

Reaching Racially and Ethnically Diverse Communities in
Primary Care Settings to Meet Requirements for
Emergency Preparedness/Bioterrorism

Primary Care Emergency Management
Demonstration
Project Learning Session

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Importance of integrating effective communication and collaboration with racially/ethnically diverse residents into Emergency Preparedness/Bioterrorism (EP/B) planning and action

- Broadest participation of residents in your area
- Messages clearly understood and accepted
- Instructions followed
- Full engagement from planning/preparation to and through events

Concerns and consequences of inattention -- lessons from disaster relief for immigrants in New York City

- Limited Spanish translation and interpretation services available at health care provider sites
- Fear about immigration status-related consequences
- Misinformation and confusion among immigrants and lack of information for front line workers
- Reliance on CBOs facilitated process

Source Bauer, T & J. Fuld.

After disaster relief Medicaid. New York Academy of Medicine, 2004

Questions around race, cultural and language integrated into the EP/B assessment

- Language of community and staff; signage
- Provision of health care services, including issues in caring for diverse populations
- Risk communication, including rapid translation of health alerts, translation access, outreach to media and use of CBOs for disseminating information
- Population vulnerabilities specific to diverse residents (travel, exposure history etc)

What are the points of opportunity for improving EP/B efforts for diverse communities and achieving your program objectives?

- Knowledge of community
- Getting the message out
- Language and literacy

Knowledge of community

- Know your racial/ethnic demographics
 - What are the subgroups and numbers of racially and ethnically diverse residents in your catchment area?
 - Among your staff?
- Know your reputation in your community
 - Is your site a trusted source of information among (all groups of) culturally diverse residents?
- Know how your work with diverse communities relates to EP/B
 - What is the extent that EP/B tailored to diverse residents is an extension of other cultural competence activities?

Getting the message out

- Know your formal and informal networks for communicating with racially and ethnically diverse residents
 - Are there effective, community-based networks you can use to communicate EP/B messages to diverse residents?
- Establish and maintain concrete routes for communicating to diverse residents
 - Are there formal, maintained strategies for reaching diverse populations in your area that can be used for EP/B?

- Pre-arrangements with radio, television, or other cultural media
 - Has your site established links with racial/ethnic media relevant to your area and which can be used on short notice?
- Places where people congregate or where messages are posted (churches, community centers, other)
 - Do you know the places in your community that are likely to be most effective in disseminating information about EP/B?

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- Affiliations and connections to community representatives

- Do you have in place a working relationship with community representatives from diverse areas that can be used to disseminate messages?
- Are there key individuals who can disseminate word quickly to their cultural peers

Language and literacy

- Act to assure language access
 - Have you established ways to assure that interpretation is available and sufficient to meet resident needs for EP/B?
- Translate all relevant messages and materials into all languages used by residents in your community



Assure accuracy and appropriateness of all translated materials by vetting in community

Menu

Today's Special

Our wines leave you nothing to hope for.

(Swiss restaurant menu)

Salad a firm's own make; lipid red beet soup with cheesy dumpling in the form of a finger; roasted duck let loose; beef rashers beaten up in the country people's fashion.

