



Welcome!


Before we begin, please open a **new separate window** OR **use your phone** to log into **Mentimeter**.

Step 1: Go to www.Menti.com or scan QR Code

Step 2: Enter the code **4203 3770**

We will be moving back and forth between Zoom and Mentimeter during this session.

We will be starting the session momentarily.

A photograph of two women in a professional setting. The woman on the left has voluminous curly hair and is wearing a light-colored blazer over a blue top. She is smiling and looking towards the woman on the right. The woman on the right has her hair pulled back and is wearing a light-colored top and large hoop earrings. They appear to be in a meeting or collaborative discussion. The background is bright and out of focus, suggesting an indoor space with large windows and plants.

**5-Part Learning Series
Improving Cultural Competency for Behavioral Health
Professionals Serving Public Housing Residents**

Learning Collaborative
Session 1
October 7, 2021



Welcome

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*Director of Research, Policy,
and Health Promotion*

Fide Pineda Sandoval, CHES

Health Research Assistant





Join Us!

Consider minimizing your email

Consider putting your phone away

Consider muting Slack or Teams

Consider anything that will help you be present for the next hour



MUTE

CHAT

RAISE HAND

Q&A

Learning Objectives for Today's Session

- Describe the importance for screening cultural identities
- Describe how culture can impact behavioral health services
- An introduction to public housing culture
- Describe the learning collaborative curriculum



Agenda

Welcome and Introductions

Registration Survey results

About the Learning Collaborative

Session components and platforms

Questions

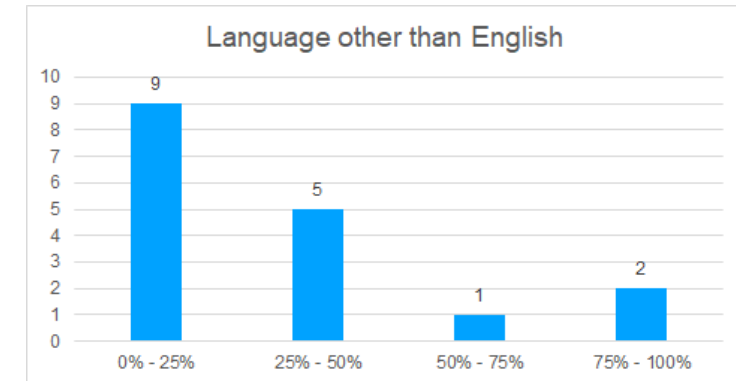
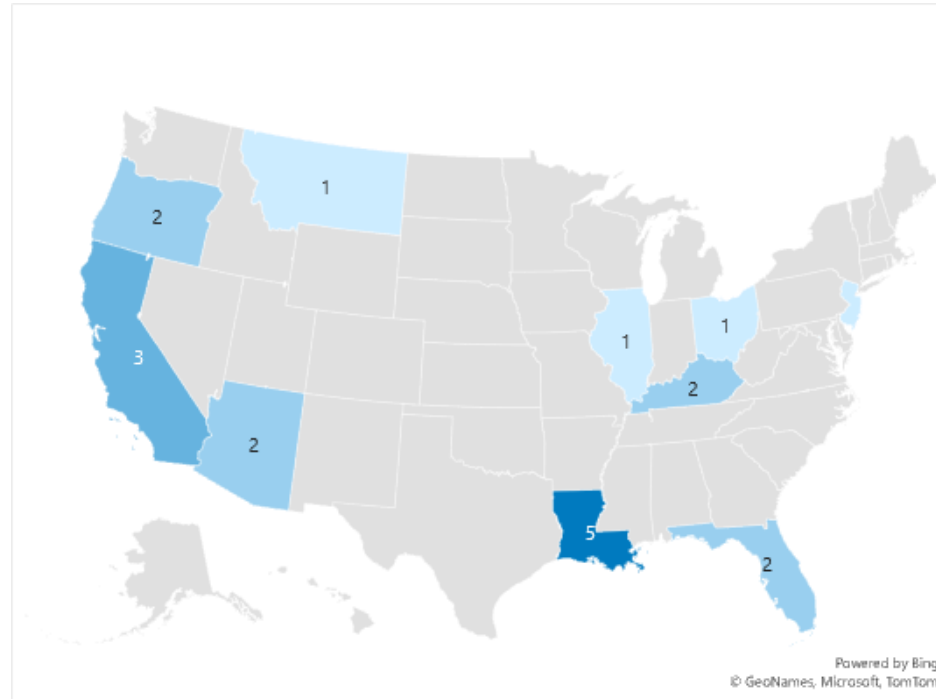
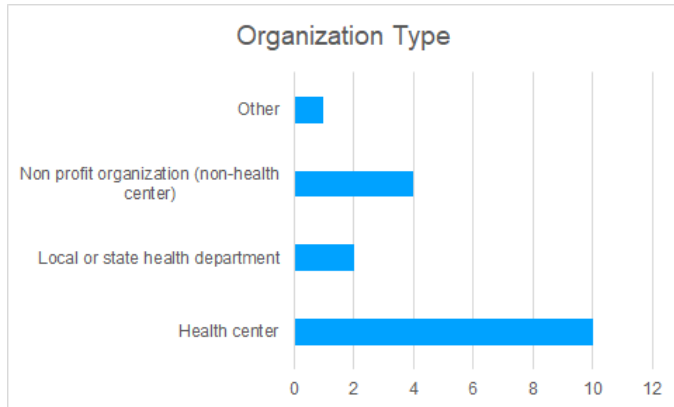
Introductions

