



Cultural Humility: Promoting Health Equity

From Understanding to Action Part I

Tim Vincent, Consultant

July 13th, 2021

Objectives

- Describe the definition and principles of cultural humility
- Apply the principles of cultural humility to your provider roles.
- Increase knowledge of strategies to improve health equity using a cultural humility approach

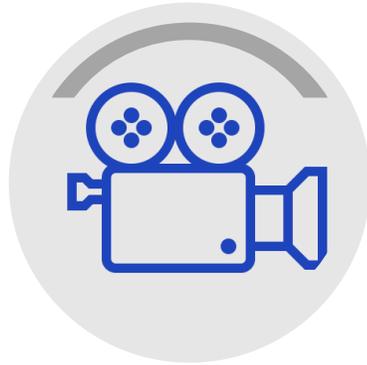
Tips for using zoom



MICROPHONE

Mute or Unmute your
Microphone

(Mute during presentations-
unmute to speak and while
in break-out sessions)



CAMERA

Please use your camera as
much as possible-
especially for small
breakout group activities.
We want to see your face
and it helps us all to
connect!



CHAT FUNCTION

Please use this function to
communicate to the
group and respond to
questions posed during
the course



YOUR NAME

Please make sure your
name shows in the
participant list so we know
who is in the (virtual) room

Principles to Guide Learning



**Show up or
choose to be
present**



**Pay attention to
what has heart and
meaning**

Practice Self-Focus



**Tell the truth
without blame or
judgment**

Impact vs. Intent



**Be open to outcome,
not attached to
outcome**

There may be more
questions than answers



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Poll #1



Practicing Cultural Humility is critical to the success of my work



1- Strongly Agree



2-Agree



3- Not sure what it means



4- Disagree

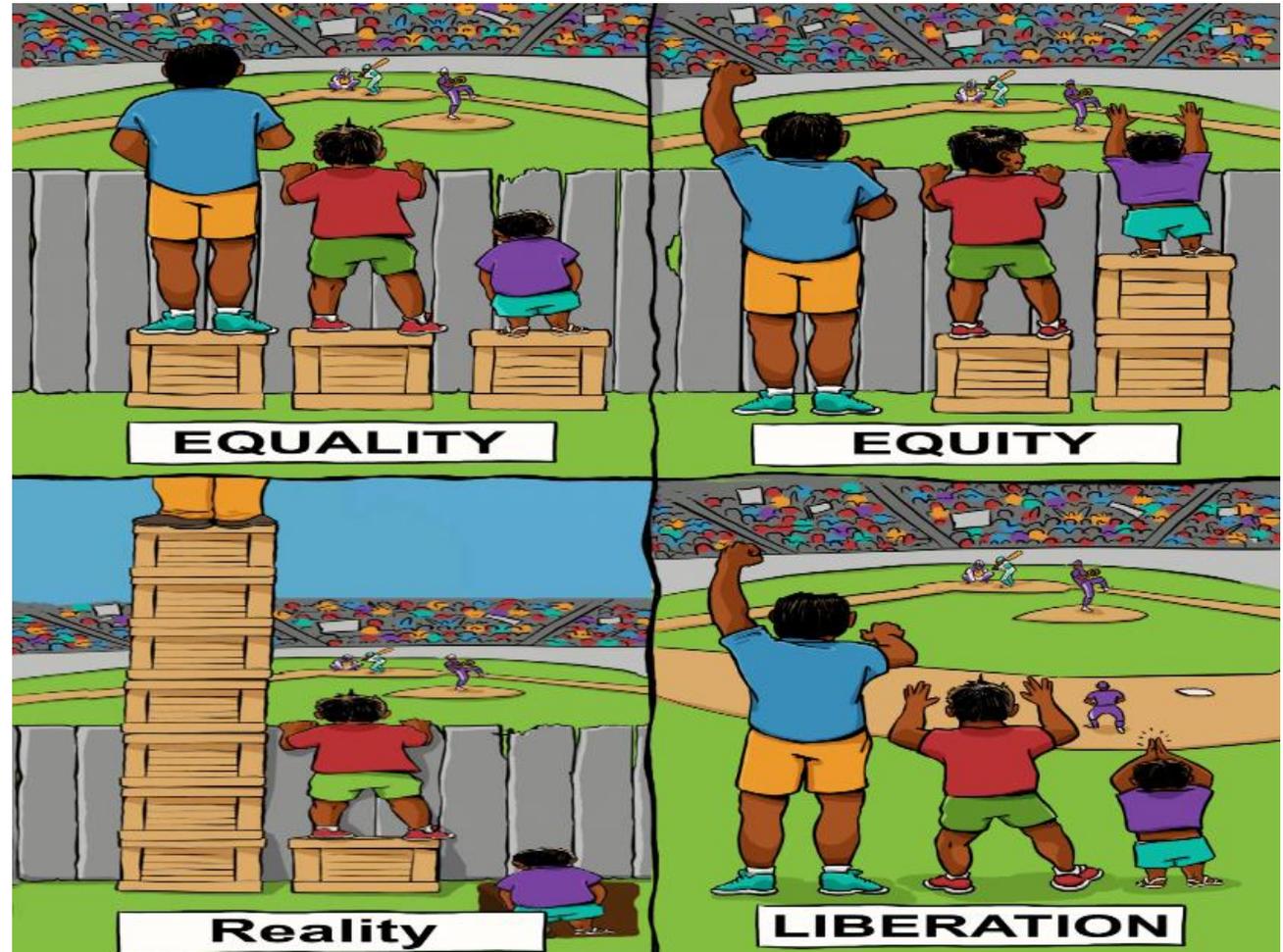


5- Strongly Disagree

Health Equity

Health equity means that everyone has a fair and just opportunity to be healthier.

