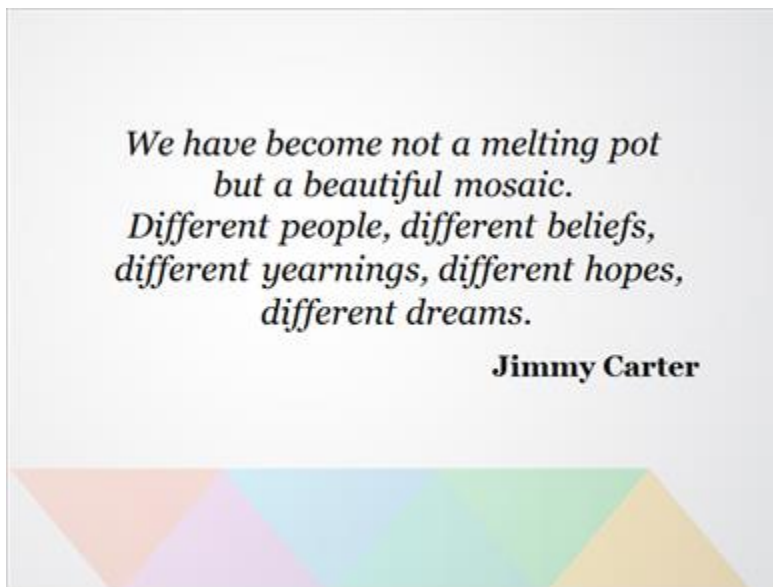# WiCPHET Cultural Awareness:
Introduction to Cultural Competency and Humility

Note: This document provides an image and text transcript for each slide in the module.
Some of the slides include layered objects and text, which are not reflected in this document.
View the online module for the full version.
http://wicphet.org/content/introduction-cultural-competency-and-humility

1. A Beautiful Mosaic

We have become not a melting pot
but a beautiful mosaic.
Different people, different beliefs,
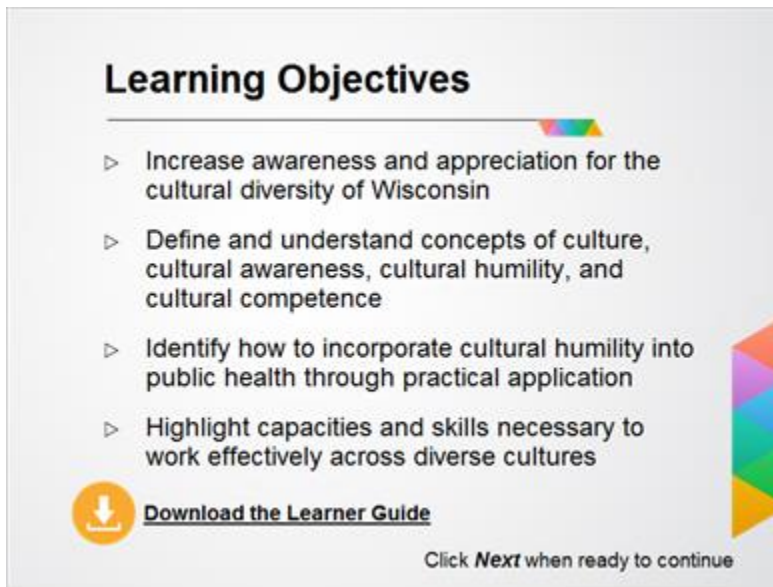different yearnings, different hopes,
different dreams.

Jimmy Carter

2. Introduction to Cultural Competency and Humility

Notes:

This module highlights key information on cultural competence and humility and is intended to motivate viewers to further engage in the topic by seeking complementary resources for additional information. Suggested resources will be listed at the end of this module.

2.1 Learning Objectives

Notes:

We will increase awareness for cultural diversity in Wisconsin. We will define and understand concepts of culture, cultural awareness, cultural humility, and cultural competence. We will identify how to apply cultural humility to public health practice. And we will highlight the capacities and skills necessary to work effectively across diverse cultures.

2.2 What is Cultural Awareness?

Notes:

Cultural awareness is a major element of cultural competence and cultural humility. It is foundational because without it, it is virtually impossible to acquire the attitudes, skills, and knowledge that are essential to cultural competence and humility.