- Name
- Title
- Organization

- Why did you decide to attend this learning collaborative?



About You



About You

Challenges	Strategies	Expectations
Language barriers/Interpreters	<p>Interpreters, community leaders, cultural competencies</p> <p>We use same language our patients use.</p> <p>CLAS standards</p>	<p>Identifying and breaking down barriers to serving individuals with cultural differences in a medical setting.</p> <p>More skills on how to engage this population as well as more understanding of the unique barriers they face</p> <p>Knowledge and awareness and the ability and strategy to apply it.</p>
<p>Hiring staff reflective of the populations we serve apart from the Latinx community</p> <p>Time/Resources and team care involvement</p>	<p>Trainings, Hiring practices, In service, QI activities</p>	<p>Learn and Improve my cultural competency.</p>
<p>Being culturally aware of all the many different tribes that we serve.</p> <p>Knowledge of cultural differences</p>	<p>Non-biased; non-judgmental; unassuming; avoiding stereotypes</p> <p>Interact with diverse groups and to learn more about cultures.</p> <p>Collaborations with different cultured based programs</p> <p>Education and awareness.</p>	<p>How to deal with SDOH that impact the economic and sexual orientation components.</p>
Learning about various techniques to implement		
Economic and gender and sexual orientation		

Icebreaker Activity- Your Name

- Where does your name come from?
- Do you like your name? Why or why not?
- Do you know the meaning of your name?
- How did you get your name?
- Why did your parents give you your first name or middle name?
- What nicknames have people given to you?
- What do you know about your family name?



National Center for Health in Public Housing

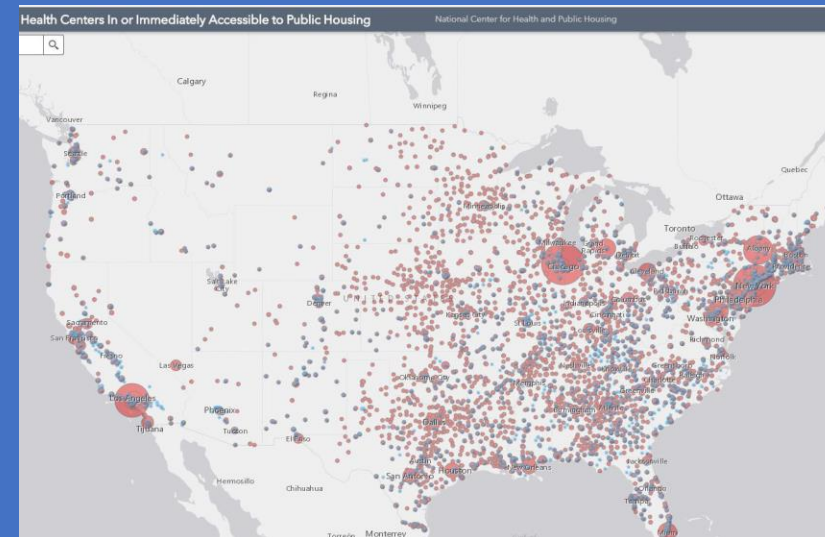
Strengthen the capacity of federally funded Public Housing Primary Care (PHPC) health centers and other health center grantees.