This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.





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Poll#2

The focus of
my work is:

- 1- Medical care access
- 2- Housing
- 3- Mental Health
- 4- Substance Use
- 5- Other

Defining and Examining Culture



A Practical Definition of Culture

- **Culture:** A *way of life* of a people. It is the sum of their *learned behaviors, patterns, attitudes and materials*.
- It is not *innate*, but *learned*, and it is *shared* and in effect defines the boundaries of different groups.



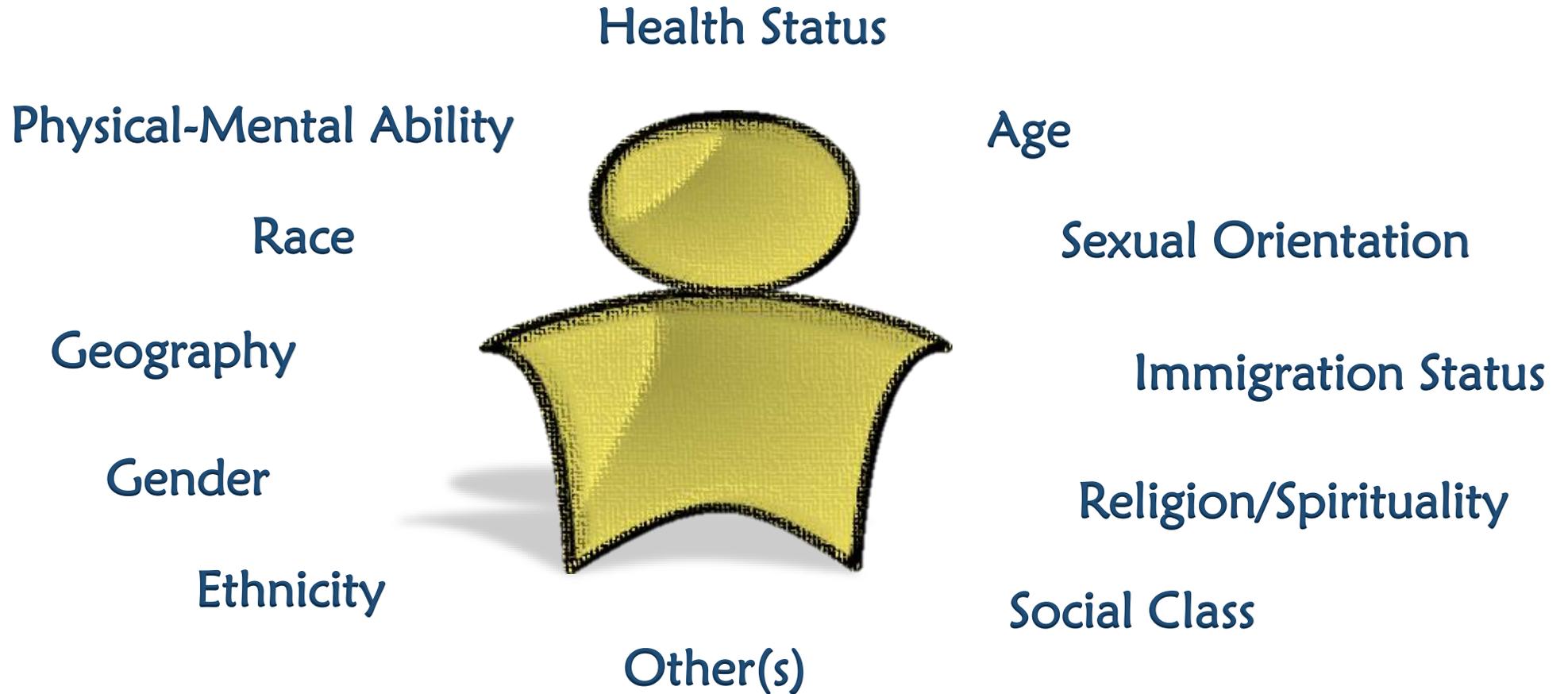
Falicov, C. J. (1998)

A Critical Definition of Culture

Culture refers to shared experiences that develop and evolve according to changing social and political contexts. These shared experiences can include race, ethnicity, gender, sexual orientation, social class, immigration status, religion, sexual orientation, HIV status, etc.



Adapted from Warrier, S. (2005). *Culture handbook*. Family Violence Prevention Fund



