

# **Culturally and Linguistically Appropriate Services (CLAS) Standards Implementation Action Plan for the End Stage Renal Disease Community**

Tuesday, May 7, 2024



# Learning Objectives

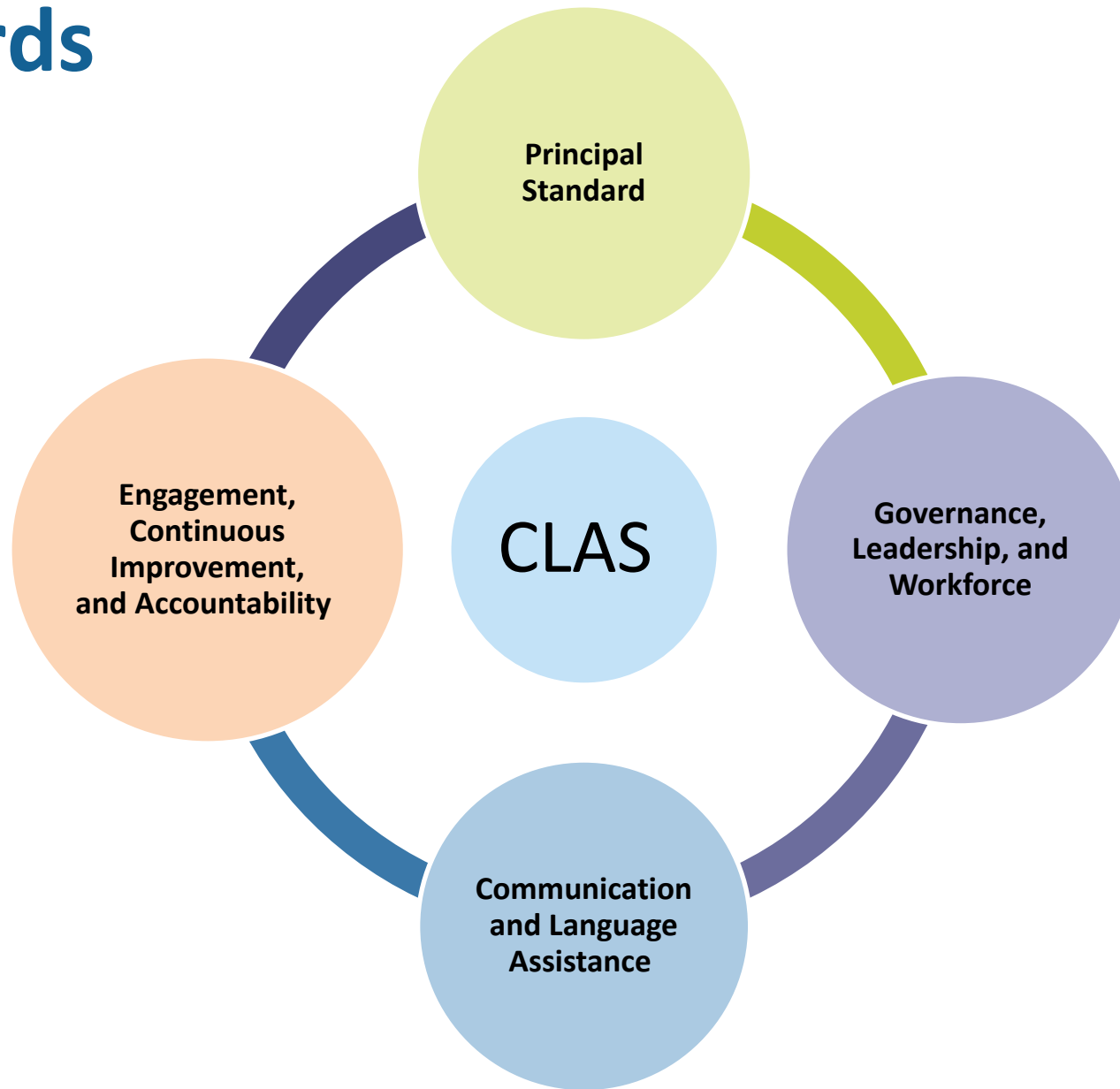
Gain a comprehensive understanding of the National CLAS Standards and their significance to the kidney community.

