Advancing Behavioral Health Equity: Cultural and Linguistic Competence

South Carolina Cultural and Linguistic Competency Summit 2017
South Carolina Joint Council on Children and Adolescents

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Voices Institute, LLC
“We are one world, many voices.”
voicesinst.org
South Carolina
Dr. Martin Luther King, Jr.

"...I believe that unarmed truth and unconditional love will have the final word."

IN REMEMBRANCE
Cultural and Linguistic Competency

EQUITY
Sameness versus Fairness

EMPATHY
Putting oneself in another’s shoes

ENGAGEMENT
Collaborative partnerships with stakeholders
“An organization that has a defined set of congruent values and principles, and demonstrates behaviors, attitudes, policies and structures that enable people to work effectively cross-culturally.”

(Cross et. al, 1989)
A New Era..

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Public Health 1.0

- Acute Disease
- Sanitation/Safety
- Reducing Death

Public Health 2.0

- Preventive
- Chronic Disease
- Prolonging Life

Public Health 3.0

- Social Determinants
- Equity & Access
- Optimal Health & Well-Being
Social Determinants of Health

Mapping and Placed-Based Approaches

Health Policies

Integration of Social Determinants
Behavioral Health Equity & Beyond...

Adapted from the Interactive Institute for Social Change
Increasing Need to Address Behavioral Health Disparities and Disproportionalities

The changing face of America, 1965–2065

% of the total population

Note: Whites, blacks and Asians include only single-race non-Hispanics; Asians include Pacific Islanders. Hispanics can be of any race.

Pew Research Center

I can see myself in all things and all people around me.

Sanskrit Phrase
Among newborns, minorities slightly surpass non-Hispanic whites

Children younger than 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Minorities</th>
<th>Non-Hispanic whites</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1,995,102</td>
<td>1,982,936</td>
</tr>
<tr>
<td>2011</td>
<td>1,988,374</td>
<td>1,976,708</td>
</tr>
<tr>
<td>2012</td>
<td>1,981,647</td>
<td>1,965,881</td>
</tr>
<tr>
<td>2013</td>
<td>1,965,919</td>
<td>1,955,053</td>
</tr>
<tr>
<td>2014</td>
<td>1,950,190</td>
<td>1,944,217</td>
</tr>
<tr>
<td>2015</td>
<td>1,935,461</td>
<td>1,934,494</td>
</tr>
</tbody>
</table>

Note: Minority includes all race and ethnic groups except single-race non-Hispanic white. Data for 2010 are as of April 1; for other years, data are as of July 1. Source: U.S. Census Bureau 2015 population estimates

PEW RESEARCH CENTER
CHILDM POPULATION BY RACE AND AGE GROUP: ALL (PERCENT) - 2015

National KIDS COUNT
KIDS COUNT Data Center, datacenter.kidscount.org
A project of the Annie E. Casey Foundation
CHILDMREN IN POVERTY (100 PERCENT POVERTY) (PERCENT)

National KIDS COUNT
KIDS COUNT Data Center, datacenter.kidscounf.org
A project of the Annie E. Casey Foundation
We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty.

“...poverty...”

MOTHER TERESA
Behavioral Health Disparities

Racial and Ethnic Disparities in Mental Health Care for Children and Young Adults: A National Study

- National data from the 2006 – 2012 Medical Expenditure Panel Surveys
- African American and Hispanic children received markedly less outpatient mental health and substance abuse care than their White counterparts. These differences persisted in spite of controlling for other demographic differences, mental health impairment, income and health insurance.

- Researchers suggest that several factors may explain the low use of mental health services.
Behavioral Health Disparities

Factors that may influence African American and Hispanic/Latino(a) children and families’ low use of behavioral health services:

- Preference and reliance on informal resources of counseling such as family members, friends or faith leaders
- Those who seek formal care are more likely to be treated by a primary care physician instead of a specialist
- Structural barriers: shortage of child psychiatrists and a lack of health professionals that recognize the multicultural context of diagnosing and treating mental illness in communities of color
- Cultural values and social stigma
- Mistrust of providers and systems, structural inequities, historical trauma, racial trauma
Social Determinants and Root Causes

• The underprovision of mental health care for African American children contrasts starkly with the high frequency of suspensions, expulsions and punitive actions associated with behavioral health issues.

**Disparity in Discipline Starts in Preschool**

Less than 1 percent of the 1 million students in preschool in 2011-12 were suspended from school. But that translates into roughly 8,000 3- and 4-year-olds. More than 2,500 were suspended more than once.

- **White**: 43% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)
- **Two or more races**: 10% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)
- **Hispanlo/Latino**: 25% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)
- **Black or African-American**: 18% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)
- **Native Hawaiian or other Pacific Islander**: 2% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)
- **Asian**: 2% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)
- **American Indian or Alaska Native**: 1% overall enrollment, 26% out-of-school suspension (single), 26% out-of-school suspension (multiple)

*Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12*
South Carolina Juvenile Justice Data (2012)

**Detention rates for all youth of color**

*Per 100,000 youth*

*All offenses*

<table>
<thead>
<tr>
<th>Category</th>
<th>Rate</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>400</td>
<td>2003: 2 to 1</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>300</td>
<td>2003: 5 to 1</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>200</td>
<td>2003: 3 to 1</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
<td>2003: 2 to 1</td>
<td></td>
</tr>
<tr>
<td>Other/mixed</td>
<td>50</td>
<td>2003: 0</td>
<td></td>
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</tbody>
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Racial and Ethnic Disproportionalities
It is estimated that nearly 35 million children in the U.S. have experienced at least one event that could lead to childhood trauma.

