



# Embracing Diversity in Person-Centered Practices

# Reminders

- 1 Participants will be muted during this webinar. You can **use the chat feature** in Zoom to post questions and communicate with the hosts (chat “To Everyone” for all to see).
- 2 Toward the end of the webinar, our speakers will have an opportunity to **respond to questions** that have been entered into chat.
- 3 The webinar is being **live captioned in English**.
- 4 Attendees may receive **1.5 Continuing Education Credits**. To confirm attendance, please login to the webinar via your Zoom account.
- 5 The live webinar includes **polls and evaluation questions**. Please be prepared to interact during these times.
- 6 This webinar is being recorded. **The recorded webinar will be available** at [www.hsri.org/nd-pcp](http://www.hsri.org/nd-pcp) within two weeks, along with a PDF version of the slides, and questions and responses.

# Agenda

2:00 – 2:10

## Welcome

*Teresa Larsen, Protection and Advocacy*

2:10 – 2:40

## Presentation + Panel of Individuals with Shared Experiences

*Tawara Goode, M. Angel Moniz, Ganesh Suryawanshi, Leslee Williams*

2:40 – 2:45

## Break

2:45 – 2:50

## Welcome Back

2:50 – 3:15

## Presentation + Panel of Individuals with Shared Experiences

*Tawara Goode, M. Angel Moniz, Ganesh Suryawanshi, Leslee Williams*

3:15 – 3:25

## Questions + Answers

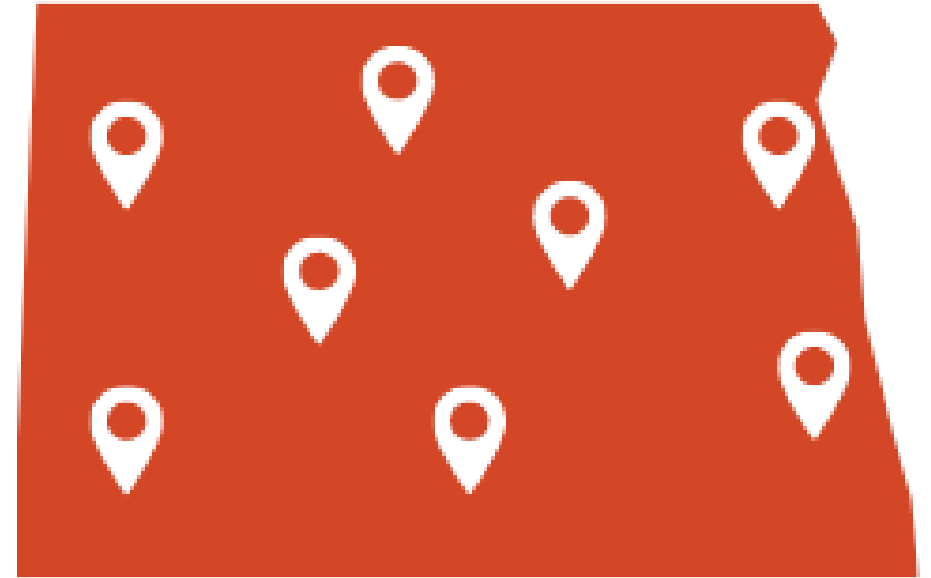
3:25 – 3:30

## Closing + Next Steps

# Statewide + Systemwide Initiative

**Person-Centered Practices (PCP)**  
assist individuals in having control  
over the life they desire, and fully  
engaging in their communities.

North Dakota is developing a strong and  
consistent statewide vision and  
universal understanding of person-  
centeredness across all North Dakota  
Department of Human Services entities  
and community partners.



# How to Implement



Bring diverse  
**voices** to the table



Support individuals  
**participating** in  
services and  
statewide system  
change efforts



Transform policies  
to reflect statewide  
person-centered  
values and culture



Ensure  
**communication** is  
accessible and  
relatable

# Materials



## [www.hsri.org/nd-pcp](http://www.hsri.org/nd-pcp)

A public website with updates on North Dakota's PCP system change initiative.



## Asset Map

A working tool to:

- document existing stakeholder engagement opportunities
- encourage systematic and strategic thinking about next steps
- save time and resources
- reference when brainstorming potential groups to engage
- expand and improve on current systems and processes



## Technical Assistance Plan

NCAPPS, HSRI, a cross-division workgroup and subject-matter experts are managing North Dakota's plan and related activities to ensure system change.



## Person-Centered Practices Summit

Webinar recordings and PDF of presentation slides from the three-part webinar series.



## How to Engage Individuals Who Receive Services

North Dakota's Guide of Best Practices outlines proven strategies on how to consistently involve individuals in workgroups and teams, so they are at the table when decisions are being made.

# What We're Continuing to Work On

## Technical Assistance Goals

### 1 Participant Engagement and Communications

- *Develop guidance document on how to use materials*
- *Create communications plan to ensure ongoing awareness and promotion of resources*
- *Implement engagement sustainability plan to ensure ongoing participant engagement*

### 2 Systemwide Assessment

- *Conduct the Self-Assessment process with remaining divisions*

### 3 Measuring Service User Experience

- *Convene service user and family groups to understand outcomes of importance and how to best measure their experience of PCP*
- *Develop recommended criteria for measuring of PCP*

### 4 Establishing Train-the-Trainer Program

- *Develop training methods and materials, with the help of service users and family groups*
- *Establish and implement quality monitoring, improvement and sustainability plan*

# Recap of Second Webinar

## Putting People at the Center of the Practices

*Jennifer Turner*



- Described how Charting the LifeCourse was created and shared tools to help individuals and families of all abilities and all ages:
  - develop a vision for a good life
  - think about what they need to know and do
  - identify how to find or develop supports
  - discover what it takes to live the lives they want to live





# Presentation

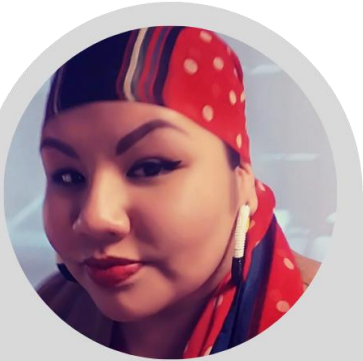
## Tawara D. Goode

[cultural@georgetown.edu](mailto:cultural@georgetown.edu) | <http://nccc.georgetown.edu>



- *Director, Georgetown University National Center for Cultural Competence (NCCC)*
- *Director, Georgetown University Center for Excellence in Developmental Disabilities, Georgetown University Center for Child & Human Development*
- *Assistant Professor, Department of Pediatrics, Georgetown University Medical Center*
- Responsible for short-term and ongoing programs for individuals at-risk for and with developmental and other disabilities and their families.
- Duties include program development, administration, and teaching within the University and community settings.
- Focuses on national level efforts to advance and sustain cultural and linguistic competence within an array of settings including but not limited to institutions of higher education, health, mental health, and other human service systems.
- As director of the NCCC, Professor Goode carries out the mission to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity.
- Publications include peer reviewed articles, book chapters, policy papers, guides and instruments that support cultural and linguistic competence in a variety of human service and academic settings.

