



Virginia Department of
Behavioral Health &
Developmental Services

**CLAS
ACADEMY
TRAINING
CATALOG**

2015

Office of Cultural and Linguistic Competence

Providing resources, capacity building, and programming to support the provision of culturally and linguistically appropriate services in Virginia's behavioral health and developmental services system.

**Pursuing equity in recovery, self
determination, and wellness**

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Using the Standards for Culturally and Linguistically Appropriate Services (CLAS) as a framework for planning helps organizations achieve their overall mission of providing premier mental health, intellectual disability and substance use disorder services management and delivery in Virginia’s Communities.

Introduction

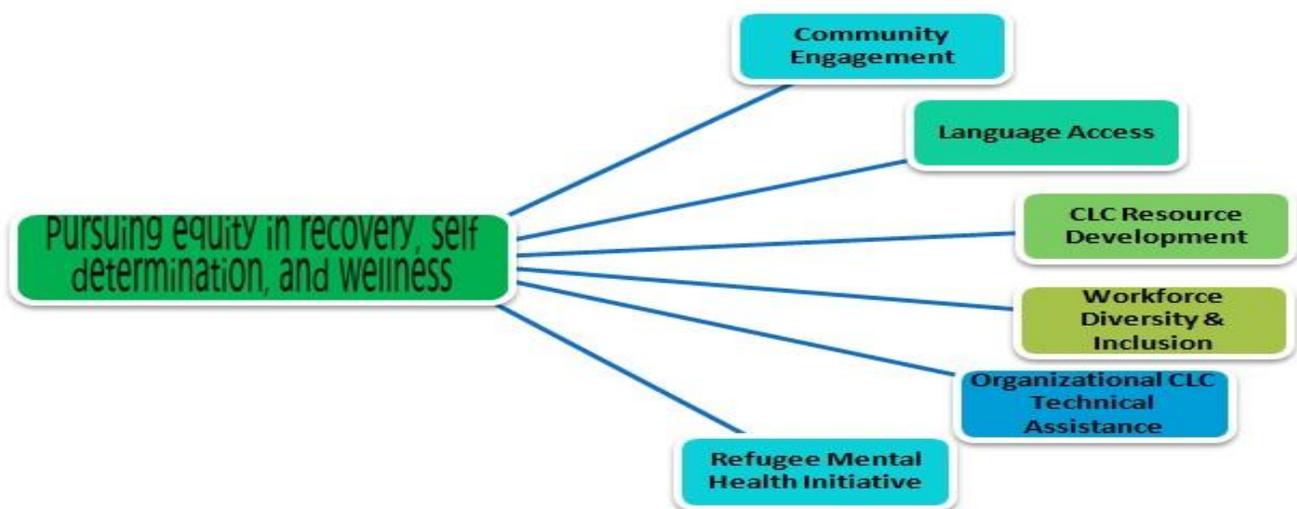
Cultural competence—the recognition and responsiveness of organizations to the service needs of diverse populations—has become a widely supported service innovation that requires investment in administrative, policy, and service delivery components to improve quality of care (Guerrero, 2013; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Howard, 2003). This work is critical for reducing what are well-established health disparities in the US among racial, ethnic, and other minorities. The CLAS Academy is designed to support the planning and implementation of critical components that we know are necessary for effective and responsive service delivery in behavioral health and developmental services.

About the Office of Culture & Linguistic Competence

The OCLC leads state efforts to provide improved services to all communities in the Commonwealth with a goal of eliminating the disparities in care within the mental health, intellectual disability and substance-use disorder system. Key duties of the office are as follows:

- expand the number of culturally and linguistically competent providers within the public and private sector
- identify barriers and provide resources for language access services
- develop policy and plans to support and integrate culturally appropriate practices in governance, quality, and workforce development
- promulgate strategies to recruit, retain, and promote a diverse leadership that represents the populations served
- deliver programming that supports community partnerships and addresses disparities in service delivery

Focus areas are outlined below.



