

**CULTURALLY INFORMED PRACTICE:**  
**CULTURAL HUMILITY**



**PATH**

**PROVIDER ASSISTANCE  
AND TRAINING HUB**



**School of Social Work**  
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

**Learner Workbook**

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# Virtual Learning Quick Start

The online learning environment is designed to be engaging, interesting, informative and above all, interactive. We want your experience to be great. Plan to attend individually, from your own computer and audio connection.

## Prepare Before You Attend

Think about what might impact your success before it becomes an obstacle to your learning. Ask, “What barriers can I remove now so that I will be able to focus during my online session?”

- ✓ **Be aware of personal resistance.** We all handle change differently. Do you like “trying on” new methods, technology, or the social aspects of learning? Are you willing to share experiences with virtual participants? Spend some time on self-assessment.
- ✓ **Protect your online learning session time on your calendar.** To head off interruptions, inform others that you will be unavailable during this time. Make sure work commitments are taken care of now so that during the session you’re dedicated to learning.
- ✓ **Print your learner workbook** ahead of time and have it available during the session. Follow along with the facilitators to complete written exercises, jot down notes or take assessments during the session.

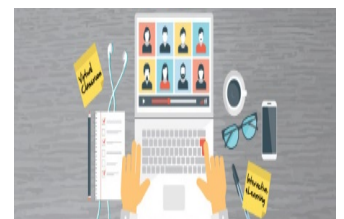


- ✓ **Keep the Zoom link for your course handy** (found on your Welcome email).
- ✓ **Arrive in plenty of time.** Check in at least 5 minutes early to your session to make sure that you are properly connected through your computer and the audio bridge. Voice-over IP (VOIP) is not recommended so you will connect through your computer and your telephone.

## During the Session

Here, success is all about interaction. Participate actively using all of the methods available to you. A major benefit from these sessions, according to learners, is the information that is exchanged among the group. We encourage and value your contributions.

- ✓ **Remove distraction from background noise.** Locate yourself away from other conversations, television, music, pets, children, and coworkers. Your parakeet might be cute when it chirps, but it interferes with the session’s flow and distracts others.
- ✓ **Go to a private room** or cubicle for the duration of your session.



- ✓ Please leave your video feed on so we can see you.



- ✓ Use a noise reducing headset and microphone.
- ✓ Have fun and engage other colleagues.

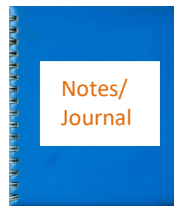
## Guidelines for virtual class discussions

In this session, there will be many opportunities for you to participate in discussions. So, let's review some guidelines around the discussions we will be having.

1. **Participate:** This is a shared learning environment. We encourage everyone to contribute.
2. **Be Patient:** Read everything in the chat/on the whiteboard before replying. This will help you avoid repeating something someone else has already said.
3. **Be Brief:** You should be clear and direct.
4. **Emoticons, Acronyms and Abbreviations:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not familiar to all. The learners in this course perform many different roles and may not be as familiar with some aspects of your job specific language. Please make sure your response can be easily understood by all.
5. **Respect Diversity:** It's a diverse, multi-cultural world in which we live. Use no language that is, or that could be construed to be, offensive toward others. This session is designed to talk about the complex issues involved in culture, because of this the session should be a safe space for this discussion to occur, however if at any time you feel offended, please use the private chat feature to let the co-facilitator know.
6. **Courtesy:** Avoid using bold upper-case letters in the chat, it is difficult to read. It can also be interpreted as yelling or being hostile
7. **Be helpful.** Criticism must be constructive, and well-meaning.

## Notes and Journaling

You see an image that says "Notes/Journal".



Not all the information that is on slides or talked about by the facilitators is in this workbook. "Notes/Journal" provides you a place to take notes about the information that is being presented. In this training, you will be asked to look at how you are engaging with the people you serve. Part of the training is being reflective. "Notes/Journal" provides you a space to write down your reflections on this training and how you will use it in your practices.

