



A Toolkit for Serving Diverse Communities

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Presenter – Barbara Dieker

- Director of the Office of Elder Rights for the Administration on Aging.
- She is responsible for management of programs to ensure justice, rights and protections for our nation's seniors, including those authorized under Title VII of the Older Americans Act. Areas of program responsibility include the healthcare fraud prevention, identification and awareness activities of the Senior Medicare Patrol (SMP) Program, Pension Counseling Programs, Legal Services for the Elderly, Elder Abuse Prevention Programs and the National Center on Elder Abuse among others.
- Barbara has local and state experience with Area Agencies on Aging. As a grassroots advocate she led a Senior Citizens Law Project in rural Kansas, and served as a manager of information, outreach and advocacy programs.

Presenter – Valerie Soroka

- Is the program officer for two specific issue areas within the Office of Elder Rights of the U.S. Administration on Aging: the Pension Counseling & Information Program, and the Legal Assistance Grants Program.
- She joined the Administration on Aging in 1993 as a special assistant to the Assistant Secretary for Aging, having previously served on the full committee staff of the Select Committee on Aging, U.S. House of Representatives.
- Prior to that, she served as senior legislative assistant and caseworker for a U.S. Congressman, covering education, health, and aging issues.

Presenter – Carol Crecy

- Director of Outreach and Consumer Information for the Administration on Aging (AoA). The AoA, located in the U.S. Department of Health and Human Services, is the federal agency dedicated exclusively to policy development, planning, and the delivery of supportive home and community-based services to our nation's diverse population of older Americans and their caregivers.
- Ms. Crecy provides leadership on the provision of consumer information and education and develops special initiatives to enhance the lives of older women and minority populations.
- Additionally, she provides management oversight of the provisions in the Older Americans Act that relate to civic engagement and volunteerism. Ms. Crecy has served in management positions within the Administration on Aging for more than 30 years.

Presenter – Margaret Schaefer

- Is the ElderAccessLine® Attorney at Legal Aid of Nebraska. She manages the helpline providing legal advice and assistance directly to callers and through the assistance of a paralegal.
- Margaret has been with the ElderAccessLine since it opened in December of 2005. She prepared the Toolkit entitled “Cultural Competence –Providing Culturally Appropriate Services”.
- Legal Aid of Nebraska is a 2009 Model Approaches grantee.



Legal Services and Pension Counseling

A Toolkit for Serving Diverse Communities



Welcome and Agenda

Barbara Dieker
Director, Office of Elder Rights

Welcome

Valerie Soroka, Aging Services
Program Specialist

AoA's Views on Diversity and
Review of the Toolkit

Carol Crecy, Director
Office of Outreach &
Consumer Information

Review of Toolkit Concepts

Margaret Schaefer,
Legal Aid of Nebraska

A View from the Field

Questions

Purpose

- Provide tools to evaluate and improve our practices to strengthen our person-centered approach to serving diverse populations.
- Reduce disparities in access to services.



Diverse Populations Growing

- Racial and ethnic subgroups will represent 34 percent of the older population by 2050, compared to just 15 percent in 1995.
- For example, New York experiences an influx of 100,000 foreign immigrants each year and 3.2 million New Yorkers of all ages report that they do not speak English “very well.”
- Data from California’s IHHS program (providing personal care for Medicaid recipients at home) indicates that 49% are non-English speaking.



Framing the Conversation

Cultural competency is not a job or a task.

It's adopting values reflected in our job performance, policy decisions, attitude and behavior that help serve the community better.

It's intrinsic to how we serve older adults.



What is Cultural/Linguistic Competence?

- A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to ***work effectively in cross-cultural situations.***
- Person-centered care requires cultural competence to ensure high quality services are designed to meet each client's unique needs.
- Successful advocacy requires culturally competent services and planning.



Documented Disparities

Documented disparities for people of color and/or with Limited English Proficiency (LEP) include:

- Less availability and access to services
- Lower likelihood of receiving services
- Greater likelihood of receiving poorer quality of care and disproportionate outcomes

(Derived in part from Surgeon General's Supplemental Report; Culture, Race, and Ethnicity... DHHS, 2001)



AoA's Views on Diversity

- Respect, inclusion and sensitivity are the hallmarks of quality service.
- Service provision from the service population's perspective should not only be understood but valued.
- Service provision is not a “one size fits all” process.
- The meaning of the word diversity goes beyond race.
- Diversity includes the rich dimensions and unique characteristics of each and every individual.



