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Behavioral Health Access Barriers and How to Help

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Today's Facilitators:
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& made possible by
support from



Behavioral Health Access Video Project

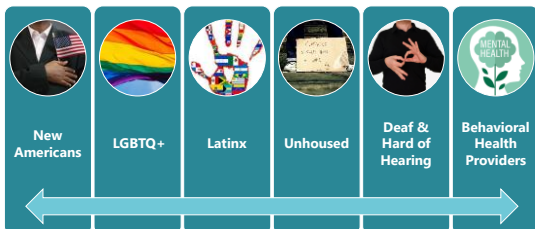
Goals

1. Strengthen the capabilities and services of NH's behavioral healthcare system to address disparities.
2. Advance health equity in underserved and disproportionately affected populations.
3. Produce 4 short videos that amplify the voices of those from historically marginalized communities who have experienced challenges accessing behavioral health services.
4. Help create dialogue for individuals and organizations to begin to ask questions like, **What can I do? How can I help?**

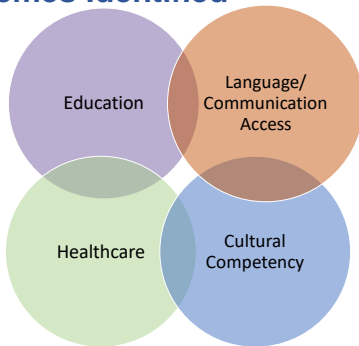
Funded by the Endowment for Health

Video Project Participants

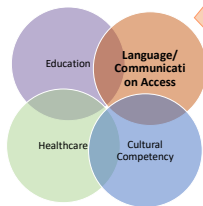
Varied representation of participants from rural and urban environments sharing personal and professional experiences as advocates.



4 Themes Identified



Language/ Communication Access



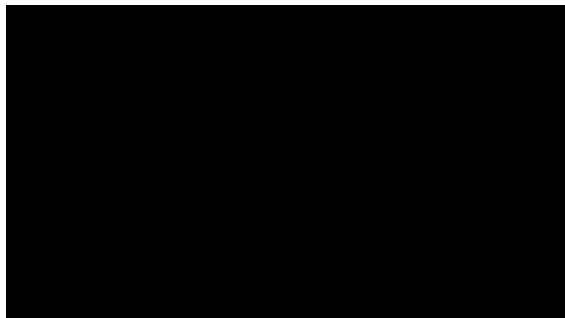
- Relates to individuals who are deaf or hard of hearing, have limited English proficiency, use assistive technology and/or augmentative communication supports, etc.
- Can lead to isolation, misunderstanding, frustration, anxiety, and mistrust
- Impacts access, service delivery from initial contact, scheduling, lab appointments, medication, etc.
- Impacts belonging and safety

Let's view one video addressing Language & Communication Access...

Notice:

1. How do participants describe the lack of communication accommodations from providers? What experiences do they have understanding materials or descriptions of their care?
2. What do participants say helps them know about their options for language assistance?
3. What resources or approaches were helpful and improved access to care?
4. How does bias factor in?

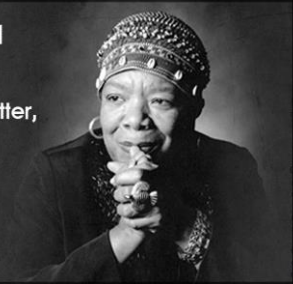
Language & Communication Access Video



No Shame or Blame....

Do the best you can until
you know better.
Then when you know better,
do better.

-Maya Angelou



Small Group Instructions (you will have 10 mins):

Momentarily we will get into small groups of 4-5.

- Briefly introduce yourself
- Ask for a volunteer to take notes on your discussion.
- Allow about 4 minutes to discuss each question prompt.
- Identify a spokesperson to report out key take aways from your conversation at the end.

Small Group Discussion (10 mins): Reactions/ What did you notice?

• Reflect...

