



African American Mental Health Training and Technical Assistance Program



Structural Competence in the Clinical Setting: An Upstream Approach to delivering Mental Health Services to African Americans



About the Presenter:

Dr. Campinha-Bacote is President of Transcultural C.A.R.E. Associates, and 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, M.S. from Texas Women's University, M.A. in Religion/Theology from Cincinnati Christian University, and her Ph. D from the University of Virginia. She has been the recipient of several national and international honors and awards, including the Ethnic/Racial Minority Fellowship Award from the National Institute of Mental Health, the Lifetime Achievement Diversity Award from the University of Rhode Island, the Minority Health Knowledge Award from the Ohio Commission on Minority Health, and the University of Virginia Alumni Award. She maintains several adjunct professor positions as well as has served on the National Advisory Committee to the United States Department of Health & Human Services Office of Minority Health to develop standards for CLAS in Health Care.

Description

Cultural competence as a concept is ubiquitous and well known. However, cultural competence falls short in developing a truly transformative care delivery system that is responsive to those seeking care. Instead, this training seeks to help learners go upstream. By going upstream, we consider a structural model, striving for structural competence and how to apply this methodology in a clinical setting.

Educational Goals:

Bring awareness to mental health care providers of the critical need for structural competence when providing services to African American clients.

Measurable Learning Objectives:

1. List three deficits of "cultural competence"
2. Define the terms "Structural Competence" and "Upstream Approach"
3. Discuss three constructs of Campinha-Bacote's model of structural competence
4. Discuss three ways to address structural competence in the clinical setting
5. Describe two examples of an Upstream Approach

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Friday, Sept 24, 2021

9:00am-1:30pm

3.5 hours CE credit

(30 min lunch break and one 10-min break will not be counted toward CE time awarded)

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