



The National CLAS Standards: CLAS is in Session

A Webinar with the
National Association of School Nurses

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HHS Office of Minority Health

Mission

- ▶ To improve the health of minority populations through the development of health policies and programs that will help eliminate health disparities.



What are culturally and linguistically appropriate services (CLAS)?



Culturally and Linguistically Appropriate Services (CLAS)

Services that are respectful of and responsive to individual cultural health beliefs and practices, preferred languages, health literacy levels, and communication needs and employed by all members of an organization (regardless of size) at every point of contact.



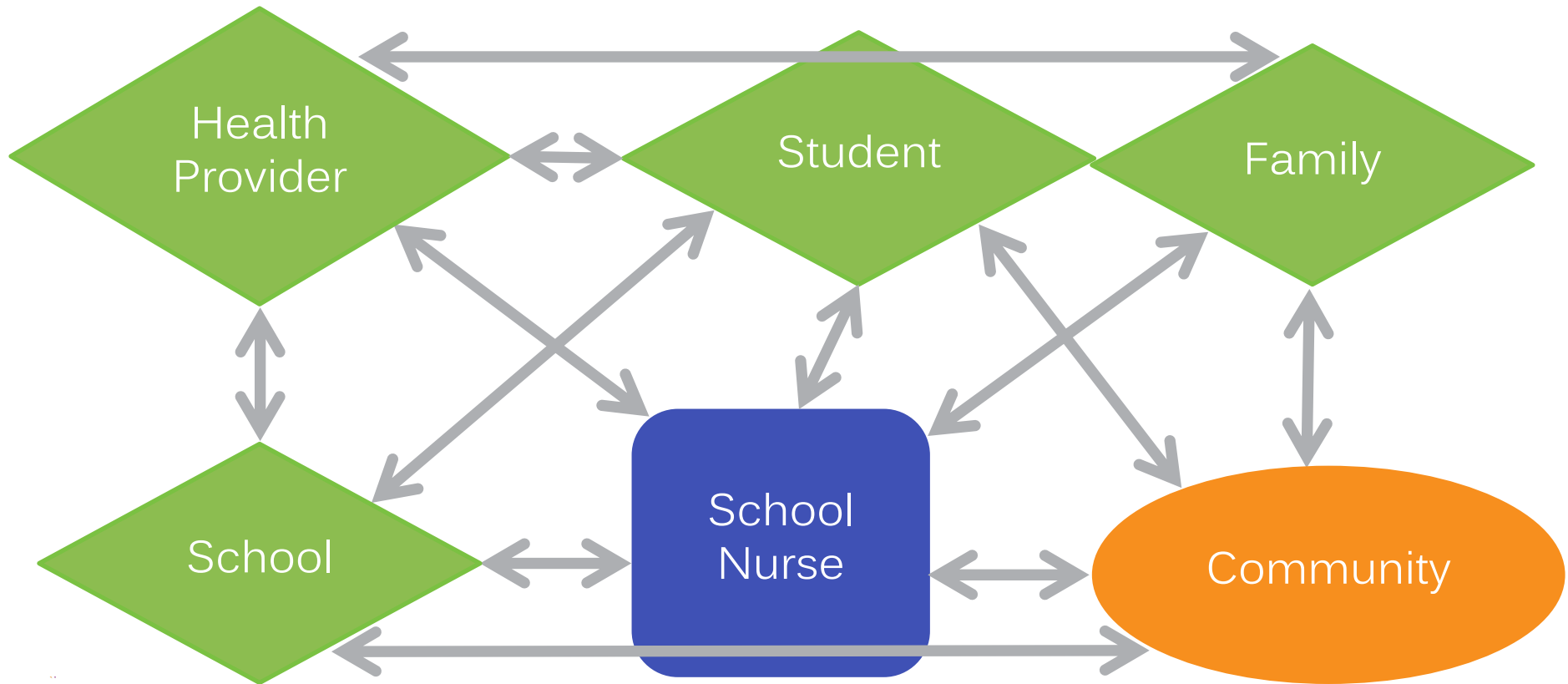
Why does CLAS matter in school nursing?

Why Does CLAS Matter?