# Goals and Learning Objectives

## Goals

- Increase self-awareness of individual biases and perceptions
- Engage in reflective practice to understand others' worldview
- Examine and provide strategies for developing and practicing cultural humility

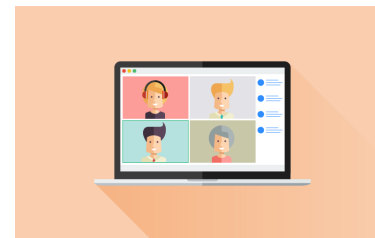


## Learning Objectives

- Reflect on your culture and identify the components of culture
- Review the influence of socialization on culture
- Define Cultural Humility and embrace Cultural Humility as a lifelong practice
- Apply the H.U.M.B.L.E. model within practice
- Recognize implicit bias and stereotyping
- Engage in self-reflection of individual biases and perceptions
- Adopt Cultural Humility strategies in practice

## Your Culture

If someone came to your house to visit, what are three things about your culture they would learn?

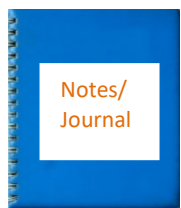


Is there any part of your culture that you or your family purposefully maintain so that you can remain connected to you culture?

## Remember to R.E.S.T.

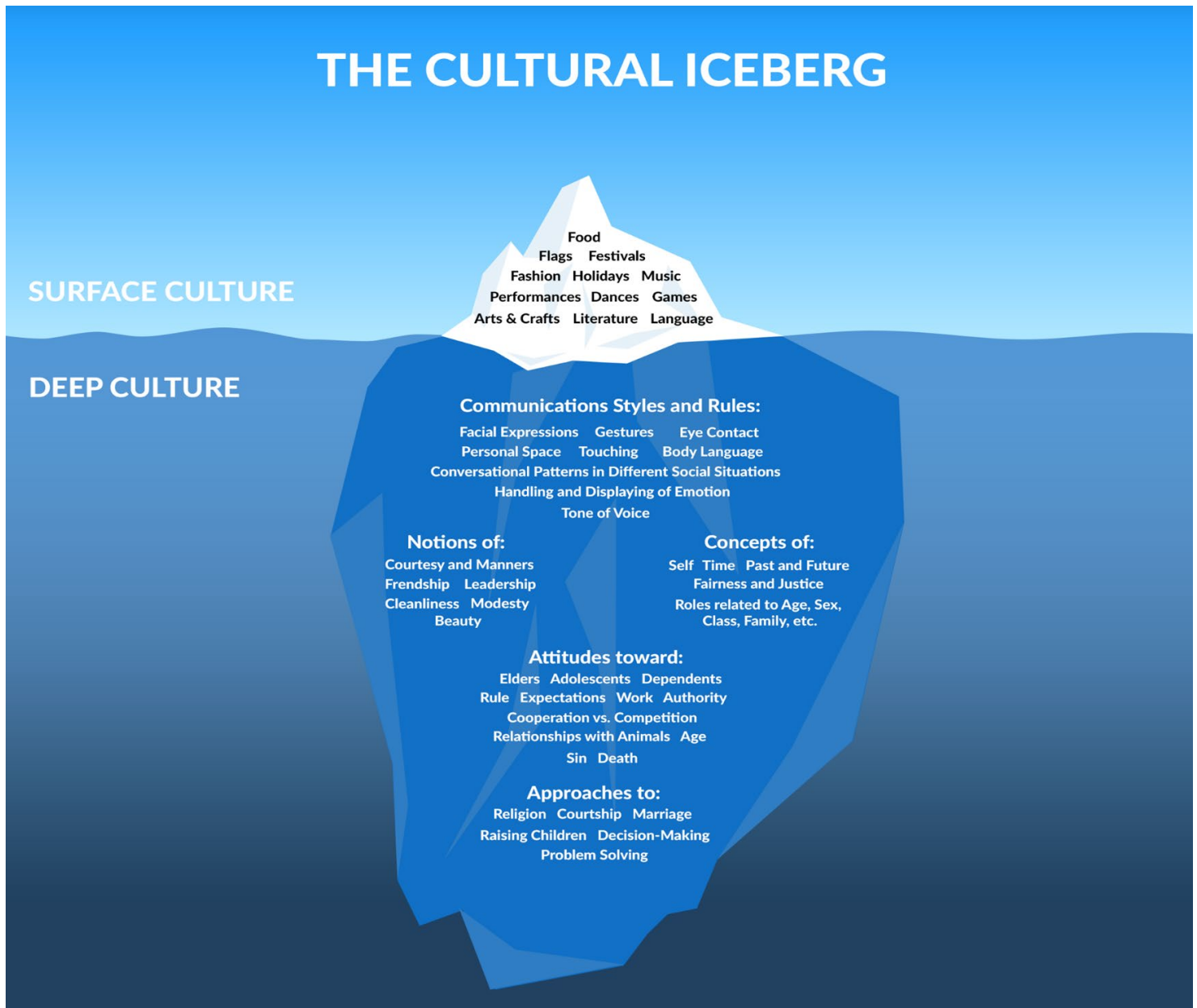


- **Respect**- a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way.
- **Equality**-being equal, especially in status, rights, and opportunities.
- **Safety** - the condition of being protected from or unlikely to cause danger, risk, or injury.
- **Trust**- the belief that someone or something is reliable, good, honest.



# Unit 1: Culture

## The Cultural Iceberg



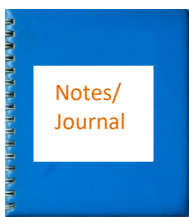
## Who are you?



## What is your culture?

Language	
Geography: Rural, Suburban, Urban	
Race	
Ethnicity	
Economic Status	
Age	
Gender	
Sexual Orientation	
Religion	
Nationality/Country of Origin	
Employment/Occupation	
Ability	
Education (GED, HSD, Bachelors, Masters, etc.)	
Political Ideology	