Scheduling Workshops and Trainings

Each organization in our system is in a different developmental place when it comes to effectively responding to the needs of diverse communities in their regions. Therefore, it is not productive to provide generic training options to staff and organizations in a state as diverse and complex as Virginia. It is important that each organization be intentional about what training it offers staff. It is also important that leaders design training programs that resonate with staff; teaches specific competencies to fill cultural skills gaps; are relevant to their regional demographic makeup, historical contexts, and clinical or emerging needs; or topics related to how adaptations can support positive outcomes for specific risk groups.

Unless otherwise noted, most of the workshops in this catalog are designed to start a conversation with organizations about the potential for developmental training programs that can be instituted in each organization.

A culturally competent organization brings together knowledge about different groups of people -- and transforms it into standards, policies, and practices that make everything work. Recent research has reinforced the notion that because organizational cultural competence is developmental and it evolves over time; stand alone training that is done in isolation is ineffective. It can even be counterproductive, if done without concurrent systemic and organizational changes. Rather, training must be just a small part of a larger learning initiative.

Unless otherwise noted, most of the workshops in this catalog are designed to start a conversation with organizations about the potential for developmental training programs that can be instituted in each organization.



As such, most training is scheduled as a result of a discussion with the Office of Cultural and Linguistic Competence and topics are determined based on commitment to planning, need, time available or other criteria. They are offered in combination with consultation related to organizational cultural and linguistic competence planning by request on location at facilities, community services boards, and organizations licensed by DBHDS. Contact oclc@dbhds.virginia.gov to inquire about workshops and scheduling training and consultation.

The Enhanced National Standards for Culturally & Linguistically Appropriate Services (National CLAS Standards)

Training offered through the CLAS Academy is aligned with the CLAS Standards. The CLAS Standards are

The National CLAS Standards

A Blueprint for Advancing and Sustaining CLAS Policy and Practice

there are **15** Standards

The Blueprint is the implementation guide for the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care

with 3 key intentions:

- 1 advance health equity
- 2 improve quality
- 3 help eliminate health care disparities

The Blueprint outlines

6 key reasons why health and health care organizations should adopt and implement the National CLAS Standards,

- Quality of Care
- Changing Demographics
- Market Place
- Health Disparities
- Legal Mandates
- Risk of Liability

discusses the results of the 2010-2013 enhancement initiative,

- expanded definition of culture
- a broad understanding of health
- an audience of health & health care organizations

and explains each Standard

- Purpose
- Meaning
- Strategies
- Resources

www.ThinkCulturalHealth.hhs.gov

intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services. Adoption of these Standards will help advance better health and health care in the United States. Given this conceptual foundation, the enhanced National CLAS Standards are structured as follows:

Principal Standard (Standard 1): 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 (Standards 2-4) emphasizes the importance of the implementation of CLAS as a systemic responsibility, requiring the investment, support, and training of all individuals within an organization.

Communication and Language Assistance (Standards 5-8) broadens the understanding and application of appropriate services to include all communication needs and services, including sign language, Braille, oral interpretation, and written translation.

Engagement, Continuous Improvement, and Accountability (Standards 9-15) underscores the importance of establishing

individual responsibility in ensuring that CLAS is supported, while retaining the understanding that effective delivery of CLAS demands actions across an organization.

CLAS Competency Area One: Organizational Capacity Building

Courses are designed to align with CLAS Standards 1-4 which are related to Governance, Leadership, and Workforce. Research has reinforced the notion that because organizational cultural competence is developmental and enhanced over time; stand-alone training done in isolation is ineffective. It can even be counterproductive if done without concurrent systemic and organizational changes. Therefore many courses through the Academy are offered only in combination with longer term planning consultations or technical assistance projects at the request of facilities, community services boards, or other organizations licensed by DBHDS.

OCB 1- ROAD TRIP! Take a journey with the CLAS Roadmap- How your organization can enhance effective and efficient services for everyone in your community- This workshop illustrates how an organization can integrate the 15 Standards for Culturally and Linguistically Appropriate Services into their operations to address disparities in access to care, enhance quality of services, and increase positive outcomes.

