



**UNIVERSITY of NORTH TEXAS**  
**Department of Rehabilitation, Social Work and Addictions**

**The Center for Cross-cultural Pediatric  
Behavioral Health**

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**University of North Texas Mission Statement**

The University of North Texas is the largest and most comprehensive research and doctoral degree-granting institution in North Texas. The university is committed to excellence in teaching and the discovery and application of knowledge through research and creative activities. As a metropolitan university, the institution is dedicated to continued growth as a leader in the Dallas Fort Worth-Denton area; the Metroplex; and state, national and international education communities.

The university fosters its relationship with the University of North Texas Health Science Center at Fort Worth and cultivates partnerships with elementary and secondary schools, community colleges, other universities, businesses, government agencies and nonprofit organizations to improve the quality of education and community life. The university conducts high-quality instruction, scholarship and service by:

- fostering excellence and innovation in teaching and learning;
- supporting research and creative activities that advance knowledge, strengthen undergraduate and graduate programs, and promote the application of knowledge for the benefit of society; and
- accepting a primary leadership role in addressing community needs of the Metroplex region and the state.

**Targeting Ethnic Minority Child and Adolescent Health Care Needs: A National Priority**

There is a concerted effort across the nation to address the health and health behaviors of our nation's children through the development of interdisciplinary collaborations between educational and health care institutions, providers and families. Through these collaborations the emphasis is to ensure that scientifically valid health care priorities, policies and protocols evolve which serve to increase the capacity of health care professionals to improve child and adolescent health outcomes within school and community settings. These efforts are driven by a national health care agenda for children and youth reflected in federal initiatives and programs like Healthy People 2000/2010, the President's New Freedom Commission on Mental Health and the growing national interest in ethnic minority child and adolescent health outcomes which include a combination of physical, mental and educational markers.

As the United States becomes increasingly diverse, the need to provide culturally competent mental health services has become a primary concern both for professional associations and for federal and state governmental agencies. According to United States Census data minorities now constitute twenty-five percent of the total population. In fact, that number is expected to continue to increase as census figures show the non-White population grew at a rate eleven times greater than that of the White population between 1980 and 2000 (Hobbs & Stoops, 2002). In some states such as California, New Mexico, and Hawaii, as well as the District of Columbia, minorities now comprise more than fifty percent of the total population (Hobbs & Stoops, 2002). Therefore, it is imperative that mental health professionals be given the skills and knowledge necessary to effectively serve their increasingly diverse clients.

The issue of cultural competence in mental health service provision has been the subject of research since the early 1970s, when the National Institute of Mental Health (NIMH) established the Minority Mental Health Research Center. Through that initiative four separate research centers were funded to address four major racial/ethnic groups: African Americans, Asian Americans, Hispanic Americans, and Native Americans. In 1988, the NIMH Child and Adolescent Service System Program helped to further advance research in this area through the establishment of the Minority Initiative Resource Committee. The Initiative resulted in the publication of *Toward a culturally competent system of care* (Cross et al., 1989) one of the first publications to define cultural competence. In fact,

*Toward a culturally competent system of care* (Cross et al., 1989) and *Towards a culturally competent system of care: Programs which utilize culturally competent principles* (Isaacs, & Benjamin, 1991) influenced much of the work that has been done on the federal, state, and local levels in the past several years.

In 1999 the Office of the Surgeon General produced the first ever report on mental health services in the United States, *Mental health: A report of the Surgeon General*. In a telling comment made by the Surgeon General in the preface he states that, “Even more than other areas of health and medicine, the mental health field is plagued by disparities in the availability of and access to its services. These disparities are viewed readily through the lenses of racial and cultural diversity, age, and gender” (DHHS, 1999, p.vi). The disparities were so great, in fact, that a supplemental report, *Mental health: Culture, race, and ethnicity- A supplement to mental health: A report of the Surgeon General*, was issued in 2001 detailing the nature and extent of these disparities, as well as presenting information on the need to reach underserved populations and some promising directions to address these issues (DHHS, 2001).

There are a few of Technical Assistance Centers (The National Center for Cultural Competence <http://www.georgetown.edu/research/gucdc/nccc/> and the Office for Minority Health <http://www.omhrc.gov>) to help guide practitioners in their efforts to provide more effective services for culturally diverse populations. In addition, several research projects, many of them federally funded, continue to provide scientifically-based best practice guidelines.

