



Improving Cultural Competency for Behavioral Health Professionals Serving Public Housing Residents

A Learning Collaborative by the National Center for Health in Public Housing

Module 1: Thursday, October 7, 2021, 12:00 - 1:00 PM EDT

Module 2: Thursday, October 28, 2021, 12:00 - 1:30 PM EDT

Module 3: Thursday, November 18, 2021, 12:00 - 1:30 PM EDT

Module 4: Thursday, December 9, 2021, 12:00 - 1:30 PM EDT

Module 5: Thursday, January 6, 2022, 12:00 - 1:30 PM EDT

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About the National Center for Health in Public Housing

The National Center for Health in Public Housing (NCHPH) provides training and technical assistance to strengthen the capacity of federally-funded Health Centers to increase access to health care, eliminate health disparities, and enhance health care delivery for the millions of residents of public and assisted housing.

Our goal is to increase the capacity and improve the performance of HRSA-supported Health Center programs and other safety net providers in meeting the specialized health care needs of the public housing residents. NCHPH has developed materials for training and education, disseminated best practices and mentored new grantees.

Goal of this Learning Collaborative

Behavioral health services form a crucial part in providing quality health care services, particularly to populations of diverse cultural backgrounds. Behavioral health services that adhere to cultural competency have shown to engender more positive health outcomes such as better adherence to medications and treatments, building trust between healthcare providers and their patients, and has contributed to the creation of more sustainable ways of providing care to patients overall.

To assist Public Housing Primary Care grantee health centers in increasing the capacity to provide quality behavioral health services to patients from diverse cultural backgrounds, NCHPH will be conducting a 4-part learning collaborative. This learning collaborative will focus in helping behavioral health professionals increase cultural and linguistic competency.

Target Audience:

Licensed Drug and Alcohol Counselors to National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Licensed Drug and Alcohol Counselors, National Board of Certified Counselors (NBCC) Counselors and Therapists, Nurses, Psychiatrists, Psychologists, Social workers, and other direct service providers for behavioral health.

After completing the entire program, providers should be able to:

- Describe how culture, cultural identity, and intersectionality are related to behavioral health and behavioral health care.
- Describe the principles of cultural competency and cultural humility.
- Discuss how our bias, power, and privilege can affect the therapeutic relationship.
- Discuss ways to learn more about a client's cultural identity.
- Describe how stereotypes and microaggressions can affect the therapeutic relationship.
- Explain how culture and stigma can influence help-seeking behaviors.
- Describe how communication styles can differ across cultures.
- Identify strategies to reduce bias during assessment and diagnosis.
- Explain how to elicit a client's explanatory model.

Moderators and Panelists

Saqi Maleque Cho, Dr PH, MSPH

Director of Research, Policy, and Promotion, National Center for Health in Public Housing



Dr. Saqi Cho's career has focused on addressing the broad social and economic policies that unintentionally shape the health of communities, leading to the vast inequities in health seen across the country. She has more than 15 years of experience in the field of the social determinants of health, particularly in the intersection of housing, community development, agricultural and food policy. In her current role, Dr. Cho leads the qualitative and quantitative research, program evaluation, and health policy activities at NCHPH. She has authored numerous reports on improving access to care and increasing health equity for public housing residents. Dr. Cho received a Doctorate in Public Health with a concentration in Health Policy from the George Washington University, a Masters of Science in Public Health from Meharry Medical College, and a Bachelors of Science from the University of Tennessee, Knoxville. Contact info: saqi.cho@namgt.com

Fide Pineda Sandoval, CHES

Health Research Assistant, National Center for Health in Public Housing



Ms. Fide Pineda Sandoval is a research assistant at the National Center for Health in Public Housing and provides analytical, technical, and logistical support to the team. Ms. Pineda is a Certified Health Education Specialist and has over 5 years of experience in providing direct clinical and administrative assistance to health care providers. Prior to joining NCHPH, Ms. Pineda worked for the Office of Student Scholarship, Creative Activities and Research at George Mason University where she collaborated with research on racial disparities in cancer treatments and collaborated in a culturally sensitive weight-management intervention for low-income Latino youth. Contact info: fide@namgt.com

Logistics

Time and Commitment

Participants are expected to attend all five live learning sessions. To help make the learning collaborative effective, participants should engage in interactive dialogue during the live learning sessions. Instructions on how to sign up for Moodle are provided in the “Moodle” section below. When you sign up, please take some time to familiarize yourself with the Moodle platform using the resources we provide. We recommend that you designate the Moodle URL as a “home page” when you open your browser to help you remember to keep the platform open.