Target Audience	Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Understand the ethical, legal, and practical case for providing culturally and linguistically appropriate services in health and health care • Define the CLAS Standards by theme • Describe what culturally and linguistically appropriate services look like in practice • Have an emerging capacity to develop plan for cultural competence in your own organization
Workshop Length	Two hours

OCB 2- Avoiding the Cultural Crisis! - Prevent almost any emergency related to culture and language by doing some planning beforehand – Explore the critical components of a successful plan for culturally and linguistically appropriate services and examples of best practices in policies and procedures. This session also helps organizations that are working towards the cultural competence criteria related to CARF accreditation or the Communication criteria for Joint Commission Accreditation.

Target Audience	Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Learn how to create a plan for cultural and linguistic competence in your organization • Understand the importance of internal and external reviews in planning • Identify effective methods of community engagement. • Identify performance measures for CLC activities
Workshop Length	Two hours

OCB 3- Don't just Talk it! Walk it! Using a committee to put words into action- Most organizations give a nod to cultural competence through their missions or strategic planning. But applying the values of cultural competence to the organization requires the focused effort of a team who is dedicated to quality and equity in the organization. This workshop will help organizations understand how developing and sustaining a

cultural competence committee can comply with policy and regulatory requirements and how the committee can be used as a change agent within the organization at multiple levels to achieve organizational goals.

Target Audience	Leadership and Management
Workshop Objectives	Learn strategies for developing and/or sustaining a health equity/cultural competence committee Length of workshop is dependent on individual organizational goals
Workshop Length	60 minutes

OCB 4- The secret to straightforward compliance with DBHDS Departmental Instruction 209(DI209): Ensuring Access to Language and Communications Support- DBHDS requires facilities to provide effective communication to individuals at multiple levels during their stay at facilities. The secret to providing the communication is that there really is no secret! It is simply planning and coordination on multiple levels. This workshop is for anyone who may have responsibility for implementing the DI and will be customized for each facility.

Target Audience	Leadership, Management, and others responsible for implementation of DI209
Workshop Objectives	<ul style="list-style-type: none"> • Understand the contents and expectations of the DI • Clarify the areas of your organization that are impacted by the DI • Know the resources that are available to them as they begin to plan for compliance with the DI • Be introduced to templates, checklists, written material that will guide their compliance
Workshop Length	90 minutes

OCB 5- The New Look to Workforce Diversity- This isn't your Parent's Workforce Diversity Conversation. This three hour workshop, designed especially for human resource, staff development, and organizational management teams. The workshop identifies how the legal, business, cultural, and demographic rationales for diversity and inclusion (D&I) are all important in shaping and achieving the missions and goals of behavioral health and developmental disability organizations. Participants will leave with a skeleton plan for D&I in their organization.

Target Audience	Human Resources, Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Understanding D&I terminology • Explore how to use the legal, business, cultural, and demographic frameworks to build the case and shape the diversity goals in behavioral health and developmental disability organizations • Identifying common problems that inhibit a culture of inclusion • Knowing who supports the development of an inclusive culture • Planning for inclusion
Workshop Length	Three hours

OCB 6 - Growing and Managing a Multicultural and Multilingual Workforce- In this workshop, facilitators will provide a common framework for understanding of Culture, Diversity and inclusion. They will challenge the notion that such common selection criteria such as "Good Cultural Fit" are useful in creating a

healthy and inclusive organization. They will explore common roadblocks to successful diversity and inclusion recruitment and retention efforts and offer practical strategies for attracting, retaining, engaging & managing multilingual and multicultural talent.

Target Audience	Human Resources, Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Gain a common understanding of diversity and inclusion • Recognizing how organizations create roadblocks to diversity • Strategies for recruitment and selection • Strategies for retention
Workshop Length	90 minutes

OCB 7- You don't have to be a Superhero to build a great cultural competence training program - The Staff Development Toolkit – This 60 minute discussion is tailored for trainers and managers responsible for staff training to review best practices in training for culturally and linguistically appropriate services.