2.3 Definition of Cultural Awareness

Notes:

To embody cultural awareness means to ensure that one is cognizant, observant, and conscious of similarities and differences among and between cultural groups.
This includes recognition of one's own cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional's work culture
Cultural awareness is promoted by the process of encountering difference. When one perceives that another person does not behave according to one's own deeply held cultural expectations, it becomes an opportunity to consider these expectations more fully in light of this encounter and to assess how they are culturally bound.

## *2.4 Why is Cultural Awareness Important?*

Notes:

Why is cultural awareness important? There are two very important reasons.

First, we can acquire a much deeper self-knowledge when we are able to understand the basis for our own beliefs, actions, and responses toward others.

Second, and even more important, we live in a diverse world where different cultures inform the beliefs and behavior of others. Cultural awareness is the first step in becoming proficient in working well with people from a variety of backgrounds.

As a result, we remain open to the idea that other people's cultures guide them in the same way that our individual cultures guide us. This offers public health professionals a better chance of interacting positively with, and appropriately serving, diverse communities. Such understandings are particularly important for health professionals because cultural perspectives and beliefs profoundly affect all aspects of people's behavior with regard to health and well-being.

2.5 The Facts

Racial and Ethnic Composition of Wisconsin from 1980 to 2010 (also in table below)
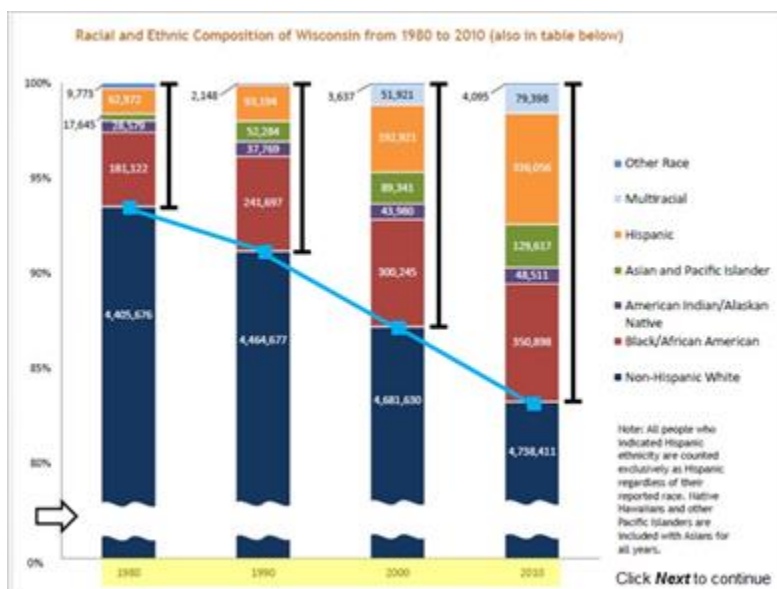
Notes:

The increasing diversity of our state brings opportunities and challenges for our health care systems to create and deliver culturally sensitive services.

This chart reflects data collected by the U.S. Census Bureau, highlighting the racial and ethnic composition of Wisconsin from 1980 to 2010. Each decade is broken down by population per race and ethnicity. Since 1980 there has been a steady decrease in the growth of the non-Hispanic White population and a steady increase in all other race and ethnic categories including: African American, American Indian, Asian and Pacific Islander, Hispanic, Multiracial and Other Races. It is no surprise that an increase in racial and ethnic diversity has resulted in an increase in the variety of languages spoken throughout the state.