NCHPH staff are available to provide support in-between sessions via e-mail so all attendees can learn from each other’s questions. Participants will complete pre- and post- questionnaires to help the presenters evaluate the learning collaborative.

What Do I Need to Do Prior to the First Session?



1. Add the dates for each session to your calendar. A calendar invite for each session will be sent to you along with the Zoom Meeting link once you register for the LC session.
2. Fill out the registration survey. Per HRSA requirements, all participants must obtain supervisor permission prior to enrolling in an NTTAP learning collaborative. Please note your supervisor’s email address in the survey provided during registration.
3. Create a Moodle account to view resources. All participants are required to register for a Moodle account with NCHPH (moodle.nchph.org), even if you have a Moodle account from another organization.

Zoom

All five sessions in this learning collaborative will be hosted through Zoom. Through this platform, lecture slides for each session will be shared and post evaluation surveys will be provided. It is recommended to download the Zoom client application to your computer prior to the first session. The application is available to download for Mac and PC computers at <https://zoom.us/download>. You may also choose to download the app on your phone which is also available for iOS and android.



Mentimeter

Mentimeter is an Interactive Presentation Platform that helps facilitate audience engagements. Through this platform, we will be conducting polls, quizzes, sharing videos, as well as case studies. You do not need to sign up for this platform in advance. The website can be accessed on the day of each session. We will provide a website URL and a code and/or a QR code at the beginning of each session.



Moodle

Moodle is an open-source learning management software (LMS) that is widely used for course creation and virtual learning. The Moodle site will house all recordings, slides, handouts, and resources for each session.



Please follow the instructions below to access Moodle:

1. Visit moodle.nchph.org
2. Select "Improving Cultural Competency for Behavioral Health Professionals Serving Public Housing Residents" from the Available Courses list and then create an account.
3. After confirming your account via e-mail, log back into Moodle.
4. Click the "site home" icon.
5. Select the course that you would like to enroll in.
6. Click on the "enroll me" button at the bottom of the page to confirm enrollment.

Structure of the Curriculum

Module 1: Learning Collaborative Introduction

Date: October 7th, 2021, 12 p.m. - 1 p.m. ET

Objective:

- Describe how culture can impact access to behavioral health care.
- Describe the need for screening cultural identity.
- Describe the learning collaborative curriculum.

Module 2: An Introduction to Cultural and Linguistic Competency

Date: October 28th, 2021, 12 p.m. - 1:30 p.m. ET

Objectives:

- Describe how culture, cultural identity, and intersectionality are related to behavioral health and behavioral health care.
- Describe the principles of cultural competency and cultural humility.
- Explain how research, training, and professional culture influence care.
- Explain how practicing cultural competency affects quality of care.

Module 3: Know thyself - Increasing self-awareness

Date: November 18th, 2021, 12 p.m. - 1:30 p.m. ET

Objectives:

- Describe how bias influences our interactions with clients
- Identify harmful and unhelpful uses of bias
- Discuss how our areas of privilege can influence the therapeutic relationship
- Explain how to practice cultural humility

Module 4: Knowing others - Increasing awareness of your client's cultural identity

Date: December 9th, 2021, 12 p.m. - 1:30 p.m. ET

Objectives:

- Discuss ways to learn more about your client's cultural identity.
- Describe how stereotypes can affect the therapeutic relationship.
- Explain the connection between stereotypes, discrimination, and oppression.
- Recognize microaggressions in a behavioral health setting.
- Describe how microaggressions can affect the therapeutic relationship.
- Give examples of cultural concepts of distress.
- Explain how culture and stigma affect help seeking.

Module 5: Culturally and linguistically appropriate interventions and services

Date: January 6th, 2021 12 p.m. - 1:30 p.m. ET

Objectives:

- Describe how communication styles can differ across cultures.
- Recognize when to use an interpreter.
- Recognize the potential for bias in different assessment methods.
- Identify strategies to reduce bias during assessment and diagnosis.
- Explain how understanding a client's explanatory model helps you co-create a treatment plan.
- Explain how to elicit a client's explanatory model.
- Give examples of cultural adaptations.

Contact Information

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