



National Alliance of Multi-Ethnic Behavioral Health Associations

**CULTURAL AND LINGUISTIC COMPETENCE TRAINING-OF-
TRAINERS (TOT) CURRICULUM**

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NARRATIVE SUMMARY

A Description and History of NAMBHA

The National Alliance of Multi-Ethnic Behavioral Health Associations (NAMBHA) is uniquely qualified to develop products and conduct training, technical assistance and coaching activities designed to increase cultural and linguistic competence and eliminate behavioral health disparities. NAMBHA was created as a non-profit 501c3 organization in 2003 with a specific mission to promote the behavioral health, well-being, and full potential of people of color and to eliminate racial/ethnic disparities in behavioral health services and systems. NAMBHA's main office is located in the state of Maryland.

NAMBHA has developed a lifespan approach to behavioral health issues and focuses on all racial/ethnic and emerging population groups regardless of their geographic location, sexual orientation, or socioeconomic status. Although NAMBHA is a relatively new organization, many of its principals have worked together since 1989 when they comprised the multicultural committee at Georgetown University and produced the seminal work that launched cultural competence in the mental health field, *Towards a Culturally Competent System of Care* (Terry Cross, Barbara Bazron, Karl Dennis & Mareaasa Isaacs). Since that time, principals within NAMBHA have conducted numerous training and technical assistance consultations in this area and have developed curricula, assessment protocols, and monographs to advance this critical concept.

NAMBHA is an umbrella-type organization that is comprised of a Board of Directors and four affiliate organizations: the National Asian American Pacific Islander Mental Health Association (NAAPIMHA), the National Latino Behavioral Health Association (NLBHA), the National Leadership Council on African American Behavioral Health (NLC) and the First Nations Behavioral Health Association (FNBHA). Funding and support from the leadership of the federal Substance Abuse and Mental Health Services Administration (SAMHSA) is directly linked to the formation of each of these groups. NAMBHA, itself, received support from the Annie E. Casey Foundation in Baltimore, Maryland, for its initial development.

Since its inception, NAMBHA has taken on projects that have continued to advance the development and implementation of cultural and linguistic competence, as well as initiatives that specifically address racial, ethnic and cultural disparities in behavioral health. One of the projects – the development of a cultural and linguistic competence training-of-trainers curriculum – is the subject of this overview. :

In addition to specific projects, NAMBHA offers a wide array of products and services including training, education, and advocacy; cultural competence products; technical assistance and consultation; service design and implementation; development of community research partnerships; and, identification of culturally appropriate best practice models. We also develop and participate in a variety of workshops and conferences geared toward increasing organizational capacity, improving data analysis and research dissemination, and creating a strong referral network for our members and the populations they serve.

Overview and Rationale for Cultural Competence Training

Twenty years ago, in 1989, Cross, Bazron, Dennis and Isaacs introduced the concept of *cultural competence* to the children's mental health field. It was introduced as a strategy

for addressing growing population diversity and the inherent racial/ethnic disparities that prevailed in mental health systems for children and their families at that time. Since that time cultural competence has obtained high levels of visibility and influence (Vega, 2005). The dialogue, as well as the discipline of cultural competence has been evolving steadily since its introduction to the field. Since its auspicious beginnings, cultural competence has been adopted, adapted, refined, and further developed by many in the field of mental health and other disciplines. Extensive training, technical assistance, consultation, assessments, and other activities have been undertaken to support progress towards cultural competence.

Professional associations, such as the American Medical Association, the American Counseling Association, the American Psychiatric Association, the American Psychological Association, and the National Association of Social Workers, among others, include numerous references to cultural competence in their professional ethic codes, organizational goals, and training guidelines. The concept has also been widely adopted as a core component to be addressed in many federal and state grants and contracts. Even state legislatures, such as in New Jersey, have begun to mandate cultural competence training for physicians as part of the professions continuing medical education.