2.6 The Facts
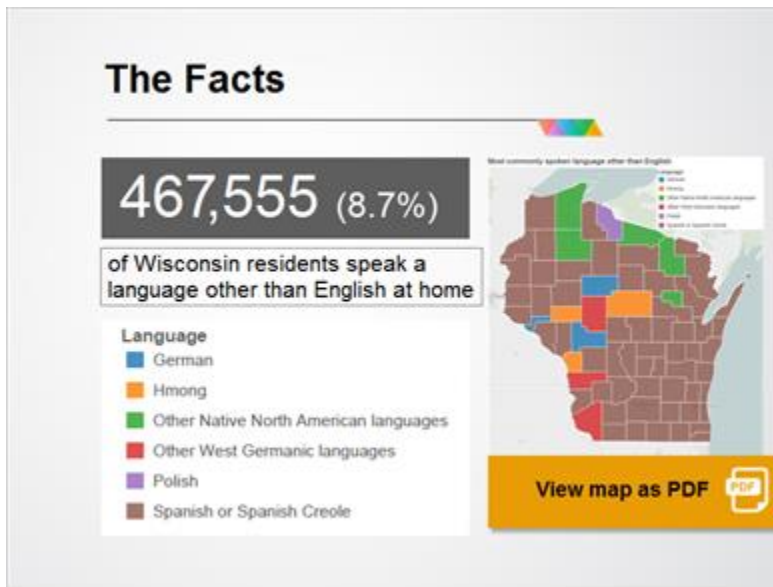
Notes:

This map highlights the language diversity of Wisconsin. If you view the map as a PDF you will be able to see the list of languages and where they are predominantly spoken throughout the state. According to the 2013 American Community Survey, of the more than 5.7 million residents living in Wisconsin, 467,555 or 8.7% speak a language other than English at home.

2.7 The Facts

Notes:

This map highlights the languages spoken throughout the state of Wisconsin other than English and Spanish. More than 20% of Wisconsin residents list another language other than Spanish as their second spoken language.

2.8 Myths

Notes:

Despite this growth, myths and misconceptions around culture and diversity may prevent people from seeking to enhance their own cultural awareness. Some of these myths include:

MYTHS:

"There are too many cultures in the United States and world. I cannot possibly learn what I need to know about all of them."

"There are only a couple of cultures that are different from the dominant American culture in my community."

"My own diversity, be it my ethnicity, my gender or my disability has taught me what it means to be culturally sensitive. I don't need any special training on how to become culturally aware."

"I have examined my preconceptions about the various cultures in my service area, changed some of my thoughts, and now feel culturally competent to deal with people who might appear in my organization."

2.9 Self-Reflection

Notes:

Before we move onto the remaining module, let's take a few minutes to answer questions about our own experiences, beliefs and attitudes. This exercise offers the opportunity for a more self-aware and engaged experience with the module. It is intended to help you understand the ways in which your family beliefs and traditions played an important role in how health and illness were defined and understood. As you'll learn, beliefs and traditions come together to create a culture.

I would like for you to think back to when you were sick as a child. Think about who took care of you and how. What did your family believe about taking care of you? Were there certain foods believed to be good for you? Were there specific ways to treat the illness that were believed to be better than other ways? How did your family feel about going to the doctor?

As you consider these questions, please feel free to write your thoughts in the attached document below.

3. What is Culture?

Notes:

Culture is a system of learned beliefs, traditions, principles and guides for individual and collective behaviors that members of a particular group commonly share with each other. Culture serves as a roadmap for perceiving and interacting with the world. It is essentially our personal lens through which we view our experiences. Culture can include any of the aspects of what makes us who we are-our beliefs about reality, how people should interact with each other, what we "know" about the world, and how we should respond to the social and material environments in which we find ourselves. It is reflected in our morals, customs, value systems and spiritual traditions. It affects how we work, parent, interact with others and understand health, wellness, illness, disability, and death.
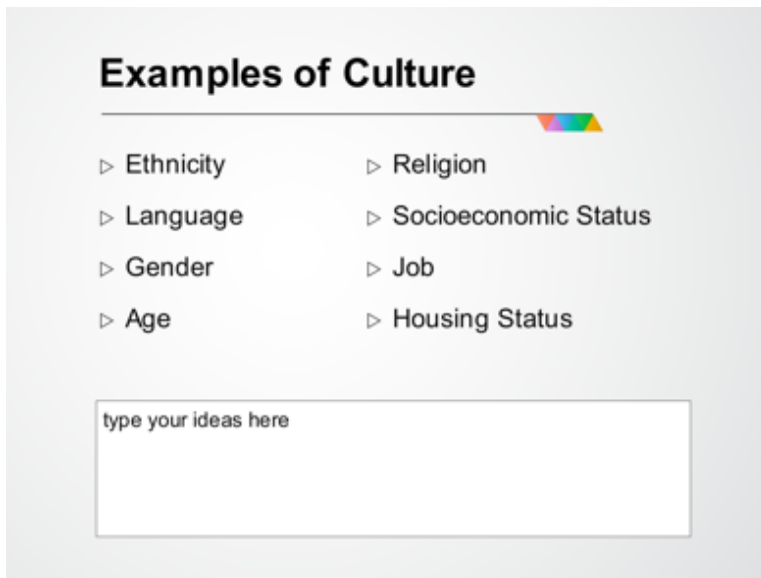
3.1 "Software of the Mind"
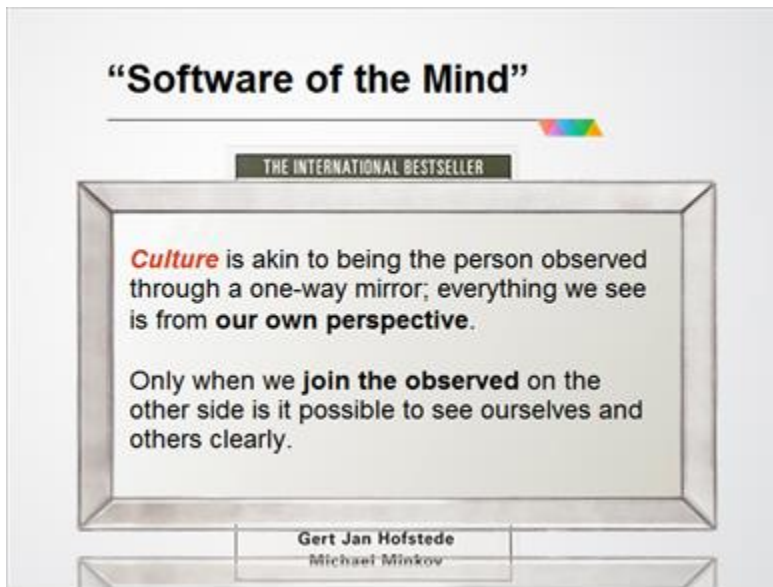
Notes:

One way to understand culture is to think of it as the "software" of the mind. Essentially, individuals are "programmed" by their cultural group to interpret and evaluate behaviors, ideas, relationships, and other people in specific ways that are unique to their group. Culture can also be understood from the perspective of being the person observed through a one-way mirror; everything we see is from our own perspective. It is only when we join the observed on the other side that it is possible to see ourselves and others clearly.

3.2 Examples of Culture

Examples of Culture

▷ Ethnicity   ▷ Religion

▷ Language   ▷ Socioeconomic Status

▷ Gender   ▷ Job

▷ Age   ▷ Housing Status

type your ideas here

Notes:

It is important to remember that culture is fluid and not static. Any attempts to identify norms or values of someone who identifies as Latino, Muslim or gay, for example, may not be effective and can lead to stereotyping. Culture is not equivalent to just race or ethnicity. For example, one could say there is a public health department culture-- we use different terms and acronyms that people outside the department may not understand. Here are some examples of different aspects of culture. Can you think of other examples?

3.3 How is Culture Influenced?
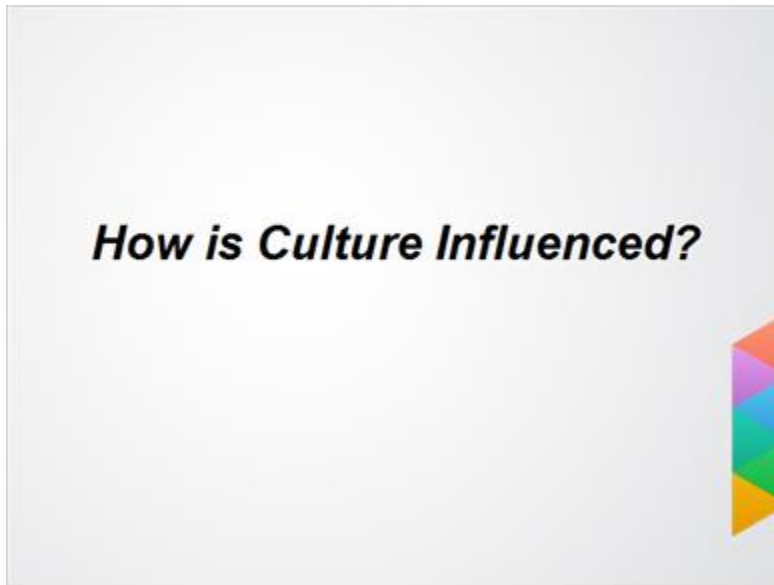
Notes:

3.4 Historical and Social Context

Notes:

The historical and social context of populations can influence culture, including migration, resettlement, colonization, religious influences, and territorial shifts. Some examples include: forced migration of Africans from West Africa to America during the slave trade; the former colonization of African nations by Germany, which forced political boundaries that did not match cultural boundaries; or more recently, the resettlement of Syrian refugees in Europe and North America. One last example that many may not be aware of is the immigration of Puerto Ricans to Hawaii, when Puerto Rico's sugar industry was devastated by two hurricanes, causing a worldwide shortage of sugar and a huge demand for sugar from Hawaii. Hawaiian sugar plantation owners began to recruit experienced, unemployed laborers in Puerto Rico. More than a century later, Puerto Ricans continue to thrive in Hawaii-more than 44,000 to be exact.