Target Audience	Training and Development Staff, Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Identifying and evaluating cultural competence training needs and topics • How to leverage community resources to build skills and abilities • How to sustain a training program • Gather information regarding current organizational training practices for culturally competence services
Workshop Length	60 minutes

CLAS Competency Area Two: Communication and Language Access

Effective communication practices are critical for appropriate diagnosis, treatment, and delivery of services in our system. Multiple studies illustrate the direct connection between quality of care, positive outcomes, customer satisfaction, and the provision of effective language services for individuals with communication or language needs.

Language access is also required by federal law for all organizations that receive federal funding. Most behavioral health and developmental services organizations in Virginia receive federal funding through Medicaid reimbursements. Providers who do not comply with the law can be at risk of investigation, losing their license, and civil and criminal lawsuits.

Health care providers can enhance outcomes for the individuals they serve and reduce their liability risk by developing and implementing Language Assistance Plans (LAPs). Such plans are essential roadmaps for organizations, staff, and the individuals they serve. The active use of such plans, which comply with applicable federal law, can substantially assist providers with their Title VI compliance, improve access, outcomes and satisfaction for individuals with limited English proficiency, and can reduce the risk of investigations and lawsuit violations.

CLA1- Qualified Bilingual Staff Training (QBS) - A cornerstone of the CLAS Academy is the QBS Program. The QBS Model & Program were designed by Kaiser Permanente National Diversity & Inclusion and adapted by DBHDS to capitalize on organizations existing workforce diversity and ensure qualified linguistic services and culturally competent care at every point of contact.

DBHDS adaptation is specifically designed to build terminology in behavioral health, substance abuse, and developmental services setting and discuss the unique role that bilingual staff may have interpreting in these settings. Facility staffs who are used in a bilingual capacity must attend this course to be in compliance with Departmental Instruction 209- Ensuring Access to Language and Communications Supports.

This model was recognized by the Robert Wood Johnson Foundation, the California Endowment, the National Committee for Quality Assurance, and the Migration Policy Institute. It has been successfully implemented in healthcare settings in Georgia, California, and the Mid-Atlantic States. Over two hundred bilingual providers and staff have been trained since the program was implemented at DBHDS in 2011.

Qualified Bilingual Staff Training (QBS)

Target Audience	Bilingual staff working in behavioral health and developmental services occupations
Workshop Objectives	<ul style="list-style-type: none"> • After completion of this course, participants will understand: • the legal and regulatory requirements of language access • concepts of diversity and cultural competence • effective communication strategies • modes of interpreting • basic theories in interpreting • the roles and responsibilities as a “dual role” staff • the standards of practice • ethical issues for bilingual staff • interpreter codes of ethics • common concepts and terminology used in behavioral health and developmental disability practice settings
Workshop Length	24 hours

Additional Communication and Language Access Workshop Topics

CLA 2- Taking the Lead- Language Access Planning for Leaders – Research demonstrates that language services only cost an extra 0.5% of the average cost per visit. A report from Office of Management and Budget found that “Increasing access to services may lead to cheaper, more targeted early intervention, avoiding long-term and more costly services to government and society” (OMB, 2002). This is achieved by planning for language access as opposed to waiting until an individual with a language need shows up in the waiting room.

Target Audience	Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Leaders and persons responsible for planning language services walk through the planning process • Participants will leave with a skeleton plan and an idea of next steps
Workshop Length	Three hours

CLA 3-Say What? Departmental Instruction 209 (DI209)- Ensuring Access to Language and Communications Supports- This webinar or classroom training will explain the changes found in DI 209, identify ways that facilities should comply with the DI, and clarify how the OCLC and the State Coordinator for Services for Persons Who Are Deaf, Hard of Hearing, Late Deafened, or DeafBlind can support this compliance.