The timing for the development and establishment of a research and training center at UNT which focuses on ethnic minority child and adolescent health outcomes is timely and over due. Depending on the region, the changing demographics of our communities point to a growing Hispanic/Latino, Asian and other pediatric (child and adolescent) ethnic minority populations. Each presents with unique health care needs and challenges. As a group, for example, Hispanics/Latinos are younger, have more children, and experience greater rates of poverty, school dropout and illness than Anglos and most other ethnic groups. Despite these facts and a growing concern for their implications, until the establishment of this Center there has not been an organization solely dedicated to addressing the combined educational and health outcomes of ethnic minority children.

### **MISSION, GOALS and OBJECTIVES of THE CENTER**

#### **PRINCIPLES**

1. Healthy minds and bodies improve and optimize a child’s ability to succeed in school and in the community. Traditionally underserved children, which include ethnic minority and poor children, are at greatest risk for health and associated learning problems. Child health must be a priority to help improve their academic and social competencies.
2. Professionals serving children and families must be cross trained to provide interdisciplinary services and must understand the physical, mental and educational needs of ethnic minority children and families and how best to serve them. Cross-cultural competency along with interdisciplinary skills must be a part of effective training. The unique social and emotional needs of children from various ethnic groups requires that professionals be trained to acknowledge, evaluate and manage these differences.
3. Research and training are an essential strategy for improving and providing developmentally appropriate and culturally sensitive health care services.

#### **MISSION**

To increase the capacity of health care professionals to reach ethnic minority and poor children (primarily poor Hispanic/Latino, African American and Asian) and to prevent and treat the barriers created by health related problems which include, but, are not limited to youth violence, drug use and medical, learning and emotional disorders.

#### **GOALS**

- (1) become a leader in developmentally and culturally sensitive services to ethnic minority children and families through training in culturally competent health care, placing the Center in a position to be recognized statewide. Our niche -- to provide technical assistance to build cultural competency skills in behavioral health care.
- (2) become a statewide leader in Systems of Care/Wraparound services training and research through outreach/consultation, workshops, and conferences.
- (3) conduct interdisciplinary research and to integrate these findings into research driven training and service;

Believing that success is directly linked to social, emotional, and physical health, Center activities reflect a collaboration across

disciplines. It combines the talents and resources of the University of North Texas and participating research and training partners which widen the circle of stakeholders committed to improving education and health related services to ethnic minority and poor children in our public school systems and communities.

The Center coordinates the following projects:

- I. The National Conference on Hispanic/Latino Pediatric Behavioral Health Care**
- II. Systems of Care/Wraparound Services Training (See attachment)**
- III. Collaboration initiatives for research and consultation in Cultural Competency and Systems of Care/Wraparound Services**

## **BUDGET**

Currently UNT is funding half of the Center director's salary and has provided \$16,000 of seed money for a conference. Funding opportunities are currently being sought to fund training, research or conference projects.



## **Project #I**

### **National Conference on Hispanic/Latino Pediatric Behavioral Health Care**

#### **MISSION**

To identify and address the *Pediatric Behavioral Health Care* needs of the Hispanic/Latino child through an interdisciplinary forum of child health service providers. This forum will bring together researchers and professionals from various settings and disciplines to share and discuss information to inform and improve the quality of care provided to Hispanic/Latino children and youth in both community and school based settings. This will begin the process of developing knowledge and capacity among disciplines to provide a comprehensive and integrated system of collaboration and care between community clinics, the schools and the Hispanic/Latino family. Partners and co-sponsors have included Dallas Public Schools, Texas MHMR, Dallas County MHMR, UNT Health Science Center-School of Public Health, the Center for School Mental Health Assistance/University of Maryland School of Medicine-Baltimore, UCLA Center for Mental Health in Schools, the National Assembly of School Based Health Care, the National Latino Children's Institute and the Center for Health Policy and Development.

#### **GOALS**

- 1) Identify community and school based pediatric behavioral health issues relevant to the needs of Hispanic/Latino children and youth.
- 2) Promote biopsychosocial approaches to the pediatric care of Hispanic children and youth.
- 3) Promote interdisciplinary models of research, training and service delivery.
- 4) Promote culturally competent services that are developmentally sensitive.
- 5) Promote local, state, national and international developments in community linked pediatric behavioral health care for Hispanic/Latino children and youth.
- 6) Develop an interdisciplinary network of professionals serving Hispanic/Latino children and youth.

