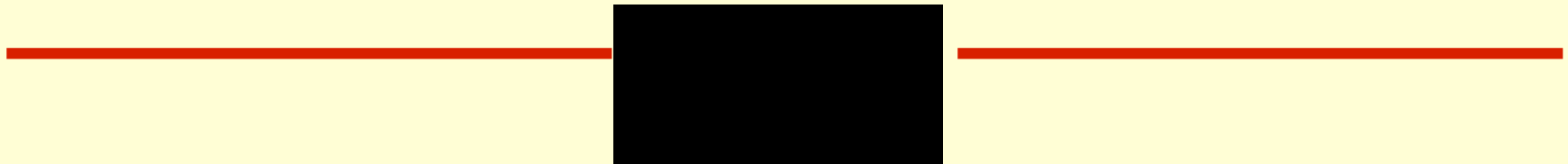
- *"Cultural diversity involves recognition and respect for differences among patients in terms of their values, expectations, and experiences with health care.*
- *While at the same time recognizing the culture-based practices and dictates of organized medicine, and the values, expectations, and experiences of the providers who practice it.*



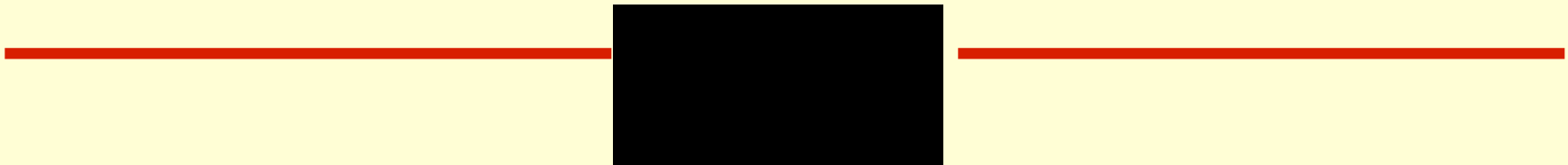
- *Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences.*
- *It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.*



- *The concept of diversity encompasses acceptance and respect.*
- *It means understanding that each individual is unique, and recognizing our individual differences.*
- *These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.*

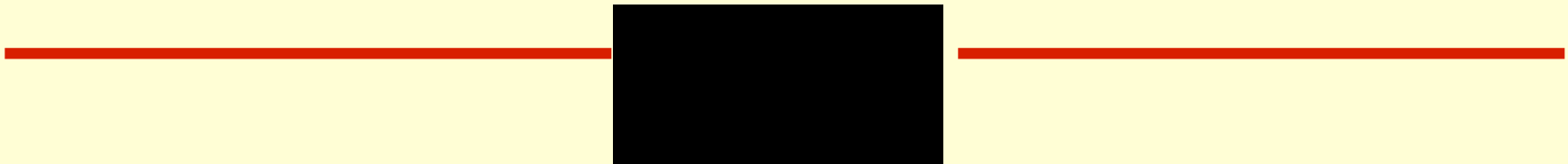


- *It is the exploration of these differences in a safe, positive, and nurturing environment.*
- *It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual*
- *Culturally competent care becomes possible only with the skillful management of the interplay between these elements which make up a medical encounter, and determine the points of access or barrier at the institutional level."*

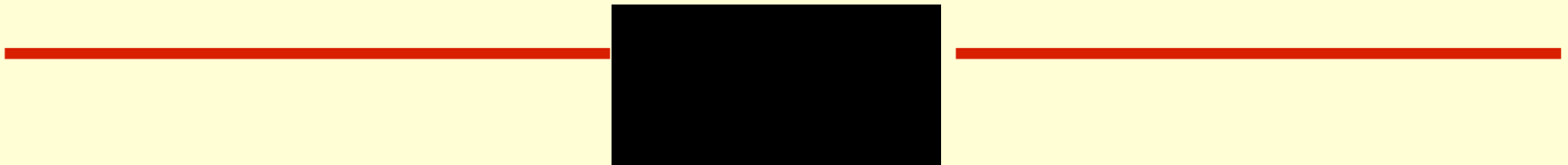


Diverse Populations

- *Lesbian/Bisexual/WSW*
- *Gay/Bisexual/MSM*
- *Transgender*
- *Adolescents*
- *Rural/Urban Populations*
- *Women with HIV/AIDS*



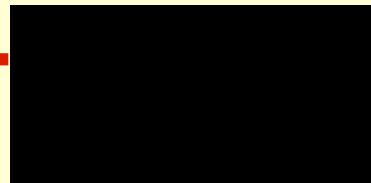
- *Incarcerated /Ex-Offender*
- *Severely/Persistently Mentally Ill*
- *Substance Users/Abusers*
- *Older Americans*
- *Pediatrics, Immigrants*
- *Migrants*
- *Poverty*