# Panelists Sharing Lived Experiences



**M. Angel Moniz  
(Butterfly Woman)**

*Nueta, Hidatsa, and  
Sahnish of the MHA Nation*



**Ganesh  
Suryawanshi**

*Parent*



*Before*



*During*



*After*

**Leslee Williams**

*Founder, There is a Solution, Inc.*

# The Role of Cultural and Linguistic Competence in Person-Centered Practices and Systems

Tawara D. Goode

Georgetown University National Center for Cultural Competence

Georgetown University Center for Excellence in Developmental Disabilities

Center for Child and Human Development

Georgetown University Medical Center

November 18, 2020



*GEORGETOWN UNIVERSITY*  
Georgetown University Medical Center



# OBJECTIVES

Participants will:

1. Define culture, multiple cultural identities, and intersectionality.
2. Describe a framework for cultural competence.
3. Define linguistic competence and differentiate it from language access and implementation.
4. Listen to the lived experiences of persons from the perspectives of aging, mental health, and disability.
5. Examine these concepts and practices within the contexts of person-centered thinking, practices, and systems.



We can't really talk about cultural competence and linguistic competence without first having a solid understanding of ...

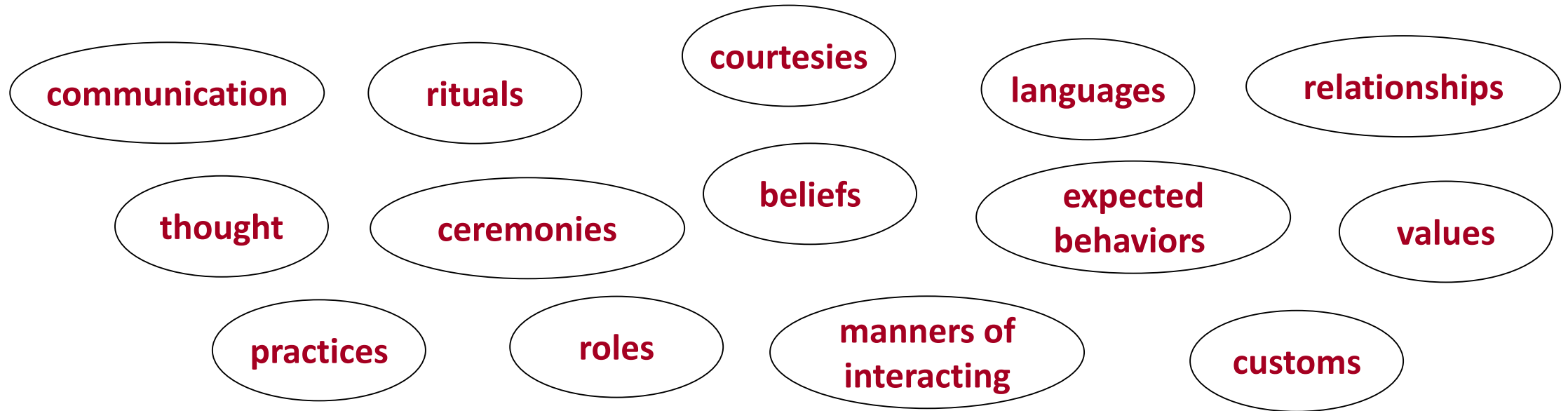




Enter one thing, *just one*, about your culture(s)  
to share with webinar participants.



***Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to:***



**Culture applies to racial, ethnic, religious, political, professional, and other social groups. It is transmitted through social and institutional traditions and norms to succeeding generations. Culture is a paradox, while many aspects remain the same, it is also dynamic, constantly changing.**

# CULTURE IS ...

Comprised of beliefs about reality, how people should interact with each other, what they know about the world, and how they should respond to the social and material environments in which they find themselves.

Reflected in religion, morals, customs, politics, technologies, and survival strategies of a given group. It affects how groups work, parent, love, marry, and understand health, mental health, wellness, illness, disability, and end of life.

Data Source: Gilbert, J., Goode, T. D., & Dunne, C. (2007). *Cultural awareness*. From the *Curricula Enhancement Module Series*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

CULTURE

CULTURE

CULTURE

CULTURE

CULTURE





# Culture

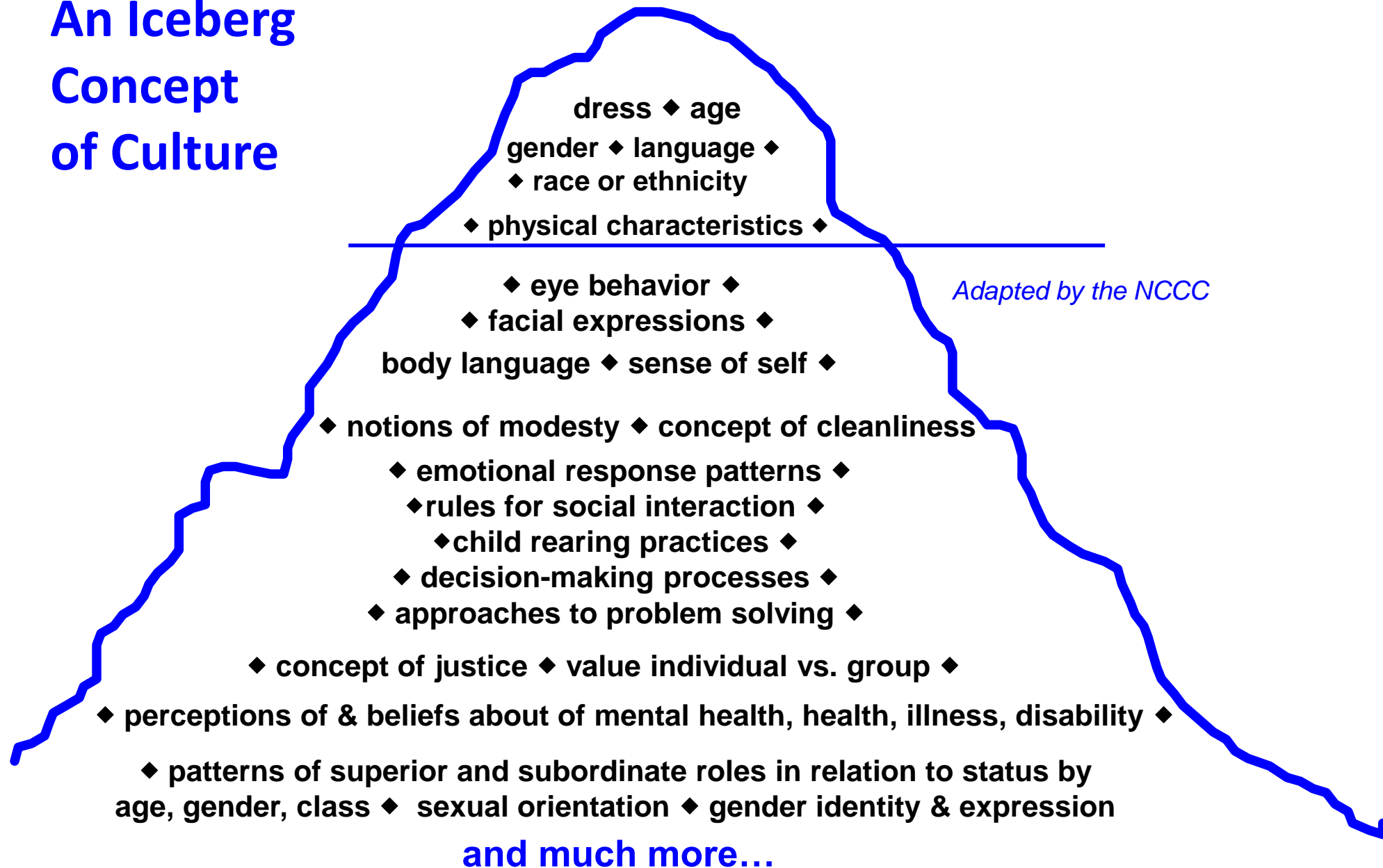
**Culture** is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