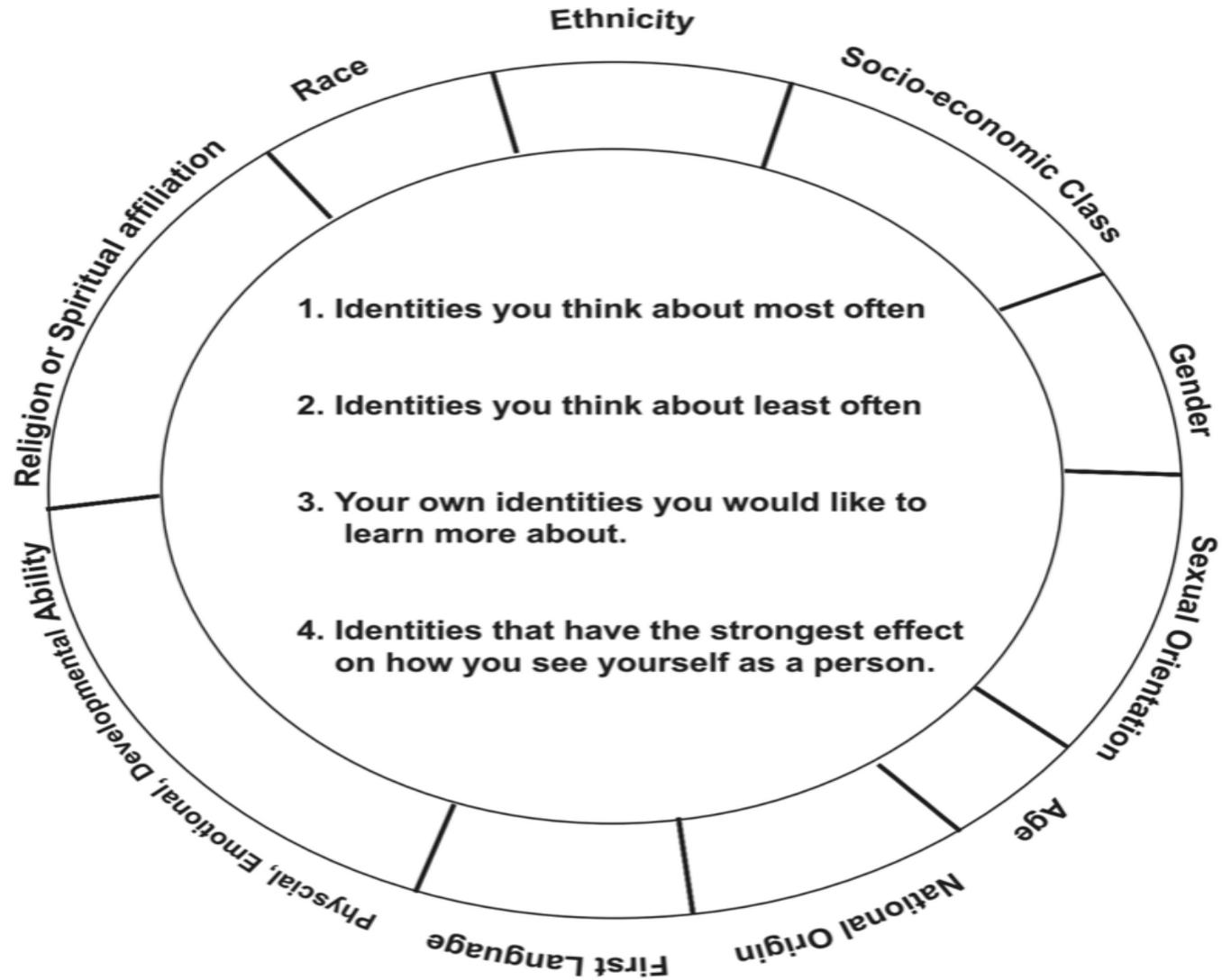


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- 1= check mark
- 2= x
- 3= heart
- 4= star

Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)





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Breakout Group 1



Discuss your responses to the wheel



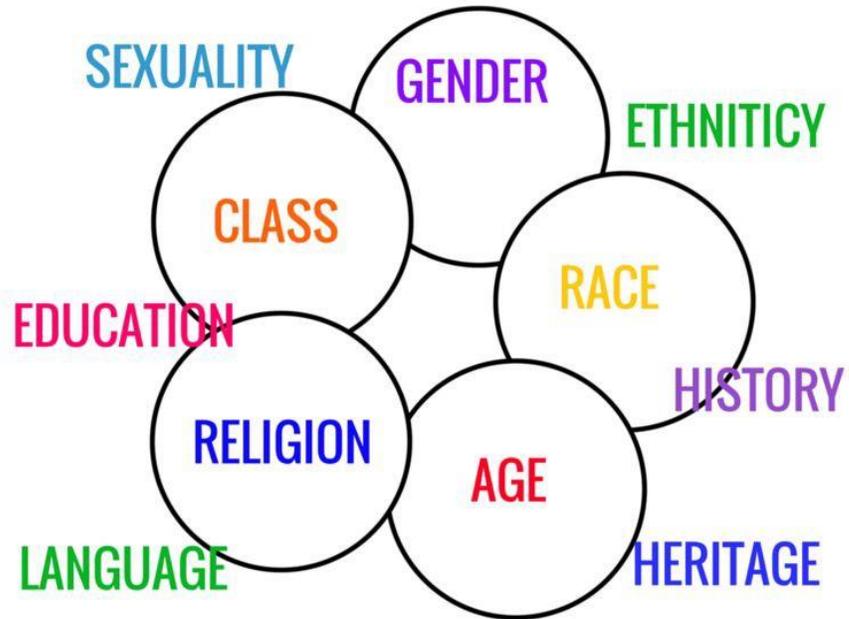
What informed your choices?



How does this relate to cultural humility?

Intersectionality

INTERSECTIONALITY



"overlapping or intersecting social identities and related systems of oppression, domination, or discrimination."

Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.

-Kimberlé Crenshaw

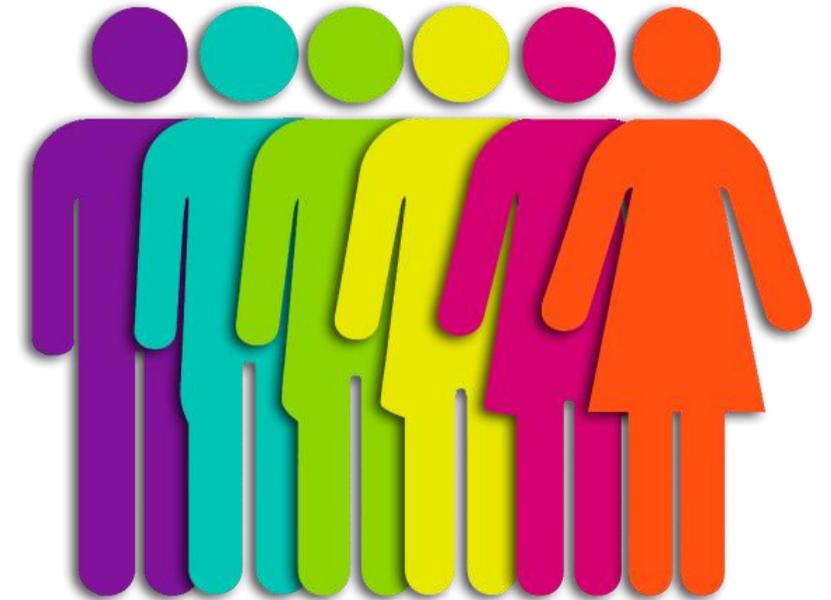


The idea that many parts of a person's **identity** and **ways their experiences and opportunities are socially structured** impact their life **simultaneously**. Privilege and oppression can both be experienced at the same time.