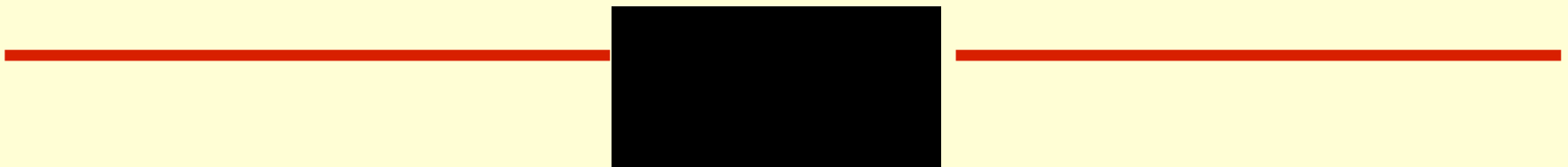
Linguistic Competency

Linguistic competence - the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences.

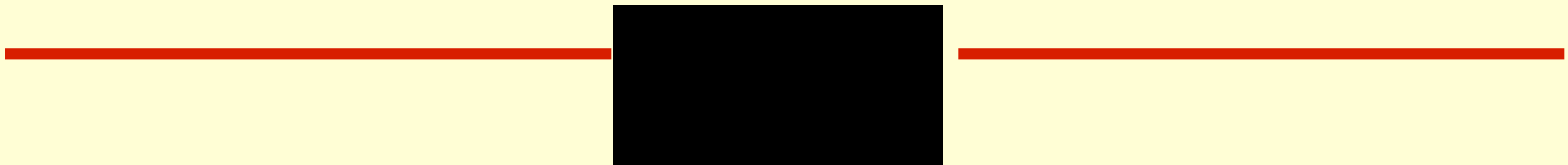
This includes persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities.



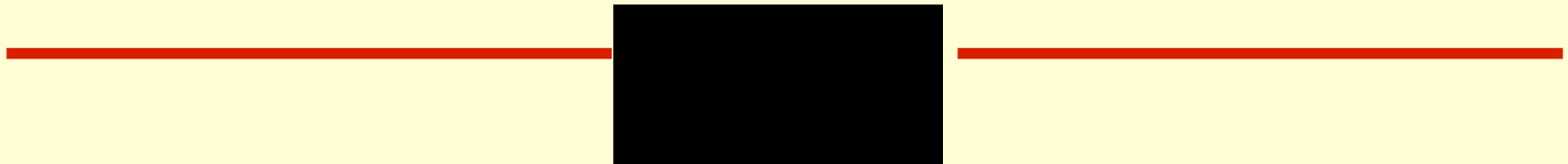
- *Linguistic competency requires organizational and provider capacity to respond effectively to the health literacy needs of populations served.*
- *The organization must have policy, structures, practices, procedures and dedicated resources to support this capacity*



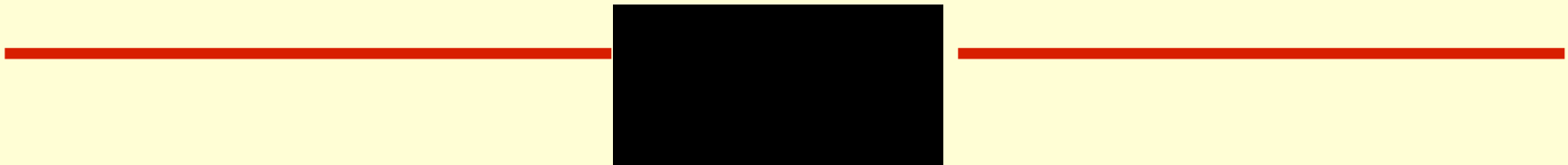
- *Culture and competence are both broad and inclusive terms.*
- *Respect for cultural variation in the individual and community.*
- *Knowledge/awareness of personal cultural values, beliefs, and practices; cultural variations; and ways to become more culturally aware.*



- *Attitudes that are open minded.*
- *Willing to consider differences.*
- *Eager to learn about cultural variation.*
- *Able to forego ethnocentric judgment.*
- *Convinced that culture makes a difference in the ability to provide quality healthcare.*



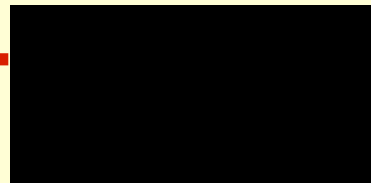
- *Skills that support cultural interactions: communication, sharing, comprehension, integration, assessment, intervention, evaluation, and change.*
- *Levels of cultural interactions: individual, social (dyad, family, community), and structural (agency, system, political, government) levels.*



Cultural competency implies that the individual can achieve a state of competence.