It is only when we join the observed on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.



(Lynch & Hanson 1992 Developing Cross Cultural Competence)

# An Iceberg Concept of Culture



<b>A</b>	<b>Age</b>
<b>D</b>	<b>Disability</b> (congenital)
<b>D</b>	<b>Disability</b> (acquired)
<b>R</b>	<b>Religion</b> (spirituality or no affiliation)
<b>E</b>	<b>Ethnicity</b> (or race)
<b>S</b>	<b>Socio-economic status/class</b>
<b>S</b>	<b>Sexual orientation</b>
<b>I</b>	<b>Indigenous heritage</b>
<b>N</b>	<b>National origin</b>
<b>G</b>	<b>Gender</b> (gender identity & expression)

## THE HAYS ADDRESSING Model

Addressing cultural  
complexities in practice:  
A framework for clinicians and  
counselors

&  
Addressing the complexities of  
culture and gender in  
counseling

# POLLING QUESTIONS 1 & 2

In your role or capacity, which elements of **ADDRESSING** do you **consistently** consider as diversity factors for the persons and families to whom you provides supports and services? Which do you tend to overlook?

- ☐ Age
- ☐ Disability (congenital)
- ☐ Disability (acquired)
- ☐ Religion (or spirituality)
- ☐ Ethnicity (or race)
- ☐ Socio-economic Status/Class
- ☐ Sexual Orientation
- ☐ Indigenous Heritage
- ☐ National Origin
- ☐ Gender (gender identity or expression)

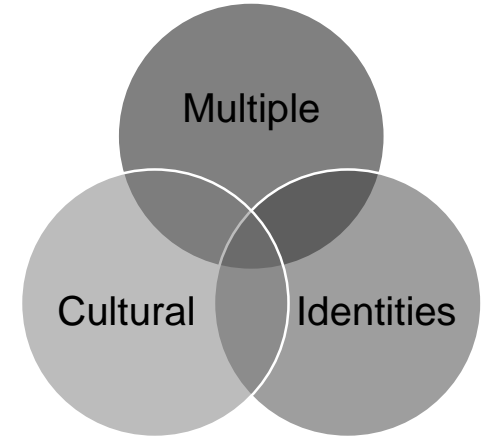
- ☐ Age
- ☐ Disability (congenital)
- ☐ Disability (acquired)
- ☐ Religion (or spirituality)
- ☐ Ethnicity (or race)
- ☐ Socio-economic Status/Class
- ☐ Sexual Orientation
- ☐ Indigenous Heritage
- ☐ National Origin
- ☐ Gender (gender identity or expression)

Data Source: Adapted from Hays, Pamela. (2001). Addressing cultural complexities in practice. A framework for clinicians and counselors. Washington, DC: American Psychological Association.  
Hays, Pamela. Addressing the complexities of culture and gender in counseling. Journal of Counseling & Development. 74.4 (Mar./Apr. 1996). 332

# MULTIPLE CULTURAL IDENTITIES

The extant literature indicates that we as human beings have multiple cultural identities that can be grouped as follows.

- Categorization – people identify with one of their cultural groups over others
- Compartmentalization – individuals maintain multiple, separate identities within themselves
- Integration – people link their multiple cultural identities



Sources:

Seth J.J. Schwartz, Koen Luyckx , and Vivian L.K. Vignoles (Eds.) Handbook of Identity Theory and Research. Springer. 2001.

Verónica Benet-Martínez and Ying-yi Hong (Eds.) The Oxford Handbook of Multicultural Identity. Oxford University Press. 2014.

Chao, G.T., & Moon, H. The Cultural Mosaic: A Metatheory for Understanding the Complexity of Culture. Journal of Applied Psychology 2005, Vol. 90, No. 6, 1128–1140

Yampolsky MA, Amiot CE, & de la Sablonnière, R. (2013). Multicultural identity integration and well-being: a qualitative exploration of variations in narrative coherence and multicultural identification. Front. Psychol. 4:126.doi: 10.3389/fpsyg. 2013.00126

# Intersectionality



- Kimberlé Crenshaw, a lawyer and civil rights advocate, introduced us to the term ***intersectionality*** in 1991.
- She wrote about how a person who because of their membership in multiple social groups may experience discrimination, oppression, and marginalization. Her work focused on Black women.
- Since 1991, the term intersectionality is used in many ways, by many people, including those in health and human services.
- Sometimes those who use the term intersectionality confuse it with multiple cultural identities and they leave out the important issues of discrimination, marginalization, and oppression.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299.



# Polling Question 3

How much attention do we pay to these concepts in our work in mental health, aging, and disability?

---

## **Multiple cultural identities**

☐ Always   ☐ Very Often   ☐ Sometimes   ☐ Rarely   ☐ Never

## **Intersectionality**

☐ Always   ☐ Very Often   ☐ Sometimes   ☐ Rarely   ☐ Never



Let's hear from our panelists.

Share with us your views on culture or  
cultural identities.

What do these concepts mean to you?



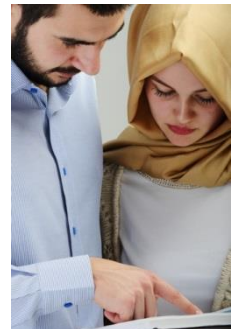
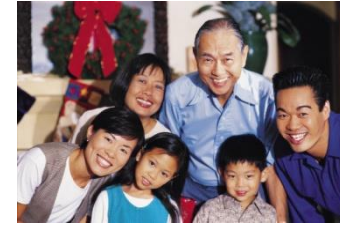


# What is cultural diversity ?



# Cultural Diversity

The term *cultural diversity* is used to describe differences in ethnic or racial classification & self-identification, tribal or clan affiliation, nationality, language, age, gender, sexual orientation, gender identity or expression, socioeconomic status, education, religion, spirituality, physical and intellectual abilities, personal appearance, and other factors that distinguish one group or individual from another.



