

Minority Fellowship Program 2021 Webinar Series

Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services

Minority Fellowship Program Webinar
• February 24, 2021 •



SAMHSA
Substance Abuse and Mental Health
Services Administration

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services, the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services.

Using Clinical/Cultural Assessment Tools with Diverse Clients

Oswaldo Moreno, Ph.D.

APA Minority Fellowship Program Alumnus
Assistant Professor, Department of Psychology
Virginia Commonwealth University

Minority Fellowship Program Webinar
• February 24, 2021 •



SAMHSA
Substance Abuse and Mental Health
Services Administration

Purpose and Objectives

Purpose: "Cultural competency is a dynamic, ongoing developmental process that requires a lifelong commitment (OMH, 2019)." This webinar will provide participants with the opportunity to look at the use of clinical/cultural assessments tools that focus on both cultural strengths and trauma.

Objectives: By the end of the webinar, participants will:

- Recognize cultural factors that impact problem definition, coping and help seeking.
- Explore the use of a cultural formulation in a case example.
- Identify strategies and tools to assess clients in their cultural context.

Meet Today's Presenter



Oswaldo Moreno, Ph.D.

Assistant Professor, Counseling Psychology
Director, La Esperanza Research Program

Virginia Commonwealth University

oamoreno@vcu.edu

La Esperanza Research Program at VCU



Using Clinical/Cultural Assessment Tools with Diverse Clients

- Assessment: a professional psychological activity for the purpose of:
 - Academic/occupational placement
 - Diagnosing/pathology
 - Mental health treatment
 - Health insurance coverage
 - Market research
 - Legal decisions
 - Government policies
- Historical residue that follows assessment testing.
 - The Inferiority/Pathology Model
 - Cultural Deprivation Model
- The present nature of assessment
 - Culturally Different Model
 - Problems still arise...

When Considering an Assessment Tool

Four factors to fairness in testing:

1. Lack of test bias
2. Equitable treatment in the testing process
3. Equality in outcomes of testing
4. Opportunity to learn



The Case of Faith

Faith is a 5-year-old, bilingual girl who started Kindergarten this fall after having no formal structured educational experience. She has no siblings. Because of the current COVID-19 pandemic, she started her first semester in the academy virtually. Towards the month of December, the school transitioned to a hybrid modality where she attended face-to-face school two days a week. After her second week under this modality, Faith was screened for listening comprehension since she was not understanding rules, would not follow through with tasks, and was falling behind. Because of the screening, the assessment was conducted with masks, no contact, and a clear divider between the evaluator and Faith. Her scores were below average and so the recommendation was for further cognitive testing.