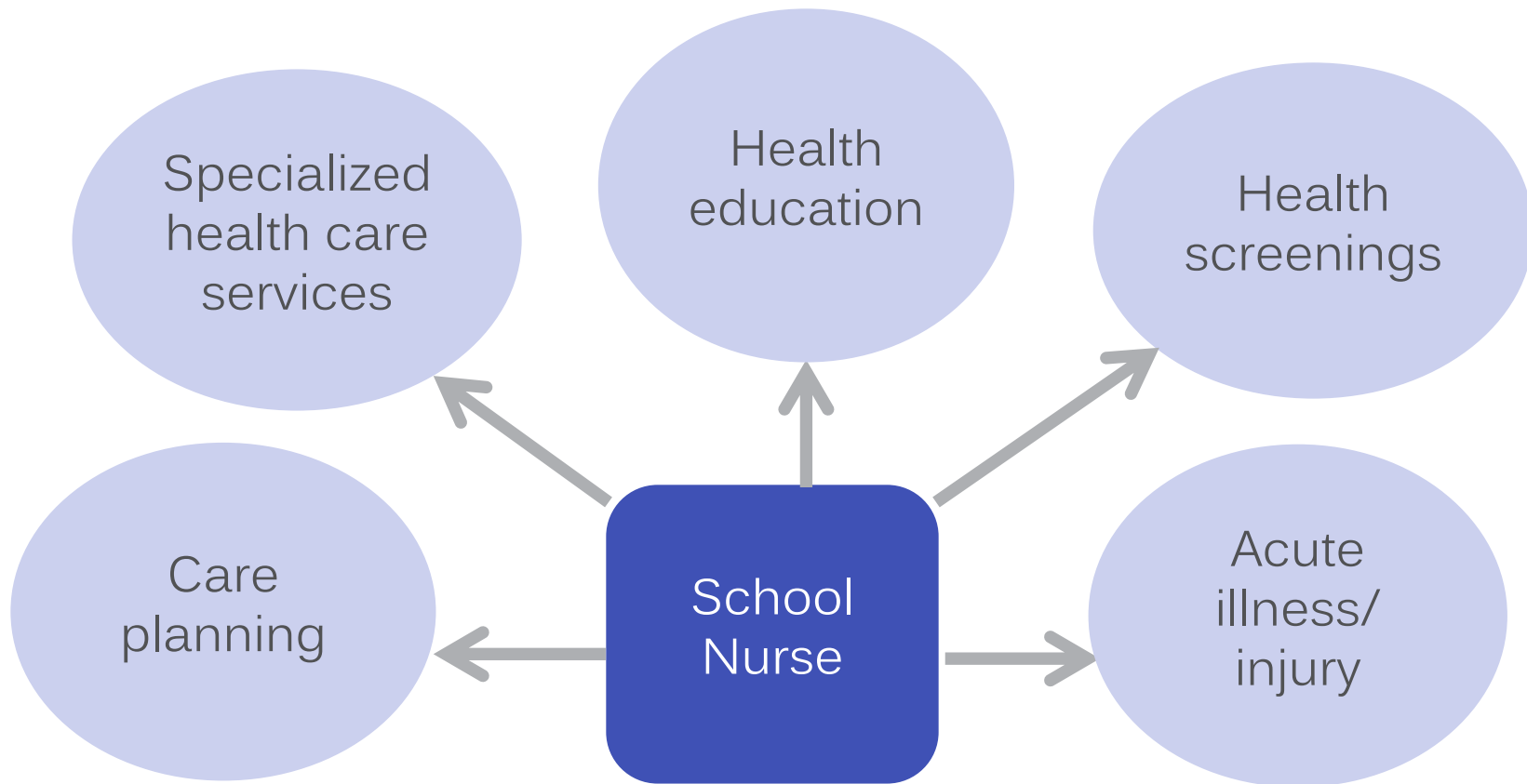
- ▶ Changing demographics
- ▶ Strengthening relationships
- ▶ Building trust
- ▶ Improving communication