What does cultural and linguistic  
diversity look like in

North Dakota?





# Top 10 Countries of Birth of Lawful Permanent Residents in North Dakota in 2019

**Total** **1,494**

Philippines	147
Liberia	130
Nepal	93
Mexico	73
Bhutan	70
Kenya	66
Somalia	56
Ghana & Nigeria	53
Canada	49
Vietnam	47



Data Source: U.S. Department of Homeland Security, Yearbook of Immigration Statistics: 2018 Legal Permanent Residents, Supplemental Table 1 – Persons Obtaining Legal Permanent Resident Status by State or Territory of Residence and Region or Country of Birth: Fiscal Year 2019





# ACS 2019 North Dakota Demographic Estimates

Total Population = 762,062

## One Race or Latino or Hispanic and Race

RACE	NUMBER	% of POPULATION
White	653,910	85.8
Black or African American	22,256	2.9
American Indian or Alaska Native	40,970	5.4
Asian	10,669	1.4
Native Hawaiian & Other Pacific Islander	2,792	0.4
Some Other Race	6,320	0.8
Two or More Races	25,145	3.3
<b>HISPANIC OR LATINO AND RACE</b>		
Hispanic or Latino of any Race	30,486	4.0





# ACS 2019 North Dakota Demographic Estimates

## ONE RACE – AMERICAN INDIAN OR ALASKA NATIVE

Total Population = 40,970

GROUPING	NUMBER	% OF POPULATION
Cherokee tribal grouping	575	0.1
Chippewa tribal grouping	15,955	2.1
Navajo tribal grouping	140	0.0
Sioux tribal grouping	12,723	1.7

Data Source: Source: U.S. Census Bureau, 2019 American Community Survey (ACS), Demographic & Housing Estimates, Table DP05



## North Dakota Tribal Nations

Turtle Mountain Band of  
Chippewa

Standing Rock Sioux

Spirit Lake Nation

Sisseton-Wahpeton Oyate  
Nation

Mandan, Hidatsa & Arikara  
Nation



# ACS 2019 North Dakota Disability Characteristics



**Total North Dakota Population = 744,172**  
**Estimated Population with a Disability = 84,947 (11.4%)**  
 [Margin of error = +/- 4,552]

## Disability defined as:

- Hearing difficulty
- Vision difficulty
- Cognitive difficulty
- Ambulatory difficulty
- Self-care difficulty
- Living Independent difficulty

## Varies by Age Grouping

< 5 years = 0.4%  
 5-17 years = 4.2%  
 18-34 years = 6.1%  
 35-64 years = 11.4%  
 65-74 years = 25.6%  
 > 75 years = 43.9%

RACE	NUMBER	Percent of POPULATION
White	72,049	11.3%
Black or African American	1,699	8.0%
American Indian or Alaska Native	6,580	16.3%
Asian	1,029	10.4%
Native Hawaiian & Other Pacific Islander	N	N
Some Other Race	N	N
Two or More Races	2,919	11.8%
HISPANIC OR LATINO AND RACE		
Hispanic or Latino of any Race	3,500	11.9%





# ACS 2019 Age by Disability and Poverty Status



AGE GROUP	ESTIMATED NUMBER LIVING BELOW POVERTY LEVEL
All age groups	14,943
< 5 years	88
5 – 17 years	1,256
18 – 34 years	3,305
35 – 64 years	6,710
65 – 74 years	1,900
> 75 years	1,684



## Disability defined as:

- Hearing difficulty
- Vision difficulty
- Cognitive difficulty
- Ambulatory difficulty
- Self-care difficulty
- Living Independent difficulty





# Languages Spoken at Home in North Dakota in 2019

*Estimated Total Population 5 years and over*

**711,495**

**Speak only English 94.9%**

**Speak a language other than English 5.1%**

**Speak Spanish 11,134 (1.6%)**

**Speak Indo European languages 11,728 (1.6%)**

[French (Patois, Cajun), French Creole, Italian, Portuguese, Portuguese Creole, German, Yiddish, Other West Germanic languages, Scandinavian languages, Greek, Russian, Polish, Serbo-Croatian, Other Slavic languages, Armenian, Persian, Gujarathi, Hindi, Urdu, Other Indic languages]

**Speak Asian and Pacific Island languages 5,864 (0.8%)**

[Chinese, Japanese, Korean, Mon-Khmer, Cambodian, Miao, Hmong, Thai, Laotian, Vietnamese, Tagalog, other Pacific Island languages]

**Other Languages 7,534 (1.1%)**

[Navajo, Other Native American languages, Hungarian, Arabic, Hebrew, African languages, other unspecified languages]



# Tribal languages Spoken in North Dakota



# Limited English Speaking Households

Limited English Speaking Households formerly (linguistic isolation) refers to households in which no member 14 years old and over: (1) speaks only English or (2) speaks a non-English language and speaks English “very well.”

## Limited English Speaking Households in North Dakota in 2019

All households

1.1%

*Households speaking--*



- Spanish
- Other Indo-European languages
- Asian and Pacific Island languages
- Other languages

14.7%

22.3%

6.3%

17.4%



# Question for our Panelists?

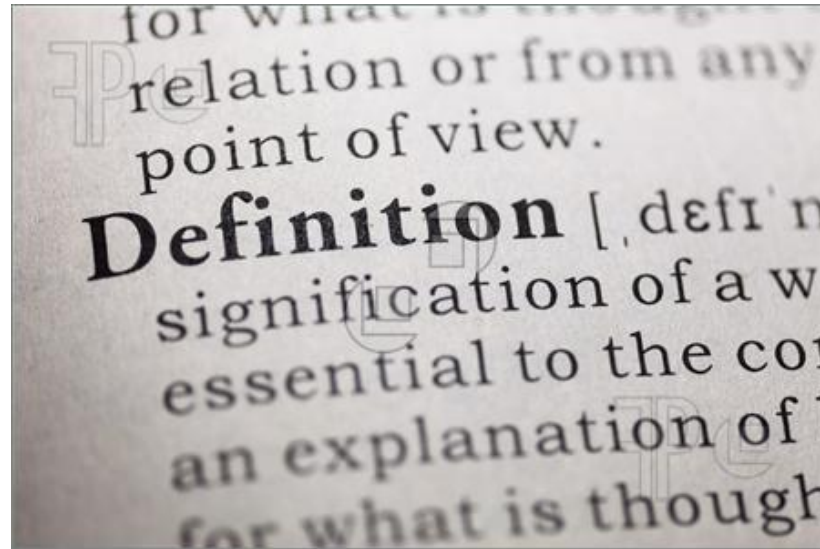


Can you share with the audience your experiences with cultural beliefs, practices, or barriers related to disability, mental health, or aging supports and services?