*\*This is not an exhaustive list of aspects of culture, but it is a starting point to help you begin to reflect on your personal culture.*










# Unit 2: Socialization

## Socialization

Socialization looks at how nurture effects life. Socialization is the process that teaches the values, norms, and rules of their society

## Agents of Socialization

	Family		Cultural Institutions
	School		Government
	Peer Pressure		

## Types of Socialization

### Gender socialization



### Race and Ethnic socialization



### Social Class socialization

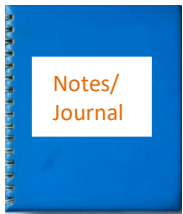


# Types of Socialization

## Anticipatory socialization



## Secondary socialization



A large, empty rectangular box with a black border, intended for writing notes or a journal.

# Unit 3: Cultural Humility

## Cultural Humility

The renowned experts in Cultural Humility, Doctors Melanie Tervalon and Jann Murray-Garcia, said “Cultural competency is a process rather than an end product. From this perspective, competency involves more than gaining factual knowledge; it also includes our ongoing attitudes toward both our clients and ourselves. Cultural humility has been defined as:

- a lifelong process of self-reflection,
- self-critique,
- continual assessment of power imbalances, and
- the development of mutually respectful relationships and partnerships.

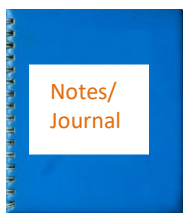
## Cultural Humility Requires:

- Less emphasis on knowledge and competency
- A greater emphasis on a life-long commitment
- Nurturing of self-evaluation and critique
- Addressing power imbalances
- Interpersonal sensitivity
- An attitude of openness and ego-lessness
- Supportive interaction
- Maintaining an interpersonal stance that is other-oriented
- Learning from differences