Describe common challenges and barriers to CLAS implementation and identify strategies to overcome them.

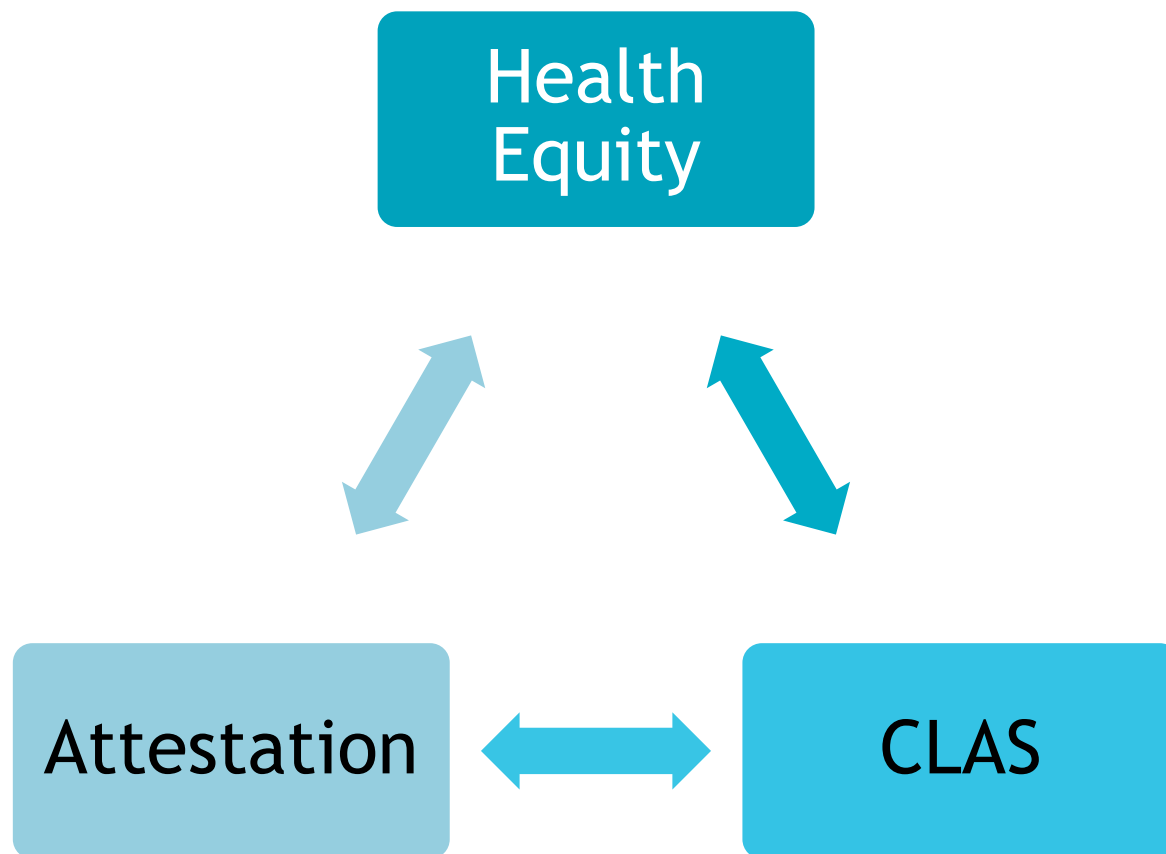
Explore resources and recommendations to enhance staff training and increase organizational cultural and linguistic competency.

# CLAS Standards

CLAS standards are a comprehensive set of guidelines that address cultural and linguistic differences to enhance population health.