CLAS at Every Point of Contact



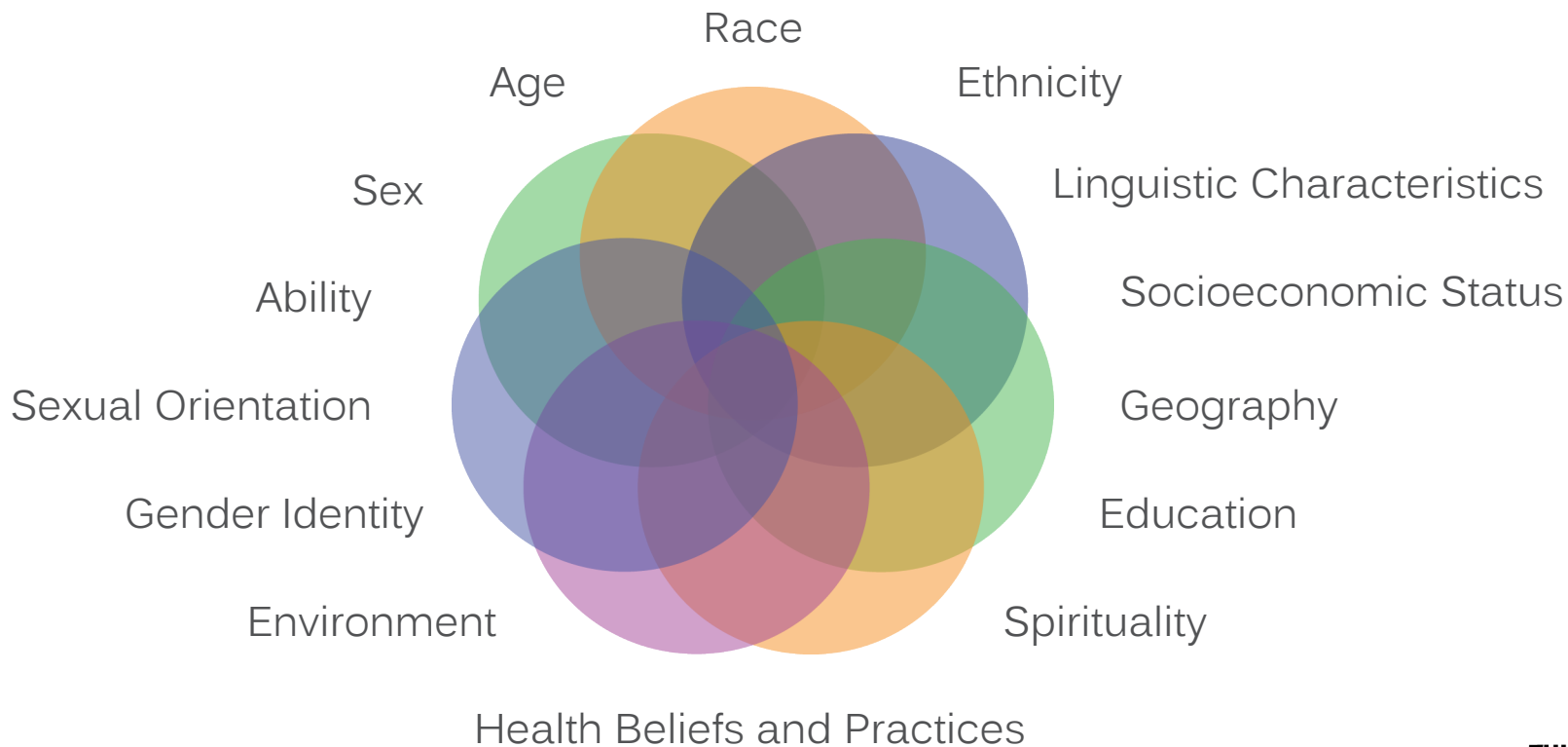
CLAS at Every Point of Contact



