



**LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH
PROGRAM SUPPORT BUREAU – QUALITY IMPROVEMENT DIVISION
CULTURAL COMPETENCY UNIT**

CULTURAL COMPETENCE PLAN UPDATE – CY 2017

Criterion 5

Culturally Competent Training Activities

September 2017

Criterion 5: Cultural Competent Training Activities

The Los Angeles County Department of Mental Health (LACDMH) is committed to provide quality cultural competence related trainings to its workforce to build multicultural awareness, knowledge, sensitivity, skills, and values needed for the provision of culturally appropriate mental health services. The Program Support Bureau – Workforce, Education and Training (PSB-WET) Division provides a significant number of specialized trainings that build the cultural competency skills of administration/management, direct service providers (including but not limited to Clinicians, Psychiatrists, Case Managers, Mental Health Services Coordinators, Community Workers, Mental Health Advocates, Wellness Outreach Workers, and Rehabilitative staff), and support/clerical staff (including but not limited to Intermediate Typist Clerks and Senior Typist Clerks). These training opportunities are equally available to Directly Operated and Contracted providers.

The LACDMH Cultural Competence Training Plan is designed to increase the workforce's cultural awareness, understanding, sensitivity, responsiveness, multicultural knowledge and cross-cultural skills, all of which are essential to effectively serve our culturally and linguistically diverse communities. Trainings offered by the PSB-WET Division incorporate a multiplicity of cultural competency elements as listed below:

- Ethnicity
- Age
- Gender
- Sexual orientation
- Forensic population
- Homeless population
- Hearing impaired population
- Spirituality
- Client culture
- Veterans

Some of the trainings are offered in a second language such as Spanish, Farsi, Chinese and Khmer. Cultural competency is also a specific topic for clinical supervision trainings. Culture-specific conferences also provide an opportunity for the workforce and consumers to benefit from topics relevant to mental health disparities and culturally-appropriate services for underserved/unserved communities, such as Latinos and Asian Pacific Islanders.

Furthermore, the PSB-WET Division enforces guidelines for the inclusion of cultural responsiveness in all trainings. These guidelines specify the following:

- Trainers are expected to incorporate cultural references to trainings being delivered and are monitored by training coordinators.
- Training bulletin notices include learning objectives referencing cultural issues/concerns relevant to the topic. On January 7, 2017, a checkbox was added

to the bulletins to inform the participants when the training content meets the cultural competence training requirements.

- Training evaluations collected from participants are reviewed to ensure the training met the cultural inclusion objectives. When the evaluations indicate that the cultural inclusion objectives were not followed or important cultural issues were not covered, training coordinators follow-up by reviewing the evaluation results with the trainer to ensure similar issues are considered in future training offerings (***See Attachment 1: Inclusion of Cultural Responsiveness in Trainings***).

Since January 2017, the PSB-WET Division has been tracking training attendance by staff function with the updated training evaluation form (***See Attachment 2: LACDMH Training Evaluation Form***).

I. Foundational Cultural Competence Trainings

LACDMH offers several trainings which may serve as foundational cultural competency trainings:

“Cultural Diversity/ Unlearning Prejudice”

This workshop meets the cultural competency mandatory requirement and provides an overview of basic cultural competency. Participants engage in interactive exercises that broaden awareness, understanding, and appreciation of differences and similarities within and between cultures. Through this process participants examine the concepts of diversity, cultural competence, prejudice, stereotyping, and discrimination in the workplace.

“Diversity Skills for the 21st Century Workforce”

This four-hour class is geared toward assisting all employees to broaden and deepen their understanding, experience and critical thinking skills with regard to cultural and personal differences, and effective interpersonal communication in the workplace. The course content is highly interactive and emphasizes introspection about one’s own identity and how that identity facilitates and/or hinders workplace interactions. Through group discussions and facilitated activities participants will start to cultivate various tools to help them positively utilize the similarities and differences of diverse groups and individuals in the workplace. Included in the course is also a brief review of the County Policy of Equity (CPOE) and related policies and laws that aim to ensure an environment in which every individual’s contributions are valued and their rights protected.