Training
and Technical
Assistance

Research and
Evaluation

Outreach and
Collaboration

info@nchph.org
www.nchph.org

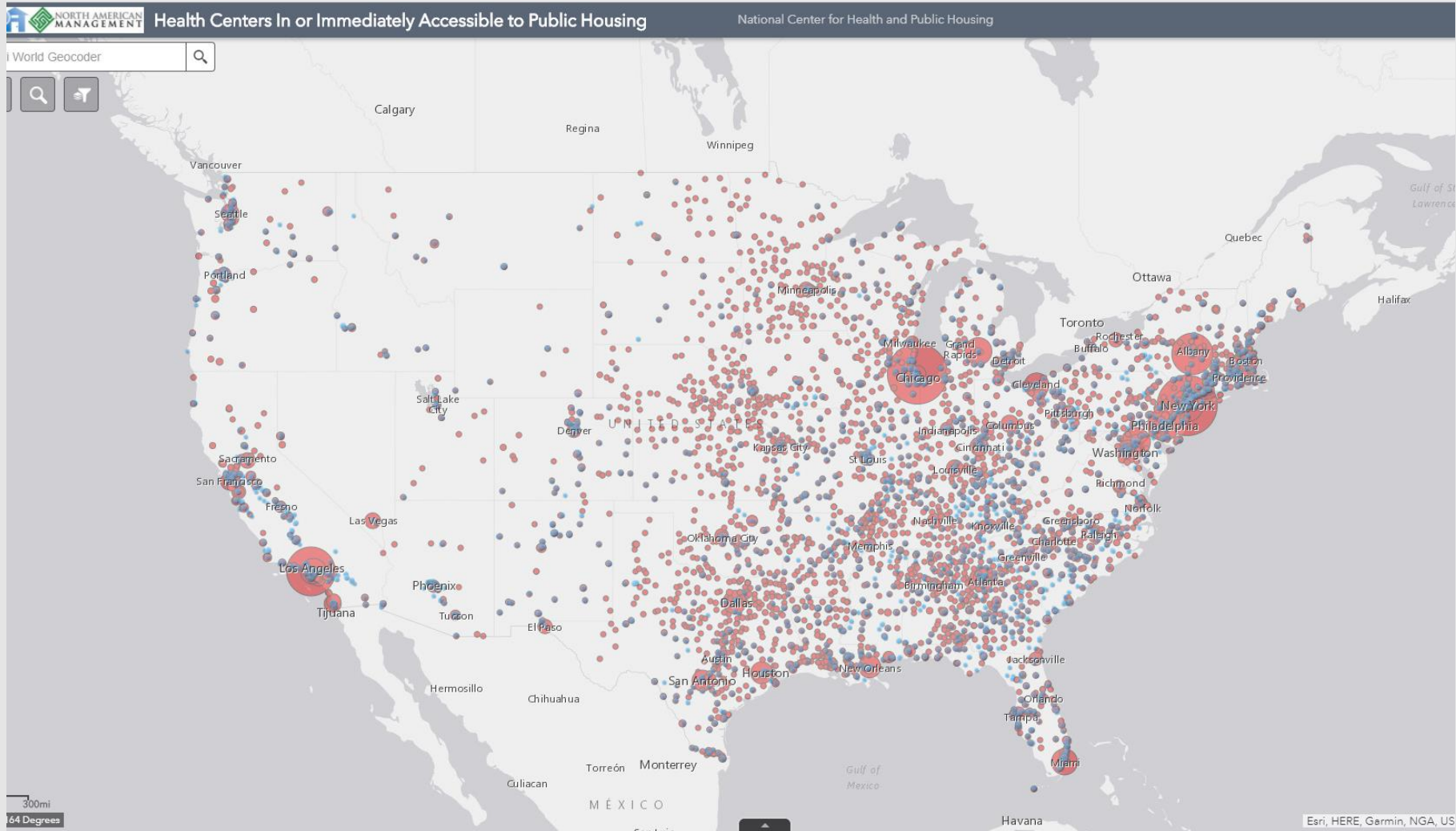


- Webinars
- Monographs
- Provider and Resident-Centered Factsheets
- Interactive Maps
- Training Manuals
- Newsletters
- Collaboration Guides
- One-on-One Matching

This webinar is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$2,004,000 with 0% financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.