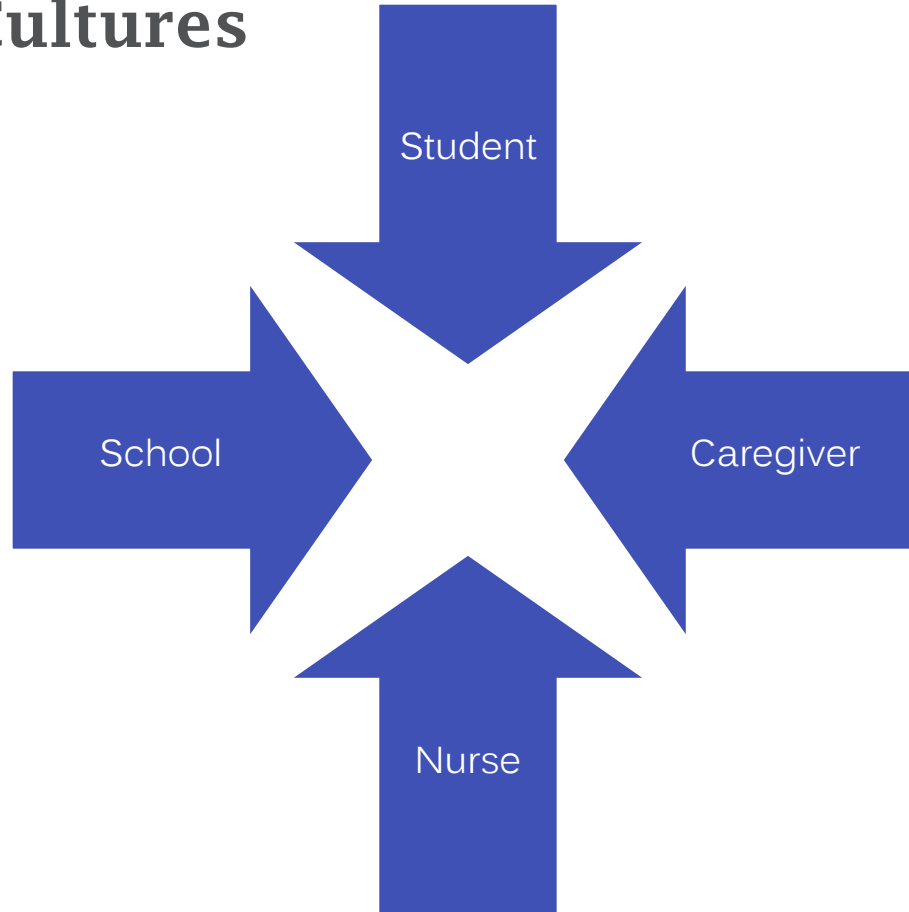


What do we mean when we say 'culture' and 'health'?