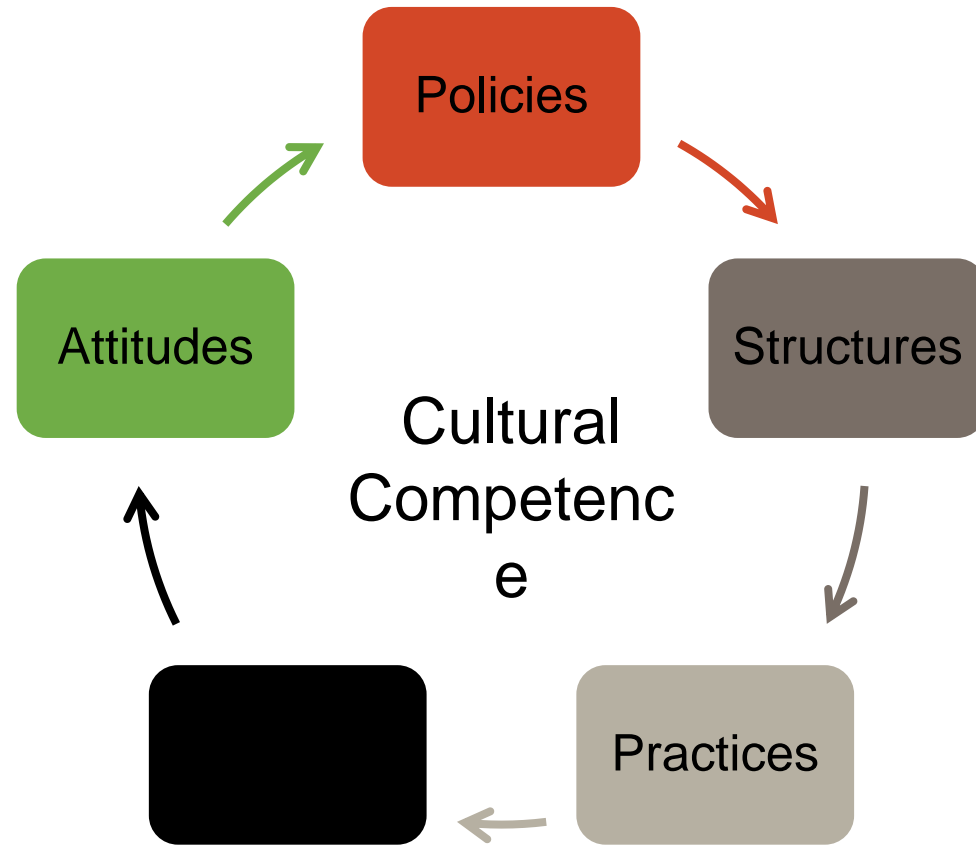


# Definitions and Conceptual Frameworks

## Cultural Competence



# Cultural Competence Conceptual Framework



Cultural competence requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989.)



# Five Elements of Cultural Competence

## INDIVIDUAL LEVEL

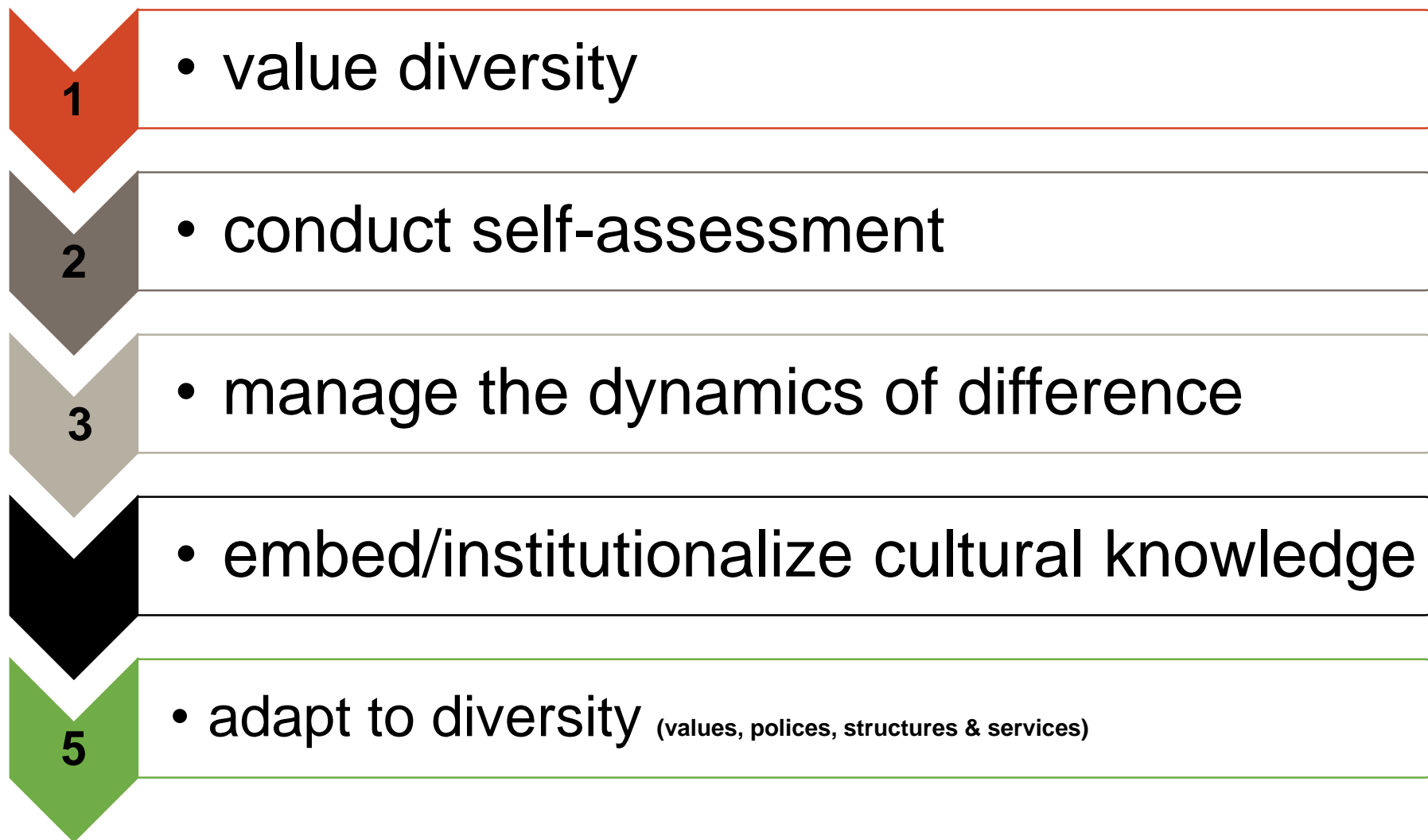
- 1 acknowledge cultural differences
- 2 understand your own culture
- 3 engage in self-assessment
- 4 acquire cultural knowledge & skills
- 5 view behavior within a cultural context