“Cultural Competence (CC) 101 Training”

The LACDMH Quality Improvement Division – Cultural Competency Unit (QID-CCU) developed a basic cultural competency training in response to the External Quality Review Organization (EQRO) recommendation that system wide training in cultural humility and cultural sensitivity be provided. Titled “Cultural Competency 101”, the training was originally designed as a train-the-trainer tool for the Service Area Quality Improvement Committee (SA QIC) members. The training was imparted by the Ethnic Services Manager (ESM) on September 26th, 27th and 29th, 2016. A total of five

training sessions were offered and approximately 230 providers were trained, inclusive of management/administration, direct service providers, and clerical/support staff. This training incorporates a section on the National Culturally and Linguistically Appropriate Services (CLAS) standards, thereby demonstrating the implementation of CLAS standard No. 4.

The CC 101 Training was identified as a provider tool for the purpose of training 100% of their staff on cultural competence. Providers were guided to track and report the completion of the annual cultural competence training by 100% of staff as follows:

- Directly Operated and Legal Entity/Contracted programs shall monitor, track, and document completion of staff's cultural competence training on an annual basis (e.g., training bulletins/flyers, sign-in sheets specifying the name and function of staff, and/or individual certificates of completion, etc.).
- Directly Operated and Legal Entity/Contracted programs shall make available upon request from Federal, State, County, and LACDMH reviewers proof to the ESM that their staff receive annual cultural competence training by function.
- Program Directors/Managers of Directly Operated programs will attest to the completion of annual cultural competence training by 100% of their staff in the Fourth Quarterly Monitoring Report for every Calendar Year (CY).
- Program Directors/Managers of Legal Entity/Contracted providers will attest to the completion of annual cultural competence training by 100% of their staff in the Annual Quality Assurance Monitoring Report for every CY.

“Integration of Cultural Competency in the Mental Health System of Care”

This training is provided by the QID-CCU to all new LACDMH employees during the New Employee Orientation. This training provides: information on the CLAS definition of culture; the County of Los Angeles demographics; federal, state and county regulations governing cultural competency; the Cultural Competence Plan Requirements; and mental health disparities and departmental strategies to reduce disparities. The inclusion of the CLAS standards in this training demonstrates the implementation of CLAS standard No. 4.

“Cultural Competence Web-Based Training”

LACDMH hired a consultant to develop the curriculum for a three-hour foundational Cultural Competence (CC) Web-based Training that is relevant to the diverse cultural and linguistic populations served by the LACDMH. The purpose of this training is for administration/management, direct service providers and support/clerical staff to acquire and build cross-cultural knowledge and skills to serve the valued communities within LA County with culturally sound and linguistically appropriate services. A consultant was identified and hired to work closely with PSB management and the QID-CCU in the development of the training curriculum, pre- and post-test, and other training materials. The training will incorporate LACDMH specific demographical, consumer utilization, cultural competence-related policies and procedures (P&Ps), parameters for clinical care information, and the CLAS standards in Health and Health Care, thereby demonstrating the implementation of CLAS standard No. 4. The consultant will work closely with the QID management and an in-house media specialist to develop the

technical aspects of this training (**See Attachment 3: Statement of Work for the CC Web-based Training**).

II. Cultural Competence Trainings for Specialty Mental Health Services Providers

In accordance to DMH Policy No 614.02, Inservice Training, LACDMH is committed to provide “training activities with the express purpose of preparing the staff of a particular department or unit to perform specific functions, tasks and procedures necessary for the operation and functions of that particular department or unit. All department employees are eligible for inservice training according to the needs of their specific assignments.

- 3.1 The DMH policy is to enhance staff capabilities to meet changes and modifications in regulations, procedures, policy, service directives, and needs; and to prepare staff to carry out mandated requirements associated with their positions.
- 3.2 Supervisors are expected to work with employees to identify training needs and to notify the Departmental Training Division of those needs via memo to the Division’s Chief so that appropriate in-service training may be provided. Supervisors may authorize or require an employee’s attendance at any approved in-service training conducted within the DMH.”