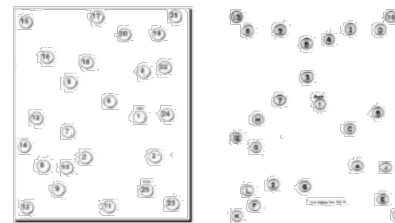
Assessment Tools



CVLT3
California Verbal Learning Test
THIRD EDITION



Trail making test

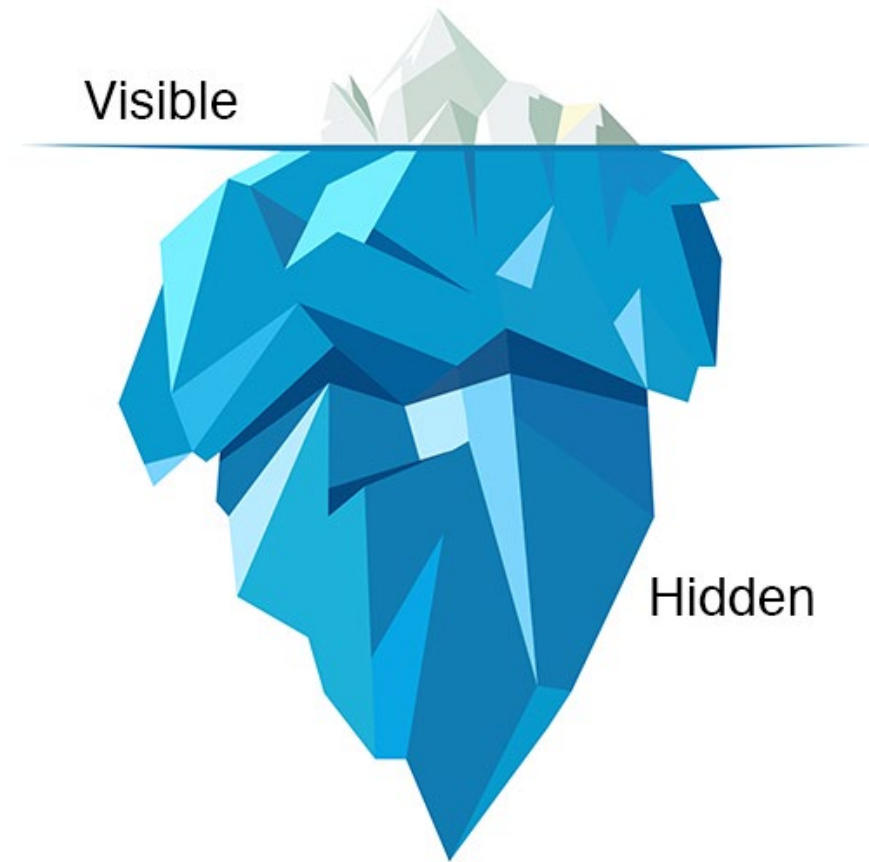


Assessment Tools (cont)

- Normed to whom?
- Global Issue
- Translation not sufficient
 - Languages have different
 - Meanings
 - Connotations
 - Idioms of expression

Cultural Considerations during Assessment

1. Reducing language bias
2. Reducing cultural bias
3. Reducing sample bias via identifying cultural factors in the psychosocial environment
4. Reducing construct bias via understanding cultural explanations
5. Reducing assessment bias via cultural elements
6. Reducing Positionality Bias



Reducing Language Bias

- Language Matters
- Expression of Language
- Changing language in which test is administered may change the construct being measured.

Sampled Questions

1. Which language did you speak when you were growing up? Did you also speak another language?
2. Which language do you speak at home now?
3. Are there any sayings (i.e., *dichos*) that you commonly use?
4. How well do you think you speak this language? (If this is unclear: how would you grade yourself on a scale of 1 to 10?)

Reducing cultural bias in cultural explanations

Cultural bias: tendency to judge in terms of one's own cultural assumptions.

Sampled Questions:

1. Do you belong to a group in your country that is different from other groups?
2. Are your parents from the same group?
3. What makes this group different from other groups? Which customs, opinions, position in society?
4. How important is belonging to this group to you?
5. Are you still in contact with people from this group or your culture?
6. What do you feel is the most important thing about your culture?
7. How do you think your culture differs from the Dutch customs and opinions?

Reducing sample bias via identifying cultural factors in the psychosocial environment

Sample bias: client is compared with the whole sample rather than with people from the same race/ethnic/cultural background.

Sampled Questions:

1. Can you tell me about racial/ethnic background?
2. Is there anyone in your social circle or family who listens and gives you advice?
3. How do individuals your age see your presenting situation?
4. Are you religious?
5. Can you tell me about your native country?
6. Can you tell me about your educational experience?
7. How does everything you listed give you strength?

Reducing construct bias via understanding cultural explanations

Construct bias: the construct measured is not equivalent across cultural groups.

Sample Questions:

1. You have told me about your symptoms: what do you call them in your language?
2. How would people in your native country explain your symptoms?
3. How would people deal with these symptoms?
4. Do you think that your family and those around you understand you?
5. Do you think that the people treating you understand you?
6. Which part of the treatment you have received so far do you think has helped best?

Reducing assessment bias via cultural elements

1. Spending time unfolding the cultural contexts of history during diagnostics
2. Unfolding history with testing, professionals, social services
3. Examine the identities of evaluator and diverse client
4. Being mindful of the evaluator use of language (e.g., instructions)

Reducing Positionality Bias

- Evaluators clarity about their own:
 - Cultural identity
 - Culture
 - Privilege/Blind spots
- Better position to anticipate problematic cultural dynamics of clinical exchange
 - Decrease negative outcomes
 - Enhance positive outcomes

Interpreter Considerations

- Consider using the interpreter when:
 - Test instruction
 - providing feedback
 - translating a summary test performance
 - recommendation
- **Caution: changing language in which test is administered may change the construct being measured**
- Encourage the interpreter to feedback and challenge the clinician if they feel something has been misunderstood by the client.
- Encourage the interpreter to reflect on their personal knowledge of his and the cultural background the client.

Cultural-Specific Tools

- Acculturation Measures
- Ethnic Identity Scales
- Internal-External Ethnic Identity Measures
- Ethnic Discrimination Scales
- Microaggression Scales
- *NeSBHIS*
- *TEMAS*

