

# Stark County System of Care Expansion Planning

## *Cultural Competence FAQs*

### 1. Question: Why is a cultural competence subcommittee important?

#### Answer:

**Many minority populations are underserved** in the current mental health system.

- The mental health system has not remained up to date with the **diverse needs** to racial and ethnic minorities, which leads to inappropriate services.
- **Significant barriers to services** still remain including access, quality, and health outcomes for minorities.
- Thus, minorities experience a **higher burden of disability** from disorders because of receiving less care and of poorer quality.<sup>1</sup>

There are also different cultural beliefs and practices related to health including:

- Reliance on traditional remedies, culture bound syndromes, delaying access to care, historical mistrust of health care/mental health/education/social service professionals, experiences of racism/discrimination/bias, cultural and linguistic barriers, and stigma.<sup>2</sup>
- These all contribute to people seeking or not seeking service.
- Understanding different cultures and their beliefs will allow for the delivery of more appropriate and effective services.

By the year 2045, the United State is predicted to become a “majority-minority,” meaning that non-Hispanic, single-race white individuals will become the numeric minority of the nation. The population under 18 years of age will reach this status by 2018 or 2019.<sup>3</sup>

Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables—including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation, and socioeconomic status—that the professional and client/patient bring to interactions.

Cultural competence in service delivery is increasingly important to respond to demographic changes in the United States; eliminate long-standing disparities in the health status of people of diverse racial, ethnic, and cultural backgrounds; improve the quality of services and health outcomes; and meet legislative, regulatory, and accreditation mandates.<sup>4</sup>

A cultural competence subcommittee is important to ensure that “organizations have a clearly defined, congruent set of values and principles, and **demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work cross-culturally.**”<sup>5</sup>

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<sup>1</sup> NAMI. Retrieved from:

[http://www2.nami.org/Content/NavigationMenu/Inform\\_Yourself/About\\_Public\\_Policy/New\\_Freedom\\_Commission/Goal\\_3\\_Disparities\\_in\\_Mental\\_Health\\_Services\\_Eliminated.htm](http://www2.nami.org/Content/NavigationMenu/Inform_Yourself/About_Public_Policy/New_Freedom_Commission/Goal_3_Disparities_in_Mental_Health_Services_Eliminated.htm)

<sup>2</sup> Georgetown National Center for Cultural Competence PowerPoint by Tawara D. Goode and Vivian H. Jackson from February 9<sup>th</sup>, 2015. *Exploring the Multiple Dimensions of Culture*.

<sup>3</sup> U.S. Census Bureau. Retrieved from: <http://www.census.gov/newsroom/releases/archives/population/cb13-89.html>

<sup>4</sup> Retrieved from: <http://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Competence/>

<sup>5</sup> Georgetown National Center for Cultural Competence PowerPoint by Tawara D. Goode and Vivian H. Jackson from February 9<sup>th</sup>, 2015. *Cultural and Linguistic Competence: Conceptual Frameworks and Definitions*.

**2. Question:** Who is invited to join this subcommittee?

**Answer:**

Youth, young adults, family members, community stakeholders, faith-based representatives, cultural representatives, and any other agency, organization, institution, or individual caring for or working with children, youth, and young adults with or at-risk for serious mental health needs and their families.

**3. Question:** How often and where does this subcommittee meet?

**Answer:**

The Cultural Competence Subcommittee meets the 2<sup>nd</sup> Thursday of every month from 2:00PM-3:30PM through August 2015. Meetings are held at the Kent State University at Stark campus (6000 Frank Ave NW, North Canton, OH 44720). Participants will be notified in advance of any changes in meeting times/locations.

There may be some additional hours (approximately 8) outside of subcommittee meetings necessary for research and preparation for meetings; however, we appreciate any time you can give to the planning process.

**4. Question:** What are the expectations of this subcommittee?

**Answer:**

This subcommittee is responsible for ensuring the System of Care Expansion Planning Team 1) adopts a strategic approach to increase Cultural and Linguistic Competence of service and supports delivered to children, youth and families, 2) eliminates or reduces cultural, racial and ethnic or geographical racial disparities and 3) develops a sensitivity and appreciation for diversity and cultural issues throughout the System of Care.

This subcommittee is also responsible for formulating a plan that will implement cultural and linguistic competence practices within the following domains: 1) governance and organization infrastructure, 2) services and supports, 3) planning and continuous quality improvement, 4) collaboration, 5) communication, and 6) workforce development.

Lastly, this subcommittee will organize resources and materials that may assist stakeholders in creating, revising, and/or updating cultural competence policies for their respective organizations.

**5. Question:** Who leads this subcommittee?

**Answer:**

This subcommittee is led by Jessica Zavala, the Grant Coordinator for the Stark County System of Care Expansion Planning Grant and the Community Engagement and Youth Services Coordinator for the Mental Health and Recovery Services Board of Stark County.

**6. Question:** Who can I contact for more information about this subcommittee?

**Answer:**

Please contact Jessica Zavala for more information about this subcommittee at [StarkSOC@gmail.com](mailto:StarkSOC@gmail.com).