Yet, despite the proliferation and acceptance of the concept, effective implementation and operationalization of cultural competence in mental health systems remains evasive (Sue, 2003) and much work remains before the concept can be more effectively utilized for purposes of reducing mental health disparities (Vega and Lopez, 2001; Isaacs, 2005). One of the major strategies for implementation of cultural and linguistic competency has been training. In a review of state-level activities, Isaacs (1998) found that over 80% of the state departments of mental health indicated some type of training activity related to cultural competency. Yet, few of these training activities were ongoing or provided in a continuous fashion.

In 2005, the Child, Adolescent and Family Branch (CAFB), Center for Mental Health Services (CMHS), SAMHSA, hosted a planning meeting to create a consistent vision for cultural and linguistic competence for the CAFB, its partners and systems of care communities (Bazron, 2005). One of the recommendations from the meeting was the development of a Train-the-Trainer's Curriculum, as a first step in beginning to move the field towards more standardized, consistent, and quality training in the area of cultural and linguistic competency.

NAMBHA received a subcontract from HumRRO (the prime contractor for the CMHS *Eliminating Mental Health Disparities Initiative*) to develop a training-the-trainer curriculum on cultural and linguistic competence. Prior to the development of the proposed curriculum, NAMBHA undertook three major activities to update its knowledge about training activities related to cultural competence in mental health, health and other related fields of practice:

- Review of the literature: NAMBHA conducted a review of publications related to training curricula and training focused on aspects of cultural and linguistic competence. Most of the more developed efforts were found in health-related fields (physician and nursing training). Although there were several curricula related to multicultural training in mental health, most were focused on training graduate student courses or direct service staff in culturally competent assessments and treatment issues.

- Key informant interviews: NAMBHA staff interviewed over 40 “elders” (i.e. those who had extensive experience training or developing written materials related to cultural and linguistic competence, as well as those whose professional positions were directly related to the implementation of cultural and linguistic competence in their agency or system. The original four authors of the 1989 seminal document were all interviewed. Training was a topic of major discussion in most of these interviews.
- Focus groups with participants in cultural and linguistic competence training: NAMBHA conducted focus groups with participants in three different training events focused on cultural and linguistic competence – a focus group with crisis workers trained in Louisiana; a focus group with participants in a Pre-Institute on Cultural and Linguistic Competence at the bi-annual Children’s Mental Health Training Institutes; and, a focus group with state cultural competence directors/coordinators.

These efforts identified a number of similar issues:

1. The content knowledge and skills of the trainer are critical in defining the level of satisfaction with the cultural and linguistic competence training event. The differences in satisfaction seemed directly related to the ability of the trainer(s) to tailor the information to the specific needs of the participants and the skills of the trainer(s) in conveying the information in a way that made it highly usable in an applied setting.
2. Most respondents felt that available training events were much too short in length of time available to convey important concepts and knowledge, as well as to provide some type of experiential and reflective processes.
3. Almost all respondents felt that cultural and linguistic competency training was often “preaching to the choir”. In other words, given the voluntary nature of most training events, there is a self-selection process, which suggests that it is relatively difficult to attract agency leaders, policy makers, researchers, program model developers, Board members, and other decision makers to cultural competence training events.
4. Many of those participating in training events had little familiarity with many of the basic monographs or other written materials that have been developed in the field of cultural and linguistic competence.

The key informants also identified three barriers to effective training in this area: the lack of a training infrastructure to support sustained and ongoing cultural competence training and technical assistance, especially in behavioral health settings; a need to promote consistency, quality and some type of standards for training that provide evaluation and research opportunities; and, the lack of real mandates or consequences for agencies and systems that do not implement effective cultural and linguistic competence strategies. Recognizing that little could be accomplished through mandates without addressing the first two barriers, NAMBHA has outlined a Cultural and Linguistic Competence Training Program, which it is seeking to implement.

Proposed NAMBHA Cultural Competence Training Program

The proposed NAMBHA Cultural Competence Training Program was designed based on the findings above. There were two major decisions made about the training program: (1) It is focused on cultural and linguistic competence at the *organizational and systems* level, rather than the clinical and direct service provider level; and, (2) It is geared towards those who have a basic knowledge of cultural competence and who have some level of responsibility for implementing cultural and linguistic competence or disparities-focused solutions in their work environment and community. Thus, the training program is focused on training-the-trainer (TOT) or those who have direct responsibility for training, technical assistance and/or leading cultural competence implementation activities at an agency, system or community level. We believe that there are already numerous training events focused on Cultural and Linguistic Competence 101, and there is no need to develop another one.