Poll Question #1

Mentimeter

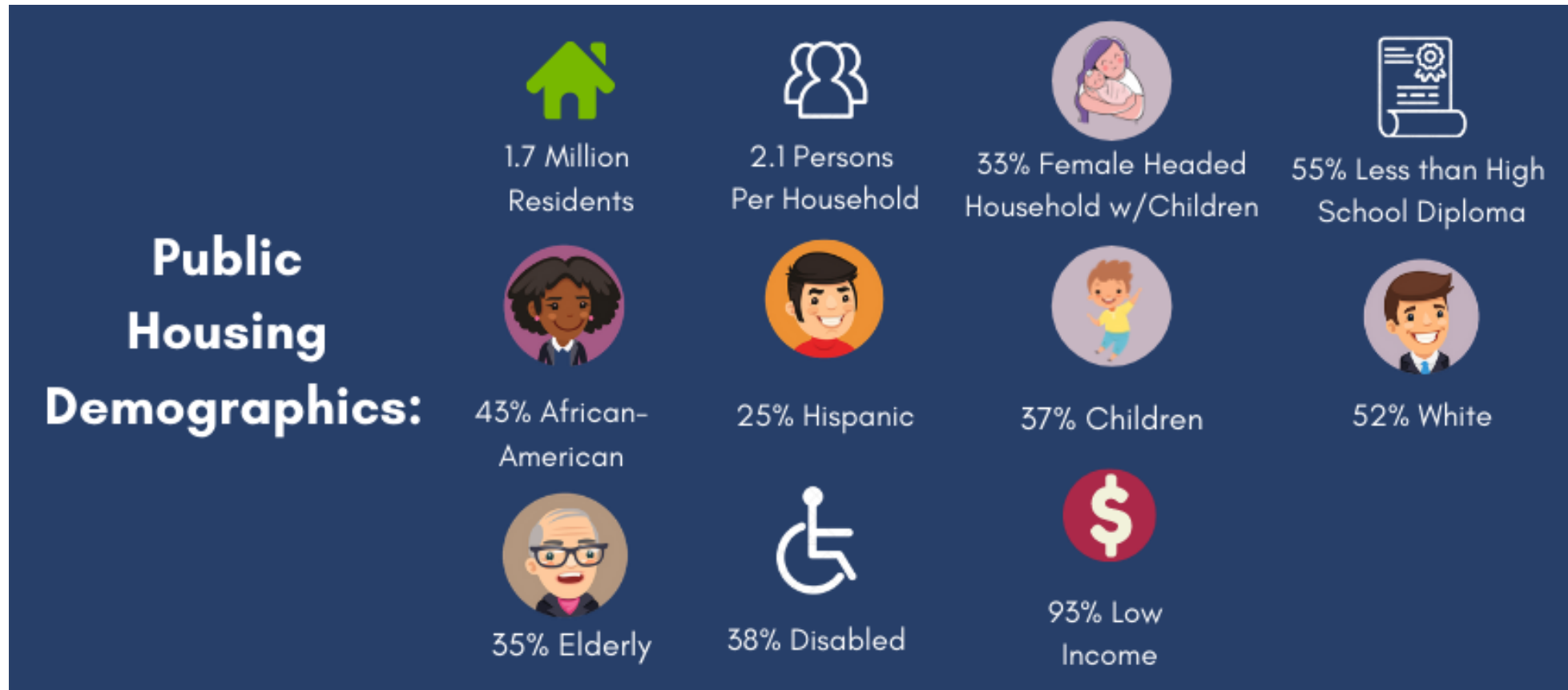


1,375 Federally
Qualified Health
Centers
(FQHC)=28.5 mil

435 FQHCs near
Public Housing=
5.1 million
patients

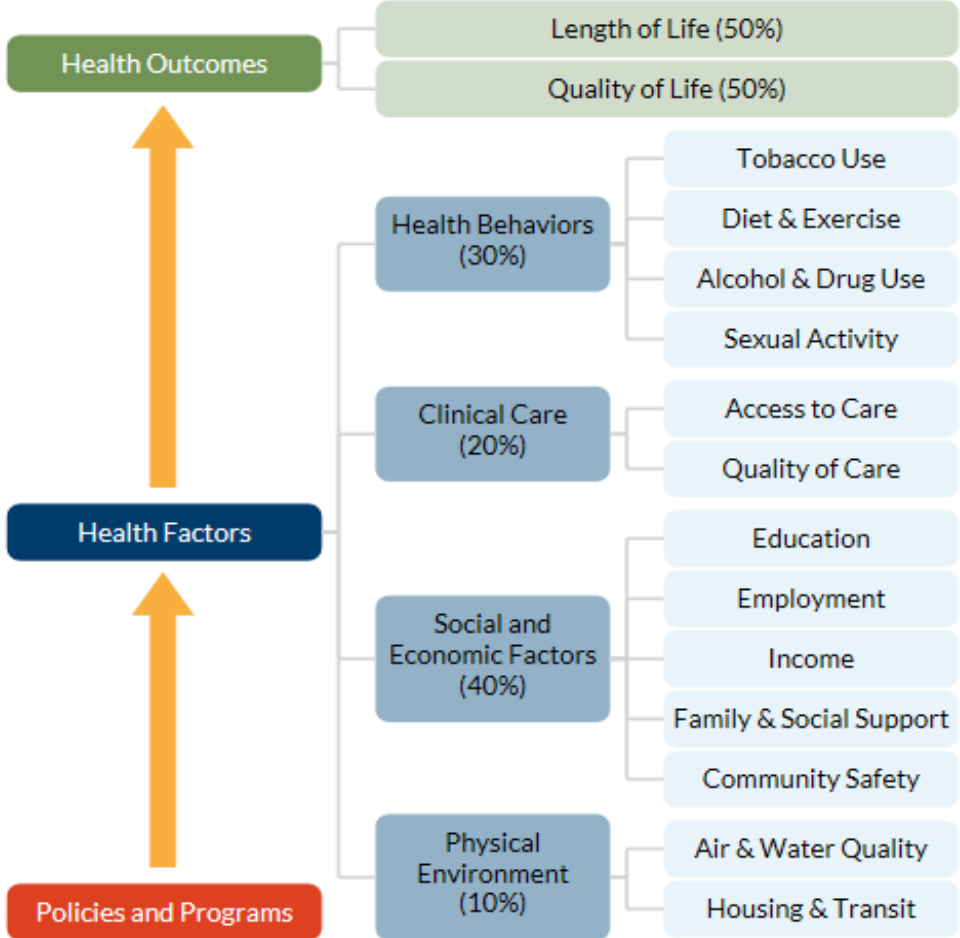
107 Public
Housing Primary
Care (PHPC) =
1.1 million
patients

In 2020, there were roughly 1.7 million residents of public housing. Approximately 93% were living below poverty, 33% were headed by a single female, 37% of the households had children, and 38% had a member that was disabled. (Source: HUD)