Older Americans Act

Targets Diverse Populations:

- Alzheimer's/Dementia
- Disability
- Caregiver
- Low-income
- Low-income Minorities
- Limited English Proficiency (LEP)
- Rural and Frontier Seniors
- American Indians
- At Risk for Institutionalization



A Toolkit For Serving Diverse Communities

Overview



What is the Toolkit?

A four-step process and a questionnaire that assists the Aging Services Network and its partners with every stage of program planning, implementation, delivery, and evaluation of services to diverse populations.



Why is the Toolkit Important?

It provides technical assistance for state and AAA aging plans by offering a step-by-step flexible implementation strategy for serving diverse populations of older adults.

It also takes into account -- and builds upon -- staff, agency, and partner/provider knowledge about diverse service populations, through a collaborative process.



What We Want to Achieve

To provide the Aging Network and its partners with a replicable and easy-to-use method for providing respectful, inclusive, and sensitive services for any diverse community.



Diversity Community Questionnaire

A questionnaire tool that provides your agency, its partners, and stakeholders with key questions in four specific service planning areas:

- Step 1: Assessment
- Step 2: Identifying Resources About the Community
- Step 3: Designing Services
- Step 4: Program Evaluation



Step 1: Assessment

- Organizational Assessment
- Staff Assessment
- Self-Assessment



Step 2: Identifying Resources About the Community

- Agency knowledge of the service community
- Partnerships and coalitions with representatives from diverse groups
- Client data
- Client input



Step 3: Designing Services

- How should services be designed?
- Who should receive services?
- What types of services should be delivered?
- When should services be delivered?
- Where should services be delivered?
- What are the structural and cultural barriers to service delivery?



Step 4: Program Evaluation

(The organization and its services)

- Process evaluation
- Outcome evaluation
- Data



Review of Cultural Competency Concepts



Value Systems

Values are defined as commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable, etc., in a community or society.



Diversity is . . .

More Than Race and Ethnicity

- Age
- Gender
- Race
- Socio-economic status
- Physical and mental abilities
- Geography
- Educational attainment
- Sexual orientation
- Religious and spiritual beliefs
- World View

Other factors



Cohort Differences

- Multiple cohorts of older persons
- Impact of historical experiences
- Influence of an event differs based on the age of the elder at the time and other factors unique to that individual's life experiences



Concepts Supporting the Toolkit

- John W. Berry's Model of Acculturation
- Milton J. Bennett's Model of Intercultural Sensitivity
- The Terry L. Cross Model of the Cultural Competence Continuum

What Is Acculturation?

The degree to which one culture interfaces with other culture(s), resulting in changes to one or both of the cultures.

Majority
Culture



Client
Culture

Assimilation

While the client welcomes and fully socializes with individuals outside of his/her cultural group, to a lesser degree the client stops embracing or valuing his/her own culture and begins to embrace another culture.

Integration

The client welcomes and fully socializes with individuals both inside and outside of his/her cultural group.

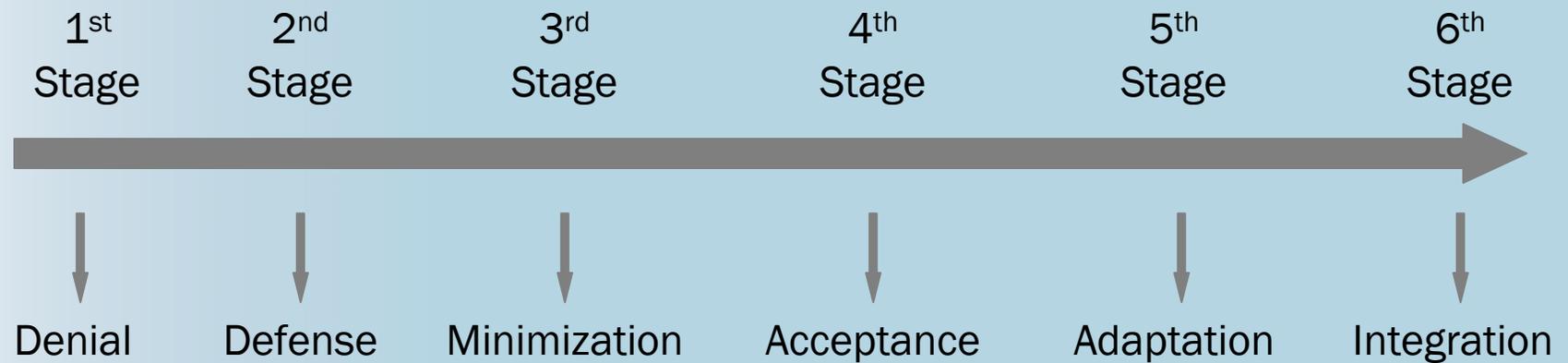
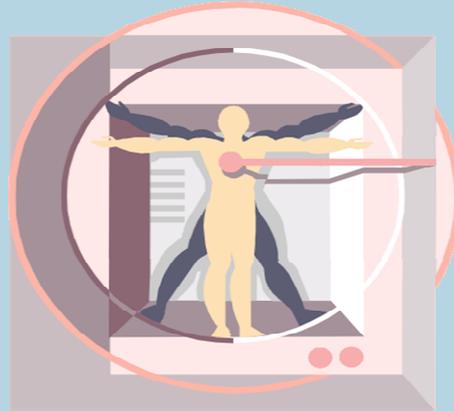
Separation