Target Audience	Human Resources, Leadership and Management
Workshop Objectives	<ul style="list-style-type: none"> • Understand the contents and expectations of the DI 209 • Know what areas of your organization that are impacted by DI 209 • Know the resources that are available to them as they begin to plan for compliance with DI209 • Introduction to templates, checklists, written material that will guide their compliance
Workshop Length	60 min

CLA 4-If You Don't Do It Now, You'll Hate Yourself Later- Critical Considerations in Planning for Effective Communication- As Virginia becomes a more diverse place, it is a legal, quality, and fiscal imperative that our organizations plan for effective communication. This two-hour classroom training focused on three critical components to effective communication. The interactive workshop will define communication, articulate the importance of communication in human services, explore how literacy, culture and limited English proficiency impact effective communication, identify tools and techniques that help cross communication barriers, and work through ways to plan for effective communication.

Target Audience	Management, Change Agents, Providers of Services
Workshop Objectives	<ul style="list-style-type: none"> • Define communication and articulate the importance of communication in human services • Explore how literacy, culture and limited English proficiency impact effective communication • Tools and techniques that help cross communication barriers • Ways to plan for effective communication
Workshop Length	60, 90, or 120 min

CLA 5- How to Work Effectively Using Language Interpreters- Research has shown that individual outcomes are better, program compliance is higher, and organizations decrease staff time spent and complete fewer assessments when using interpreters in health and human services. This net effect is mutually beneficial. There is a cost savings for organizations and equal opportunity for limited English proficient service seekers. This workshop provides an understanding of the importance of using an interpreter when working with individuals who are limited English proficient and how to get the most out the encounter; whether you are using a trained or untrained interpreter.

Target Audience	Direct Service Providers
Workshop Objectives	<ul style="list-style-type: none"> • Understand the common practices of trained interpreters • Identify ways to communicate effectively through professional interpreters • Identify ways to work with an untrained interpreter
Workshop Length	90 minutes

CLA 6- What Were They Thinking?! – Exploring personal values and their impact on communication and conflict. In this workshop, participants explore how their own belief systems and perceptions can resolve or create conflict within their teams, organizations or the individuals with whom they support.

Target Audience	All levels of staff
Workshop Objectives	<ul style="list-style-type: none"> • Explore and identify our individual and collective cultures • Identify potential sources of cross cultural conflict • Introduce one model of conflict resolution
Workshop Length	90 minutes

CLAS Competency Area Three: Intercultural Proficiency

2015 Annual Winter CLAS Forum

The Annual CLAS Winter Forum is a two-day event provides professional development for individuals and organizations supporting behavioral health and developmental disability services. Utilizing frameworks from intercultural communication and Bennett’s Developmental Model of Intercultural Sensitivity; Certified Cultural & Linguistic Competence Workshop facilitators from around the state will deliver interactive sessions based on curriculum developed by the Language and Culture at Virginia Tech and the Office of Cultural and Linguistic Competence. The location and date are to be determined. Registration and more information will be available on the website in September 2015.

2015 Workshop Topics include:

IP 101- Diversity- What Everybody Ought to Know about Intercultural Competence

Target Audience	Direct Service Providers
Workshop Objectives	<p>By the end of this session, participants will have:</p> <ul style="list-style-type: none"> • Identified various types of diversity • Reviewed statistics on some of the diverse populations that mental health care practitioners may encounter in their day-to-day work • Reflected on their own places in society and on how their niches may be difficult to define
Workshop Length	90 minutes

IP 102- Disparities- Why disparities should matter to your organization and what you can do about it

Target Audience	Direct Service Providers
Workshop Objectives	By the end of this session, participants will have: <ul style="list-style-type: none"> • Shared their own experience with discriminatory behavior in the context of research findings on stigma • Examined the evidence for implicit and explicit disparity in health care and mental health care, as well as the impact on those affected • Discussed the implications of stigmatic behavior in mental health care settings • Examined their feelings of empathy toward others different from themselves
Workshop Length	90 minutes

IP 103- Culture- The problem with defining “Culture”