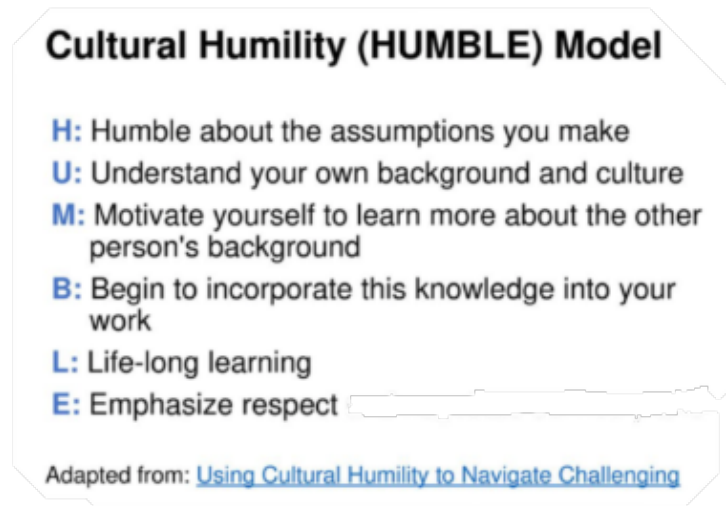
## Communicating with Cultural Humility:

- Consciously communicating with Cultural Humility means talking with individuals and families with empathy, genuineness, and respect.
- Cultural conflicts often lead to misunderstandings and distrust, which adversely affect an individual’s outcomes.
- Staff training about cultural differences may help break down stereotypes. However, these trainings only provide a glimpse at a certain aspect of person’s culture.
- Training can also help workers to be aware they are working with others who may have cultural differences that may greatly differ from their own culture.



# Unit 4: Cultural Humility: H.U.M.B.L.E. Model

## H.U.M.B.L.E. Model



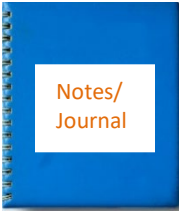
## Practicing the H.U.M.B.L.E. Model

Think of an experience where you engaged an individual or family and you lacked humility. Perhaps you made a mistake, or you approached the individual in a manner that indicated your lack of respect for the individual's culture, experience or you failed to validate the individual as the expert regarding their life. Please take a risk and share this experience with your work group partner. The goal is to describe the situation.

Discuss how you failed to use humility during your time with the individual or family. Perhaps you allowed a prejudice, stereotype or preconceived notion or idea to influence your thoughts and interactions with the individual.

Determine some of the ways you think you failed to use humility during this interaction.

Use the H.U.M.B.L.E. model to identify ways that you will use this experience to become humbler as you continue to work and collaborate with families.



# Unit 5: Identify Bias

## What is bias?

Bias is a natural inclination for or against an idea, object, group, or individual. It is often learned and is highly dependent on variables like a person's socioeconomic status, race, ethnicity, educational background, etc. At the individual level, bias can negatively impact someone's personal and professional relationships; at a societal level, it can lead to unfair persecution of a group. Bias is often characterized through stereotypes. This type of bias can have harmful real-world outcomes. People may or may not be aware that they hold these biases.



## What causes people to be bias?

Starting at a young age, people will discriminate between those who are like them, their “ingroup,” and those who are not like them, their “outgroup.” On the plus side, they can gain a sense of identity and safety. However, taken to the extreme, this categorization can foster an “us-versus-them” mentality and lead to harmful prejudice.

## Stereotypes



**Stereotypes** are specific beliefs or assumptions about individuals based solely on their membership in a group, regardless of their individual characteristics. When we hold a stereotype about a person, we have expectations that they will fulfill that stereotype.

There is also something called a **stereotype threat**. Stereotype threat occurs when a person is worried about behaving in a way that confirms negative stereotypes about members of their group. This added stress can end up impacting how they actually perform in a particular situation.

## Harvard Implicit Bias Test

Research has shown that when under pressure our brains rely on stereotyping as a shortcut that allows us to solve problems and make judgments quickly and efficiently, this is known as implicit bias.

Harvard developed an Implicit Association Test (IAT) which asks you to report your attitudes or beliefs about a list of possible topics in order to deepen self-understanding. Please see the link below for more information and to take the test.



