

# LASSEN COUNTY CULTURAL COMPETENCY NEWSLETTER



Volume 2 / Issue 2  
February 2019

## **PURPOSE:**

To reduce and eliminate cultural disparity by improving access to culturally and linguistically sensitive competent mental health and Substance Use Disorder (SUD) services.

## **GOALS:**

- Continuous assessment of service needs throughout the community
- Development and implementation of strategies to reduce disparities
- Training for professionals and community members
- Stigma reduction and promotion of culturally appropriate services

Cultural competence, in brief, is the ability to interact effectively with people from different cultures. This ability depends on awareness of one's own cultural worldview, knowledge of other cultural practices and worldviews, tolerant attitudes towards cultural differences, and cross-cultural skills.

## **WELCOME!**

One of the key objectives of the Cultural Competence Committee is to bring awareness of the National Culturally and Linguistically Appropriate Services (CLAS) Standards. CLAS Standards were developed by the US Health and Human Services Office of Minority Health. The CLAS Standards represent a path to correcting current inequities in the provision of healthcare services and to making those services more responsive to the needs of individuals of all cultural and linguistic backgrounds.

We will highlight a CLAS standard in each issue of the Cultural Competence Newsletter.

*CLAS Standard 8 – Provide easy-to-understand print and multi-media materials and signage in the languages commonly used by the populations in the service area.*

There are four chapters in the Centers for Medicare & Medicaid Services' "Toolkit for Making Written Material Clear and Effective" that provide guidance when developing written materials for Limited English Proficiency (LEP) individuals.

Chapter One provides guidelines for the content of written materials.

- Can readers tell at a glance what the material is for?
- What do the readers want and need to know?
- Is the content culturally appropriate?
- Repeat new concepts and summarize the most important points.
- Is the content accurate and up to date?
- How much information should you include?
- Does the material tell you who produced it and give a publication date?

Chapter Two provides guidelines for the organization of the content.

- Pace readers through the material by grouping it into meaningful chunks.
- Put the information in an order that works well for readers.
- Use plenty of headings and subheadings.
- Make headings specific and informative.
- Use reference devices to help readers navigate through the material

Chapter Three provides guidelines for writing style

- Write in a conversational style, using the active voice
- Make the sentences simple and relatively short.
- Be direct, specific, and concrete.
- Give the context first, and incorporate definitions into the text.
- Create cohesion.
- Use words that are familiar and culturally appropriate.
- Use technical terms only when readers need to know.
- Write as simply as you can.

Chapter Four provides guidelines for engaging, motivating, and supporting readers

- Does the material have a positive and friendly tone?
- Use devices to get readers actively involved with the material.
- Are instructions specific and culturally appropriate?
- Do readers trust the information sources?
- Can readers relate to the health statistics you give?
- Does the material say how to get help or more information?

To learn more about the Toolkit, please click [here](#).

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*The next meeting of the Lassen County Cultural Competence Committee will be February 5, 2019.*

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## **Community Spotlight**

### *Personal reflections on Cultural Competency*

#### **THE CULTURAL COMPETENCY COMMITTEE WELCOMES LASSEN FAMILY SERVICES!!**

We asked Victoria Child, Lassen Family Services' Executive Assistant, what Cultural Competency Means to her: When I think about culture, the first thing that comes to mind is ladies in full bustle skirts having tea in some decadently stuffy home or tea house gossiping about other people's lives. And, then I think of indigenous people living in grass huts with no running water or plumbing and the ways of life for those individuals; whose lives run on a course of the wet or dry season in order to even have food or clean water.

My definition of culture will be different than yours or anyone else's who has not experienced the same social, regional, economic or gender roles as I have. Having been born to the United States, in Northern California to parents who never divorced and who are now both deceased. Having 2 brothers and 1 sister, having only one child and never been married all effect my cultural viewpoint. My personal view is that we are all human beings, on planet earth and we have a responsibility to the earth and to each other; to be kind and work together to preserve the resources the earth provides. Many would consider my point of view very liberal and oppose it as it does not fit in with political or racial views on culture or on the gender roles in which United States and other countries citizens base their beliefs.

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Is there a program or project that you are aware of that we could highlight for you or your Agency? Is there a Cultural Competency topic or CLAS standard you would like to see addressed? Know someone who should be recognized for their advocacy efforts? Could that someone be you??

If you answered YES! to any of the above, please submit your suggestions to [craschein@co.lassen.ca.us](mailto:craschein@co.lassen.ca.us)

## **FEBRUARY AWARENESS**

African American History, aka Black History, Month

The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in paying tribute to the generations of African Americans who struggled with adversity to achieve full citizenship in American society.

As a Harvard-trained historian, Carter G. Woodson, like W. E. B. Du Bois before him, believed that truth could not be denied and that reason would prevail over prejudice. His hopes to raise awareness of African American's contributions to civilization was realized when he and the organization he founded, the Association for the Study of Negro Life and History (ASNLH), conceived and announced Negro History Week in 1925. The event was first celebrated during a week in February 1926 that encompassed the birthdays of both Abraham Lincoln and Frederick Douglass. The response was overwhelming: Black history clubs sprang up; teachers demanded materials to instruct their pupils; and progressive whites, not simply white scholars and philanthropists, stepped forward to endorse the effort.