Target Audience	Direct Service Providers
Workshop Objectives	By the end of this session, participants will have: <ul style="list-style-type: none"> • Defined culture • Explored the dimensions of culture and broad characteristics of culture which influence cultural interactions • Increased awareness of their own cultural identity
Workshop Length	90 minutes

IP 104- Communicating Culturally- It’s not You, It’s Me- Communicating Cross Culturally

Target Audience	Direct Service Providers
Workshop Objectives	By the end of this session, participants will have: <ul style="list-style-type: none"> • Explored common culturally based barriers to communication • Shared some of their cultural background with another participant • Learned some strategies for communicating effectively with foreign nationals and non-native speakers of English • Practiced strategies for communicating with people of different cultural backgrounds
Workshop Length	90 minutes

IP 105- What’s your Style? - The Intercultural Conflict Style Inventory

Target Audience	Direct Service Providers
Workshop Objectives	By the end of this session, participants will have: <ul style="list-style-type: none"> • Identified their intercultural conflict resolution styles. • Identified specific cultural differences in conflict styles that “make a difference” in participants’ professional activities.
Workshop Length	90 minutes

IP 106 – Focus on the Trees, not the Forest! - Applying the National Standards for Culturally and Linguistically Appropriate Services

Target Audience	Direct Service Providers
Workshop Objectives	<ul style="list-style-type: none"> • Understand the ethical, legal, and practical case for providing culturally and linguistically appropriate services in health and health care • Define the CLAS Standards by theme • Ability to describe what culturally and linguistically appropriate services look like in practice • Emerging capacity to develop plan for cultural competence in your own organization
Workshop Length	90 minutes

Population Specific Training and Interventions

Cultural Elements in Treating Hispanic and Latino Populations

Dates and locations to be determined. Check [website](#) throughout 2015 for more information.

This two day training is open to anyone working in substance abuse prevention or treatment. It was developed by the National Hispanic/Latino Addiction Technology Transfer Center to provide information for professionals working with Hispanics or Latino (a) clients. It is designed to help improve their skills and effectiveness for service including aspects such as how culture change affects Hispanics and their drug use, treatment related barriers encountered by the population, cultural factors in treatment, co-occurring disorders, and approaches to integrating culture into therapy. The course explores the following topics:

- Overview, including current statistics of the Hispanic and Latino populations in Virginia.
- Define terms that are useful in the treatment of culturally diverse populations.
- Demonstrate understanding of how culture change affects Hispanics and Latinos and their substance use.
- Identify and address barriers faced by Hispanics and Latinos around access and readiness for treatment and recovery.
- Explain the relationship between culture and treatment.
- Describe how individuals and organizations can incorporate culture into treatment.
- Describe special considerations related to substance use and recovery in Hispanic and Latino populations.
- Describe and apply counselor’s role during the course of recovery.
- Understand challenges Hispanic and Latino populations face sustaining recovery.

QPR Suicide Prevention Training for Refugee Gatekeepers

Dates and locations to be determined. Check website for more information throughout 2015.

This three hour workshop is open to anyone working with refugees in health or human services. In recent years, more attention has been paid to the rising suicide rate among refugees resettled in the United States. In 2010, the suicide rate among Bhutanese refugees living in the U.S. was three times higher than that of the U.S. population. Higher rates are reported among other resettled refugee populations as well. The [Refugee Healing Partnership](#) is an interagency partnership among DBHDS, VDH, and VDSS that includes a suicide prevention training program for refugee communities in the Commonwealth.

Part of this program includes adopting the Refugee Health Technical Assistance Center's refugee-focused QPR Gatekeeper training. Instructors have been certified by the [Question Persuade Refer \(QPR\) Institute](#) to deliver the Gatekeeper training to refugee stakeholders including resettlement case managers, ESL teachers, ethnic-community based organizations and others who come into regular contact with refugee populations.

Annual Conference Partnerships

Each year, OCLC teams up with local and regional partners to support conferences on specific topics important to our communities. Two ongoing partnerships are related to disabilities in multicultural communities and language access in Northern Virginia.

