



## **Person-Centered Planning and Culturally Competent Service Delivery Requirements**

Every home and community-based services program is required to provide services in response to each person's identified needs, interests, preferences, and desired outcomes as specified in the coordinated service and support plan and the coordinated service plan.

Cherish will provide services in a manner that supports each person's preferences, daily needs, and activities and accomplishment of the person's personal goals and service outcomes, consistent with the principles of:

### **Person-centered service planning and delivery that:**

- identifies and supports what is important to the person as well as what is important for the person, including preferences for when, how, and by whom direct support service is provided;
- uses that information to identify outcomes the person desires; and
- respects each person's history, dignity, and cultural background;

### **Self-determination that supports and provides:**

- opportunities for the development and exercise of functional and age-appropriate skills, decision making and choice, personal advocacy, and communication; and
- the affirmation and protection of each person's civil and legal rights; and

### **Providing the most integrated setting and inclusive service delivery that supports, promotes, and allows:**

- inclusion and participation in the person's community as desired by the person in a manner that enables the person to interact with nondisabled persons to the fullest extent possible and supports the person in developing and maintaining a role as a valued community member;
- opportunities for self-sufficiency as well as developing and maintaining social relationships and natural supports; and
- a balance between risk and opportunity, meaning the least restrictive supports or interventions necessary are provided in the most integrated settings in the most inclusive manner possible to support the person to engage in activities of the person's own choosing that may otherwise present a risk to the person's health, safety, or rights.



**Support Staff can assist with Activities of Daily Living such as grooming, dressing, bathing, transferring, mobility, positioning, eating, and toileting.**

**they may also assist with Instrumental Activities of Daily Living activities to include meal planning and preparation; basic assistance with paying bills; shopping for food, clothing, and other essential items; performing household tasks integral to the personal care assistance services; communication by telephone and other media; and traveling, including to medical appointments and to participate in the community.**

**Staff must be familiar with the individual's plan and have the skills necessary to fulfill its requirements. Whenever a staff person is not confident that they have the knowledge or skills necessary to do their job, they must inform their supervisor immediately. The staff person must regularly review and receive instruction as appropriate on the person's support plan.**

**Staff must follow the plan of care for paid services, but it is the individual receiving the services who makes their own life choices. Staff must respect the individual's choices even if those choices are not the same as they themselves would make.**

**“Person-Centered Planning”, means a process for planning and supporting the individual receiving services that builds upon the individual's capacity to engage in activities that promote community life and that honor the individual's preferences, choices, and abilities. The person-centered planning process involves families, friends, and professionals as the individual desires or requires.**

**Use of a person-centered planning process leads to plans for supports and services that best enable the individual to maintain his/her desired life in their community setting living with chosen friends, activities, and community connections while assuring individual health and welfare needs.**

**People with disabilities will decide for themselves where they will live, learn, work, and conduct their lives.**

**Our job is to:**

- 1. Listen**
- 2. Inform and educate**
- 3. Respect participant decisions**

**“Dignity of Risk” refers to the consumer's right to make an informed choice to experience life and take advantage of opportunities for learning, developing competencies and independence and, in doing so, take a calculated risk.**



The concept means that all adults have the right to make their own choices about their health and care, even if health care professionals believe these choices endanger the person's health or longevity.

The ADA and United States Supreme Court rulings have affirmed and emphasized “most integrated” and individualized approaches that are consistent with “person-centeredness” for all people with disabilities. **Service providers begin by listening to individuals about what is important to them in creating or maintaining a personally-valued, community life. Planning of supports and services is not driven or limited by professional opinion or available service options but focused on the person's preferences and whole life context.** People are provided sufficient information, support and experiences to make informed choices that are meaningful to them and to balance and take responsibility for risks associated with choices. The process is based on mutually respectful partnerships that empower the person who is the focus of the plan and is respectful of his or her important relationships and goals.