Rather, the NAMBHA Training Program (CLC-TOT) is interested in advancing the field to a consistent application and implementation stage. In order to develop effective practitioners at this level, we believe that training has to take place over a period of time (6 months to a year); that it must include a focus on actual implementation of a CLC strategy, based on the training received); and that there must be ongoing coaching and support for those in the program. It is also important to develop an extensive evaluation process that allows for collection of both qualitative and quantitative data about process and outcomes. Since the curriculum is the first component for developing the program, a more detailed training approach will be developed after the curriculum has been tested and refined.

To date, most of the funding and staff time has been devoted to developing the CLC-TOT Curriculum that is at the core of the training experience. The principal curriculum developer is Mareasa R. Isaacs, Ph.D., with support and significant input from Barbara J. Bazron, Ph.D., Kathy Lazear, Karen Francis, and Guileine Kraft.

CURRICULUM INFORMATION

Description of the NAMBHA CLC-TOT Curriculum

The NAMBHA CLC-TOT is a multi-method knowledge and capacity enrichment curriculum for individuals who have responsibilities for training, facilitating, or implementing cultural and linguistic competence plans or strategies within their organizations, systems or communities. The training curriculum is predicated on the five essential elements of cultural competence identified by Cross & colleagues in the 1989 seminal monograph, *Towards A Culturally Competent System of Care*. These include: valuing diversity; conducting cultural self-assessments; exploring the dynamics of difference; institutionalizing cultural knowledge; and adapting policies, programs, services and structures to accommodate greater cultural and linguistic competence.

The primary purpose of the CLC-TOT curriculum is to provide training that addresses more effective implementation of cultural and linguistic competence in behavioral health organizations. The purpose is not to provide a basic understanding of or knowledge about cultural and linguistic competence. Rather, the curriculum is designed to develop a cadre of highly skilled individuals with the ability and commitment to conduct training events and provide facilitation and consultation services to assist those in the field of mental health (and related fields) in implementing effective cultural and linguistic

competence strategies at the organizational and systems levels. The underlying assumption is that a consistent process and approach for training in this area has been lacking, and that this training-of-trainers curriculum will make a contribution towards meeting a need that has been consistently referenced in the literature and by those with expertise in the field.

Target Audience

The target audience for the CLC-TOT program is principally those staff and professionals who have primary responsibility in their organizations, systems or communities for providing technical assistance and training, or implementing cultural and linguistic competence strategies and plans. They must already possess a basic knowledge of cultural competence and should have at least three years experience in training or facilitating cultural competence or related processes. It is also important that the participant have support and commitment from his/her supervisor or other authorized person within the organization. This support and commitment includes the costs of participating in the program (i.e. time, travel costs), as well as an opportunity to “practice” implementation of some aspect of the training when they return to the “home” organization and community. Those staffing family/consumer-operated organizations, youth organizations or community coalitions who have responsibility for cultural competence are also strongly encouraged to participate.

Core Competencies and Learning Outcomes

The CLC-TOT curriculum is designed to develop participant competencies in six (6) major categories. These major competency areas are based on a review of the literature on intercultural and cross-cultural training, as well as focus groups and key informant interviews with those who have extensive experience in training and facilitating cultural competence implementation in the mental health field.

The six (6) domains of core competencies that will be developed and enhanced through the CLC-TOT curriculum are:

1. Deepened and more nuanced knowledge in the field of cultural and linguistic competence.
2. Improved skills in cross-cultural communication within organizations and when interacting with diverse communities.
3. Increased ability to conduct honest self-assessments and acknowledgement of one’s own worldview and cultural identity, as well as the roles these play in understanding, interpreting and framing solutions to problems.
4. Ability to analyze, understand, and explore the dynamics of difference that are often manifested in cross-cultural relationships and interactions
5. Relationship-building, which includes the ability to work in cross-cultural groups and with communities more effectively; and,
6. Development of the technical and process skills needed to plan and facilitate an organizational change process related to cultural competence.