-Kimberlé Crenshaw

Cultural Humility

“Ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person].”



Considerations for Video

- How would you describe cultural humility?
- What do you think is the most important part of it?

Cultural Humility Video



Melanie Tervalon

Physician | Consultant | Co-author
"Cultural Humility vs. Cultural Competence"



WHAT IS CULTURAL HUMILITY?

- A continuous, lifelong process where the individual **examines their own beliefs, cultural identities, biases, and values** as well as the beliefs and cultures of others
- “relinquishing the role of expert to **becoming the student of the client** with a conviction and explicit expression of the patient’s potential to be a capable and full partner”

(Tervalon, 1998)



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CULTURAL HUMILITY PRINCIPLES

- 1. Lifelong learning & critical self-reflection**
2. Recognizing & challenging power imbalances for respectful partnerships
3. Institutional accountability



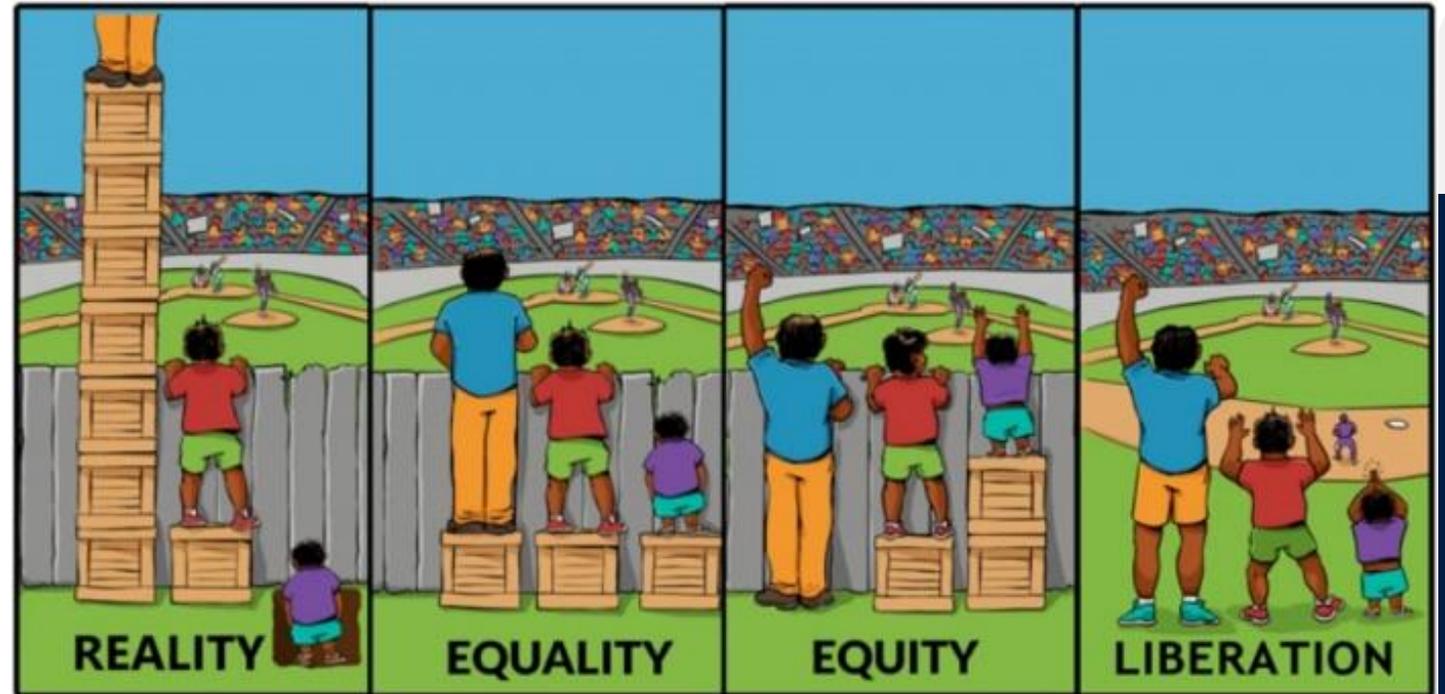


RECOGNIZING & CHALLENGING POWER IMBALANCES

- Power or lack thereof has a notable impact on health
- Power structures are socially and historically perpetuated

INSTITUTIONAL ACCOUNTABILITY

- Removing structural barriers
- Self-reflection and critique required



Cultural Humility Principle #1

Critical Self-Reflection and Lifelong Learning



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Our Perception Influences Biases



Perceptual Lens

Shaped throughout our lifetime by:

Cultural Learning

Individual Learning

Social & Institutional Learning

What is Bias?

Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

There are two types of biases:

Conscious bias (also known as **explicit** bias), and
Unconscious bias (also known as **implicit** bias)

It is important to note that biases, conscious or unconscious, are not limited to ethnicity and race.