3.5 Cultural Influences

Cultural Influences

▷ Values and norms
▷ Mental processes and learning
▷ Beliefs and attitudes
▷ Communication and language
▷ Relationships

EXAMPLES

Differences in view of the **individual**
External forces and **acceptance** of life events

Click *Next* when ready to continue

Notes:

Other cultural influences include: values, norms, mental processes and learning, beliefs and attitudes, communication and language as well as relationships. For example, some cultures support the view of the individual as being a part of a much larger group or family, and place great importance on the well-being of the entire group. There are other cultures, however, that emphasize the importance of independence, individual

well-being and individual initiative.

Another example of cultural influence is the attitude about controlling external forces and acceptance of life events as they happen. Many cultures around the world have a strong belief that uncertainty is inherent in life and each day is taken as it comes. This mindset manifests in health beliefs and behaviors in significant ways. Talking in terms of beating a disease will not resonate with those who embrace an attitude of acceptance. Acceptance of what life brings does not indicate an unwillingness to cooperate with health services and treatment, but rather a belief that fighting illness is a negative approach to healing.

4. What is Cultural Competence?

Notes:

Cultural competence is the ability of an individual to understand and respect values, attitudes, beliefs, and customs that differ across cultures. In order for one to be able to do this, one must be aware of themselves-- who they are, what they believe and also accepting of cultural differences.

4.1 Recognizing Cultural Competence

Notes:

According to the definition previously mentioned, being culturally competent means that one is mindful not to assume cultures are homogenous and static. There is an understanding that individuals within a certain culture may deviate from cultural norms for many reasons. Interacting with cultural competence means that one does not oversimplify, generalize or stereotype. It also means that one has a broader understanding of what culture means-it is not just ethnicity, nationality and language. Cultural competency, according to the definition in this module, does not reduce culture to a technical skill which can be taught and mastered. It also is mindful of not only the culture of the individual community member receiving services, but also the culture of the person administering services.

4.2 Why is Cultural Competence Important?

Notes:

On an organizational and systems level, we need cultural competence because: diversity is a reality; there are shifting demographics within our workforce; it increases trust and cooperation; it promotes inclusion and equality; and is a rich resource for creative and alternative ideas.

4.3 Cultural Competence in Public Health

Notes:

Additionally, it is important for public health practitioners to embrace cultural competence in order to address health disparities and have lasting impacts. The health of a community depends on the individual and collective ideas about illness and treatment. Cultural competence in public health practice ensures the incorporation of cultural values into the planning, implementation and evaluation of health programs and interventions. This means that health interventions for community members must be developed in the context of local beliefs and practices. This requires that one recognizes cultural factors and has the ability to adapt skills accordingly.

4.4 Public Health Practice

Notes:

Furthermore, public health practice is impacted by cultural competence through the Core Competencies for Public Health Professionals, which were developed by the Public Health Foundation's Council on Linkages Between Academia and Public Health Practice. These core competencies must be met in order to deliver the Ten Essential Public Health Services. Some of the competencies require public health professionals to communicate in writing and orally with linguistic and cultural proficiency; describe the diversity of individuals and populations in a community; describe the role of diversity and cultural factors in the accessibility, availability, acceptability and delivery of public health services; and to be able to respond to diverse needs that are the result of cultural differences.

4.5 Legislation and Standards

Notes:

Cultural competency has also made its way into the policies and standards of many systems and organizations, especially health care systems. For example Title VI of the Civil Rights Act of 1964 prohibits national origin discrimination against people with limited English proficiency. As a result, there are important rules regarding the provision of linguistically appropriate care. The U.S. Department of Health and Human Services requires that all organizations that receive federal financial assistance from the Department of Health and Human Services provide meaningful access persons with limited English proficiency, including access to language services to each individual who cannot speak, read, or understand the English language at a level that permits them to interact effectively with clinical or non-clinical staff at a health care organization. Additionally, the Office of Minority Health established the National Standards of Culturally and Linguistically Appropriate Services, also known as CLAS. These standards include a requirement to provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs such as language assistance.