Project Implicit: Implicit Association Test

<https://implicit.harvard.edu/implicit/takeatest.html>



Notes/  
Journal



# Unit 6: Cultural Humility Starts with You

## Effecting Change

- Institutional consistency
- Creating a culture of feedback
- Person-focused interviewing



## Do Not Harm

FIRST DO NO HARM

- Eliminate prejudice, discrimination, and disrespectful treatment
- Provide cues that minority racial groups are valued
- Reduce an individual's anxiety
- Help those you serve to focus on their strengths and successes
- Train staff to give effective critical feedback
- Provide clearly written information, instructions, and explanations

## Questions that might help when working with those you serve to gain insight into their culture

Start by saying; "So that I might be aware of and respect your beliefs..."

1. Would you mind sharing with me the types of traditions and celebrations that are important to you and your family?
2. How do you define family?
3. As we begin to think about your treatment plan are there any specific things that I need to know about you and your family's culture that needs to be acknowledged and respected?
4. As we consider your treatment plan, is there anything that you and/or your family would like to request a service provider to do, or not do while working with you?
5. Are there any specific types of providers that you prefer or would rather not work with? For instance, would you prefer to work with a male therapist, a therapist who is LGBTQ+?
6. With the goals we've discussed today, do you feel that they are focused on what is important to you and your values? Are there any concerns with following this plan?
7. Who do you feel will be able to support you in reaching these goals?
8. As we plan for family therapy does anyone who will attend, have any type of need for a translator, interpreter or any other type of communication need?
9. What is the best way to provide you with information? Is there anyone else who you would like to share information about your care with?
10. How do you feel about engaging in services to help you reach your goals?



## L.E.A.R.N

Listen to each person from their cultural perspective.  
Explain the overall purpose of the interview and intake process.

Acknowledge the individual's concerns and discuss the probable differences between you and them.

Recommend a course of action through collaboration with the individual.

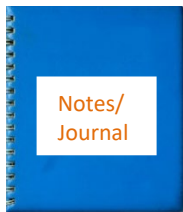
Negotiate a plan that weaves the individual's cultural norms and lifeways into goals, objectives, and steps.

Determine how you will utilize the L.E.A.R.N. model.



## Remember

- We all make blunders, but it's how we recover from them.
- Take into account the individual's life priorities, beliefs, and life stressors.
- Humility is a prerequisite in this process.
- Service providers should discuss what cultural identity means to those they service and how it influences their lives.




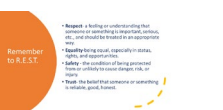



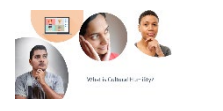

# Commitment and Action Plan

What are the most useful take-aways from the session?





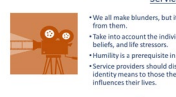
What specific actions will I take?	When?

What might the impact be on my organization when I take these actions?