ATTACHMENT 1 provides a table of the Core Competencies and extensive evaluation processes will also be utilized to test for the effectiveness of the training.

The CLC-TOT Curriculum As indicated above, the CLC-TOT curriculum is at the center of the NAMBHA Training Program. The CLC-TOT Curriculum includes 12 modules.

Each module includes a variety of training modalities, such as lectures, large group discussions, small group discussions and work, teach-back sessions, role-playing and practice sessions, film discussion, and other exercises and training techniques. As noted earlier, each module will also include an evaluation form so that feedback can be obtained from each participant. The curriculum also includes a pre-post assessment package to assess the skills and knowledge learned during the training. All modules are predicated on adult learning theory and active training processes and encourage participants to utilize their own experiences in incorporating key ideas and concepts. The modules included in the CLC-TOT Curriculum are:

Module Number	Module Title
One	Cultural and Linguistic Competence Training-of-Trainers: Welcome, Introductions, and Overview
Two	Foundations of Cultural and Linguistic Competence: Core Definitions, Principles, and Elements of Cultural and Linguistic Competence
Three	What Does Cultural Competence Mean to Me?: Customizing the Conceptual Framework
Four	Looking Inward: Exploring and Sharing Personal Values and Beliefs
Five	Presentation and Facilitation Skills: Basic Tools for the Cultural Competence Change Process
Six	Cultural and Linguistic Competence Teach-Backs: Practicing Presentation and Facilitation Skills
Seven	Exploring the Dynamics of Difference: Linking Cultural Competence to a Focus on Inequities and Disparities
Eight	Exploring the Dynamics of Difference: The Houses We Live In
Nine	Organizational Cultural Competence: Definitions and Characteristics
Ten	Implementing Cultural and Linguistic Competence in Organizations: The DISCOVER Mental Health Center Case Study
Eleven	Accountability and Evaluation: Definitions, Data, and Assessment of Results
Twelve	Becoming an Organizational Change Agent: Developing an Action Plan for Implementation

The curriculum begins with a basic foundation for cultural competence, based on the original concepts and frameworks developed by Cross et. al (1989) and provides participants with an opportunity to “customize” the framework to better fit their particular community or population of interest. Next, participants are asked to begin a process of self-assessment and sharing that is a critical component of forming relationships and becoming more self-aware. Believing that each participant should be able to present on

basic cultural competence concepts and/or facilitate a basic cultural and linguistic competence facilitation process, Modules 5 and 6 are devoted to presentation and facilitation skills that are important, including awareness of cross-cultural communication techniques. Modules 7 and 8 deal with the issues that create and maintain disparities, especially within organizations – structural racism, differences in worldview, inclusion, social justice and racial equity as goals and the impacts of structural racism, i.e. white privilege and internalized oppression/historic trauma. Three modules are based on assessing readiness and implementing cultural competence strategies within organizations/systems, as well as strategies for building in accountability and evaluation processes. The final module begins the process of helping participants develop a set of strategies (action plans) that they will work on implementing when they return to their home sites. The developers suggest that there are several other modules that can be added to this core curriculum as webinars/podcasts, based on the specific needs and interests of specific trainees. The overall message delivered through the curriculum is that cultural competence is a journey and a change process.

The curriculum includes the following components:

- Pre-Assessment and Reading Package, which includes assessment forms to complete and preliminary reading materials to prepare for the Intensive Residential Training Institute;
 - Leaders Guide, with detailed instruction for all modules and accompanying exercises, handouts, evaluations, all power point slides, and other resource materials;
 - Participant Manual that includes all materials needed for each module including power point slides, exercises, handouts, evaluations, and other resource materials. The participant manual also includes pre/post assessment packages, practicum forms, and preliminary reading materials.

Evidence Base for Curriculum

Since the curriculum has just been completed and has not yet been pilot-tested (will be on October 13-16, 2009), it has not been manualized nor does it have evaluative evidence yet. However, the curriculum was built around strong evidence about what works in cultural competence training and effective training approaches for application and implementation. Once the piloting of the curriculum is completed, NAMBHA expects to make needed changes and finalize a version that will be offered within the context of the entire Training Program, including vigorous evaluation.