The client's primary focus is on maintaining values in his/her own culture, not on building relationships with people outside of his/her culture.

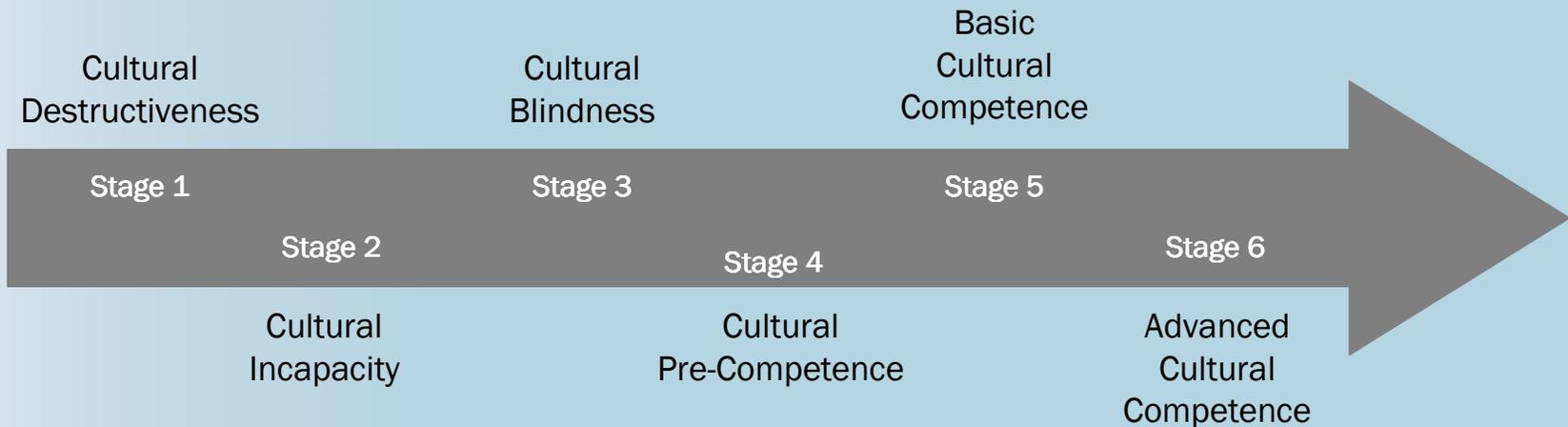
Marginalization

The client does not socialize with individuals outside of his/her cultural group, or focus on maintaining relationships inside of his/her cultural group.

The Stages of Intercultural Sensitivity



The Six Stages of Cultural Competence





Achieving and Sustaining
Cultural Competence
A View from the Field



Cultural Competence –Providing Culturally Appropriate Services

- Cultural Competence is a fairly unexplored subject in many regions in Nebraska
- Basic information introducing the subject is necessary
- We use a tool-kit with information flyers and a brochure with practical tips
- The motto is “Treating others how they wish to be treated”



Cultural Diversity in Nebraska

- 88% of Nebraskans identify themselves as White.
- 92% of Black or African American Nebraskans live in the Omaha or Lincoln metro areas but half of Hispanic or Latino Nebraskans live in rural communities.
- One third of Counties in Nebraska have 10 or fewer Black or African American residents.
- Approximately twice as many people identify themselves as Hispanic or Latino as identify themselves as Black or African American.
- County population ranges from 460 in Arthur County to 517,110 in Douglas County (Omaha).
- It is estimated that over 50% of all Sudanese in the US are found in Nebraska, and their corresponding population in Omaha is estimated to number between 5,000 and 7,000.