# Resource Material

SLIDE	RESOURCE: Websites, Research, Research Articles
<p>Slide 5</p> 	<ul style="list-style-type: none"> <li>• ThoughtCo., DR. Nicki Lisa Cole 8/2/2019</li> <li>• Adapted from Falicov, 1983, 201</li> </ul>
<p>Slide 7</p> 	<ul style="list-style-type: none"> <li>• <a href="https://www.indeed.com/lead/sense-of-belonging-at-work">https://www.indeed.com/lead/sense-of-belonging-at-work</a></li> <li>• <u>What makes a relationship healthy? Unhealthy? These four things, to start. - It's Pronounced Metrosexual</u></li> </ul>
<p>Slide 11</p> 	<ul style="list-style-type: none"> <li>• <a href="https://www.talkfreely.com/blog/culture-of-innovation">https://www.talkfreely.com/blog/culture-of-innovation</a></li> </ul>
<p>Slide 15</p> 	<ul style="list-style-type: none"> <li>• Sociology Dictionary</li> </ul>
<p>Slide 16</p> 	<ul style="list-style-type: none"> <li>• Hidden Curriculum. <a href="http://www.ascd.org/publications/curriculum-handbook/398/chapters/Thinking-About-Curriculum.aspx">http://www.ascd.org/publications/curriculum-handbook/398/chapters/Thinking-About-Curriculum.aspx</a></li> <li>• <a href="https://files.eric.ed.gov/fulltext/ED419248.pdf">https://files.eric.ed.gov/fulltext/ED419248.pdf</a></li> <li>• <a href="https://files.eric.ed.gov/fulltext/ED419248.pdf">https://files.eric.ed.gov/fulltext/ED419248.pdf</a></li> <li>• Open Method of Coordination (OMC): Working group of EU member, January 2014</li> <li>• <a href="https://opened.cuny.edu/courseware/lesson/134/overview">https://opened.cuny.edu/courseware/lesson/134/overview</a></li> <li>• <a href="https://www.unicef.org/earlychildhood/index_40749.html">https://www.unicef.org/earlychildhood/index_40749.html</a></li> <li>• <a href="https://www.apa.org/res/about/racial-ethnic-socialization">https://www.apa.org/res/about/racial-ethnic-socialization</a></li> <li>• <a href="https://www.assignmentpoint.com/arts/sociology/social-class-socialization-process.html">https://www.assignmentpoint.com/arts/sociology/social-class-socialization-process.html</a></li> <li>• <a href="https://www.asanet.org/topics/race-and-ethnicity">https://www.asanet.org/topics/race-and-ethnicity</a></li> <li>• </li> </ul>
<p>Slide 20</p> 	<ul style="list-style-type: none"> <li>• Adapted from Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education, Tervalon &amp; Murray-Garcia, 1998</li> </ul>
<p>Slide 21</p> 	<ul style="list-style-type: none"> <li>• <a href="https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility">https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility</a></li> <li>• <a href="https://pubmed.ncbi.nlm.nih.gov/10073197/">https://pubmed.ncbi.nlm.nih.gov/10073197/</a></li> </ul>

<p>Slide 22</p> 	<ul style="list-style-type: none"> <li>• <a href="#">Prasad et al., 2016</a></li> <li>• <a href="#">Fisher-Borne, Cain &amp; Martin, 2015</a>; <a href="#">Tervalon &amp; Murray-Garcia, 1998</a></li> <li>• <a href="#">Tervalon &amp; Murray-Garcia, 1998</a></li> <li>• <a href="#">Foronda, Baptiste, Reinhold, &amp; Ousman, 2016</a>; <a href="#">Hook, Davis, Owen, Worthington, &amp; Utsey, 2013</a>; <a href="#">Isaacson, 2014</a>; <a href="#">Shaw, 2016</a>; <a href="#">Tervalon &amp; Murray-Garcia, 1998</a></li> </ul>
<p>Slide 23</p> 	<ul style="list-style-type: none"> <li>• Communication Skills for Patient-Center Care: <a href="http://healthliteracycentre.eu/wp-content/uploads/2015/11/Tongue-2005-.pdf">http://healthliteracycentre.eu/wp-content/uploads/2015/11/Tongue-2005-.pdf</a></li> <li>• Healthcare stereotyping can negatively affect patient outcomes: <a href="https://www.fiercehealthcare.com/healthcare/healthcare-stereotyping-can-negatively-affect-patient-outcomes">https://www.fiercehealthcare.com/healthcare/healthcare-stereotyping-can-negatively-affect-patient-outcomes</a></li> </ul>
<p>Slide 26</p> 	<ul style="list-style-type: none"> <li>• <a href="https://www.merriam-webster.com/dictionary/humble">https://www.merriam-webster.com/dictionary/humble</a></li> <li>• <a href="https://www.merriam-webster.com/dictionary/humility">https://www.merriam-webster.com/dictionary/humility</a></li> </ul>
<p>Slide 27</p> 	<ul style="list-style-type: none"> <li>• <a href="https://www.kindredmedia.org/glossary/cultural-humility/">https://www.kindredmedia.org/glossary/cultural-humility/</a> Cultural Humility (HUMBLE) Model</li> </ul>
<p>Slide 31</p> 	<ul style="list-style-type: none"> <li>• <a href="https://www.psychologytoday.com/us/basics/bias">https://www.psychologytoday.com/us/basics/bias</a></li> </ul>
<p>Slide 32</p> 	<ul style="list-style-type: none"> <li>• <a href="https://quizlet.com/240755099/psychology-chapter-125-prejudice-and-discrimination-flash-cards/">https://quizlet.com/240755099/psychology-chapter-125-prejudice-and-discrimination-flash-cards/</a></li> <li>• <a href="https://serc.carleton.edu/sage2yc/stereotype/stereotype.">https://serc.carleton.edu/sage2yc/stereotype/stereotype.</a></li> </ul>
<p>Slide 33</p> 	<ul style="list-style-type: none"> <li>• Automatic and Controlled Processes in Stereotype Priming Irene V. Blair and Mahzarin R. Banaji (1996)</li> <li>• "We're Only Human: The Color of Sin" in SA Mind 20, 6, 70-71 (November 2009) doi:10.1038/scientificamericanmind1109-70</li> <li>• <a href="https://www.sentencingproject.org/wp-content/uploads/2015/11/Race-and-Punishment.pdf">https://www.sentencingproject.org/wp-content/uploads/2015/11/Race-and-Punishment.pdf</a></li> </ul>
<p>Slide 34</p> 	<ul style="list-style-type: none"> <li>• <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> </ul>
<p>Slide 40</p>	<ul style="list-style-type: none"> <li>• <a href="https://ct.counseling.org/2016/12/practicing-cultural-humility/#">https://ct.counseling.org/2016/12/practicing-cultural-humility/#</a></li> <li>• Tervalon, Murray-Garcia 121</li> </ul>