Culture



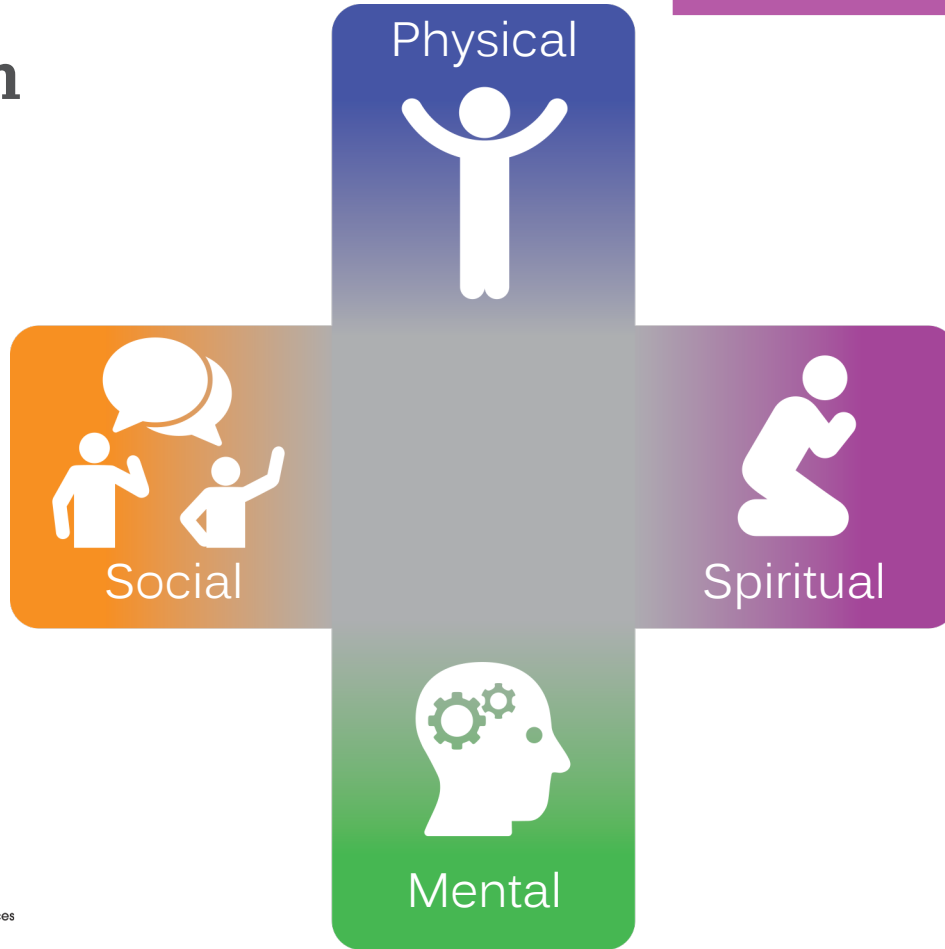
Multiple Cultures



Multiple Identities



Health

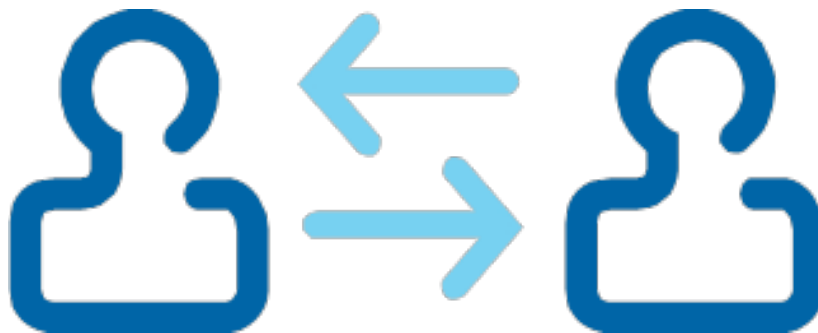




What does good (and bad) communication look like?

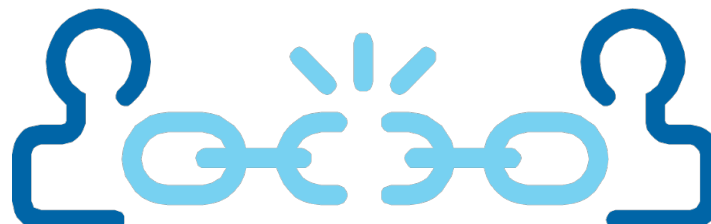
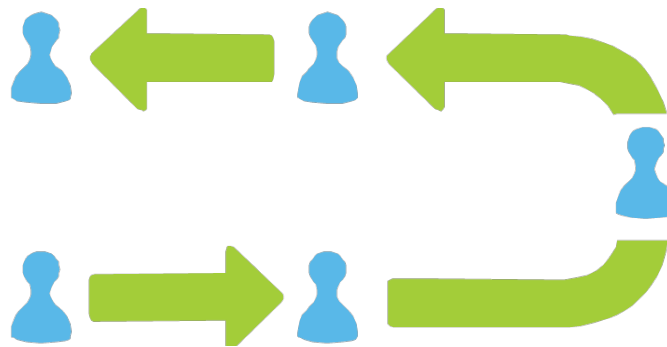
Effective Communication

Effective communication is a two-way process in which messages are negotiated until both parties correctly understand the information.



