

## **L=Listen**

- Identify and greet family or friends of the client/youth
- Ideally, provide an interpreter when interacting with limited-English proficiency (Note: We recognize that not all sites have interpreters available)
- Start with open-ended questions and avoid interruption for the first 30 seconds that a client/youth speaks, e.g.:
  - Can you please tell me how you came to be here today?
  - How can I help you?
- Listen with sympathy & understanding to the client/youth's perception of the problem

## **E = Elicit**

- Elicit the youth's beliefs as they relate to the reason for their visit as well as his/her current behaviors. The following questions may help in the process:
  - What do you think has caused your problem?
  - Why do you think it started when it did?
  - What impact does your problem have on you?
  - How severe is your problem? Will it have a long or short course?
  - What kind of help do you think you should receive?
  - What are the most important results you hope to receive from this help?
  - What are the chief problems this issue has caused for you?
  - What do you fear most about your problem?
  - How can I be of most help to you?

(These questions are adapted from the work of Arthur Kleinman. See the attached paper, Culture, Illness, and Care. Clinical Lessons from Anthropologic and Cross Cultural Research. It is a worthwhile read.)

## **A = Assess**

- Assess potential attributes and problems in a person's life that may have an impact on his/her situation. Again it's important to take into account cultural differences in the way that client/youth perceives problems and makes decisions.
  - I'd like to get to know you more today. Could you tell me about yourself? With whom you live? Where do you attend school? Where do you work?
  - What brought you here to this country? How does things differ here?
  - Do you have family and friends who help you with decisions or who give you advice?
  - Are there times that are bad for you for appointments? Is transportation a problem for you?
  - Do you have any trouble reading resource flyers, follow-up info or appointment cards?

## **R = Recommend**

- Recommend a plan of action with an explanation of your rationale using language that the client/youth is able to understand. Adults often underestimate the amount of information that clients/youth want and often provide information using jargon that is confusing to the client/youth. Clients often are too embarrassed to admit this. You can check how well you taught the client/youth, by using the following questions:

- To make sure that we understand one another, can you tell me what it is that I just told you?
- Is there any part that you don't understand?

## **N = Negotiate**

- Negotiate a plan of action with your client/youth after you have made your recommendations. You can use these questions:

- Now that we understand each other, let's come up with a plan that works for you.
- What do you think should be the next steps?

(Adapted from: Cultural Competency in Medical Education: A Guidebook for Schools. Published by HRSA, September 2004.)