Implicit/Unconscious Bias

- Refers to a bias that *we are unaware of*, and which happens outside of our control. They are the biases that are *informed by our past experiences, and by learned social messages* which *influence* our thinking in the “background.” It is a bias that *happens without intentional thought* and is triggered by our brain making quick snap judgements.
- Biases can be based on stereotypes about ethnicity, skin color, gender, sexual orientation, age, height, weight, or any other characteristic.

Why Do We Have Biases

“The ability to distinguish friend from foe helped early humans survive, and the ability to quickly and automatically categorize people is a fundamental quality of the human mind. Categories give order to life, and every day we group other people into categories based on social and other characteristics. This is the foundation of stereotypes, prejudice and, ultimately, discrimination.”

Tolerance.org, Hidden Bias: A Primer.

The Evidence re: Unconscious Bias

- Unconscious biases develop at an early age: Biases emerge during middle childhood and appear to develop across childhood (Dore, 2014).
- Unconscious biases have real world effects on behavior (Dasgupta, 2004).
- Unconscious biases are malleable—one can take steps to minimize the impact of unconscious bias (Dasgupta, 2013; Dasgupta & Greenwald, 2013).
- A substantial amount of research has been published demonstrating impact of unconscious bias in various domains including the criminal justice system, education, and health/health care (Kirwan Institute, 2014). Bias may have an impact on: Hiring and mentoring and may contribute to healthcare disparities.

Key Characteristics

- Pervasive
- Not in alignment with consciously held values
- Usually favor your own ingroup
- Malleable

Challenging Implicit Bias

- Stereotype replacement
- Individuation
- Perspective taking
- Opportunities for contact
- Partnership building



Poll #3

- Which recommendation is most relevant to you?
- 1- Awareness of stereotypes
- 2- Seeing people as individuals
- 3- Putting yourself in someone else's shoes
- 4- Finding opportunities to learn and encounter others
- 5- Being more collaborative

Cultural Humility Principle #2

Recognizing and Challenging Power Imbalances for Respectful Partnerships



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What groups have power in this country?



Sources of Power and Oppression

Race

Gender

Socioeconomic

Education

Sexual Orientation

Culture

Country of Origin

Ability Status

Other



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- *“Racism is a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call "race"), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources.”*

APHA Past-President Camara Phyllis Jones, MD, MPH, PhD



Structural Racism

- In the United States it is the normalization and **legitimization of an array of dynamics** – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color.
- It is a **system of hierarchy and inequity**, primarily characterized by white supremacy – the preferential treatment, privilege and power for white people at the expense of Black, Latino, Asian, Pacific Islander, Native American, Arab and other racially oppressed people.



Source: Racial Equity Tools

https://www.youtube.com/watch?v=fM07um4L_-Y



**INTERNALIZED
OPPRESSION**

**INTERNALIZED
PRIVILEGE**



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Tendencies of people in **Privileged** positions

Tendencies of people in **Oppressed** positions

Defines parameters, judges what is appropriate; often patronizes.	Feels inappropriate, awkward, does not trust own perception, looks to expert for definition.
Is seen as, and feels, capable of making constructive changes.	Is seen as, and feels, disruptive.
Assumes responsibility for keeping system on course. Acts unilaterally.	Blames self for not having capacity to change situation.
Self-image of superiority, competence, in control, entitled, correct.	Self-image of inferiority, incompetent, being controlled, not entitled, low self-esteem.
Presumptuous, does not listen, interrupts; may raise voice. Includes bullying, threats of violence, and violence.	Finds it difficult to speak up, timid, tries to please. Holds back anger, resentment, and rage.
Seeks to stand out as special.	Feels secure in background, feels vulnerable when singled out.
Assumes anything is possible, can do whatever one wants; assumes everyone else can too. Doesn't acknowledge constraints in current situations.	Feels confined by circumstances, limits aspirations. Sees current situations in terms of past constraints.
Initiates, manages, plans, projects.	Lacks initiative, responds, deals, copes, survives.
Sees problems and situations in personal terms.	Sees problems in social context, results of system, "them."
Sees experiences and feelings as unique, feels disconnected, and often needs to verbalize feelings.	Sees experiences and feelings as collectively understood and shared. No point in talking about them.
Sees solutions to problems as promoting better feelings.	Sees solutions to problems in actions that change conditions.
Thinks own view of reality is only one, obvious to all, assumes everyone agrees with their view. Disagreements are result of lack of information, misunderstandings, and/or personalities.	Always aware of at least two views of reality, their own and that of the dominant group.
Views self as logical, rational. Sees others as too emotional, out of control.	Often thinks own feelings are inappropriate, a sign of inadequacy.
Believes certain kinds of work below their dignity.	Believes certain kinds of work beyond their ability.
Does not believe or trust ability of others to provide leadership.	Does not believe has capacity for leading.
Unaware of hypocrisy, contradictions.	Sees contradictions, irony, hypocrisy.
Fears losing control, public embarrassment.	Laughs at self and others. Sees humor as way to deal with hypocrisy.
Regards own culture as civilized, regards other's as underdeveloped, disadvantaged. Turns to other's culture to enrich humanity while invalidating it by considering it exotic.	Feels own culture devalued. Uses cultural forms to influence situation. Humor, music, poetry, etc. to celebrate collective experience and community. Sees these forms as being stolen
Sees oppression as a problem in the past and wants others to "just get over it"	Reminded in countless ways daily of the pervasive presence of oppression.
Feels uncomfortable reading about these patterns.	Feels validated reading about these patterns.