Agencies and Populations

The beauty and utility of the NAMBHA CLC-TOT approach is that it is based on developing organizational cultural competence, regardless of population and regardless of type of agency/system. Although case studies and examples in the curriculum are specific to mental health at this point, with small changes, the curriculum could be utilized with education, child welfare, juvenile justice, family organizations, youth development agencies, etc. The curriculum is set-up to provide a sound ***process for implementing*** cultural and linguistic competence based on the type of agency AND populations that are specific to each organization. The curriculum moves away from providing specific knowledge and often, stereotypes, about population groups, but rather attempts to provide a strategy for asking the right questions, finding the right people, and

creating a process that will allow each organization to develop its own strategies and approaches to implementing cultural competence based on the uniqueness of its place, context and community. In that sense, it provides an opportunity for an agency to tailor its approach to cultural and linguistic competence rather than providing generic responses. It aims to develop a 'generic' process that yields specific responses and strategies.

Since we have not pilot-tested the curriculum yet, we do not know if it currently meets that goal. However, we are testing it with a variety of agencies and organizations – technical assistance centers providing assistance to educational grantees; system of care communities; local government agencies; state-level agencies; non-profit organizations serving different populations; training centers; etc. We have also tried to accommodate different geographical regions and types (rural, urban, small city, etc.) in our pilot, as well as different populations – racial/ethnic, immigrant, early childhood, adults, etc.

Time Commitment

As noted earlier, we believe that cultural and linguistic competence is not a one-time training event – nor is it only an intellectual and cerebral one. Cultural competence is about knowledge and awareness, but it is also about communication, self-awareness, building trusting relationships, being able to hear and be heard, and having the skills to take action. It's about understanding that it is a change process and as one who has the responsibility, by definition, becoming comfortable with being a change agent. It's about risk-taking and not being afraid to make mistakes, try new things. In order to become these things, it takes time and it takes support, coaching and mentoring. If cultural competence is truly a journey, then we understand that it is a constant learning experience.

With that in mind, though, we believe that most of the learning must take place in your normal or natural environment – the work is in the community, or your organization or system. The goal of the training is to assist people in developing the knowledge base, comfort, and support needed to implement cultural competence. Sometimes that might mean training, sometimes that means developing a cultural competence plan and implementing it, sometimes it means conducting studies and collecting data, sometimes it requires meaningful community engagement, etc. It almost always means self and organizational assessments. It almost always means dialogue and tough conversations. So, it means having good facilitation skills.

We believe that technology is wonderful, but that cultural competence requires face-to-face interaction in a relaxed and facilitative setting and process at some point. The intangibles of cultural competence require self-assessment and reflection, interactions with those who are different and might not share the same worldview or perspectives. Therefore, we believe that an Intensive Residential Training Institute of 3 to 5 days is an important time commitment that the individual and his/her agency must be willing to make. In addition, we believe that the individual needs time to "practice" and "apply" what they learn in the training, so that there has to be an opportunity provided by the supervisor/agency director for that to occur. When speaking with the cultural and linguistic competence "elders" in the key informant interviews, peer support was considered a very important, and often over-looked, resource. The ability to have someone to problem-solve with, share ideas and approaches with, learn about new or different resources, exchange success stories with, etc. is important. Whether that

happens through mentoring, coaching, learning communities, website information exchange areas, conference calls, webinars depends on the individual. But such opportunities should be made available on some type of regular basis. That may add an additional 2 to 4 hours a month. NAMBHA also believes that there should be some type of refresher/continuing education component offered, whether it is a seminar series, conference, etc. that would allow individuals to continue to update and hone their knowledge and skills in this area. Right now, the curriculum requires 4 full days with at least 1 day of follow-up activities. Ideally, the full training program would include 8-10 days within a year.

We believe that some of the modules currently in the curriculum can probably be presented through webinars or other distance-learning group formats. These could occur in multiple sessions and might reduce the Intensive Residential Training Institute to 2.5 – 3 days. However, we believe that all participants would need to go through that process. We believe that this can be offered nationally (as we are doing now), but may also be offered to a group of participants within a state or city, so that more could attend and costs could be reduced. For example, we offered a modified training of this in Arkansas to 40 participants in their systems of care site rather than having them all travel to another location outside the state. We have offered the same approach to the New York State Office of Mental Health.