We as citizens are allowed to make choices to participate in risky behavior (sky diving, race car driving, etc...). We are allowed to make what some may consider poor health choices (eating or drinking too much, etc...) **If a program participant is making an informed choice it is not maltreatment. It is simply their right to choose how they live their life.**

To clarify what abuse in regard to vulnerable adult law and a citizen's legal right MS 626.5572 Subd. 2 defines abuse as: assault (hitting, slapping, kicking, pinching, biting, or corporal punishment) criminal sexual conduct, theft and the use of involuntary seclusion including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult.

626.557 Subd. 4a. Internal reporting of maltreatment. **All cases or suspected maltreatment and abuse shall be reported to Cherish by employees. Cherish is responsible as a provider to be aware of participant issues, and as an employer to meet all employment requirements.**

For the complete statute, MN Statutes can be found at <https://www.revisor.mn.gov/statutes/>

Cherish Policy can be found at: <http://cherished1.co/policy.html>

## Culturally Competent Services

Culture is a way of life. It is a mixture of language, religion, history, practices, and values. In order to provide culturally competent care, a logical first step is to learn more about the cultural practices of the people served by Cherish.



## Did you know?

- In the Somali culture, the left hand is considered “impolite.” Providers are encouraged to use the right hand to offer food or medication to Somali people.
- In the Hmong culture, farmers organize their activities around the sun up and sun down. Recent immigrants are unaccustomed to doing things at specific times. As a result, information about appointment times needs to be carefully explained.
- In the Russian culture, bad news is not given to the person who is ill or disabled. The family receives the news first and decides whether or not to tell the affected individual of their condition and prognosis.
- In Hispanic/Latino culture, the importance of familismo, a strong sense of family, suggests the well-being of the family prevails over the interests and necessities of individual members. Hispanic/Latino people may include their entire family in making care decisions.
- In American Indian culture, time and silence may be used to maintain harmony.
- The Latino population, already the nation’s largest minority group, will triple in size through 2050.
- Hispanics will make up 29% of the U.S. population in 2050, compared with 16% in 2010.
- Whites will become a minority (47%) by 2050.
- Nearly one in five Americans (19%) will be an immigrant in 2050, compared with one in eight (12%) in 2005.

## Diversity in Minnesota

Minnesota's population is considerably less diverse than the overall U.S. population. The state's non-white population was 14 percent in 2007 compared to 34 percent of the national population. Minnesota continues to become more diverse, as non-white populations grow faster than the white population. Thirty-six percent of the minority population in Minnesota is foreign born.

The Culture Care Connection - Diversity in Minnesota Information Sheets help organizations and health care providers learn more about the background, religious and cultural beliefs, communication preferences, and common health issues of the predominant minority populations in Minnesota. These sheets are provided by Stratis Health:

- [African American](#)
- [American Indian](#)
- [Asian Indian](#)
- [Bhutanese](#)
- [Cambodian](#)
- [Deaf and Hard-of-Hearing](#)
- [Ethiopian](#)
- [European American](#)
- [Hispanic/Latino](#)
- [Hmong](#)
- [Iraqi](#)



- [Karen](#)
- [LGBT](#)
- [Liberian](#)
- [Mexican American](#)
- [Poverty](#)
- [Rural Health](#)
- [Russian](#)
- [Somali](#)
- [Vietnamese](#)

## **Steps to Providing Culturally Sensitive Care**

**Your goal is to provide individualized service.** This service is not based on generalizations about race and ethnic background. You must not assume that a person's needs are the same as others from a certain culture. You cannot assume that all people from a particular culture have the same needs. You need to adapt your care to what you learn about your people as an individual. However, learning about different cultures gives you a great starting point.

## **Developing Cultural Awareness**

Communication is essential to providing culturally competent care. Communication with people from diverse populations can be inhibited by language barriers, literacy level, and cultural beliefs and practices.

Ask your people about their preferences. In most cases they will be happy to teach you about their culture.

**EXAMPLE:** Your newly admitted program participant is an elderly Chinese man. Consider asking him about his preferences for diet. He might prefer a traditional Chinese diet, or he may enjoy "American" food.

Use the family as a resource. They can assist you in understanding the people's preferences, both related to culture and in general. Developing cultural awareness is very important. It is important that you learn about different cultures and do not assume the characteristics of a cultural group apply to everyone with that cultural background.