Using the Nebraska Training Toolkit

- The toolkit was developed for staff of agencies that work with elders
- I prefer a small group format as it facilitates better questions and discussion
- I provide the toolkit and review the material when I meet with AAA staff and other groups of professional care providers.
- The content of the toolkit is available at <http://www.neequaljustice.org/node/315>



Discussion Questions for Training

- What kinds of diversity have you encountered at your agency?
- What has surprised you about working with elders from backgrounds that are different from your own?
- How has working with elders from a variety of backgrounds benefited you?



Cultural or Structural Barrier

A cultural barrier is a difference in cultural values and perceptions about treatment, care and services that limit a person's ability to access services.

A structural barrier is technical or logistical factors that limit a person's ability to access services.



Polling Question

Is a client requesting a sign-language interpreter a structural or cultural barrier ?



Technical or Operational Knowledge

Technical knowledge is understanding how to serve diverse populations: “*I can tell you.*”

Operational knowledge is demonstrating how to serve diverse populations.



Polling Question

An agency completes an organizational cultural competency assessment. Is this technical or operational knowledge ?



Cultural Competence Skills

- Must be recognized and understood
- Should be used as strengths and empowerment tools
- Are underused by health and human service agencies

Maintaining the Balance Between Organizational and Individual Responsibility

Organizational
Management

Value Diversity

Policies

Structure

Practices



Individual Staff
Members

Value Diversity

Behaviors

Attitudes

Practices

Adapted from: Cross T., Bazron, B., Dennis, K., and Isaacs, M. Towards a Culturally Competent System of Care, Volume I, Georgetown University Child Development Center, CASSP Technical Assistance Center, Washington, D.C., 1989.

A Patient-Centered Guide to Implementing Language Access Services in Healthcare Organizations, Georgetown University Center for Child and Human Development, National Center for Cultural Competence, Washington, D.C., 2006.



Some Key Principles of Provider's Cultural Competence

Community/Consumer Participation

- Get to know the community, its people, and its resources to identify strategies for service delivery.
- Establish partnerships and relationships with key community resource people (Cultural Brokers).
- Report back the results of your initiatives to groups and individuals that help you in the process.

A Practical Look at Cultural Competence

- Examine all service components for practices that inhibit or prohibit engagement



Intake

Informed Consent

Identification of Supports

- Seek meaningful inclusion of cultural considerations throughout the planning process



Treatment and Services

Meaningful Consumer

- Language
Accessibility!



Participation in All
Decisions

(Shared Decision–Making)

**Inclusion of family and other
key supports.**



Maintaining an Asking Stance with Consumers at Intake and Beyond

Cultural Assessment

- How would you describe yourself?
- Tell me about your family?
- What language do you speak at home, at work, or with friends?
- Is spirituality or religion important in your life?
- Do you have a religious or spiritual practice now?
- Who or where do you go to for comfort?



Principles of Interpreter Services

- Use qualified interpreters when possible (National movement towards certification).
- Do not use family members, friends, young children or youth to interpret sensitive, medical, complaint, etc., info. **CONFIDENTIALTY**
- Do not rely on untrained workers/employees to interpret sensitive and/or complex information.
- Telephone language lines when it is necessary.



Cultural Competence Checklist for Success

- ✓ Make the environment more welcoming and attractive based on clients cultural mores
- ✓ Avoid stereotyping and misapplication of scientific knowledge
- ✓ Include community input at the planning and development stage
- ✓ Find ways for the community to take the lead
- ✓ Use approaches that capture the attention of your intended audiences
- ✓ Be an advocate –strike a balance between community priorities and agency mission
- ✓ Understand that there is no recipe
- ✓ Hire staff that reflect client population
- ✓ Understand cultural competency is continually evolving
- ✓ Be creative in finding ways to communicate with population groups that have limited English proficiency



Achieving Cultural Competency

“Culturally competent practice is a long-term developmental process. Proficiency is not achieved after a brief workshop.”

(Tripp-Reimer, 1999)



QUESTIONS

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