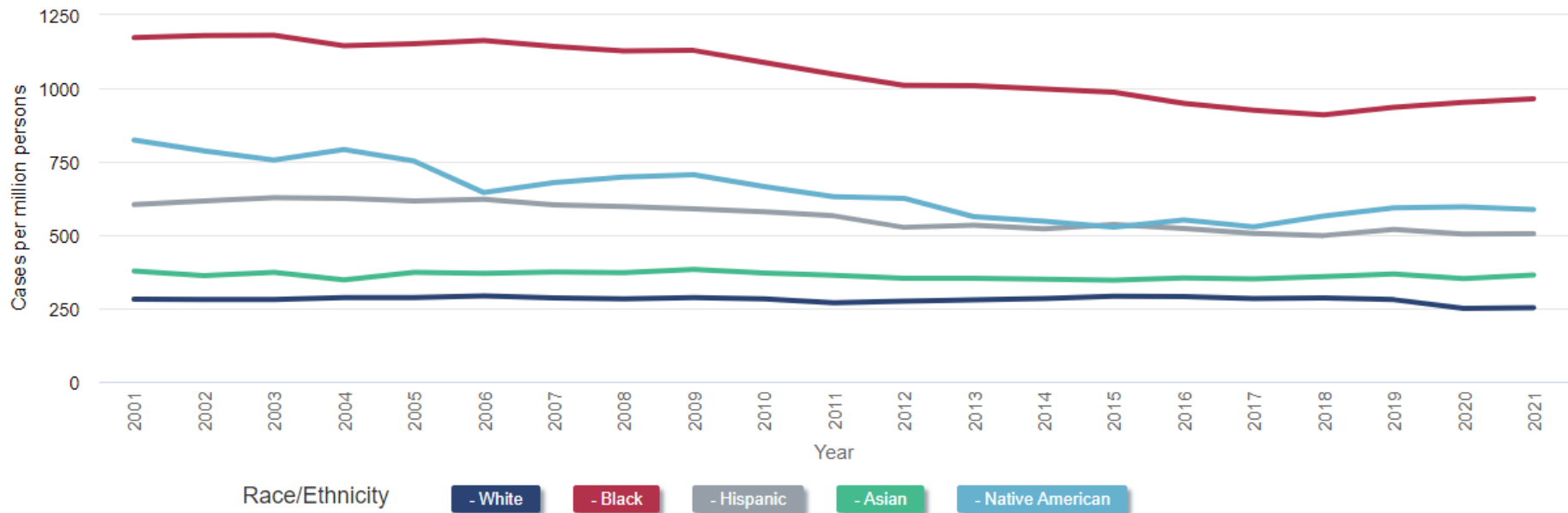


# New Health Equity Attestation Measure



# Why CLAS? Reducing Health Disparities

CLAS standards offer a valuable framework for improving healthcare access and enhancing patient–provider communication, ultimately promoting culturally competent care.





# Challenges to Implementing CLAS

**Organizational Resistance**



**Training Availability**



**Cost**



# CLAS Implementation Action Plan



**End Stage Renal Disease  
Culturally and Linguistically  
Appropriate Services  
Implementation Action Plan**

April 2024





# Implementation Action Plan – Strategies to Address Needs

Needs	Strategy
Patients with limited health literacy	<ul style="list-style-type: none"><li>• Understand patients' learning style.</li><li>• Use plain, non-medical language.</li></ul>
Patients from culturally diverse backgrounds 	<ul style="list-style-type: none"><li>• Conduct regular staff training in cultural competency.</li><li>• Create tailored treatment plans that reflect diverse cultural health beliefs.</li></ul>
Patients with limited English proficiency 	<ul style="list-style-type: none"><li>• Use translation services.</li><li>• Provide education materials in the patients' preferred language.</li></ul>

# One Step at a Time

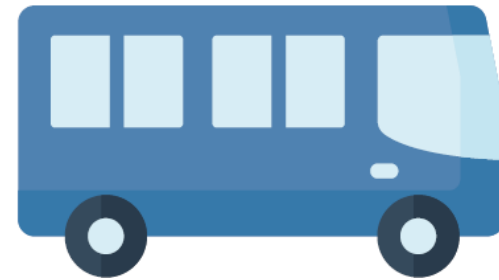
You don't have to do it all.  
Just one action step at a time.