# Five Elements of Cultural Competence

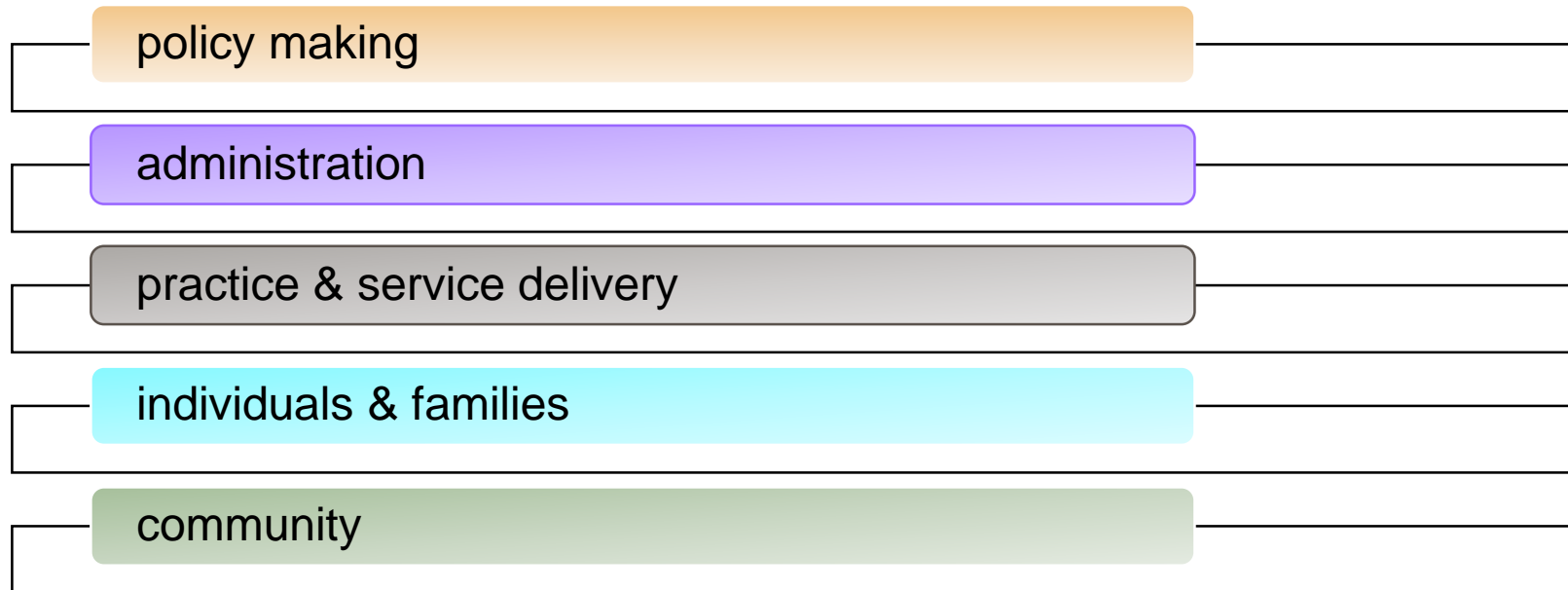
## ORGANIZATIONAL LEVEL



# ESSENTIAL ELEMENTS IN A CULTURALLY COMPETENT SYSTEM

---

These five elements must be manifested at every level of an organization or system including:

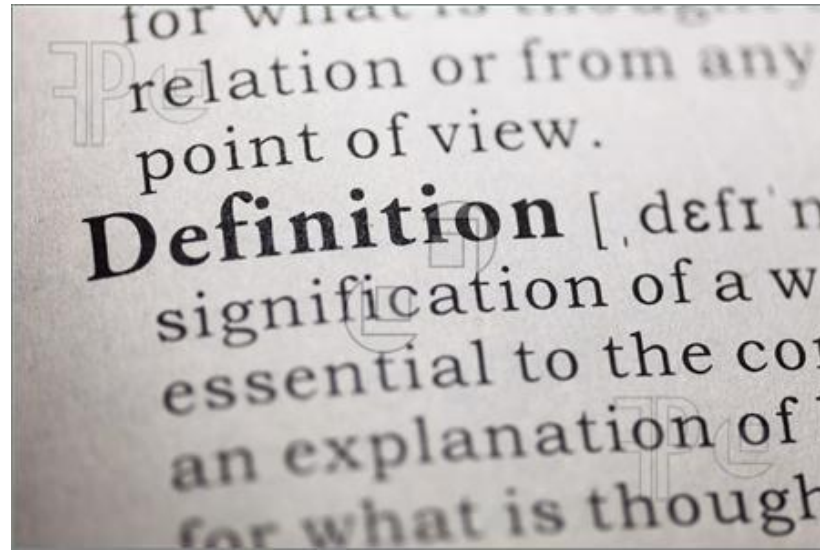


and reflected in its attitudes, structures, policies, practices, and services.



# Definitions and Conceptual Frameworks

## Linguistic Competence



# Linguistic Competence

- is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing
- requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served
- ensures policy, structures, practices, procedures and dedicated resources to support this capacity



# Title VI - Civil Rights Act of 1964

## SEC. 601 TITLE VI--NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

---



**Title VI of the Civil Rights Act of 1964- Sec. 601** ensures –nondiscrimination in Federally Assisted programs and states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”.

<http://www.hhs.gov/ocr/civilrights/resources/laws/index.html>



# Who Does Title VI Protect?

---

## EVERYONE!

Title VI states that:

“no person shall be discriminated against on the basis of race, color, or national origin.  
Section 601 and 42 USC 2000d et. Seq.

- ☑ Title VI protects persons of all colors, races, and national origins.
- ☑ Title VI protects against national origin discrimination and is **not** limited to U.S. citizens.

