

**Title:** Addressing Structural Competence in the Clinical Setting: An Upstream Approach to Delivering Mental Health Services to African Americans

**Date:** TBA

**Presenter:** Dr. Josepha Campinha-Bacote

**Time:** 9:00am – 1:30pm

**Educational Goal:** The goal of this training is to bring awareness to mental health care providers of the critical need for structural competence when providing services to African American clients.

**Behavioral Objectives:**

By the completion of the training, the learner will be able to:

1. Discuss the deficits of cultural competence
2. Define structural competence
3. Define the term “upstream approach”
4. Discuss three constructs of Campinha-Bacote’s model of structural competence
5. Discuss three ways to address structural competence in the clinical setting

**Content Outline**

**I. Cultural Competence**

- A. Brief history of its origin
- B. Tenants of cultural competence

**II. Perils/Deficits of Cultural Competence**

- A. Failure to address anti-racism pedagogy
- B. Failure to address social justice issues
- C. Failure to address structural or systemic issues
- D. Failure to address behavioral health equity
- E. Failure to address the need for structural competence
- F. Failure to address upstream approaches to care

**III. Rationale for Structural Competence**

- A. Need for upstream approaches to mental health care
  1. The Parable of the River
    - a. Downstream approach defined
    - b. Midstream approach defined
    - c. Upstream approach defined
    - d. Structural competence defined
- B. Building the case for structural competence
  - a. Clinician resistance
  - b. Silent/Structural racism
  - c. Structural shifts in framing mental health problems
  - d. Structural violence
  - e. Structural stigma
  - f. Disparities vs Inequities

#### **IV. Actions to Address Structural Competence in Behavioral Health Care**

- A. Model of Structural Competence (Campinha-Bacote, 2021)
- B. Practical steps to address racial inequities in mental health care delivery
  - 1. Mensah's (2021) Three Steps
  - 2. Campinha-Bacote's (2020) R.A.C.E. mnemonic
- C. Actions to address social justice issues
  - 1. Design Justice (Costanza-Chock, 2020)
  - 2. Cultural Desire (Campinha-Bacote (2020)
- D. Skill set for developing structural competence (Metzl et al., 2017)
- E. Assessing structural vulnerability
  - 1. Bourgois et al, (2017) Structural Vulnerability Assessment Tool
- F. Assessing structural violence/social equity
  - 1. The Six "A" Checklist for Culturally Responsive Services (Campinha-Bacote, 2020)

#### **V. Conclusion**

- A. Becoming an "Upstreamist"
  - 1. Definition of Upstreamist
  - 2. Manchanda's (2013) "Get Ready, Get Set, Go Upstream" approach
    - a. Get Ready (clinical application)
    - b. Get Set (clinical application)
    - c. Go Upstream (clinical application)
- B. Questions/Answers
- C. Complete evaluations, post-survey & sign-out sheet

#### **Suggested Reading (optional)**

- Baah, B., Teitelman, A., Riegel, B. (2019). Marginalization: Conceptualizing patient vulnerabilities in the framework of social determinants of health - An integrative review. *Nursing Inquiry*, 26(1): e12268.
- Bhatt, J. & Priya, B. (2018). Ensuring access to quality health care in vulnerable communities, *Academic Medicine*, 93(9), 1271-1275.
- Bourgois, P., Holmes, S., Sue, K. & Quesada, J. (2017). Structural vulnerability: Operationalizing the concept to address health disparities in clinical care. *Acad Med.*, 92(3), 299-307.
- Campinha-Bacote, J. (2020). *The Process of Cultural Competemility in the Delivery Healthcare Services: Unremitting Encounters* (6<sup>th</sup> Edition). Springboro, OH: Braughler Books LLC.
- Falk-Rafael, A. & Betker, C. (2012). Witnessing social injustice downstream and advocating for health equity upstream: "The trombone slide" of nursing. *Advances in Nursing Science*, 35(2), 98-112.
- Holmes, S. (2011). Structural vulnerability and hierarchies of ethnicity and citizenship on the farm. *Medical Anthropology*, 30(4), 425-449.

- Manchanda, R. (2013). *The Upstream Doctors: Medical Innovators Track Sickness to Its Source*. New York City: TED Books.
- Metzl, J., Petty, J. & Olowojoba, O. (2018). Using a structural competency framework to teach structural racism in pre-health education. *Social Science & Medicine*, 199:189-201.
- Metzl, J. & Hansen, H. (2014). Structural competency: Theorizing a new medical engagement with stigma and inequality. *Social Sciences and Medicine*, 103:126-133.
- Wrigley, A. & Dawson, A. (2016). Vulnerability and marginalized populations. In D. Barrett, L. Ortmann, A. Dawson A., C. Saenz, C., A. Reis & G. Bolan (Eds). *Public health ethics: Cases spanning the globe* (Chapter 7, pp. 203-240). Cham (CH): Springer.

### **Background/Expertise of Speaker:**

Dr. Campinha-Bacote is the President of Transcultural C.A.R.E. Associates, an organization that provides clinical, administrative, research, and educational services related to transcultural health care and mental health issues. She received her B.S. from the University of Rhode Island, her M.S. from Texas Women's University, a M.A. in Religion from Cincinnati Christian University and her Ph. D from the University of Virginia. She is Board Certified by the American Nurses Credentialing Center as a Clinical Nurse Specialist in Adult Psychiatric & Mental Health Nursing and certified by the Transcultural Nursing Society (TCNS) as an Advanced Transcultural Nurse. She has been the recipient of several national and international honors and awards, which include the Distinguished Lecturer Award from Sigma Theta Tau International, the Post-Doctoral Research Fellowship Award from the Ohio Department of Mental Health, the Transcultural Nurse Leadership Award from the TCNS and the Ethnic/Racial Minority Fellowship Award from the National Institute of Mental Health. She is also a Fellow of the American Academy of Nursing and a Transcultural Nurse Scholar.

Dr. Campinha-Bacote has given many national and international presentations on issues concerning transcultural health care and transcultural psychiatry and has published extensively in these specialty areas. Her expertise is in model and instrument development in the area of cultural competence and health equity. Dr. Campinha-Bacote developed two conceptual models of healthcare delivery, *The Process of Cultural Competemility in the Delivery of Healthcare Services* and *A Biblically Based Model of Cultural Competence in the Delivery of Healthcare Services*, which several colleges/schools of nursing, pharmacy, social work, medicine, dentistry and other allied healthcare disciplines are incorporating into their programs.