## **Project # II**

### **Systems of Care & Wraparound Services**

#### **Web-Based Training to Complete a Graduate Academic Certificate (GAC)**

(Expected availability of on-line instruction to begin Fall 2004)

**Sponsored by the Center for Cross-Cultural Pediatric Behavioral Health at the  
University of North Texas/Department of Rehabilitation, Social Work and Addictions**

#### **Description of Certificate:**

In cooperation with the Toulouse School of Graduate Studies, the Department of Rehabilitation, Social Work and Addictions and the Center for Cross-Cultural Pediatric Behavioral Health offer a 12 student credit hour (SCH) graduate academic certificate in systems of care and wraparound services. This graduate academic certificate is intended for human service professionals who want advanced training in systems of care and wraparound services and program development.

A System of Care is a network of services and supports that exist at the *community level*. Wraparound is a process for planning and individualizing services for a child and family at the *individual level* and is a way to implement a System of Care. Supported by the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and a growing number of states, including Texas, these services are considered the growing trend and cutting edge of effective behavioral health care. Services are required to be integrated and collaborative, family-driven, community-based, and culturally competent.

This certificate program includes one semester of supervised practica in an approved systems of care/wraparound services setting, a setting approved by the GAC program director or enrollment in an approved course. Students can enhance their certificate by adding one of three specialty areas of training: *aging services, behavior analysis or rehabilitation*

services. Enrollment and completion of designated courses within the respective departments is required. The total number of hours to complete the Certificate will not be less than 12 SCH or exceed 21 SCH with a specialty.

**A. Core Course Requirements for Certificate (list): 12 SCH**

**Department of Rehabilitation, Social Work and Addictions**

1. RHAB 5060- SYSTEMS OF CARE/WRAP (Systems of Care and Wraparound Services: Essential Framework and Process).
2. RHAB 5160- FAMILY/SYSTEMS OF CARE (Families in Systems of Care: Defining Effective Parent-Professional Relationships).
3. RHAB 5260- CULTURAL COMPETENCY (Cultural Competency in Systems of Care: Enhancing Helper Effectiveness with Ethnic Minorities).
4. RHAB 5811- PRACTICUM IN REHABILITATION-Systems of Care/Wraparound

5. **Specialty Courses (These may change depending upon availability and department needs):**

**Department of Behavior Analysis**

- BEHV 5250 Basic Behavior Principles (3 hrs)
- BEHV 5150 Techniques in Applied Behavior Analysis (3 hrs)
- BEHV 5900 Functional Analysis in School Settings (3 hrs)

**Department of Aging**

**Aging Services**

- AGER 5750 Processes of Aging (3 hrs)
- AGER 5710 Health Aspects of Human Aging (3 hrs)
- AGER 5780 Federal, State and Local Programs in Aging (3 hrs)

**Department of Rehabilitation, Social Work and Addictions**

**Rehabilitation Services**

- RHAB 5350 Medical and Psychiatric Aspects of Rehabilitation. (3 hrs)
- RHAB 5400 Techniques in Rehabilitation Counseling and Adjustment Services. (3 hrs)
- RHAB 5430 Use and Interpretation of Vocational Evaluation Data (3 hrs)

**B. Proposal for Consortium of Higher Education Institutions to Develop Web Based SOC/Wraparound Training**

- A. Start with University of North Carolina campuses
- B. Model
  - i. Courses hosted by UNT Web Server and managed/administered by the UNT Center for Cross-Cultural Pediatric Behavioral Health (CCCPBH)
  - ii. Consortium hosted and administered by UNT CCCPBH.
  - iii. Participation by partnering institutions:
    1. Sign MOU and Agreement
    2. Establish course titles at own institution
    3. Pay server fee and instructor fee proportional to student enrollment
    4. Commit service fee for each enrolled student to consortium
    5. Sit on Advisory Committee(s)
    6. Market program

### **Project # III**

#### **Collaboration initiatives for research and consultation in Cultural Competency and Systems of Care/Wraparound Services**

##### **1. Research**

- Current Research Projects through SAMSHA and ORC Macro
- Coordinate program of research using national database. Objective is to identify several studies to be completed by researchers.
- Participation and invitation to assist in Latino Focus Group at national convention and for the Georgetown's National Technical Assistance Center for Children's Mental Health
- Want culturally competent and valid evaluation of funded projects
- Cultural competency in program development

##### **2. SOC Training Center partnership with Fort Worth ISD**

- Proposal is for UNT's participation to coordinate a FRC and to provide
  - direct service through supervision of placed students
  - training
  - research
- FWISD will provide facility and administrative secretary. Model is wide open to development. No suggested structure other than the valued relationship between UNT and FWISD.