Sustaining Cultural Competence Training in Local Agencies

This curriculum is based on a training-of-trainers model precisely because it is important to sustain training in local agencies. Individuals will be trained to deliver a basic cultural and linguistic competence training to their agencies and others that might request the training. Ideally, their initial efforts will be monitored (supervised) in some way by the NAMBHA training team – just to ensure their ability to deliver the training in a positive way – but that is what the CLC-TOT hopes to accomplish. During the Intensive Residential Training Institute, participants will have an initial opportunity to demonstrate their understanding of the materials and skills in presenting information and facilitating processes. However, for the most part, these are people that have already had some basic training in cultural competence or who have responsibility for implementation in their agencies/organizations.

In our trainer selection criteria, we include the following:

1. Has some responsibility or has had some responsibility for implementing CLC or disparities-focused solutions in their work environment or community (i.e. Cultural Competence or Diversity Coordinator , or has this as a part of his/her job responsibilities)
2. Has some basic training experience or experience providing technical assistance, preferably in cultural competence or a related area;
3. Must have gone through a basic CLC training event (i.e. Georgetown Pre-Institute on Cultural Competence, SAGE training, CA, etc.) of at least 16 hours (two days).
4. Has a commitment to training or facilitating implementation processes around this subject matter and will have an opportunity to do so once completed;
5. Has some knowledge and expertise related to behavioral health, a particular population (such as adolescents, elderly, veterans, etc) or a particular racial/ethnic or cultural population;

6. Must make commitment of time to complete the training program;
7. Must agree to participate in a learning community, complete work assignments outside of sessions and attend “refresher” courses if they are available;
8. Must be willing to have training efforts critiqued and evaluated and participate in a (yet to be identified) NAMBHA process to determine that the trainer has achieved a standard level of proficiency

In order to meet many of these criteria, there will need to be adequate support for this effort within the leadership of the trainee’s organization in some type of documented consent and agreement.

Ideally, a NAMBHA trainer would be available to monitor, supervise, and/or attend an initial training or facilitation event for each new participant who completes the Intensive Residential Training Institute and develops an action plan for implementing in the home site. Although this initially sounds expensive, because NAMBHA is a national organization and has members in most states, this network might be made available to ensure fidelity to the training model in a cost-effective manner.

Delivery of the Curriculum

There are many potential ways to deliver the curriculum. Some of the possibilities have already been discussed. A state or locality could choose to have NAMBHA train a cadre of individuals within the state/locale, who would then be available to deliver the training to others within the state/local – i.e. training-of-trainers model. The initial training could be held within the state/locale or at an outside location, but a part of the commitment that individuals might make for receiving the training is that they would provide a certain number of training events within their state or community at minimal costs. Since these individuals would also have full access to the NAMBHA curriculum, they could present parts of the curriculum in different sessions that may not be as long or as intensive as their original training institute. We believe that by training a cadre of individuals within a state or locale, effective training opportunities are significantly expanded for others and that it can be extremely cost-effective. For one thing, most of those who request training will not need the in-depth training that the TOT participants receive.

At the current time, there are approximately 40 to 50 individuals who could provide training on most of the modules contained within the NAMBHA CLC-TOT curriculum. Included in this number are the original members of the committee that developed cultural competence in 1989, those who have extensive experience in developing cultural competence tools and resources, and those who have received extensive training or worked for at least five years in some position that required implementation of cultural and linguistic competence concepts and principles. These persons are currently being asked to join the NAMBHA Roster of available trainers for the proposed program.

The program does not require particular facilitators per se, but it does require an initial training and coaching/mentoring period from NAMBHA trainers.

Summary

NAMBHA CLC-TOT PROGRAM

It is anticipated that those who successfully complete the entire NAMBHA Training Program will be certified and provided permission to use any and all of the materials included in the training curriculum. However, it is always required that appropriate citations and attributions be utilized.

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