

## Acknowledgements

The **Providing Quality Health Care with CLAS Curriculum Tool Kit** is a project of the Office of Multicultural Health, California Department of Public Health and the Department of Health Care Services. It was developed in partnership with the University of California, Davis, Center for Reducing Health Disparities. The goal is to educate providers and health care institutions about Culturally and Linguistically Appropriate Services standards (CLAS). CLAS responds to the important need for cultural and linguistic competency in health care delivery; a crucial component in the reduction of health disparities and provision of quality care to diverse patient populations.

The curriculum tool kit is the result of a multiyear process that involved many special individuals in California and beyond. We extend our appreciation to them:

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- Office of Multicultural Health and UCD/CRHD staff members who assisted with development, editing and data (See page 146).
- The External Advisory Committee for their expertise in cultural and linguistic competency in the health care delivery system, needs of and provision of quality services to diverse patient populations (See pages 147-148).
- Participant organizations for their involvement and insights that resulted in refinements of the final version of the tool kit (See page 148).
- The U.S. Department of Health and Human Services, Office of Minority Health for funding the development of the curriculum tool kit under the State Partnership Grant Program (Grant No. STTMPO51006-01-00).

Health organizations are encouraged to use the **Providing Quality Health Care with CLAS Curriculum Tool Kit** to train your leaders and program managers on culturally and linguistically appropriate services. Should you use this curriculum tool kit, the Office of Multicultural Health would appreciate your evaluation and feedback. Please send this information to:

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This curriculum tool kit is available online at the Office of Multicultural Health website at

<http://www.cdph.ca.gov/programs/OMH/Pages/default.aspx>

## Table of Contents

Introduction.....	2
Pre-Curriculum Survey .....	5
Workshop Session I: Introduction to the CLAS Standards .....	11
Workshop Session II: Quality of Care for Culturally Diverse Patients .....	48
Workshop Session III: Getting to Know the CLAS Standards.....	66
Workshop Session IV: System Change and CLAS .....	86
Follow-Up Meetings: Keeping Up the Momentum .....	98
Appendix A: CLAS Standards (abbreviated version).....	101
Appendix B: Recommended Readings .....	102
Contributors .....	115

## Introduction

You have been identified by the top leadership in your organization to participate in the **Providing Quality Health Care with CLAS** Curriculum. This program is designed to help organizational leaders and program managers like you to implement the **Culturally and Linguistically Appropriate Services (CLAS)** standards from the U.S. Department of Health and Human Services, Office of Minority Health. We can help you do this by building upon your organization's existing infrastructure and mission values. We utilize small-group, problem-based discussions that have been shown in many educational contexts to enhance creative problem-solving and to more effectively develop higher-level understanding of topics discussed (Ton et al., 2005). Rather than having a "cookbook" approach that superimposes a model without attention to the unique challenges and strengths of your organization, this strength-based approach can more effectively help you to creatively implement these standards in your organization.

This program consists of three parts. The first part involves taking an anonymous survey that assesses your level of familiarity and comfort with the CLAS standards. This assessment will help us customize the curriculum to match your learning needs, along with those of the other participants. In the second part of the program, participants will attend four workshop sessions, each lasting 4 hours, in order to develop a quality improvement plan that incorporates one or more of the CLAS standards. You will be given assignments after each session that will take between 30 and 60 minutes to complete before the next session. The third part of the curriculum involves attending six monthly 1-hour follow-up sessions that will help you implement and maintain the CLAS quality improvement plan that you develop.

Part I: Pre-Curriculum Survey

Part II: Learning Modules

- a. Session I: Introduction to the CLAS Standards
- b. Session II: Quality of Care for Culturally Diverse Patients
- c. Session III: Getting to Know the CLAS Standards
- d. Session IV: System Change and CLAS

Part III: Follow-Up Meetings

## Preferred criteria for participation:

In order to participate in this program, you preferably should:

1. Occupy a middle- to upper-level leadership position in your organization.
2. Have interest in diversity and cultural competence.
3. Commit to designing and implementing a project incorporating CLAS standards into your service.
4. Be able to work collaboratively in small-group settings.
5. Agree to participate in four 4-hour training sessions and six 1-hour follow-up meetings.

6. Occupy a position with oversight for one or more of the following organizational domains:
  - Direct services: clinic director, nurse manager, or comparable function.
  - Organizational supports: continual quality improvement, human resources, staff or provider development, or similar roles.
  - Language and community outreach services.

By the completion of the training, you will have acquired the following knowledge, skills, and attitudes.

**Knowledge to:**

1. Describe factors that contribute to health disparities;
2. Define health disparities, cultural competence, and patient-centered care;
3. Describe the impact of culture on health care decision making;
4. Describe how health disparities affect quality of care for patients of diverse backgrounds;
5. Describe the effects of immigration and acculturation on health status and quality of care;
6. Describe the health status, health disparities, health care barriers, and quality of care experienced by at least two culturally diverse populations;
7. Describe the CLAS standards and why they were developed;
8. Examine your own service in the context of CLAS standards;
9. Describe the roles that other participants play in the overall functioning of the organization;
10. Describe the factors influencing system change at the organization of which you are an employee or representative;
11. Define the concept of illness narrative;
12. Describe the impact of language barriers on care;
13. Describe the potential impact of the CLAS standards on attainment of improvements in quality of care for these communities;
14. Describe a model program that effectively implements the CLAS standards;
15. Describe the relevancy of these standards to your department;
16. Describe the qualities and approaches of effective leaders;
17. Describe the strategies used for system change;
18. Describe how CLAS standards can be applied to your service and the organization as a whole;
19. Understand the ways in which your service is related to other participants' services in order to enhance collaboration and pool resources.

**Skills to:**

1. Articulate your organizational vision;
2. Operate collaboratively in small-group and discussion format;
3. Use concepts learned about the health status and disparities of communities explicitly discussed in the curriculum to better understand aspects of communities not specifically discussed;
4. Critically examine the organization's ability to perform care for clients from diverse backgrounds;
5. Assess whether and how your department responds to the CLAS standards;
6. Compare and contrast the various approaches taken to implement CLAS standards;
7. Assess the readiness of your service for the CLAS standards;
8. Formulate a strategic plan to implement CLAS standards in your service and in the organization;

**Attitudes to:**

1. Appreciate the importance of reducing health disparities;
2. Recognize the influence of culture on your fellow participants' lives;
3. Comprehend the importance of understanding the illness experience from a client's perspective;
4. Appreciate the benefits that culturally and linguistically appropriate care can lend to the health status of diverse communities;
5. Acknowledge that these standards can be adopted in numerous effective and practical ways;
6. Commit to improving quality of service through the CLAS standards;
7. Recognize the role that you and others have to collectively and collaboratively implement the CLAS standards.