“To be culturally competent doesn't mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and are willing to accept, that there are many ways of viewing the world” (Galbraith, 2000).

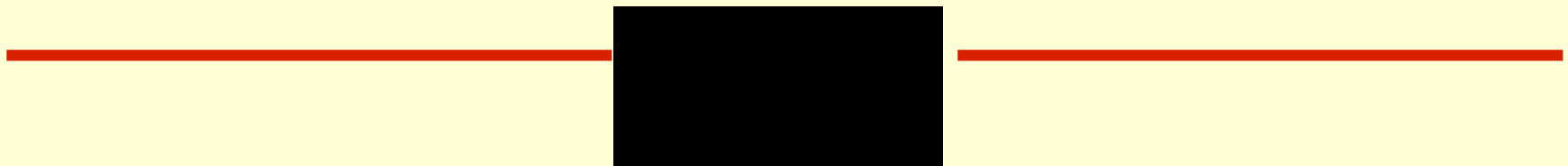
In fact, many understand cultural competence as a journey rather than a destination. Other terms may convey a better understanding of the evolutionary and non-linear process of working in multicultural settings: One such term is Cultural Fluency.



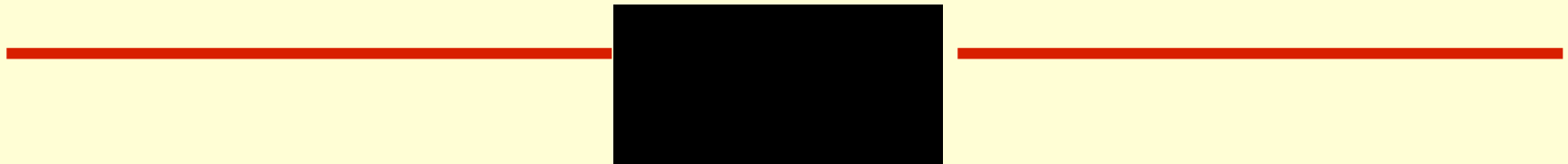
Cultural competency is also a factor. Cultural differences between providers and clients affect the provider-client relationship.

How clients feel about the quality of that relationship is directly linked to client satisfaction, adherence, and subsequent health outcomes.

If the cultural differences between clients and providers are not recognized, explored, and reflected in the medical encounter, client health outcomes may suffer.” (U.S. Department of Health and Human Services, Health Resources and Services Administration, HIV/AIDS Bureau, 2002, p. 2)

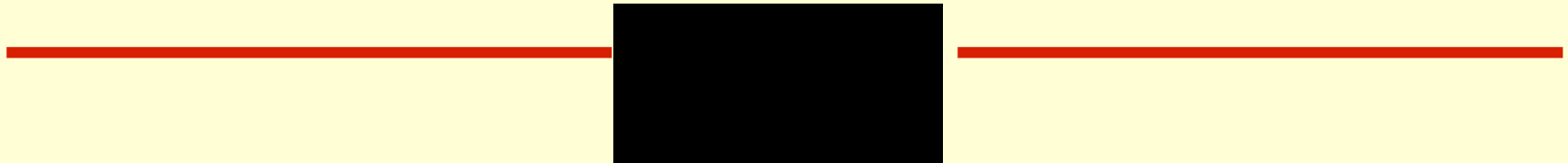


- Cultural Fluency Training Programs address diversity and its relationship to culture. In thinking about diverse populations, there is both visible and invisible diversity.
- Some visible forms of diversity would include physical differences, abilities and disabilities, and speech differences
- .Other types of diversity that could be either visible or invisible might include
 - sexual orientation
 - gender identification
 - socio-economic status
 - age barriers in social systems
 - broad lifestyles (interests, hobbies, activities-all of these make for differences, affiliations).



In exploring diversity and diverse populations, the following characteristics are considered.

- *Race and Ethnicity*
- *Gender and Gender Identity*
- *Sexual Orientation*
- *Ability/Disability Status*
- *Religion and Spirituality*
- *Age*
- *Education*
- *Socio-economic Status*
- *Language/Communication Modality*
- *Individual Experiential Background*
- *Lifestyle (Interests, Hobbies, Activities, Affiliations)*
- *Family Dynamics*



QUESTIONS?

Thank you

Ron Lessard (Mohawk / Abenaki)