Cultural Humility Principle #3

Institutional Accountability

Institutional Accountability

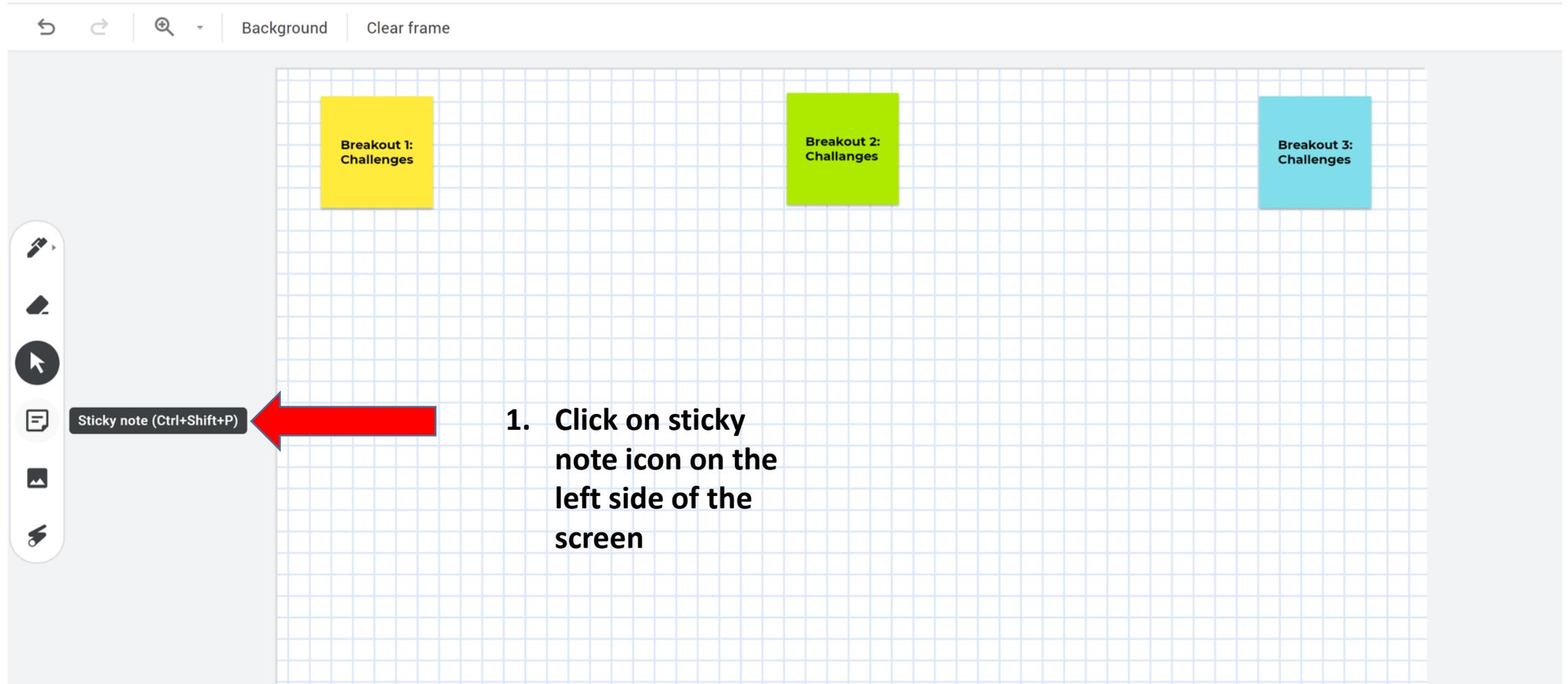
Refers to the need for models and processes for institutional reflection and self-critique.

The goal of cultural humility at the institutional level is to create an inclusive, ethical and diverse environment.

Principles and Levels of Operation

- Intrapersonal: someone's understanding of themselves and their past experiences, beliefs, biases, and worldview.
- Interpersonal: how someone interacts with others.
- Structural: how organizations, systems, and other structural entities or forces create environments in which individuals experience access or barriers, power or disempowerment, violence or safety.

Jamboard Post-It Notes



↶ ↷ 🔍 - Background Clear frame

Breakout 1:
Challenges

Breakout 2:
Challenges

Breakout 3:
Challenges

Sticky note (Ctrl+Shift+P)

