

CLAS Training

Facilitator's Guide

Session Three

Time: 90 minutes

Ideal Audience size: 12-30 participants

Materials:

- ▶ PowerPoint presentation
- ▶ Flip charts and markers or white boards
- ▶ National Standards for Culturally and Linguistically Appropriate Services, hand-out of 15 standards (1 per participant)
- ▶ Paper and pens
- ▶ Activity: Cross-cultural communication (1 persona per person)

Learning objectives:

- ▶ List two barriers that LEP populations experience in accessing services
- ▶ List three benefits for ensuring competence for translation and interpretation
- ▶ Explain why it is important to consider culture in communication and language assistance

Example commentary for select slides – Adapt to audience

[INTRODUCTION]

About this training: This training is brought to you by the Governor's Interagency Council on Health Disparities. The council was established by the Washington State Legislature in 2006. They are charged with creating a state policy action plan to eliminate health disparities by race/ethnicity and gender

[SLIDE 3]

Activity: Follow the directions for the cross-culture communication activity and then lead a follow-up discussion.

[SLIDE 5]

Language assistance services help facilitate communication with individuals who:

- Do not speak English

- Have limited English Proficiency
- Are deaf
- Are hard of hearing
- Are visually impaired
- Have no or low literacy

[SLIDE 6]

Translating: Allows individuals who can't read a specific language to obtain access to written information in their native language.

Quality translating must reflect cultural terms, expressions, and idioms. A translation must capture any expression of nuances in meaning to maintain the impact on the original message.

Translation products are permanent, like this poster. They can be shared, stored, reviewed, and revised as needed and desired.

[SLIDE 7]

The Department of Justice guidance outlines a four-factor analysis for agencies to consider when developing a plan to ensure meaningful access to the information and services they provide. The four-factor analysis can help with prioritizing translations, especially when resources are limited. The four factors are:

- The number and proportion of LEP individuals served.
- The frequency of contact LEP individuals have with the program or service.
- The nature and importance of the program.
- The resources available.

[SLIDE 13]

Signage, materials, multimedia

- For those who may not be literate, information can be conveyed orally or through signage using symbols or pictures.

Cultural mediation

- A cultural mediator can act as a liaison between the culture of the organization and the culture of the individual. An additional strategy for notifying individuals of language services through mediation is by developing a health promotion program (e.g. CHWs).

Community outreach

- Providing notification throughout the community is also important for reaching those who may be unaware of the organization or what services the organization may provide. Consider notification through local health departments, community-based organizations, faith-based organizations, schools, or any other stakeholders who would benefit from having information on health services.

Initial Point of Contact

- It is recommended that organizations standardize procedures for staff members who serve as the initial point of contact for individuals, whether that is by telephone or in person. Multilingual phone trees and voice mail should also be used to inform individuals of the available language assistance services and how to access them.

Non-English Media

- Organizations should publicize the availability of language assistance services in local foreign language media, such as ethnic radio, newspapers, and television.

[SLIDE 18]

Monitor, evaluate, and update solutions.

Ask:

- What factors are helping us notify individuals about available language assistance? What is getting in the way?
- What part of this process needs more support? Replicated?
- What part of this process needs to be revised, improved, or eliminated?

[SLIDE 24]

Discussion: Does anyone here speak another language? Where would you put yourself on these scales?
How confident would you be in your skills to interpret or translate in your work setting?