Over 300 trainings are offered during each Fiscal Year (FY), with topics covering a wide spectrum of culturally relevant issues: Age groups; ethnic underserved/unserved populations; lived experience concerns; language interpreter trainings; culture-specific conferences, sponsored or supported by LACDMH which also expand the Department’s partnerships in the community. While Specialty Mental Health Services trainings target clinical skill acquisition, licensed administrative and management staff also attend these trainings to benefit from clinical service delivery updates and their application to clinical supervision.

Examples of cultural competence-related specialty mental health trainings offered by the PSB-WET Division, FY15-16 include:

| Title of Trainings |
|--|
| American Indian/Alaska Native (AI/AN) |
| American Indian/Alaska Native Clinical Mental Health Training |
| Asian Pacific Islander (API) |
| Group Therapy in Asian Communities |
| Intimate Partner Violence Through the Life Cycle in Asian Communities – Theory and Practice |
| Trauma-Based Interventions with Asian-American Child and Families: Blended Western Technicians with Eastern Values |
| Mental Health First Aid Training (Korean) |
| Children |
| Assessment of Children Ages 0-5 Years Using the Infancy Childhood and Relationships |

| Title of Trainings |
|---|
| Enrichment (ICARE) Initial Assessment Form |
| Intimate Partner Violence And Its Impact On Children From Birth To Adolescence |
| The Commercial Sexual Exploitation of Children and Youth |
| The Commercial Sexual Exploitation of Children 101 |
| The Mental Health Impact of Political Trauma on U.S. Immigrant Children and Families |
| Client Culture |
| Can My Consumer Really Work Using the DB 101 Calculators and Articles To Find Answers |
| Vocational Illness Management and Recovery (V-IMR) |
| Conferences |
| Asian American Mental Health Conference |
| Mental Health and Spirituality Conference |
| Pacific Clinics Latino Conference |
| Transition Age Youth (TAY) Conference |
| Annual Statewide Conference on Co-occurring Disorders |
| 19 th Annual Latino Mental Health Conference |
| 20 th Annual Latino Mental Health Conference |
| Eastern European/Middle Eastern (EE/ME) |
| Domestic Violence in the Iranian Community |
| Increased Challenges in Working with the Middle Eastern Communities and the Effects of the Executive Orders |
| Family Inclusion |
| Engaging Families of Adult Consumers Through Family Psycho-Education (FPE) |
| Engaging Juvenile Justice-Involved Youth and Families in the Therapeutic Process |
| Gender and Sexuality |
| Integrating Incarcerated Women into Society |
| Maternal Mental Health – Screening, Treatment and Prevention |
| General Cultural Competency |
| Creating Welcoming Justice-Involved Service Teams |
| Culturally Sensitive Practice: Integration of Shared Core Practice Concepts |
| Preparing the Next Generation for the Other Real World: A Culturally-Celebratory, Culturally-Based Approach to Clinical Supervision |
| Hearing Impaired |
| How Deaf Mental Health is Unique |
| Justice System |
| An Overview of Correctional Mental Health Care and Malingering Assessments in a Correctional Setting |
| Assessing Trauma in Juvenile Justice Adolescents |
| Housing 101 for Jail Clinicians |

| Title of Trainings |
|---|
| Integrating Incarcerated Women into Society |
| Law and Ethics Services Provided to Incarcerated Adults |
| Law and Ethics Training for Clinicians in the Juvenile Justice System |
| Sex Offender Assessment, Treatment, and Management |
| Suicide Prevention in the Jail System (non-Clinical) |
| Using Culture as a Primary Intervention in Justice Involved Mental Health Services |
| Latino |
| Increasing Spanish Mental Health Terminology |
| Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two Spirit (LGBTQI2-S) |
| Best Practices for Working with LGTBQ Youth Involved in the Juvenile Justice System |
| LGBTQI2-S TAY Safe and Welcoming Environment: Clinical and Non-Clinical |
| Providing Mental Health in the Transgender Community |
| The Commercial Sexual Exploitation of Boys, Young Men, and Transgender Youth |
| Mental Health Interpreter Training |
| Advanced Interpreter's Training: The Fine Art of Interpreting |
| English Speaking Providers: Bridging Language Gaps in your Clinical Practice |
| Introduction to Interpreting in Mental Health Settings |
| Older Adults |
| Aging and Long Term Care |
| Aging and Long-Term Care, Hope, Recovery and Wellness Over 60 |
| Community Re-entry: Understanding, Engaging and Treating Older Adults Involved in the Criminal Justice System |
| Gero-Psychiatric Breakfast |
| Program to Encourage Active and Rewarding Lives for Seniors (PEARLS) |
| Suicide Prevention for Older Adults |
| Spirituality |
| Advanced Mental Health and Spirituality Training for Paraprofessionals and Clinical Providers |
| Introduction to Mental Health and Spirituality |
| Substance Abuse/Co-Occurring Disorders |
| Motivational Interviewing and Brief Interventions for Co-Occurring Disorders in the Juvenile Justice System |
| TAY |
| Developing an Early Intervention Psychosis Toolkit for TAY |
| Motivational Interviewing for TAY |
| Underserved Cultural Communities |
| Using Culture as a Primary Intervention in Justice Involved Mental Health Services |