Ineffective Communication or Communication Breakdowns

Opportunities for
communication
breakdowns





The confluence of culture, communication, and care



Culture & Communication

Culture influences the way an individual communicates verbally and non-verbally



Culture

Communication

Areas of Consideration

Primary Language

Western versus
Non-Western

Food

Social
Customs

Privilege

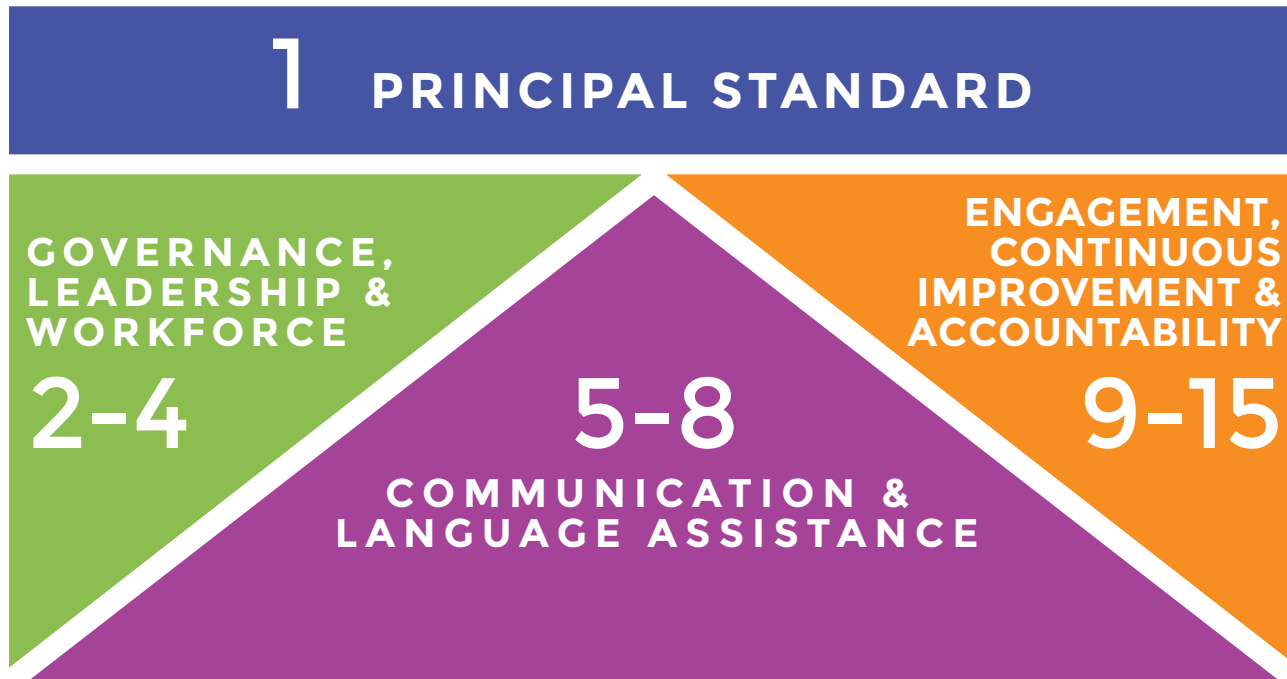
Social
Determinants

Socioeconomic
Status



How can I put CLAS concepts into practice?

National CLAS Standards





Principal Standard

- ▶ Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

Theme 1



Governance, Leadership, and Workforce

- ▶ Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.
- ▶ Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.
- ▶ Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

Theme 2



Communication and Language Assistance

- ▶ Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
- ▶ Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
- ▶ Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
- ▶ Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

Theme 3



Engagement, Continuous Improvement, and Accountability

- ▶ Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
- ▶ Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
- ▶ Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.
- ▶ Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.



Engagement, Continuous Improvement, and Accountability

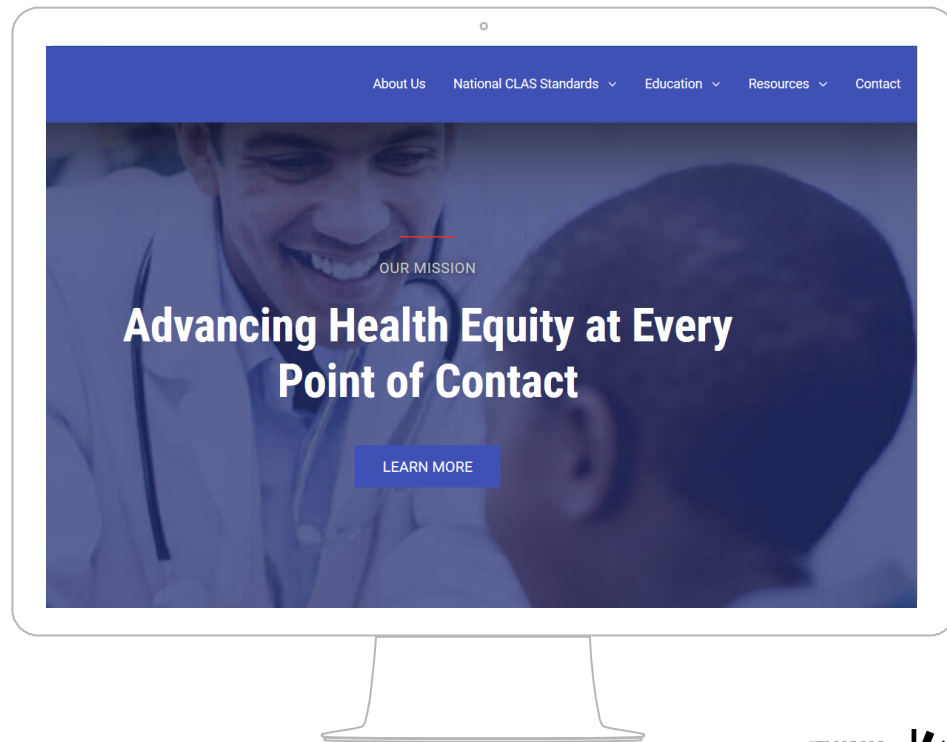
- ▶ Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.
- ▶ Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
- ▶ Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.



How can I put CLAS concepts into practice?