Building Bridges – Developmental and Intellectual Disabilities in Racially, Ethnically, and Linguistically Diverse Communities

[Building Bridges](#) is a one of a kind conference that explores intellectual and developmental disabilities in multicultural communities. Nationally recognized presenters will explore models and best practices for working with these populations. A partnership of VCU's Center for Family Involvement, Partnership for People with Disabilities – Center for Family Involvement, Virginia Board for People with Disabilities, Commonwealth Autism Services, Henrico Area Mental Health and Developmental Services, Hampton Newport News Community Services Board and DBHDS – Office of Developmental Services and Office of Cultural and Linguistic Competence.

Location and Date are to be determined. Check website in July 2015 for more details.

Northern Virginia Language Access Leadership Conference (NVLALC)

Leaders can improve communication with the community, quality of care, enhance operations, and reduce disparities in access to services and outcomes for communities by guiding efforts to develop language access services across their organizations. While language access can take many forms, a concerted effort by an organization's executive director or chief executive officer is likely to have the greatest impact. This [NVLALC](#) Annual Conference provides an opportunity to discuss specific issues related to the implementation, funding, sustainment, and evaluation of language services in government. This conference is made possible through a partnership with Arlington County Office of Human Rights, Alexandria Department of Community and Human Services, Fairfax-Falls Church Community Services Board. **This conference will be held on Thursday, October 15th in Alexandria, VA. Check the website in July for more information.**

DBHDS Certified Cultural & Linguistic Competence Trainers

In 2014, thirty individuals were selected from CSBs, facilities, licensed private providers, and consumer organizations from around the state who demonstrated emerging or mature intercultural development and who committed to providing CLC training in their regions over the next several years to be trained as CLC workshop facilitators.

In partnership with Virginia Tech's Institute of Language and Culture, the OCLC developed curricula that focused on preparing trainees to present the foundations of cultural and linguistic competence, explore the nexus between individual intercultural development, the provision of culturally competent services, and introduce strategies for organizational implementation of the National Standards for Culturally and Linguistically Appropriate Services.

DBHDS Certified Facilitators are prepared with the knowledge, skills, and tools they need to provide training in your organization and community on the following topics:

- 1) Diversity
- 2) Disparities
- 3) Culture
- 4) Communicating Culturally
- 5) Intercultural Conflict Style Inventory
- 6) National Standards for Culturally & Linguistically Appropriate Services

These facilitators are change agents for our system and represent a new

resource for our system. They can provide training in their regions based on availability. Although facilitators are not permitted to charge for these trainings, it is expected that they be provided with travel and/or accommodations if necessary and/or they are reimbursed for any lost wages having missed their own work. For more information or to contact a certified facilitator in your region, contact [OCLC](#).



Cultural and Linguistic Competence Training of Trainers

DBHDS
Virginia Department of Behavioral Health and Developmental Services

April 24-25, 2014
Blacksburg, VA

VirginiaTech
Invent the Future®

Consultant Pool

DBHDS maintains a directory of health equity experts, including researchers, and evaluators, providers of training and technical assistance, and experts in cultural and linguistic competence and health literacy. These experts have experience at the local, state, and national levels. Individuals and organizations who wish to be considered for the consultant pool are sent a brief survey in which they are asked to identify specific areas of expertise, qualifications, experience, publications, and other information pertinent to their claim as subject matter experts.

Interested in joining our consultant pool?
Email us at oclc@dbhds.virginia.gov

Disclaimer: The listing of consultants for topics related to cultural competence, language access, health equity, and health literacy is intended to provide guidance to behavioral health and developmental disability services providers who seek trainers and consultants for use in their organizations. These resources are external to DBHDS and although they have been reviewed and determined sufficiently experienced in their fields, their inclusion on this list is not an endorsement of their services by DBHDS.

We welcome feedback on your experience so that we can continue to build the quality of this service.



Keep in touch!

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Linguistic Competence

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