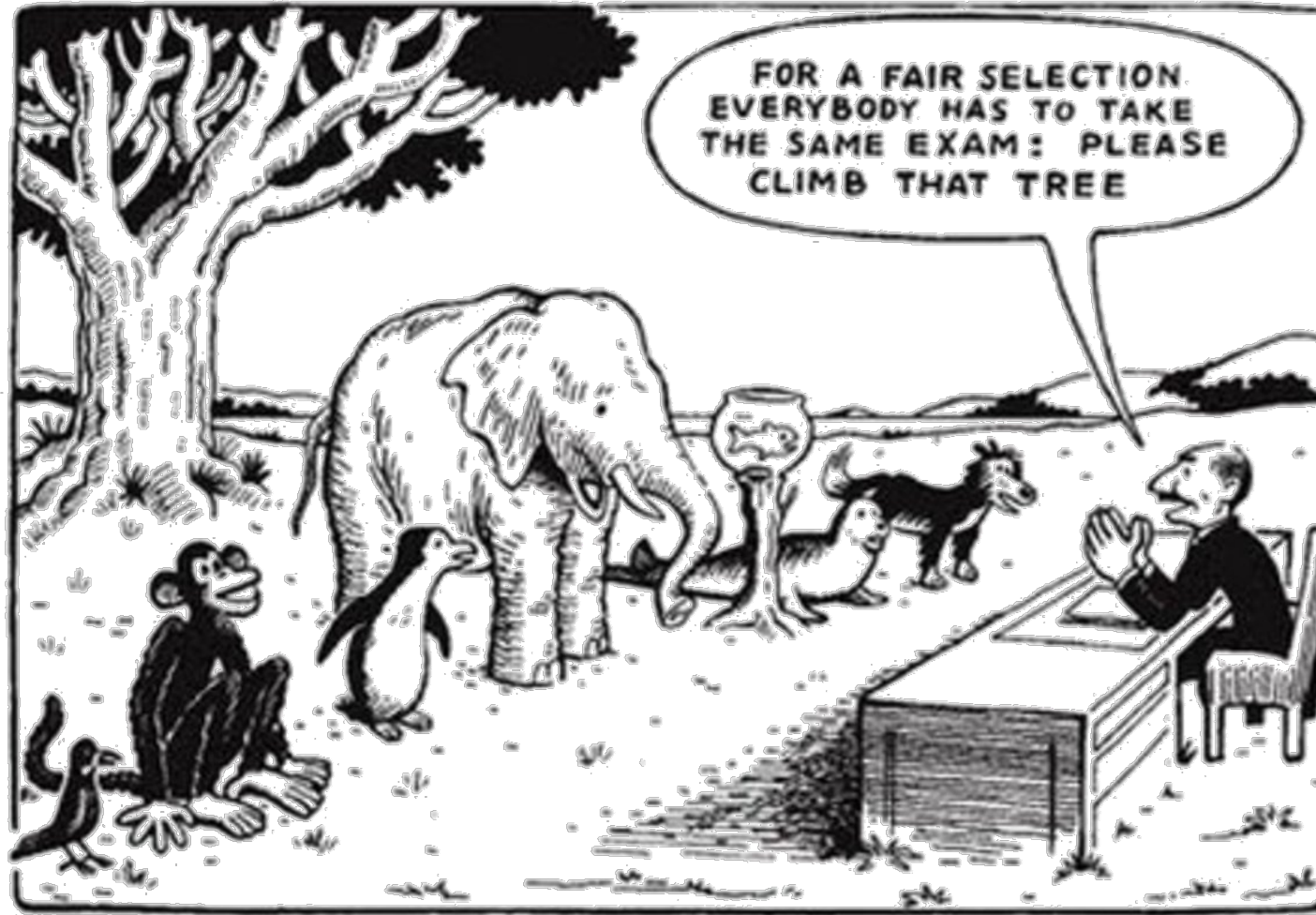
The Case of Marco

Marco is 12-year-old, Latino in the 7th grade at SAMHA Middle School. Marco arrived from Bolivia with his mother two-years-ago after fleeing the violent political turmoil that murdered his father. He speaks Qechua and Spanish and is quickly learning English. He loves art and soccer. Since he started school, Marco is having difficulty with achievement; his grades are lower than average, and they seem to be on a decline. His teacher reports Marco easily forgets working assignments, processes directions slower (especially when needing to multi-task and when he is being timed). He is also having difficulty concentrating and seems tired in class. Recently, he has been defiant and aggressive (e.g., throwing chairs across the class-room). He reported to a school administrator he wishes he would die so he can reunite with his family. How can you engage in culturally sensitive ways to testing?

Implications

- Culturally competent ways to testing by having an awareness of cultural nuances and perspectives.
- Use testing to diagnose challenges as well as strengths and to prescribe optimal treatment that facilitates change and growth associated with both.
- Ensure that tests avoid pathologizing and disenfranchising minority individuals since such acts are genocidal in their outcome.
- Use tests to reveal areas where reform or redress are warranted.
- Allow tests to showcase intellectual prowess and profundity such that people of African ancestry can strive for standards that are consistent with their intellectual inheritance.

Closing



Thank You

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

If you have questions or need additional information about this or other webinars
Contact the Minority Fellowship Program Coordinating Center: MFPCC@mayatech.com

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727)

1-800-487-4889 (TDD)