Source: HUD Resident Characteristics 2020

Impacts of Housing on Health

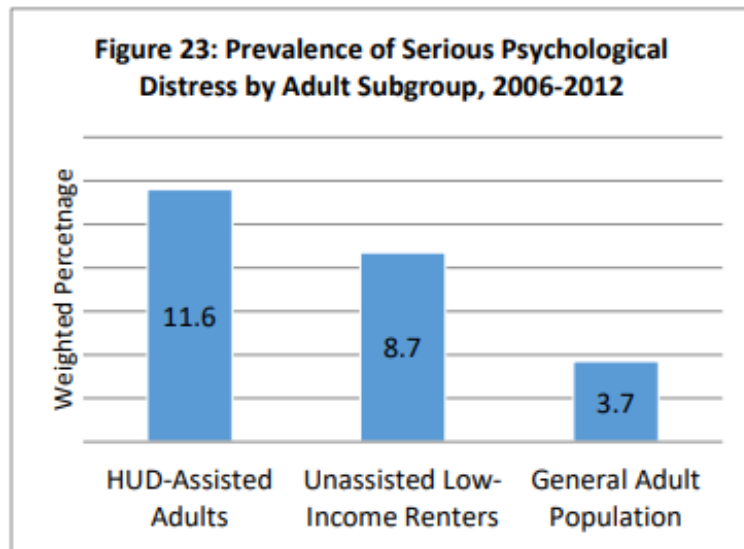


County Health Rankings model © 2014 UWPHI

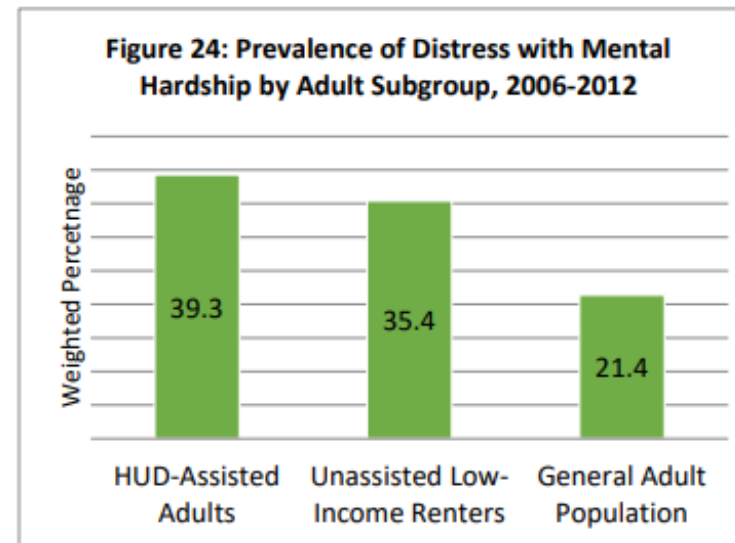
A Health Picture of HUD-Assisted Adults, 2006-2012

Adults in HUD-assisted housing have

- higher rates of chronic health conditions
- greater utilizers of health care than the general population
- higher prevalence of psychological distress and distress with mental hardship



