The National CLAS Standards: CLAS is in Session

A Webinar with the National Association of School Nurses

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www.ThinkCulturalHealth.hhs.gov
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

- Health Provider
- Student
- Family
- School
- School Nurse
- Community
CLAS at Every Point of Contact

- Specialized health care services
- Health education
- Health screenings
- Care planning
- Acute illness/injury

School Nurse
What do we mean when we say ‘culture’ and ‘health’?
Culture

Race

Ethnicity

Linguistic Characteristics

Socioeconomic Status

Geography

Education

Spirituality

Health Beliefs and Practices
Multiple Cultures

- Student
- School
- Nurse
- Caregiver
Multiple Identities
Health

- Physical
- Social
- Mental
- Spiritual
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

1 PRINCIPAL STANDARD

GOVERNANCE, LEADERSHIP & WORKFORCE
2-4

COMMUNICATION & LANGUAGE ASSISTANCE
5-8

ENGAGEMENT, CONTINUOUS IMPROVEMENT & ACCOUNTABILITY
9-15
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

WORKFORCE
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

LANGUAGE

ASSISTANCE
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
Thank you!

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