Addressing Language Access Service Needs in Guam
CLAS Standards # 5, #7, #8 & #13
2014 Training Institute: Improving Children’s Mental Health Care in an Era of Change, Challenge, and Innovation
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Presenters:
Lilli Perez, Ph.D.
Mariles Benavente, ACSW, IMFT

What we will cover:
1. Brief introduction to Guam
2. Key Activities Towards CLAS
   - Workforce Development
   - Coalition towards LAS
   - Community Conversations & LAS Products
3. Conclusion

GUAM, “Where America’s Day Begins”

Languages spoken in Guam

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>38%</td>
</tr>
<tr>
<td>Chamorro</td>
<td>22%</td>
</tr>
<tr>
<td>Filipino</td>
<td>26.3%</td>
</tr>
<tr>
<td>FSM &amp; Republic of Palau</td>
<td>11.3%</td>
</tr>
<tr>
<td>Mixed ethnicity</td>
<td>9.8%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>6.9%</td>
</tr>
<tr>
<td>Asian (other than Filipino)</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Population: 159,358

56% of the population 5 years and older speak a language other than English in their homes.

Project Kariñu, Loving Our Babies

For babies from birth to five & their families

478-5400
**First Key Activity:**
*Workforce Development*

**CLAS Standard # 7. Ensure competent LAS providers**

**Activities:** Began with training for Interpreters

**Sources of info for Training:** UOG, CLC T.A., CLC COP, Webinars, Websites, Diversity Conferences and LAS Organizations

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**Training Challenges:**

- Interpreter Training for Pacific Island and Asian languages/cultures?
- Training in behavioral health and early childhood development content?
- Funding for training of interpreters

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**Insights from Training Events:**

- How to help interpreters understand and communicate about behavioral health concepts in the context of their cultures/languages?
- No local proficiency testing of interpreters in Pacific Island Languages? English proficiency?

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**Results from Training Events:**

- Implementation of Cultural Conversations on Behavioral Health with Interpreters and Cultural Leaders
- Attention from smaller networks wanting training/funding for their pool of interpreters
- Change in focus from training to “workforce development”

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**Change in Focus: From Training to Workforce Development**

- How to promote better pay for trained interpreters?
- How do we work towards certification of interpreters?
- How to promote organizational attention to the need for LAS?
- How are other local organizations meeting their LAS needs?
- How do we fund LAS?

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**Developing the Next Steps**

- Paid attention to the questions being raised by participants
- “Switched Frames” - How to turn challenges into opportunities?
- Who else is doing this type of work?
- Who else has similar needs?

....resulted in a COALITION.
**Second Activity: Partnerships**

**CLAS Standard # 7. Ensure competent LAS providers**
& **CLAS Standard # 13. Partnerships to ensure CLC**

Activity: Development of a coalition to advance LAS in Guam: “Culture & Language Appropriate Service Partners” (CLASP)

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**Addressing Challenges:**

• Look for the alliances
• Establish shared vision
• Define member’s roles
• Ensure shared responsibilities
• Train partners on CLC and CLAS
• Walk the talk of cultural competence (voice, choice, diversity) in processes

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**CLASP Accomplishments to date:**

- Dec. 2013 Adoption by GBHWC’s PEACE Council
- Jan. 2014 Public Forum & Training for Interpreters
- Feb. 2014 Guam Community College: New Advisory Board to develop Training Curriculum
- Mar. 2014 Strategic Planning: Vision, Mission & Plan to promote CLC

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**SUSTAINABILITY**

CLASP Strategic Plan includes the following:

• Local Training curriculum at GCC
• Exploration of certification processes
• Exploration of developing job descriptions for interpreters in government sector
• Policy development/requirement across all agencies for LAS or CLC Plan development

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**Third Activity: Community Conversations & LAS Products**

**CLAS Standard # 7. Ensure competent LAS providers**

**CLAS Standard #8. Multimedia Materials**

**CLAS Standard # 13. Partnerships to ensure CLC**
PURPOSE, PROCESS & PRODUCTS OF “CULTURAL CONVERSATIONS”

Purpose of “Conversations”
Engage in discussions about behavioral health from the lenses of their cultures and languages.

Process of Selection:
Selection of cultural leaders (e.g., consulate’s office), ethnic brokers (e.g., natural leaders), (in)formal service providers and consumers, and other traditional resources persons.

The Process of Engagement:
• 10 behavioral health concepts
• 10 language/ethnic groups
• focus group (5/28/13)
• two full-day sessions (6/4/13 & 6/18/13),
  Supports was provided during both sessions
  (i.e., stipends, meals, documentation).

PURPOSE, PROCESS & PRODUCTS OF “CULTURAL CONVERSATIONS”

Behavioral Health Concepts that were the focus of “Cultural Conversations”
`Parenting` `Mental Illness`
`Nurturing` `Mental Health`
`Playing` `Helper`
`Wellness` `Health`
`Health` `Illness`

Ethnic Groups Participating in the “Cultural Conversations”
`Chamorro` `Filipinos`
`Chuukese` `Koreans`
`Palauans` `Japanese`
`Yapese` `Chinese`
`Pohnpeians` `Caucasians`

Western Pacific & Micronesian With United States Overlay ~

Psycho-Social Organization Chart of Behavioral Health Concepts

Products of “Cultural Conversations”

Storyboard of Micronesian Peoples:
A Navigation Chart to Better Understanding

•Philosophical Outlook
•Forms of Expression
•Interpersonal Mannerism
•Language Spoken
•Individual Identification
•Division of Labor
•Modes of Sustenance
•Religion & Spirituality
•Healing Approaches

Storyboard of Micronesian Peoples:
A Navigation Chart to Better Understanding

•Philosophical Outlook
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•Healing Approaches
“Storyboard of Micronesian Peoples: A Navigation Chart to Better Understanding”

Products of “Cultural Conversations”

Project Kariñu 2014 Calendar

Project Kariñu 2014 Calendar

Project Kariñu 2014 Calendar

Project Kariñu 2014 Calendar
submerge a bit into the water……
Project Kariñu 2014 Calendar

Products of “Cultural Conversations”

Tee shirts promoting “play” for children with translations and handouts on “Importance of Letting a Child Play” with translations

Products of “Cultural Conversations”

Nihis Ta Fan Hugando
Sa kukunou
Me Doili
Maglaro Tayo
Let’s Play

Products of “Cultural Conversations”

Glossary of Behavioral Health Terminology in Pacific Island Languages - and - Research Paper for publication

• Other..... Poster illustration of family and health concepts
  Theater production to illustrate concepts
  Commercial in multiple languages

What did we learn?

• Clarification of self in one’s ethnicity in context of new environment (Guam) → Redefinition of self
• Greater awareness and heightened ethnic pride in the acculturation process
• Community building in larger context to address tension amongst ethnic groups – emphasis shifts to collaboration for survival
• Destigmatizing behavioral health in the ethnic community by use of indigenous concepts

CONCLUSION: Regarding LAS

1. Identify needs from a systems-wide perspective (consumer’s, provider’s, interpreter’s, manager’s point of view, etc.) to determine what actions to take to address LAS in your community.
2. **Look for & build partnerships**
   - Who else is working to address this problem?
   - What have they done that is working?
   - What have you done that they can learn from?
   - What mandate or circumstances are driving stakeholders towards problem-solving?

3. **Engage consumers/stakeholders in conversations about what needs to happen and how to make it happen.**
   - Seek help from leaders and others who represent the culture
   - Ensure supports for participants
   - Ensure feedback to participants on outcomes.