5. What is Cultural Humility?

Notes:

Cultural competence is a helpful starting point in the development of a caring, compassionate and effective public health practice. However, its limitations are revealed with a deeper exploration of the practice of cultural humility.

What is cultural humility? It is a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture. It is based on the understanding that culture is, first and foremost, an expression of self. This means that truly understanding any individual's culture is an ongoing endeavor, because no two individuals are the same, even if they are from the same culture.

The values aligned with cultural humility include: openness, appreciation, acceptance and flexibility.

5.1 Practicing Cultural Humility

Notes:

How do we practice cultural humility? It means being committed to respecting different viewpoints; being aware of one's personal beliefs and not letting those beliefs interfere with providing culturally relevant care and services; engaging with others from a place of learning; and having an attitude that acknowledges culture is individual and can only be understood individually. An easy way to remember these values and practices is through the HUMBLE model.

5.2 HUMBLE Model
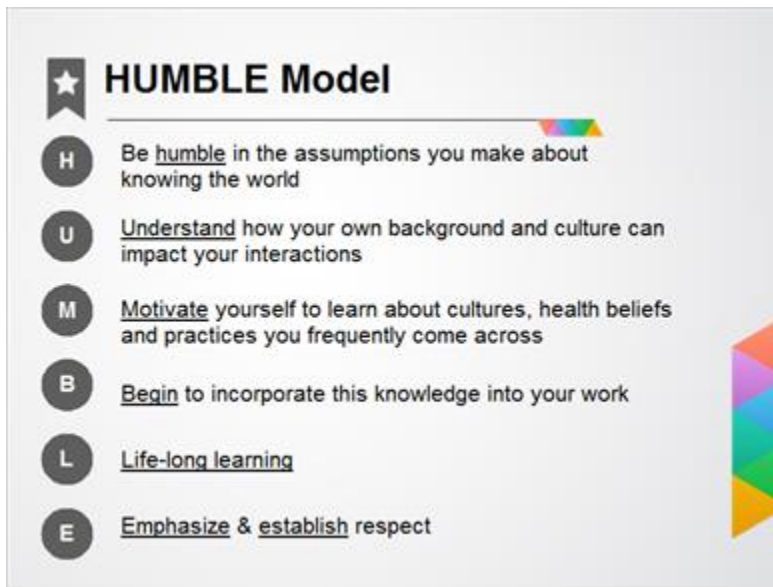
Notes:

Each letter of the word humble incorporates values and practices that will help you embody and apply cultural humility to your personal life and to your work environment. H stands for being humble about the assumptions you make about knowing the world. U stands for understanding how your own background and culture can impact your interactions. M stands for motivating yourself to learn about cultures, health beliefs and practices you frequently come across. B stands for beginning to incorporate this knowledge into your work. L stands for life-long learning about other cultures. And E stands for emphasizing and establishing respect in your interactions in order to maintain healthy and productive relationships.

By incorporating the HUMBLE model into your daily life, and adhering to its principles, you are embarking on the lifelong journey of cultural humility and it will impact your public health experience in a positive way.

5.3 Capacity Building

Notes:

This section will briefly highlight the ways public health professionals can grow their capacity to become more culturally competent while practicing cultural humility. Additional information on capacity building is included in the resource guide.

Personal:

On a personal level, you should acknowledge your own cultural attitudes, beliefs and feelings. It is also important to recognize and accept cultural differences that exist between yourself and the groups you work with. It also means that you respect what you may not always understand and that you engage and learn about cultures through a willingness and commitment to pursue information in all of the ways available to you. And lastly you must be able to regularly conduct a self-evaluation about how your values and beliefs impact your worldview.

Interpersonal Communication:

When interacting with others and developing relationship it is important to build trust; learn how to effectively communicate with others who have different languages and worldviews; adapt mindful interactions as you engage from one culture to another; and possess knowledge and information about the specific individual or group you are working with.

Program Planning:

When developing and planning programs for diverse populations, it is important to be aware of how public health fits within the frame of a specific culture. It is also crucial to communicate accurate information on behalf of culturally diverse groups as well as build trust and develop relationships with culturally diverse community members; and also include the cultural, social and environmental influences on communities in program design.

Organizational Development:

When it comes to your organization, it's important to establish an organizational vision that articulates its principles and values for culturally competent health services. It's also important to create a leadership team that promotes a positive multicultural work environment. It is important for your organization to look to the national CLAS standards to design and implement policies and procedures to foster diversity and inclusion, and assure new staff are provided with training and other support necessary to work with culturally diverse communities.