	
<p>Slide 41</p> 	<ul style="list-style-type: none"> <li>• Unhealthy Interactions: The Role of Stereotype Threat in Health Disparities: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3518353/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3518353/</a></li> </ul>
<p>Slide 42</p> 	<ul style="list-style-type: none"> <li>• *16 Culture Clue™: Communication Guide. UWMC Patient and Family Education Committee. University of Washington Medical Center, Oct. 2011. Web. 2 Dec. 2016. Cultural Humility &amp; Reducing Stigma and Discrimination</li> </ul>
<p>Slide 43</p> 	<ul style="list-style-type: none"> <li>• Berlin and Fowkes 1983; Dreachslin et al. 2013; Ring 2008.</li> </ul>
<p>Slide 44</p> <p>Multicultural Awareness in Providing Services</p> 	<ul style="list-style-type: none"> <li>• <a href="https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4849.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4849.pdf</a></li> </ul>
<p>Photo Images</p>	<ul style="list-style-type: none"> <li>• Microsoft Online Picture Images by Bing- Creative Commons</li> </ul>

## Video Resources

- **Cultural Iceberg**
- <https://www.youtubetrimmer.com/view/?v=woP0v-2nJCU&start=1&end=107>
- Government Communications and Public Engagement Office of Victoria, British Columbia, Canada
- **Power, Privilege, and Oppression**
- <https://www.youtubetrimmer.com/view/?v=LTDikx-maoM&end=394>
- University of Denver, Graduate School of Social Work
- **Cultural Humility**
- <https://www.youtubetrimmer.com/view/?v=16dSeyLSOKw&start=2&end=211>
- Vivian Chavez
- **Depression, Religion, and Cultural Humility Part 1** <https://www.youtubetrimmer.com/view/?v=v6d-GdXi8go&start=5&end=115>
- Foundations for Community Health Workers
- **Depression, Religion, and Cultural Humility Part 2**
- <https://www.youtubetrimmer.com/view/?v=Bgr6TXWknQQ&start=3&end=95>
- Foundations for Community Health Workers
- **Multicultural Awareness Providing Services**
- <https://www.youtube.com/watch?v=4sCvBlb6JP0>
- PsychotherapyNet