Furthermore, cultural competence related training takes place at the program level. LACDMH programs ensure cultural competence trainings that are most relevant to the needs of their staff. Examples of trainings offered at the program level for FY 15-16 include:

| Program Name | Title of Trainings |
|-------------------------------|---|
| CalWORKs | <ul style="list-style-type: none"> • Intimate Partner Violence: Assessment and Intervention for CalWORKs Providers |
| Children System of Care | <ul style="list-style-type: none"> • Integrating Nonviolent Education and Child-Raising into Clinical Practice • Integrating the Shared Core Practice Model in Reflective Supervision • Seeking Safety • Weaving the Shared Core Practice Model Through Child and Family Team Meetings in Intensive Mental Health Services |
| Integrated Mobile Health Team | <ul style="list-style-type: none"> • Safe Zone for the needs of Lesbian, Gay, Bisexual, Transgender and Questioning individuals |
| Katie A. | <ul style="list-style-type: none"> • Culturally Sensitive Practice: Integration of Core Practice Concepts |
| TAY | <ul style="list-style-type: none"> • “After A Suicide Loss: What To Expect, What To Do” • Beginning the Conversation: Working with OA Involved or at Risk of Involvement in the Criminal Justice System • Beginning the Conversation: Working with OA Involved or at Risk of Involvement in the Criminal Justice System • Community Re-entry: Understanding, Engaging and Treating Older Adults Involved in the Criminal Justice System – Parts 1, 2, and 3 • Hoarding Disorder Practical Interventions for Your Client • Hoarding Forum: Practical Intervention in an Integrated System • Housing, Case Management and Other Tools for Working With Justice-Involved Older Adults • Overview of Hoarding • Suicide Prevention Summit: “The Power of Voice: Hope, Help and Healing for College & High School Students” |
| Transitional Age Youth | <ul style="list-style-type: none"> • Commercial Sexual Exploitation of Boys, Young Men, and Transgender Youth • LGBTQI2-S TAY Safe and Welcoming Environment Training: Clinical • Preparing The Next Generation For The Other Real World: A Culturally-Celebratory, Competency-Based Approach To Clinical |

| Program Name | Title of Trainings |
|--|--|
| | Supervision <ul style="list-style-type: none"> • The Commercial Sexual Exploitation of Children and Youth (CSECY) |
| Veterans and Loved Ones Recovery (VALOR) | <ul style="list-style-type: none"> • SB 82 Military Culture Training • SB 82 Outreach Training |

III. Language Interpreters Training and Monitoring

LACDMH conducts bilingual proficiency examinations and certifications for its bilingual employees. In accordance to LACDMH Policy No. 602.01, Bilingual Bonus, a certified bilingual employee possesses “a valid Language Proficiency Certificate issued as a result of the County's Bilingual Proficiency Examination, which tests for proficiency to speak, read, and/or write the language.

- 4.1.1 Candidates tested for bilingual proficiency as part of the examination process, if successful, are issued a Language Proficiency Certificate.
- 4.1.2 Successful candidate names are placed on the eligible lists. LACDMH may select candidates from the eligible lists when the foreign language skills are needed, including translation of materials and/or interpretation services by diverse LACDMH Programs/Units.
- 4.1.3 Candidates who are selected from the eligible lists are employed on the condition that they use their bilingual skills while holding the position and may participate in translation of materials or interpretation services upon solicitation by various LACDMH Programs/Units.”