1. Click on sticky note icon on the left side of the screen

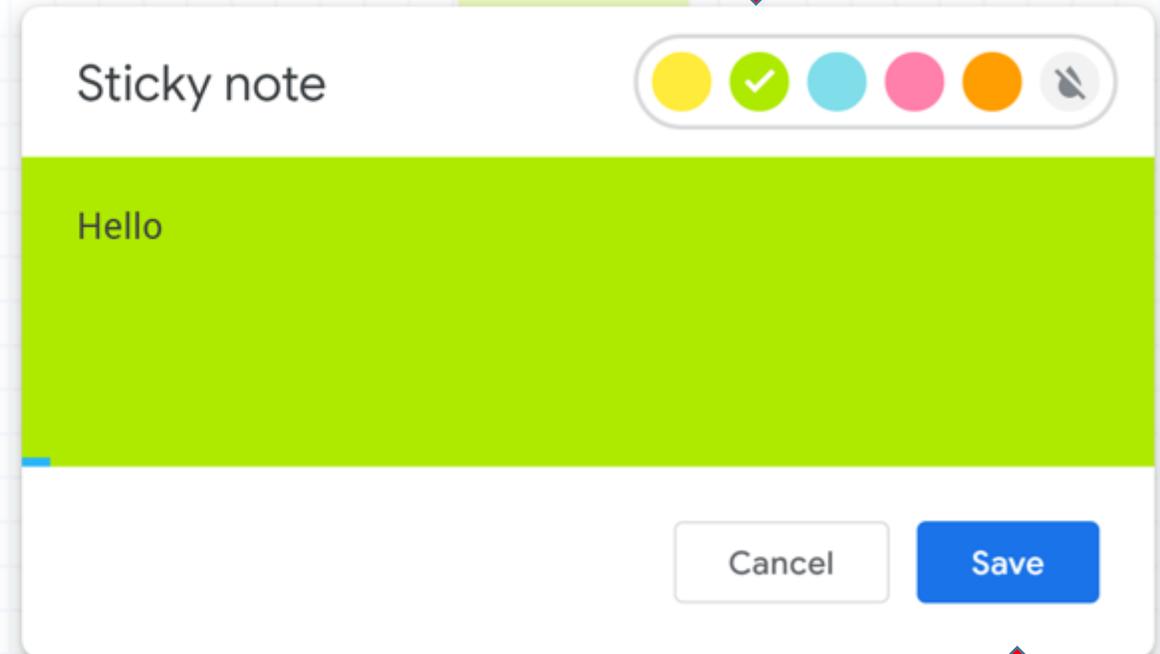
Jamboard Post-It Notes

2. Choose the corresponding color of your breakout room

3. Type one thought per note and click 'Save'

4. Type another thought and click 'Save'

5. Click 'Cancel' when done to rearrange notes underneath your breakout number



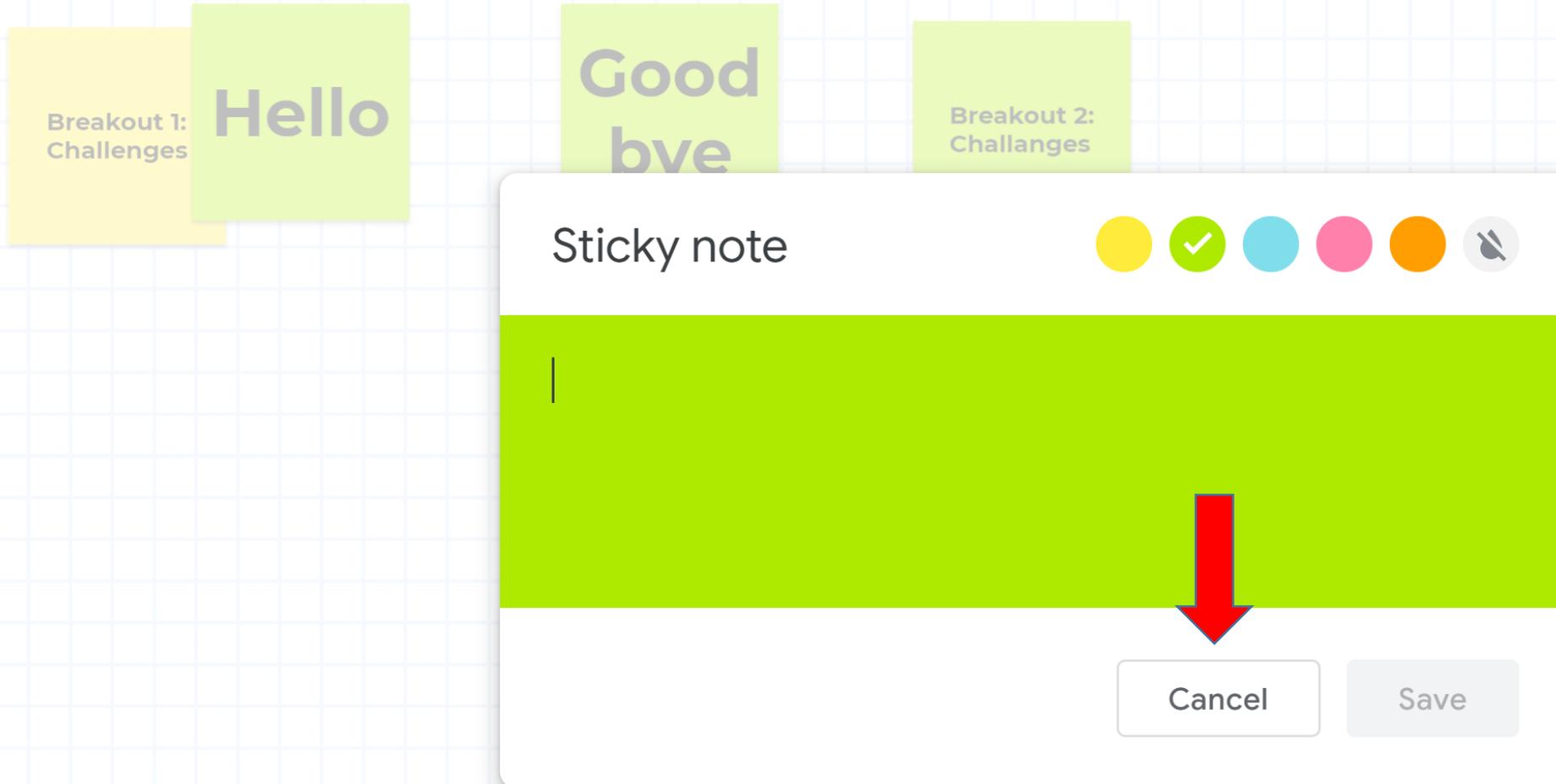
Sticky note

Hello

Cancel Save

A red arrow points to the color picker, and another red arrow points to the 'Save' button.

Jamboard Post-It Notes



The image shows a digital Jamboard interface with a light blue grid background. There are three sticky notes: a yellow one on the left with the text "Breakout 1: Challenges", a light green one in the middle with "Hello", and another light green one on the right with "Good bye". A second yellow note is partially visible behind the first. A dialog box titled "Sticky note" is open in the foreground, featuring a green header bar, a large green text area with a vertical cursor, and a white footer bar with "Cancel" and "Save" buttons. A red arrow points down to the "Cancel" button. The dialog box also includes a row of five colored circles (yellow, green with a checkmark, blue, pink, orange) and a grey icon of a notepad with a pencil.