# Panel Discussion for Roadmaps and Case Study

# Improving Communication and Standardizing Protocols for Patient Safety (1 of 2)

1

A non-Hispanic Asian female who uses a wheelchair and has limited English proficiency (LEP) is waiting alone in the facility waiting room after evening treatment.



2

The patient was missing when the correct transportation arrived.

# Improving Communication and Standardizing Protocols for Patient Safety (2 of 2)

3

The patient's caregiver was not notified when the patient went missing for over two hours.



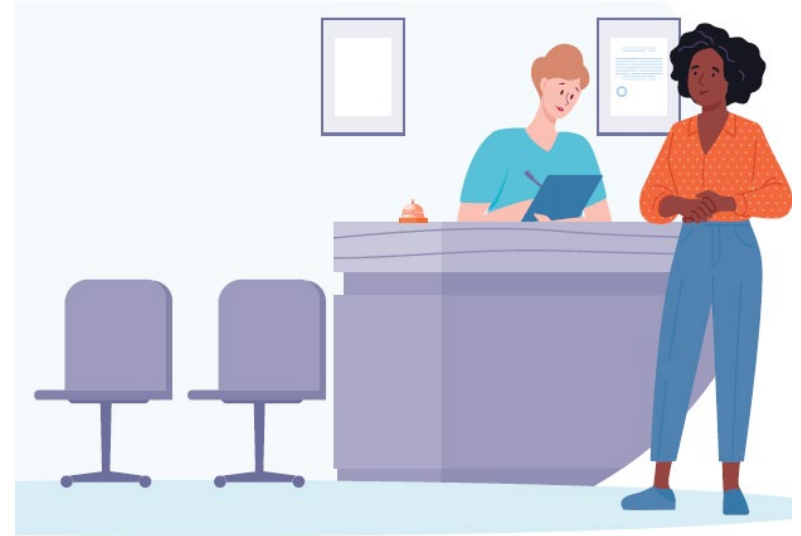
4

The patient was returned to the facility after being taken to the wrong destination.

# Fostering Inclusivity and Cultural Competency in Healthcare Facilities Through Person-Centered Care (1 of 2)

1

A non-Hispanic African American female in her 30s who urgently needed to use the restroom was denied access to an unoccupied staff restroom.



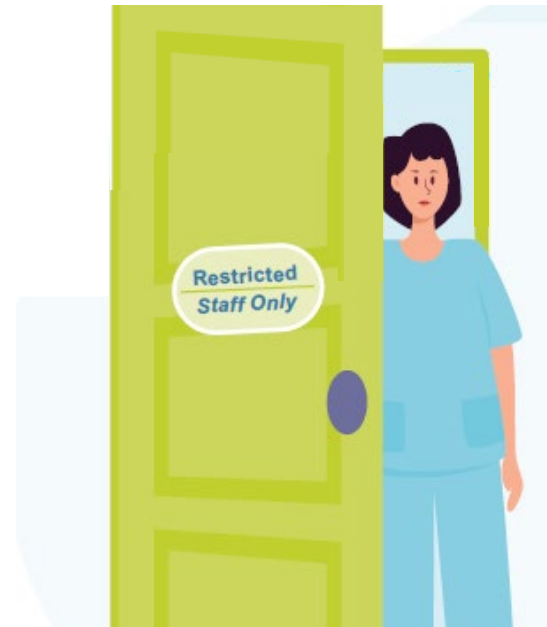
2

The patient felt discriminated against because she was denied use of the restroom when other patients had used the staff restroom in the past. This led to an embarrassing bathroom emergency.

# Fostering Inclusivity and Cultural Competency in Healthcare Facilities Through Person-Centered Care (2 of 2)

3

Staff did not follow internal policies about staff-restricted areas consistently.



4

The patient chose to transfer to another facility.

# Addressing Facility-level Barriers to Care

**Mr. Garcia, Hispanic White male in his 30s, was asked to not return to a dialysis facility as a transient patient.**

Challenges



Resolution

Outcomes



# Q&A

# Acknowledgments

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# Download the CLAS Action Plan! Reach Out to Your ESRD Network to Collaborate.



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