Resource: Think Cultural Health

- ▶ *National CLAS Standards*
- ▶ E-learning programs
- ▶ Communication Guide
- ▶ Tracking CLAS map
- ▶ CLAS Library
- ▶ Quarterly e-newsletter

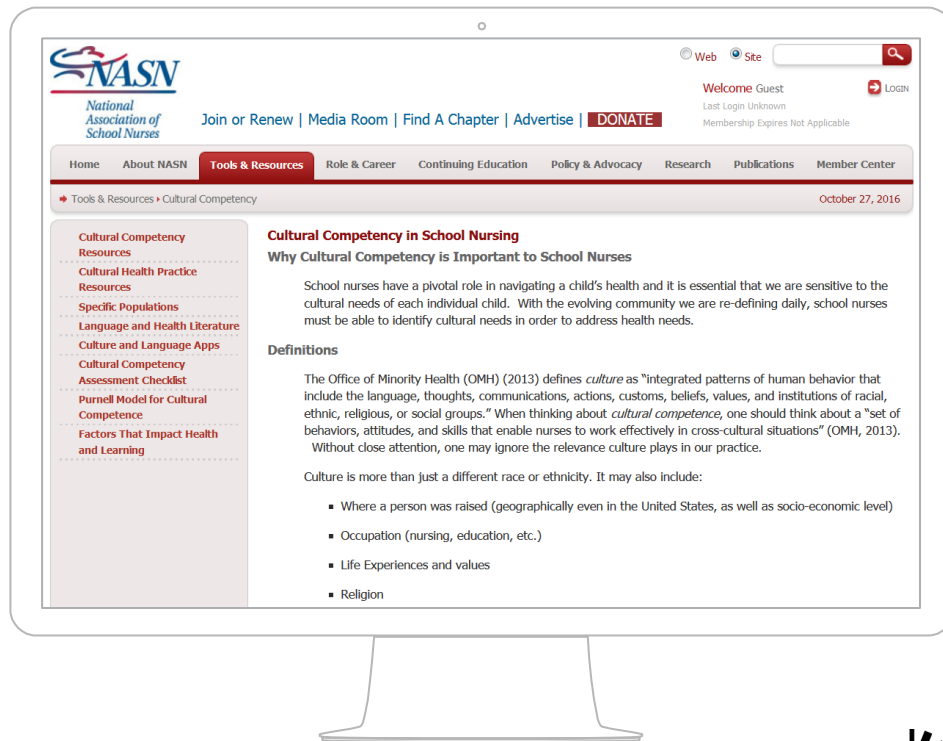


Resource: National Association of School Nurses

Cultural Competency in School Nursing

<http://nasn.org/toolsresources/culturalcompetency>

Questions: nasn@nasn.org



The screenshot displays the NASN website's 'Tools & Resources' page for Cultural Competency. The page features a navigation menu with 'Tools & Resources' highlighted. A sidebar on the left lists various resources, including 'Cultural Competency Resources', 'Cultural Health Practice Resources', 'Specific Populations', 'Language and Health Literature', 'Culture and Language Apps', 'Cultural Competency Assessment Checklist', 'Purnell Model for Cultural Competence', and 'Factors That Impact Health and Learning'. The main content area is titled 'Cultural Competency in School Nursing' and includes a sub-heading 'Why Cultural Competency is Important to School Nurses'. The text explains the role of school nurses in addressing cultural needs and provides definitions of culture from the Office of Minority Health (OMH). A list of factors that may include culture is provided, such as where a person was raised, occupation, life experiences, and religion.

Cultural Competency in School Nursing
Why Cultural Competency is Important to School Nurses

School nurses have a pivotal role in navigating a child's health and it is essential that we are sensitive to the cultural needs of each individual child. With the evolving community we are re-defining daily, school nurses must be able to identify cultural needs in order to address health needs.

Definitions

The Office of Minority Health (OMH) (2013) defines *culture* as "integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups." When thinking about *cultural competence*, one should think about a "set of behaviors, attitudes, and skills that enable nurses to work effectively in cross-cultural situations" (OMH, 2013). Without close attention, one may ignore the relevance culture plays in our practice.

Culture is more than just a different race or ethnicity. It may also include:

- Where a person was raised (geographically even in the United States, as well as socio-economic level)
- Occupation (nursing, education, etc.)
- Life Experiences and values
- Religion



Thank you!

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**www.nasn.org
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