Awareness is one of the keys to caring for people from different cultures. Simply recognizing that cultures are different is the first step in the process.

People from diverse backgrounds should feel comfortable in interacting within Cherish.

'Effective' care denotes care that results in positive outcomes for the people.

'Understandable' care means providing care in the people's preferred languages and ensuring that all information is comprehensible.



'Respectful' care means considering the values, beliefs, preferences and needs of each individual people and incorporating them into each health care consumer's care.

Providing culturally competent care includes the ability to identify and respond to diverse health beliefs, cultural values regarding care, aging and disability.

Cherish is committed to working toward the development of culturally tolerant and open-minded attitudes, respectful interpersonal behaviors, skills to effectively communicate with culturally diverse people, and motivation to continue enhancing the development of knowledge development regarding culturally competent services.

## **What is Effective Communication?**

Effective Health Care Communication involves providing health care-related information to an individual in an understandable and accessible way that increases his or her knowledge related to prevention and maintenance of good health, with the goal of positively influencing the individual's health behaviors and attitudes. Communication can involve any of the following methods:

- **Verbal:** sharing information in a one-on-one interaction, usually orally, to achieve a shared meaning
- **Nonverbal:** conveying meaning without words, including using gestures, facial expressions, eye contact, body language, and clothing
- **Written:** using written symbols, such as letters and numbers, as well as pictures and graphics

When interacting with people, it is important to consider verbal, nonverbal and written communication. It is also important to remember that linguistic characteristics can include language(s) spoken, written, or signed; dialects or regional variants; literacy levels; and more.

## **The following are tips to assist each employee in being proactive in promoting respect and civility toward everyone they work with:**

**1. Focus on others' needs and consider how your words and actions will impact others before you speak or act.**

Approach each interaction with respect, regardless of whether you believe that the other person's behaviors "earn" or even elicit that respect.

**2. Be intentional in your communications.**

Plan to listen to the other person without interruption and practice effective listening skills. Develop an awareness of the respect that you display in all areas of your communications,



including what you say, how you say it, your voice tone, and the body language that you demonstrate.

**3. Become a bridge builder and act in a manner that creates an inclusive work environment.**

Look for various ways to have diversity in work teams and committees as well as in individual associations. Be aware of the downsides caused by labeling and stereotyping others. Replace these behaviors with respect for individual differences.

**4. Appreciate the value of diverse opinions in developing approaches to varying situations.**

Recognize that it does not equate to agreement if you listen, clarify what was said, and ask questions to gain an understanding of others' opinions. In situations where disagreement results, learn to "agree to disagree" respectfully.

**5. Understand that conflicts will occur and take responsibility for your actions, regardless of the situation.**

Take time to understand your triggers or "hot buttons." Knowing what makes you angry and frustrated will enable you to manage your reactions and respond in a more appropriate manner. Practice self-restraint and focus on your overall objectives in responding to potential conflicts. A positive and solution-driven approach will facilitate your ability to reach resolution.

**6. Guard against acting impulsively based on negative assumptions about another's intent, as that can lead to damaged relationships.**

Take time to analyze relevant facts and to reconsider your assumptions.

**7. Avoid tendencies to become caught up in gossip, complaining, or other forms of negativity in day-to-day interactions.**

Be mindful of the following quote by Ruth Anne Crouse, "What Peter tells me about Paul tells me more about Peter than it tells me about Paul." Recognize that your actions will influence how others perceive you.

**8. View today's difficult situations from a broader and more realistic perspective by considering what they mean relative to the overall scheme of things.**



Ask yourself questions such as, “How will I look back on these circumstances in a week, month, or year?”

**9. Be supportive of your organization in your communications both inside and outside of the workplace.**

Ensure that any comments that you make place the organization (including departments and individuals) in a positive yet realistic light.

**10. Pay attention to how respectful you are in your communications and other actions on an ongoing basis.**

Policy reviewed and authorized by the Cherish owners at a formal Board of Directors meeting

Last policy review: 8/22/2023