



National Autism Awareness Month



STANISLAUS COUNTY BEHAVIORAL HEALTH AND RECOVERY SERVICES

CULTURAL COMPETENCY UPDATE

...a newsletter to address cultural issues that enable us to effectively work in cross cultural situations.

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Are you Committed?

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Waterford High School, Hughson High School and Patterson High School are. Young people across Stanislaus County are committed to shifting the culture of their communities. How did alcohol and other drugs (AOD) consumption become a rite of passage for our young people? AOD consumption is governed, in large part, by the social rules, norms, customs, and traditions. The Committed movement is about providing support to students, teachers, coaches and parents. The movement urges students involved in extra-curricular activities to renew their commitment to living a life of excellence. This is a commitment of personal responsibility, shared expectations and collective responsibility – to never lose their focus and to never compromise on their values.

The most significant brain development of your entire lifespan occurs during the ages of 12-21. Emerging science about brain development suggests that most people don't reach full maturity until the age 25. AOD use impairs judgement, decision making, and moral reasoning. All functions of the brain's frontal lobe; the final area of the brain to develop. Students and parents are given the facts about how AOD impact their performance. Today, nearly 10.8 million youth, ages 12-20, drink alcohol. California Healthy Kids Survey shows that 58% of Stanislaus County 11th graders reported having used alcohol or illicit drugs.



Waterford High School 2015/2016 Committed Board

When you stop and think about the purpose of activities for youth, it is important to be reminded that the objective goes far beyond winning championships, season records, and the scoreboard. Students involved in extra-curricular activities represents the largest target population that exists in any school. The Committed program provides a targeted opportunity to use mandatory meetings to get 40-90% of your school/community parents and students into a venue to show them valuable prevention data, strategies, and educate them to the concerns their children face during their high risk teen years.

COMMITTED IS A SYSTEMIC COMMUNITY APPROACH TO:

1. Reducing risk.
2. Increasing protective factors in students.
3. Setting clear and consistent boundaries for behavior.
4. Building awareness and accountability.
5. Teaching appropriate lifestyle.
6. Establishing a process to identify and help those involved in alcohol and drug use or other behaviors of concern.

PRO SOCIAL BONDING

Joining the Committed program provides students with an opportunity to join a positive group activity that calls for positive health behaviors, a negative attitude toward negative societal issues, build positive relationships with adults, establish positive bonding to social institutions and commit to pro-social values. Through participation in extra-curricular activities, we will establish a social order with a basis of achievement, develop common interests and achieve excellence.

CLEAR AND CONSISTENT BOUNDARIES

Standards for youth behavior set by adults, but also standards set by youth and monitored within their social order. Many of these standards are set to address concerns for health, safety, and performance.

LIFE SKILLS

Develop abilities for adaptive and positive behavior that enable individuals to deal effectively with the

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BHRS Cultural Competence, Equity and Social Justice Committee meets on the 2nd Monday of each month from 9:00 a.m. to 10:30 a.m. in the Martin Conference Room, 830 Scenic Drive

Announcement:

MHSA Document

The MHSA Annual Update for FY 16-17 is available for 30-day public review and comment from April 8 through May 7, 2016.

To access the document, please go to:
www.stanislausmhsa.com





demands and challenges of everyday life. Try to impart to those involved in high school activities a learning experience that offers skills and abilities that can be used throughout the “game of life” long after high school is over.

**Waterford High School
Committed Creed**

I lead by example and with uncompromising integrity

I will be better than I was yesterday

I will take responsibility for my actions, always representing my school, family, and community

I will commit to a healthy lifestyle

I will work hard and push those around me to succeed

I will exceed expectations

I will sacrifice what I am for what I will become

I will not quit

I will not fail

I AM COMMITTED

The creed was developed by Waterford High School students in partnership with our Navy SEAL's

CARING AND SUPPORT

Show those involved in high school extra-curricular activities that all stakeholders in the program care and support those who partake, win or lose. That the adults in the community appreciate the students and what they are trying to achieve. That we are proud of them, not just for how well they play and what they achieve, but also the kind of young people they are with regard to character and citizenship.

SET HIGH BUT REALISTIC EXPECTATIONS

Set expectations for youth to always try their best, to believe in themselves and to show dedication, focus and commitment in whatever they do. To instill in them that their extra-curricular activity experience is a privilege and honor afforded them to represent their community as ambassadors.

OPPORTUNITY FOR MEANINGFUL EXPERIENCE

To not simply offer extra-curricular activities, but to make it a special experience unlike any other and to provide, as much as possible, for a young person to gain a positive outlook and perspective from being involved.

Through the ongoing support by Stanislaus County Behavioral Health and Recovery Services, Substance Use Education and Prevention Services, and our amazing school partners, students and parents’ are given better information to make better decisions. When given the choice and tools to be awesome, youth will choose awesome!

If you would like more information about Stanislaus County Behavioral Health and Recovery Services, Substance Use Education and Prevention Services, please contact Jennifer Marsh at (209) 541-2555, jmarsh@stanbhrs.org. Membership parameters: Extra-curricular student at Waterford, Hughson or Patterson High School. A Stanislaus County school district is added every school year. There is no fee.



Highlights of March Cultural Competency, Equity and Social Justice Committee (CCESJC) Meeting



* **Social Justice:**

- * Luis Molina recapped on the definition of Social Justice explaining that it is the fair & just relationship between a person and society. Social Justice is the concept that everyone deserves the same economic, political and social opportunities.
- * Members were asked “How is social justice relevant to your program?” A few responses were: a lack of parity in services and with insurance companies, the push of families out of the process of healing for their loved one in recovery, and the difficulty in getting patient release forms.
- * Madelyn Schlaepfer stated that equity and social justice are hard to separate. The difficulty is in empowerment.
- * Jorge Fernandez said that there is a need to educate providers on the multiple minority status of those we serve.

* **CLAS Standards:**

- * Madelyn covered Standards 8-11.
- * Standards 12—15 will be discussed at the April CCESJC meeting.

* **State Level CCESJC Update:**

- * Abraham Andres attended the State Level CCESJC meeting on 2/17/16. He highlighted the following:
 - > Focus was to work on the framework for eliminating cultural, linguistic, racial and ethnic behavioral health disparities
 - > In alignment with CLAS, county behavioral health systems need to ensure that the cultural and linguistic needs of the clients served are accurately assessed, prioritized and responded to.
 - > While the goal of an effective culturally competent service delivery system is primarily to eliminate the inequities for specific racial, ethnic, and cultural communities, it is also necessary to promote the improvement of quality and effectiveness of services for various other subgroups and populations affected by disparities.

* **CCESJC Co-Chair will transition from Veronica Ortiz-Valle to Abraham Andres, effective April 2016.**



If you have questions or suggestions regarding Cultural Competency, please e-mail:

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