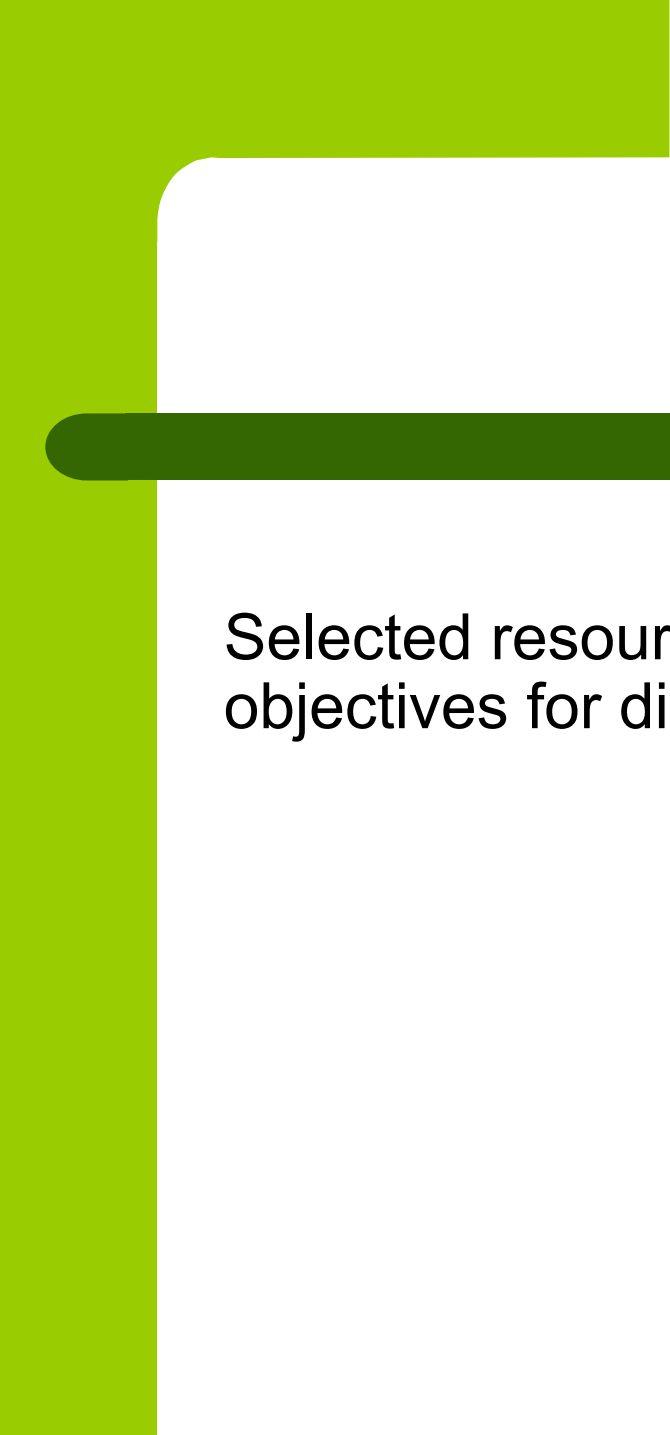
(Polish hotel menu)

For your convenience, we recommend courteous efficient self-service

(Hong King supermarket)

Translations from various languages into American English

- Do you have a tested means of assessing the accuracy and appropriateness of EP/B messages to diverse residents in your area?
- Recognize the importance of and address health literacy
 - Is all EP/B information standardized and developed for broadest population understanding—4th grade level?
 - Is EP/B information translated into languages of your community at that 4th grade level?



Selected resources to assist in meeting EP/B objectives for diverse populations

Cultural competence websites/organizations

- Diversity RX website generally and their listserv for questions related to EP/B, race/ethnicity
- National Center for Cultural Competence (Georgetown University, Washington DC)
- National Hispanic Medical Association (Washington DC)
- Asian and Pacific Islanders Health Forum (San Francisco)
- Cross-Cultural Health Care Program (Seattle)

Language, interpretation, translation, literacy

- National Council on Interpretation in Health Care (www.ncihc.org)
- Hablamos Juntos (Robert Wood Johnson Foundation Spanish language initiative)
- Pfizer Inc. Clear Communication initiative

Leading Foundation Resources

- The California Endowment (www.calendow.org)
- The Robert Wood Johnson Foundation (www.rwjf.org)
- The Commonwealth Fund (www.cmwf.org)
- The Kaiser Family Foundation (www.kff.org)

Other organizations

- RAND Corporation (David Eisenman; Nicole Lurie)
- The American Medical Association Ethical Force Program—communication initiative; cultural competence compendium
- The Lewin Group: report on cultural competence indicators
- Kaiser Permanente
 - Federal agencies
 - Agency for Healthcare Research and Quality
 - HRSA
 - CDC
 - OMH

Bottom line:

- EP/B efforts should fit well into all your efforts to improve cultural competence within your organization



BRIAN
SAVAGE

"Thank God! A Panel of Experts!"