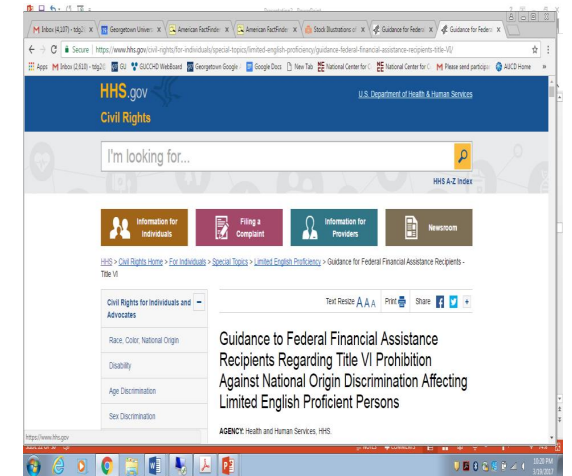


# Who is Covered Under Title VI?

---

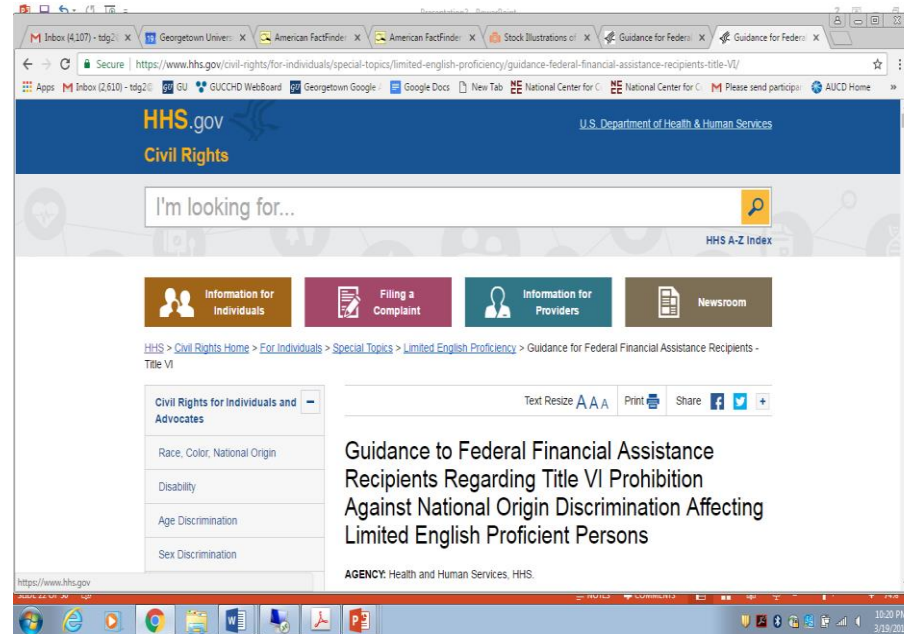
## Recipients of HHS assistance may include, for example:

- Hospitals, nursing homes, home health agencies, and managed care organizations
- Universities and other entities with health or social service research programs
- State, county, and local health agencies
- State Medicaid agencies
- State, county and local welfare agencies
- Programs for families, youth, and children
- Head Start programs
- Public and private contractors, subcontractors and vendors
- Physicians and other providers who receive Federal financial assistance from HHS



# Linguistic Competence: LEGAL MANDATES & GUIDANCE

## Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons



<https://www.hhs.gov/civil-rights/for-individuals/special-topics/limited-english-proficiency/guidance-federal-financial-assistance-recipients-title-vi/index.html>

[https://www.lep.gov/guidance/guidance\\_index.html#:~:text=LEP.gov%20%2D%20Limited%20English%20Proficiency,\)%3A%20A%20federal%20Interagency%20Website&text=Executive%20Order%2013166%20required%20each,English%20proficient%20\(LEP\)%20individuals.](https://www.lep.gov/guidance/guidance_index.html#:~:text=LEP.gov%20%2D%20Limited%20English%20Proficiency,)%3A%20A%20federal%20Interagency%20Website&text=Executive%20Order%2013166%20required%20each,English%20proficient%20(LEP)%20individuals.)





# Polling Question 4

How familiar are you with the requirements of Title VI, Section 601, Civil Rights Act of 1964 to ensure language access to persons seeking or in need of mental health, aging, and disability services?

☐ Not at all familiar

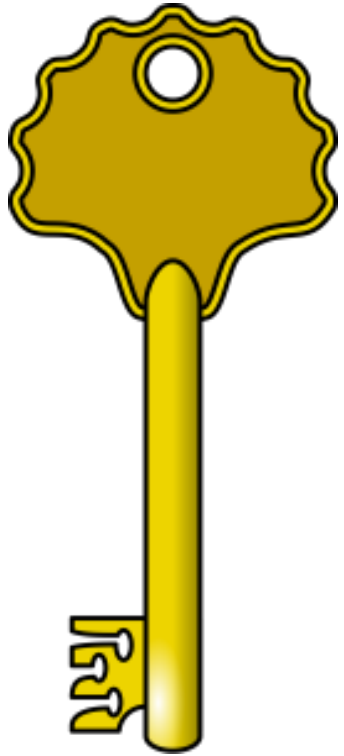
☐ Slightly familiar

☐ Somewhat familiar

☐ Moderately familiar

☐ Extremely familiar

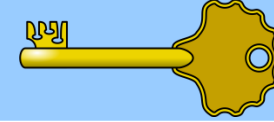




# CLC KEY CONSIDERATIONS

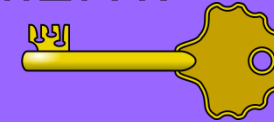
CORE FUNCTIONS:

***What we do***



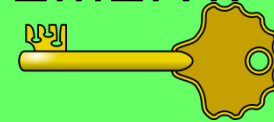
HUMAN RESOURCES & STAFF DEVELOPMENT:

***Who we are***



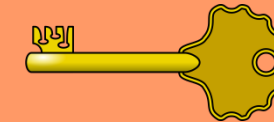
COLLABORATION & COMMUNITY ENGAGEMENT:

***Who are partners are***



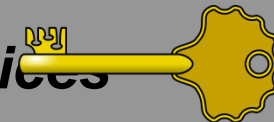
FISCAL RESOURCES & ALLOCATION:

***Where the money goes***



CONTRACTS:

***Whom we trust to deliver supports and services***





# Perspectives from our Panelists



You have heard how cultural competence and linguistic competence are defined.



How do you see them applying to you and or your family?





NCAPPS

puts forth the following definitions

**“Person-centered thinking** is a foundational principle—requiring consistency in language, values and actions—that reveals respect, views the person and their loved ones as experts in their own lives, and equally emphasizes quality of life, wellbeing, and informed choice.