By the time of Woodson's death in 1950, Negro History Week had become a central part of African American life and substantial progress had been made in bringing more Americans to appreciate the celebration. At mid-century, mayors of cities nationwide issued proclamations noting Negro History Week. The Black Awakening of the 1960s dramatically expanded the consciousness of African Americans about the importance of black history, and the Civil Rights movement focused Americans of all color on the subject of the contributions of African Americans to our history and culture.

The celebration was expanded to a month in 1976, the nation's bicentennial. President Gerald R. Ford urged Americans to "seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor throughout our history." That year, fifty years after the first celebration, the association held the first African American History Month. By this time, the entire nation had come to recognize the importance of Black history in the drama of the American story. Since then each American president has issued African American History Month proclamations. And the association—now the Association for the Study of African American Life and History (ASALH)—continues to promote the study of Black history all year.

(Excerpt from an essay by Daryl Michael Scott, Howard University, for the Association for the Study of African American Life and History)

More information can be found by clicking [here](#).

## **FEBRUARY AWARENESS CALENDAR**

|             |  |
|-------------|--|
| February 1  | National Wear Red Day                        |
| February 1  | Give Kids a Smile Day                        |
| February 4  | World Cancer Day                             |
| February 5  | Chinese New Year                             |
| February 14 | Valentine's Day                              |
| February 15 | International Childhood Cancer Awareness Day |
| February 15 | Susan B. Anthony Day                         |
| February 18 | President's Day                              |
| February 19 | Coast Guard Reserves Birthday 1941           |
| February 28 | Rare Disease Day                             |

American Heart Month

African American History Month

International Friendship Month

National Cancer Prevention Month

# Black History Month Word Search Game

Find the words pertaining to African-American history and the civil rights movement.

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| E | S | H | A | R | E | C | R | O | P | P | E | R | R | E | K | N | AFRICA       |
| V | J | U | S | T | I | C | E | L | Y | Y | S | T | X | G | F | K | BOYCOTT      |
| R | O | G | Q | B | P | R | O | T | E | S | T | T | F | R | I | N | BUS          |
| K | C | L | P | F | M | X | N | W | T | H | Y | A | H | E | W | P | CARVER       |
| C | N | Q | Y | T | I | L | A | U | Q | E | F | T | J | G | Q | C | CIVILWAR     |
| I | O | T | T | O | C | Y | O | B | J | R | S | W | I | A | I | O | EQUALITY     |
| V | I | H | O | U | Z | U | O | A | I | I | H | Y | M | T | Y | R | FREEDOM      |
| I | T | S | F | P | I | U | A | C | N | L | T | A | C | I | R | Y | INTEGRATION  |
| L | A | W | U | R | V | Z | A | O | F | F | R | N | R | O | E | O | JIMCROW      |
| W | R | S | B | F | N | R | I | U | R | C | A | O | O | N | V | S | JUSTICE      |
| A | G | D | S | A | F | T | E | E | H | M | I | R | W | P | A | U | KWANZAA      |
| R | E | K | W | R | I | R | E | V | B | G | J | T | V | C | L | B | MARCH        |
| H | T | K | F | L | C | D | A | U | R | M | V | O | W | A | S | C | NAACP        |
| I | N | T | O | T | O | V | T | G | R | A | T | Q | W | A | W | O | NORTH        |
| I | I | B | O | M | I | W | I | M | E | E | C | M | O | N | R | X | OPPRESSION   |
| L | A | H | H | T | R | O | N | H | T | U | O | S | H | Y | F | N | PROTEST      |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | RIGHTS       |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | SEGREGATION  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | SHARECROPPER |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | SLAVERY      |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | SOUTH        |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | SUFFRAGE     |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | TUBMAN       |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | VOTE         |

*Lassen County Cultural Competency Committee members:*

- Deana Bovée, Tribal Chairwoman, Susanville Indian Rancheria
  - Ardell Busby, Lassen Aurora Network
  - Maribel Cahalan, Senior Administrative Clerk, Lassen County Behavioral Health
  - Emily Carrion, Lassen Aurora Network
  - Maria Chapman, Senior Administrative Clerk, Lassen County Behavioral Health
  - Victoria Child, Executive Assistant, Lassen Family Services
  - Eva Diaz, Behavioral Health Case Worker, Lassen County Behavioral Health
  - Patricia Ferne, Board Director, Lassen Aurora Network
  - Dr. Marlon Hall, Superintendent/President, Lassen Community College
  - Vanessa Hanson, Program Coordinator, Lassen County Public Health
  - Nichole Johnson, Behavioral Health-AOD CADC II, SAW II, Lassen County Behavioral Health
  - Barbara Longo, Health & Social Services Director, Lassen County Health & Social Services Administration
  - Denise McBride, Peer Support Provider, Lassen Aurora Network
  - Orlando McElmurry, Behavioral Health Case Worker II, Lassen County Behavioral Health
  - Roma Morrow, Fiscal Officer, Health & Social Services Fiscal
  - Daisy Murdock, Wraparound Facilitator, Lassen County Behavioral Health
  - Derrick Noah, Analyst, Lassen County Behavioral Health
  - Cynthia Raschein\*, Program Manager/QA, Health & Social Services Administration
  - Tina Richards, Behavioral Health Case Worker, Lassen County Behavioral Health
  - Jenni Uruburu, Integrated Case Worker Supervisor, Lassen County Community Social Services
- \*Lassen County Ethnic Services Manager