

# **ST. CLAIR COUNTY COMMUNITY MENTAL HEALTH AUTHORITY**

## **BOARD POLICY**

Date Issued: **4/22**

Page **1**

<b>CHAPTER</b> Human Resources		<b>CHAPTER</b> 06	<b>SECTION</b> 002	<b>SUBJECT</b> 0010
<b>SECTION</b> Training		<b>SUBJECT</b> Cultural Competency		
<b>WRITTEN BY</b> Susan H. Lewis	<b>REVISED BY</b> Mary McDonald		<b>AUTHORIZED BY</b> SCCCMHA Board	

### **I. APPLICATION:**

- ☒ SCCCMHA Board
- ☒ SCCCMHA Providers & Subcontractors
- ☒ Direct-Operated Programs
- ☒ Community Agency Contractors
- ☒ Residential Programs
- ☒ Specialized Foster Care

### **II. POLICY STATEMENT:**

It shall be the policy of St. Clair County Community Mental Health Authority (SCCCMHA) to provide culturally appropriate services to all individuals receiving services, whether directly or through contracted providers.

### **III. DEFINITIONS:**

- A. Culture: A set of traditions, behaviors, values and beliefs held by a group of people defined by race, ethnicity, age, religion, sexual orientation, sensory impairment, or psychosocial background.
- B. Cultural Competency: An acceptance and respect for differences, a continuing self-assessment regarding culture, a regard for and attention to the dynamics of difference, engagement in ongoing development of cultural knowledge, and flexibility within service models to work toward better meeting the needs of various cultural groups.
- C. Cultural Identity: A feeling of belonging to a particular culture. A person may have multiple cultural identities. These identities may involve age, country of origin, gender, language, physical disabilities, religious beliefs, sexual orientation, social class, or spiritual beliefs.

### **IV. STANDARDS:**

- A. SCCCMHA will promote mutual respect and awareness for people of varied cultures. SCCCMHA staff will understand that beliefs may influence an individual's likelihood to seek treatment as well as their response to receiving services and how services are provided.
- B. SCCCMHA staff will communicate with people in the most functional way to accommodate their cultures. (Reference separate policy on Limited English Proficiency #06-002-0015)

<b>CHAPTER</b> Human Resources		<b>CHAPTER</b> 06	<b>SECTION</b> 002	<b>SUBJECT</b> 0010
<b>SECTION</b> Training	<b>SUBJECT</b> Cultural Competency			

- C. SCCCMHA shall assess its overall program structure and identify if there are cultural issues in any specific program or for an individual within a program. (For example, individuals receiving personal care services in a licensed setting who all happen to be elderly perhaps are living in a geriatric culture. In this instance, staff working in that setting should be trained in and sensitive to geriatric issues.)
- D. SCCCMHA employees shall receive Cultural Competency (including Implicit Bias) training during initial hire and at intervals required by accreditation, regulatory and licensing bodies. Training will include specific training on military and veteran's culture to understand the unique experiences and contributions of those who have served their country. Training will reflect the diversity within the population being served and will include information about issues of race, ethnicity, age, sexual orientation, and gender identity.
- E. SCCCMHA will ensure pictures, posters, artwork, reading materials, brochures, and videos reflect the diversity of the various cultures represented in the service area.

## V. PROCEDURES:

### **Staff**

- 1. Will not engage in derogatory jokes or comments in regard to cultural identity nor display artwork within their office areas that might offend a particular cultural group.

### **Clinical Staff**

- 1. Exercise flexibility in how therapy is delivered based on cultural needs. This may include, but is not limited to:
  - a. Including family members or elders in the therapy process as directed by the individual receiving care, or
  - b. Adjusting standard therapy session times to accommodate cultural communication norms.
  - c. Including cultural and environmental factors that may affect treatment in the person's written treatment plan.
  - d. Using culturally and linguistically appropriate screening tools.
  - e. Seeking out additional and specific training opportunities to learn about a specific culture in order to most appropriately provide treatment to all individuals.

<b>CHAPTER</b> Human Resources		<b>CHAPTER</b> 06	<b>SECTION</b> 002	<b>SUBJECT</b> 0010
<b>SECTION</b> Training	<b>SUBJECT</b> Cultural Competency			

**Agency**

1. Provides internal cultural diversity training opportunities, or encourages employees to attend external cultural competency trainings.

**Supervisors**

1. Ensure all staff participates in a minimum of initial myLearningPointe online Cultural Competency training as well as any training required thereafter.

**Community Relations Team**

1. Ensures materials purchased by the agency for either public or company use reflect the diversity of cultures represented in the service area.
2. Seeks out venues to promote agency services to community residents of diverse cultures. This may include, but is not limited to:
  - a. Advertisements / public service announcements.
  - b. Participation in health fairs targeted for groups, which may include a culturally diverse population.

**VI. REFERENCES:**

- A. MDHHS and PIHP Contracts. – Statement of Work sections.
- B. CCBHC Handbook and certification criteria

**VII. EXHIBITS:**

- A. St. Clair County Community Mental Health Authority “Tips for Respecting Diversity in the Workplace”

**VIII. REVISION HISTORY:**

Dates issued 02/02; 04/04; 04/06; 04/08; 04/10; 08/11; 01/13; 01/14; 01/15; 03/16; 03/17; 03/18; 03/19; 3/20; 4/21; 3/22.

ST. CLAIR COUNTY COMMUNITY MENTAL HEALTH AUTHORITY

**Tips for Respecting Diversity in the Workplace**

1. Do not label people, instead ask the person how he/she/they would like to be addressed.
2. If a person identifies as Hispanic/Latino, African-American/Black, Native American, Asian, Pacific Islander, Lesbian, Gay, Bisexual, Transgender, Homeless, etc., providers should not to assume they know what that means, instead find out what that means for the individual.
3. If you want to know about a cultural practice, put your question in a work context related to your reason for interviewing the person.
4. Respect personal boundaries, people always have a choice in how they choose to respond. Our role is to provide the options and related outcomes.
5. If a person becomes angry after you make a statement and your intent was not to offend, apologize and ask what you can do to assist. Stay focused on providing quality services.
6. Always address individuals in a nonjudgemental manner. Staff actions should be based on facts and not on perceptions or assumptions.
7. Do not impose your values on others at work. We are here to implement the values of the Agency.
8. When an individual's primary language is not English, do not assume that he/she/they do not speak English. Ask the question, and if an interpreter is required, one can be requested.
9. When an individual has a hearing impairment, ask the individual \*, parent, Guardian or significant other if they require an interpreter during the appointment/meeting.
10. If you don't understand a person's communication style, ask for clarification. If you are uncomfortable clarifying, ask another staff member for assistance.

\* THE PERSON MAY LIP READ, AND SHOULD BE INCLUDED IN ANY CONVERSATION ABOUT HIM/HER/THEMSELF.