The following language interpretation trainings are available for bilingual-certified staff:

Introduction to Interpreting in Mental Health Settings

Learning objectives:

- For participants to describe the fundamental principles of interpreting in mental health settings
- Federal and state laws and regulations for limited English proficiency
- Examine examples of compliance with the interpreter standards of practice of ethics
- Practice the roles of a language interpreter with an emphasis on the cultural clarifier role
- Interpret the impact of culture and mental health terms
- Identify the fundamental components of recovery
- Identify consumers’ rights related to language assistance services

Advanced Mental Health Interpreter Training

Learning objectives:

- Describe the standards of practice for interpreters
- Demonstrate and practice the role of a message converter and the elements in message passing
- Practice the four models of interpreting commonly used in mental health settings
- Perform memory development techniques
- Demonstrate the cultural impact on language and communication
- Practice one exercise on cultural sensitivity and cultural responsiveness
- Build a glossary based on the interpreter's level of proficiency in both languages

Use of Interpreter Services in Mental Health Settings

Learning objectives:

- Describe the fundamental principles of working with interpreters in mental health settings
- List of federal and state laws and regulations for limited English proficiency
- Learn techniques and practice skills for managing the clinical triad between interpreter, consumer and provider
- Demonstrate an understanding of the interpreter's role with emphases on the cultural clarifier role
- Include the impact of culture in diagnostic formulation and guide the interpreters in how to interpret it accurately

The language interpretation training series is available to all LACDMH workforce, inclusive of administrative/management and support/clerical staff. The Department recognizes that even though administrative/management staff do not routinely perform language interpretation services, their positions may involve significant public contact which requires use of their bilingual skills.

Additionally, the trainings are strategically planned and include a series of Spanish Mental Health Terminology trainings along with trainings targeted at personnel who utilize interpreters (i.e., Psychiatrists) **(See Attachment 4: Interpreter Trainings, FY 15-16).**

Furthermore, in CY 2017, the QID-CCU classified all trainings offered by the PSB-WET Division in accordance to areas of cultural competency content specified in the Cultural Competence Plan Requirement. The areas of classification included:

- Cultural formulation
- Multicultural knowledge
- Cultural sensitivity
- Cultural awareness
- Client culture/Family inclusion
- Social/cultural diversity

- Service integration and outcomes
- Co-occurring disorders
- Mental health interpreter training
- Training in the use of interpreters
- Non-clinical training
- Clinical training
- Justice-involved population
- Age-based population
- Homelessness

(See Attachment 5: WET Training Tables by Cultural Competence Category, FY 15-16).

IV. Monitoring of staff's skills/post skills learned in trainings

The PSB-WET Division collects 20 to 25 specifically targeted training outcomes throughout the year. Certain trainings are identified through staff and management collaboration, focusing on different factors that may necessitate the assessment of the training effectiveness such as:

- Training cost
- New training
- Subject content
- Higher profile program
- Clinical impact
- Knowledge/skill transfer

(See Attachment 6: Examples of one-month follow-up survey results on trainings).

The outcomes are utilized by PSB-WET Division for refinement of ongoing trainings, justification for renewing training contracts, and planning for future trainings and training needs.

Criterion 5 Appendix

Attachment 1: Inclusion of Cultural Responsiveness in Trainings



Inclusion of Cultural
Responsiveness Train

Attachment 2: LACDMH Training Evaluation Form



DMH_Training_Evalu
ation_Form_2017.pdf

Attachment 3: Statement of Work for the CC Web-based Training



CC Web-based
Training SOW FINAL 4

Attachment 4: Interpreter Trainings, FY15-16



Interpreter Training
FY 2015-2016.docx

Attachment 5: WET Training Tables by cultural competency category, FY15-16



WET Training Tables
by CC area FY 15-16.

Attachment 6: Examples of one-month follow-up survey results on trainings



1-27-16 Group
Therapy in Asian Ame



9-9-15 Burn-out
Prevention for Super



Treating Depression
in Asian Americans 1 |