- What are some of the consequences of not providing health information that is understandable or not providing language assistance services at provider visits?
- What can you or your organization do to improve language and communication access? What changes could be made to improve systems in your organization?



Person-Centered Thinking

Traditional planning is often focused on placing individuals into already existing services and supports. In person-centered practices, there is an emphasis on determining what is needed and then tailoring supports and services to meet each person's preferences, desires, and meaningful future.

Culturally & Linguistically Appropriate Services (CLAS)



Principal CLAS 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.

Governance, Leadership, and Workforce CLAS Standard

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

Communication and Language Assistance CLAS Standard

Offer no-cost language assistance to people with limited English proficiency or other communication needs to ensure timely access to all care and services. Inform all people of available language assistance services clearly, in their preferred language, verbally and in writing. Ensure competence of language service providers; avoid using untrained people or minors. Provide easy-to-understand materials and signage in languages most commonly used by service area populations.

Engagement, Continuous Improvement, & Accountability CLAS Standard

Infuse CLAS related goals, policies, measurements, regular assessment, and management accountability throughout planning and operations; communicate progress to partners and the public. Track demographic data and assess community health assets and needs to evaluate impact of CLAS activities on health equity and inform service delivery. Partner with community to plan, implement, and assess policies, practices, and services. Create culturally & linguistically appropriate conflict and grievance resolution processes.

Small Group Discussion (10 mins): What Actions Can You Take to Improve Culturally Responsive Care?

- 1) Read through the CLAS Standards Handout independently, not what you are already doing and where you could make improvements.
- 2) Return to your groups, and discuss at least 1 action you can take to improve culturally responsive care at the
 - individual,
 - organization, and
 - community level
- Write your actions to the back of the CLAS standards handout. Identify a date to complete each action.

How to Gain Access to the Videos

1. Any individual or group that wants to access to the videos must first complete a user agreement: https://unh.a21.qualtrics.com/jfe/form/SV_4NKvFE7HKXlsj2e
2. They can also inquire at contact.iod@unh.edu – they need to be sure to mention the We Are Here video project.
3. Once you complete the User agreement you should gain access to the UNH Canvas portal where you can view the videos online and access the Discussion Guides.
4. You should receive an invitation email from the address notifications@instructure.com with the subject "Course Invitation" – be sure to accept the invite and get logged onto Canvas.



Contact Us

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Resources

- [Think Cultural Health Culturally & Linguistically Appropriate Service \(CLAS\) Standards](#)
- [US Health & Human Services Office of Minority Health](#)
- [University of New Hampshire Institute on Disability Website](#)
- [Behavioral health implementation guide for the national standards for culturally and linguistically appropriate services in health and health care](#)
- [US Department of Labor Communication Access Resources](#)
- [Language Bank Home - Interpretation, Translation, Training, and More. \(thelanguagebank.org\)](#)
- [Directory of Translators/Interpreters | Department of Education \(nh.gov\)](#)
- [Home - Northeast Deaf & Hard of Hearing Inc. \(ndhhs.org\)](#)
- [Video: Spotlight on Youth Voices](#)
- [Video: Young, Gifted and Black](#)
- [Take a Test \(harvard.edu\)](#) Implicit Bias Test

Additional Resources

- [American Psychological Association Best Practices for Mental Health Facilities Working With LGBT Clients](#)
- [Guidelines of Care for Lesbian, Gay, Bisexual and Transgender \(LGBT\) Patients](#) by the Gay and Lesbian Medical Association
- [LGBTQ+ Behavioral Health Equity Center of Excellence](#)
- [The Welcoming Project](#) Free Printable Signs
- [Practice Brief September 2018 "Providing Services and Supports for Youth who are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex or Two-Spirit", The National Center for Cultural Competence, Georgetown University, Washington, DC](#)
- [Practice pronouns.com](#)

Please Complete the Evaluation of Today's Session!

Thank You!