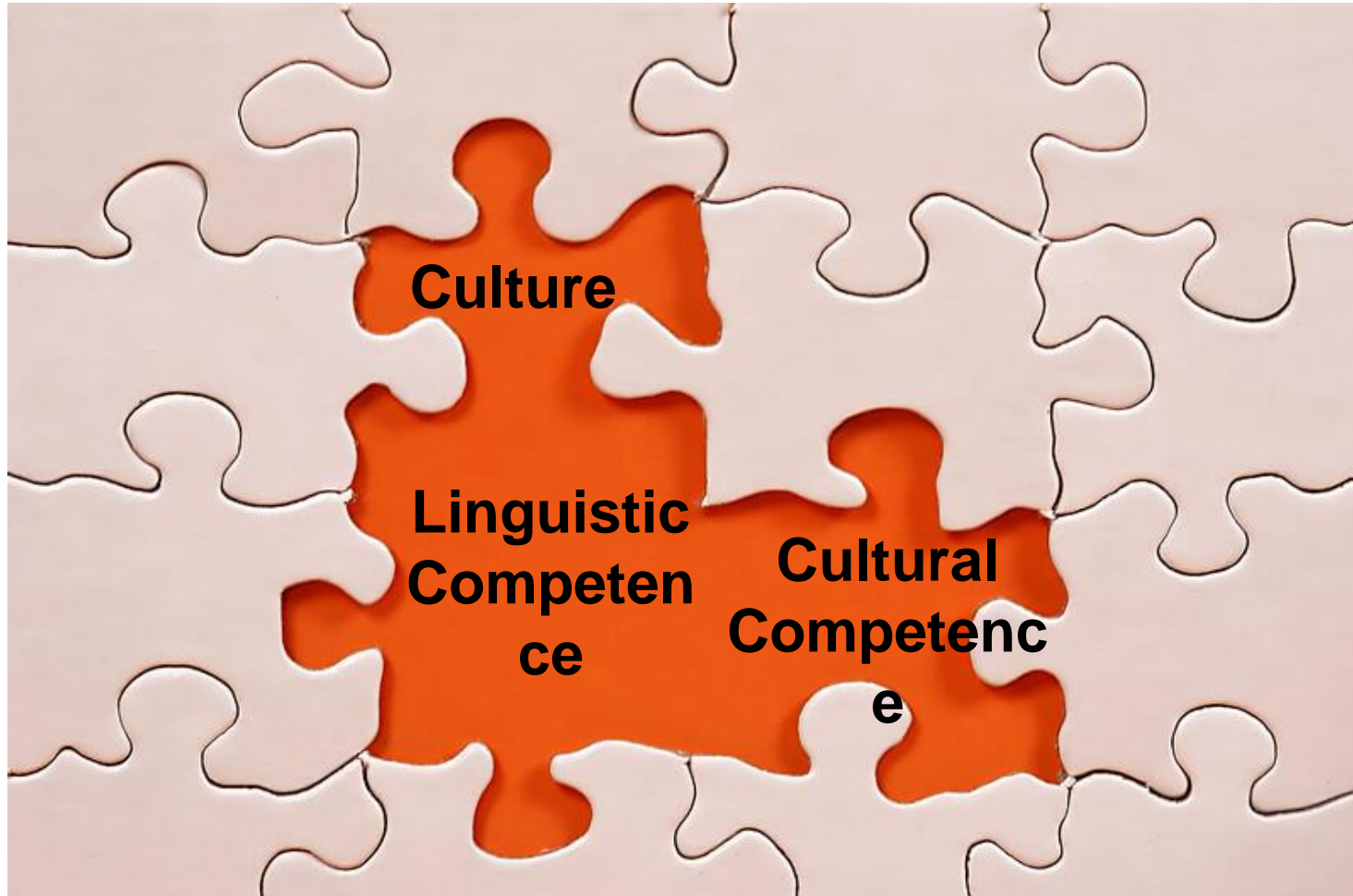
**Person-centered planning** is a methodology that identifies and addresses the preferences and interests that make up a desired life and the supports (paid and unpaid) needed to achieve it. It is directed by the person, and it is supported by others selected by the person.

**Person-centered practices** are the alignment of services and systems to ensure the person has access to the full benefits of community living and to deliver services in a way that facilitates the achievement of the person’s desired outcomes.”

Retrieved on 11/9/20 from <https://ncapps.acl.gov/about-ncapps.html>



# Major Missing Pieces of the Puzzle





# Differing World Views

***Person-centered as a concept and practice may be viewed by some as uniquely Western because the emphasis is on the individual.***

Cultures that are individualistic tend to value and stress the needs of individuals over the needs of the group as a whole. Selected characteristics include:

- Individual rights take center stage
- Independence and autonomy are highly valued.
- People tend to be self-reliant
- Being dependent on others is frowned upon
- The rights of individuals take a higher precedence.



Collectivist cultures emphasize the needs and goals of the group as a whole over the needs and desires of each individual. Selected characteristic include:

- Social rules focus on promoting selflessness and putting the community needs above individual needs.
- People are encouraged to do what is best for society.
- Working as a group and supporting others is essential.
- Families and communities have a central role.





# Differing World Views

Some individuals, families, and cultural groups that reside in the United States, territories, and tribal nations may embrace either individualism or collectivism or a combination of both characterize their values and behaviors.

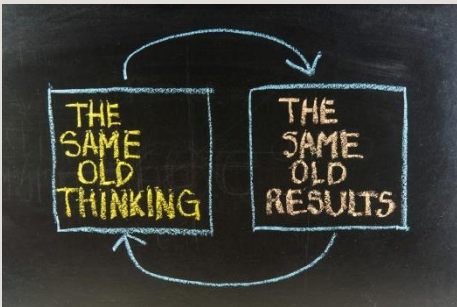


- Have you or your organization/agency explored these concepts with the people to whom you provide supports and services
- What are their implications for person-centered thinking, planning, and practice?



## Person-Centered Thinking

It is not just the culture of the person receiving supports and services, it is also the culture of the person delivering services and supports.



## Person Centered Planning

It is: (1) having the knowledge and willingness to embed the multiple dimensions of culture in all aspects of the planning process; and (2) revisiting and revising extant tools and approaches that do not or minimally emphasize culture.



## Person-Centered Practice

It is ensuring that the values, structures, practices, attitudes, and behaviors of the organization and its staff are aligned with principles and practices of cultural and linguistic competence.





# What's Tina Got To Do With It?





It is not person-centered if  
culture and language are not fully  
embedded.



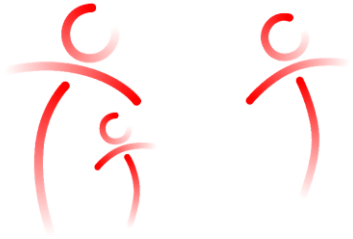


I made the statement "it is not person-centered if culture and language are not fully embedded."

What personal insights do you want to leave with the audience?



# CONTACT US



## Georgetown University National Center for Cultural Competence

<http://nccc.georgetown.edu>  
[cultural@georgetown.edu](mailto:cultural@georgetown.edu)

The content of and this PowerPoint presentation are copyrighted and are protected by [Georgetown University's copyright policies](#).

**Permission is granted** to use this PowerPoint presentation in its entirety and/or individual slides for non-commercial purposes if:

- the material is not to be altered **and**
- proper credit is given to the author(s) and to the National Center for Cultural Competence.

**Permission is required** if the material is to be:

- modified in any way
- used in broad distribution.

To request permission and for more information, contact [cultural@georgetown.edu](mailto:cultural@georgetown.edu).

# **Questions + Answers**

# Closing + Next Steps

- 1** Visit [www.hsri.org/nd-pcp](http://www.hsri.org/nd-pcp) to view and use the materials currently available. The recording and slides from today's webinar will be available within two weeks.
- 2** Responses from the word cloud exercise in the first webinar will be used to develop a **North Dakota definition of Person-Centered Practices**.
- 3** Complete the **polling questions** to help inform future webinars.
- 4** Advocate and incorporate person-centered thinking, planning and practice into **daily practices**.



**Thank You**