4. Type another thought and click 'Save'

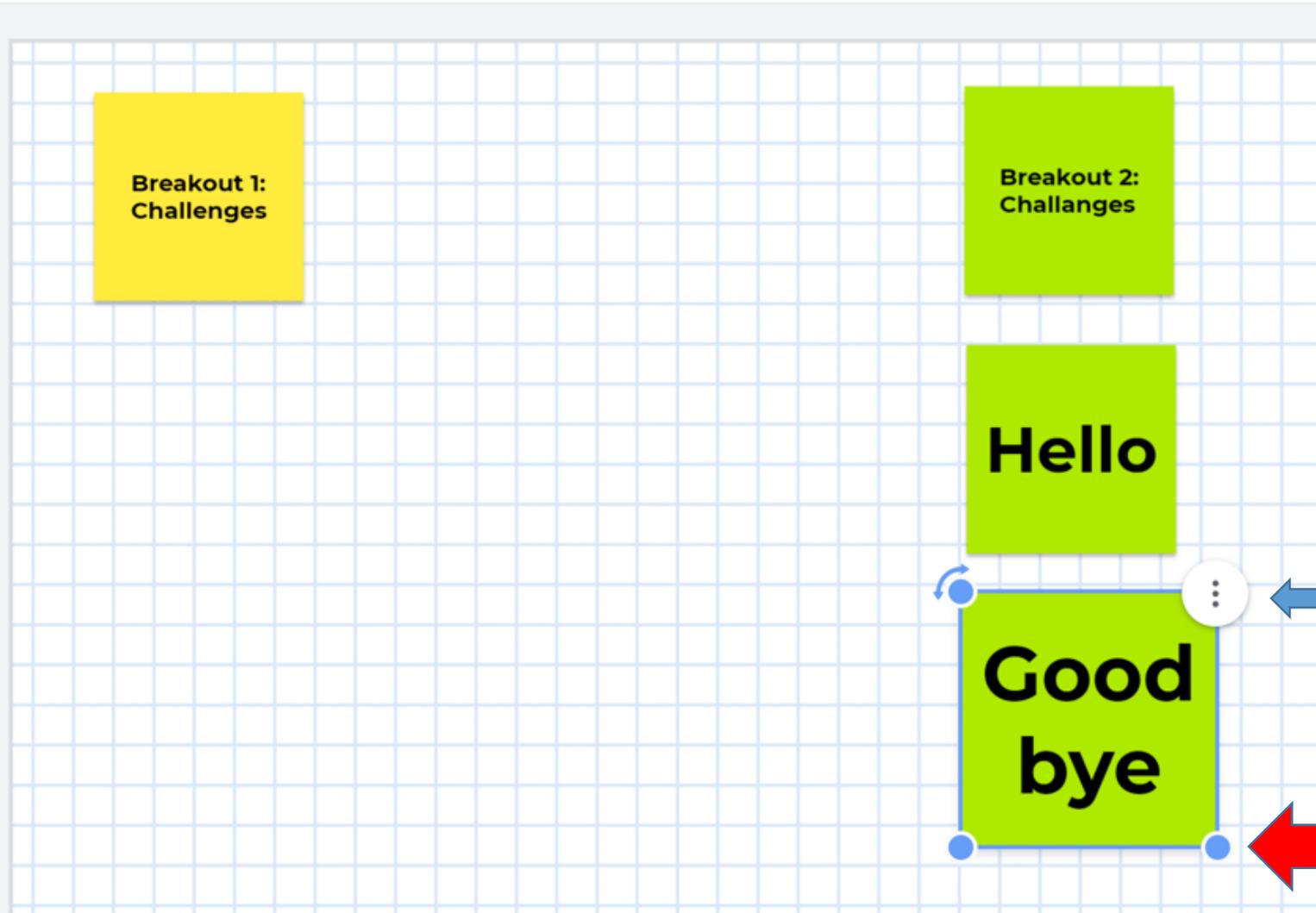
5. Once done with thoughts, click 'Cancel' when done to rearrange notes underneath your breakout number

Jamboard Post-It Notes

4. Type another thought and click 'Save'

5. Once done with thoughts, click 'Cancel' when done to **rearrange notes underneath your breakout number**

6. **Resize for easy reading by clicking on the note and dragging the corner out**



The image shows a digital Jamboard interface with a light blue grid background. On the left side, there are two yellow square notes, each containing the text "Breakout 1: Challenges". On the right side, there are two green square notes. The top one contains "Breakout 2: Challenges". Below it is a green note with the text "Hello". Below that is a larger green note with the text "Good bye". A blue arrow points to a three-dot menu icon on the right side of the "Good bye" note. A red arrow points to the bottom-right corner of the "Good bye" note, indicating a resize handle.

Click on the 3 dots to edit, duplicate or delete

BREAKOUT 2- DISCUSSION

Incorporating the Principles

1

Critical Self
Reflection and
Lifelong Learning

2

Recognizing and
Challenging the
Power
Imbalances

3

Institutional
Accountability

Discussion Questions

- What are the challenges to adhering to this principle?
- (Yellow)
- What recommendations would you give to successfully at demonstrate this principle ? (Green)
 - For you individually
 - For other providers
 - For your organization



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Share in chat

What is one thing you will do to demonstrate or promote cultural humility in your work?

Resources

www.accareconnect.groupsite.com

- Download Cultural Humility slides and materials
- Access other AC Care Connect trainings and external trainings
- Connect with others



Contact Information

Thank you for participating

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