About 72% of children and youth in the U.S. will have experienced at least one stressful event (e.g., witnessing or being a victim of violence; experiencing sexual, physical or emotional abuse; suffering a serious injury or medical condition; death of a parent or sibling) before the age of 18.

When examining youth in juvenile justice settings, approximately 94% of these youth have experienced at least one traumatic event.
Effective Strategies in Reducing Racial and Ethnic Disparities in Juvenile Justice

<table>
<thead>
<tr>
<th>Data-Informed Decision Making</th>
<th>Policy Changes (Civil Citations and Restorative Justice)</th>
</tr>
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<tbody>
<tr>
<td>Prevention, Early Identification &amp; Treatment</td>
<td>Culturally Responsive Systems of Care</td>
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</tbody>
</table>
It is Empathy
“An ability to perceive and understand meanings and relevance of families’ feelings and thoughts, and to communicate and reflect that understanding back to them.” (Townsend, 2008; Videbeck, 2004; Williams & Stickley, 2010)
To what primary cultural groups do you belong?

Race/Ethnicity, Gender, Geo-Political, Religion/Spirituality, Language, Socioeconomic

How does membership in these groups impact communication styles, interactions with others, decision-making paradigms?
What do you see?
Video Silent Beats

https://www.youtube.com/watch?v=76BboyrEl48
BIAS

Everyone has bias.

Bias affects how we perceive, relate and act in the world.

Bias is critical to our effectiveness and can impede or enhance our learning.

Bias may be conscious, or unconscious and may cause conflict.

It is easier to see others’ mental models and harder to see our own.

Harvard Project Implicit Association Test: 
https://implicit.harvard.edu/implicit/
Racial Trauma

Scholars define **racial trauma** as the negative impact of racism and discrimination on the physical and mental health of people of color. Racial trauma may result from racial harassment, witnessing racial violence, or experiencing individual, modern or institutional racism. Individuals experiencing racial trauma may have symptoms of depression, anxiety, low self-esteem, feelings of humiliation, poor concentration, or irritability. (Bryant-Davis, & OCampo, 2006; Comas-Díaz, 2016)
Coping with Racial Trauma

Coping with Racial Trauma  (Hardy, 2013)

- Affirm and Acknowledge
- Create Space for Race
- Racial storytelling
- The Process of Naming
- Validation
- Externalize Devaluation
- Counteract Devaluation
- Rechanneling Rage
Implicit Association Test

70% of Americans have implicit racial biases that favor Whites over Blacks.
Managing Bias

Mental Associations

- Exposure to counter-stereotypic individuals and training
- Intergroup Contact
- Taking others’ perspective
- Engaging in deliberative processing
Cultural Humility

- Lifelong commitment to self-evaluation and self-critique.
- Fix power imbalances.
- Develop partnerships with people and groups who advocate for marginalized populations.

Cross’ Model of Cultural Competence

- AM I NEXT?
- BLACK LIVES MATTER
- EVERY MORNING, I WAKE UP ON THE WRONG SIDE OF CAPITALISM.
- HOMOPHOBIA
- MATT IN HELL
- NO SPECIAL LAWS FOR FAGS
- IMMIGRANTS
Culturally and Linguistically Competent Leadership

Adaptive Leadership

Operationalize the *National Culturally and Linguistically Appropriate Standards* within organizations and systems

Collaborate with youth, families, behavioral health and primary care stakeholders, faith-based partners, business, non-profit sectors and philanthropy
Organizational Change

• Organizational Cultural and Linguistic Competency

“An organization that has a defined set of values and principles, and demonstrates behaviors, attitudes, policies and structures that enable people to work effectively cross-culturally.”

(Cross et. al, 1989)
## Adaptive & Technical Challenges

<table>
<thead>
<tr>
<th></th>
<th>Technical</th>
<th>Adaptive</th>
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</thead>
<tbody>
<tr>
<td><strong>Definition of Problem</strong></td>
<td>Clear, Known and Repeated Problems</td>
<td>Requires learning, new challenges, unknown solutions</td>
</tr>
<tr>
<td><strong>Solution</strong></td>
<td>Clear, quick, predictable, common solutions</td>
<td>Requires learning, imagination, collaboration, long process</td>
</tr>
</tbody>
</table>

CLAS Standards

The **National Culturally and Linguistically Appropriate Services (CLAS) Standards** are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations.
# Nationally Culturally and Linguistically Appropriate Services Standards

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Principal Standard</th>
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<tbody>
<tr>
<td>Standards 2-4</td>
<td>Governance, Leadership &amp; Workforce</td>
</tr>
<tr>
<td>Standards 5-8</td>
<td>Communication &amp; Language</td>
</tr>
<tr>
<td>Standards 9-15</td>
<td>Engagement, Continuous Improvement &amp; Accountability</td>
</tr>
</tbody>
</table>
Family-Driven & Youth-Guided Care

Degrees of participation

- Rung 8: Children and adults share decision-making
- Rung 7: Children lead and initiate action
- Rung 6: Adult-initiated, shared decisions with children
- Rung 5: Children consulted and informed
- Rung 4: Children assigned and informed
- Rung 3: Children tokenized
- Rung 2: Children are decoration
- Rung 1: Children are manipulated

Engage Stakeholders
Cultural and Linguistic Competency

- **EQUITY**: Sameness versus Fairness
- **EMPATHY**: Putting oneself in another’s shoes
- **ENGAGEMENT**: Collaborative partnerships with stakeholders
Injustice anywhere is a threat to justice everywhere, we are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly.

Dr. Martin Luther King, Jr.
“We all have come in different ships, but we’re in the same boat now.”

Dr. Martin Luther King, Jr.
Contact Information

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