SOURCE: Authors' tabulations of NHIS-HUD Linked Data



SOURCE: Authors' tabulations of NHIS-HUD Linked Data

Poll Question #2

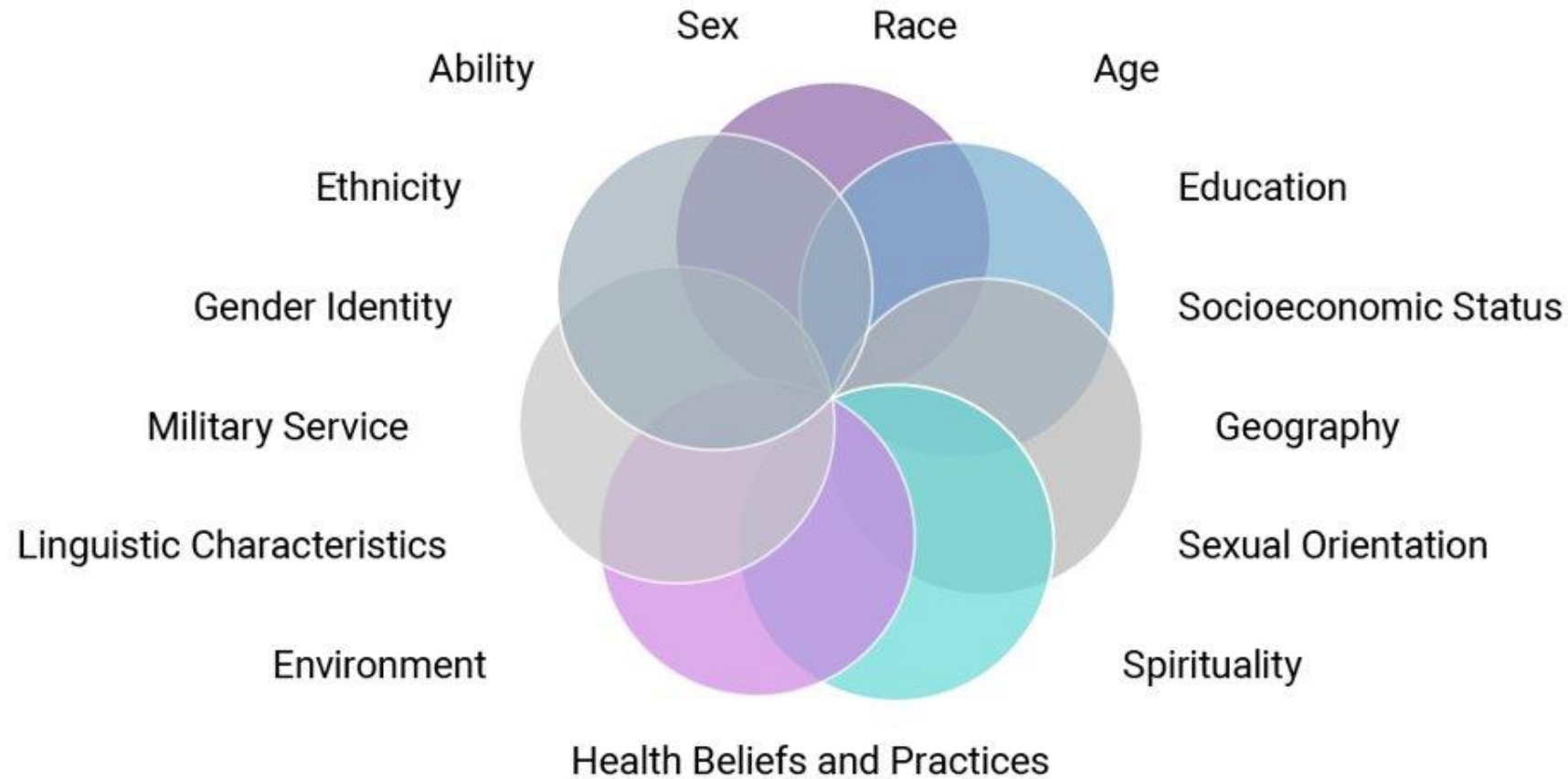
Mentimeter

About the Learning Collaborative

Maria's Story Video

Mentimeter

What is Culture?



Source: HHS Office of Minority Health

What does our data tell us?

Patients/Communities

- UDS Measures
- PRAPARE or other UDS Screeners
- Demographic information about the patient's neighborhood/area

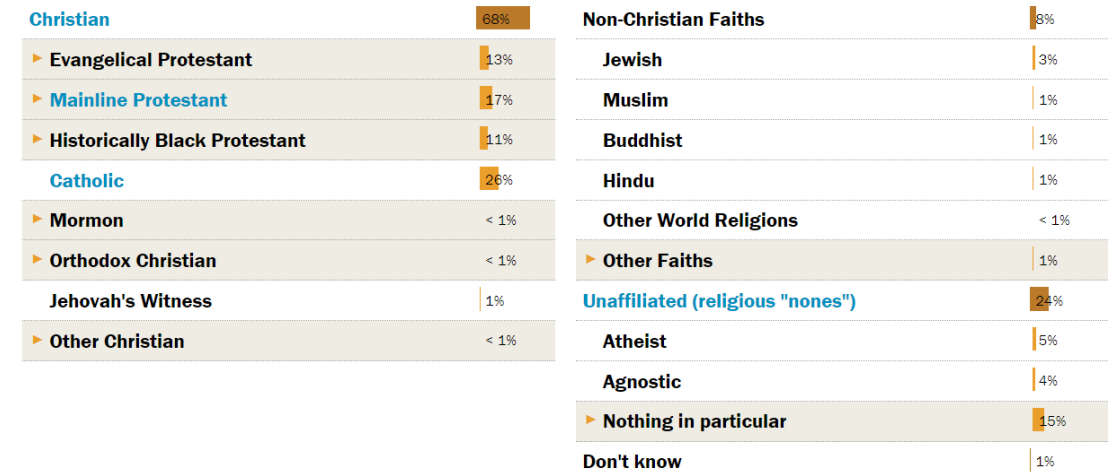
Organizations

- Mission statement
- Audience
- Staff/board makeup

Adults in the Philadelphia metro area



Religious composition of adults in the Philadelphia metro area



Quiz

- How do you gather data to better capture the cultural identity of your patients?

The culture of public housing

- National Public Housing Museum Video

Mentimeter

Cultural Competency

vs.

Cultural Humility

“A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.”

"Cultural humility is a process of self-reflection and discovery in order to build honest and trustworthy relationships."

Cultural humility

“What preconceptions am I bringing to this encounter?”

“Is this a top-down relationship?”

“Are my patients and community organizations partners?”





**THINK
CULTURAL
HEALTH**

Advancing Health Equity at Every Point of Contact

Learning Objectives

After completing the entire training 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.

Curriculum

Session 2: An introduction to cultural and linguistic competency

Date: 10/28/2021

Learning 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.

Session 3: Know thyself – Increasing self-awareness

Date: 11/18/2021

Learning 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

Curriculum

Session 4: Knowing others – Increasing awareness of your client's cultural identity

Date: 12/09/2021

Learning 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.

Session 5: Culturally and linguistically appropriate interventions and services

Date: 01/06/2021

Learning 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.

Session Structure and Expectations

Expectations:

- Attend every session
- Participate in discussions
- Prepare for self-reflection
- Practice honesty, grace, and humility
- Concepts may leave, but identifying information stays
- Maintain a safe space

Session Activities

Icon	Type of activity
	Lecture – key talking points for presenting Course content
	Discussion – topics or questions to stimulate further understanding and analysis
	Group Activity – activity or discussion that requires participants to break up into groups
	Case Study – a scenario that illustrates a Course concept; most available in audio
	Video – video vignettes at the beginning and end of each Course
	Handout – handouts to supplement the material
	Learning Journal – personal record of impressions, experiences, discoveries, and questions
	Icebreaker – activity to begin each session to “break the ice” and start a conversation

Engaging participants through multiple platforms



- **Zoom**
 - Session lecture slides
 - Chat
 - Post – evaluation surveys

- **Moodle**
 - Handouts
 - Power point slides
 - Recordings



- **Mentimeter**
 - Polls
 - Quizzes
 - Videos
 - Case studies videos and audio

- **Breakout Rooms**
 - Group discussions



Quiz (multiple choice)

- Where can you find session recordings and slides?

Continuing Education Credits

This program is approved for 4 – 5.5 contact hours for counselors, nurses, psychologists, psychiatrists, and social workers. Other professionals may earn a Statement of Participation.

To receive credit, training participants must

- complete the registration form,
- score 80% or higher on the session posttest,
- and submit the session evaluation.

Statements of Participation are automatically generated by the computer upon completion.

Questions?

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703-812-8822

Contact us

Evaluation Survey

Next Session: October 28th 12pmET-1:30pmET

THANK YOU