Policy and Advocacy:

In policy and advocacy, you can work to: develop methods that will help you identify and acquire knowledge about the health beliefs and practices of specific communities you work with. It is also important to review policies and procedures for their relevance in the planning and evaluation of programs and services for culturally diverse populations. You must also ensure that contracting procedures and proposals for services include culturally competent practices. And also be able to establish policies to assure allocation of resources for culturally diverse groups.

5.4 Case Study

Notes:

To help apply the information you've learned from this module, please take five minutes to work on this case study. Suppose you are assigned to recruit local women originally from India into a family planning project. What are some of the questions you would ask about cultural factors in the women's lives in order to maximize project recruitment and success?

Case Study Debrief

Notes:

Here are your ideas. Now compare them to ideas others came up with:
- Who makes decisions in the family about fertility? How and why?
- How does fertility factor into the concept of a "good wife?"
- Whom do you have to persuade that your plan is a good one?
- How will women who adopt the plan be viewed, and by whom?
- What is the local knowledge about the physiology of conception and pregnancy?
- Does it make sense that the family planning project will prevent pregnancy without harming the woman, either physically or spiritually?

- What is the role of children in the household economy? What is their role in the family?
- Who in the community will be affected (even remotely) by birth control, a pregnancy, and/or a new child? How?
- Who is likely to support or oppose your plan? How can you persuade the opposition to accept it?
- Does your plan fit, or conflict, with current practices?
- Who in the community or family will be affected (even remotely) by a pregnancy, a birth, or a new child, or by birth control, and how?
- Who is likely to support or oppose your plan, and how can you persuade the opposition to accept it?
- How is the project, and you yourself, perceived by the community? How does this affect their reactions?

How do your answers match and how do they differ? How did you apply the information you learned from this module to the case study? For future reference, you can access this case study along with your answers and ideas from others by clicking on the document link below.

6.1 Objective 1 Review
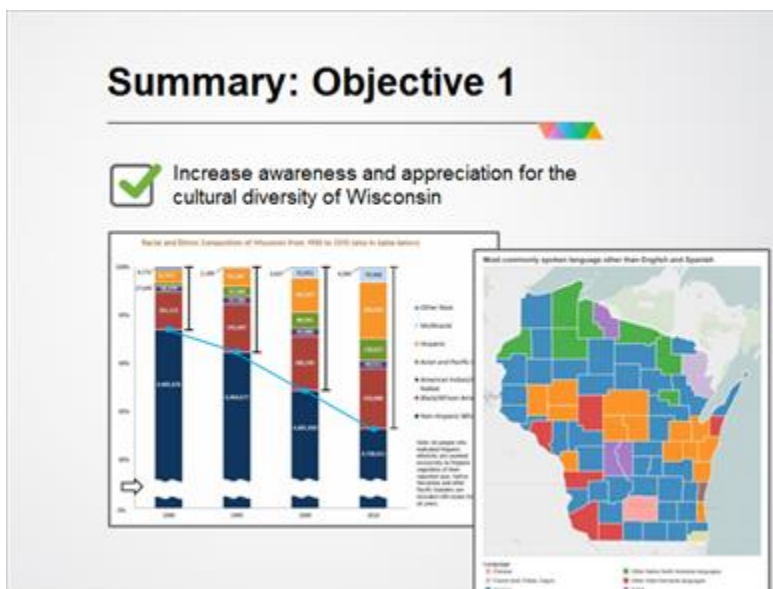
Notes:

In this introductory module, you learned that the ethnic and cultural diversity of Wisconsin has been steadily increasing over the last 40 years and as a result, more than 125 languages are spoken throughout the state.

6.2 Objective 2 Review

Summary: Objective 2

☑ Define culture, cultural humility and cultural competence

What is Culture?

A system of **learned** beliefs, traditions, principles, and guides for individual and collective behaviors

What is Cultural Humility?

A willingness to **suspend what you know, or what you think you know** about a person based on generalizations

Definition of Cultural Awareness

Cognizant, observant, and conscious of **similarities** and **differences** among and between cultural groups.
• Includes recognition of one's own cultural influences upon values, beliefs, and judgements.
• Promoted by **encountering difference**.

What is Cultural Competence?

The ability of an individual to **understand** and **respect** values, attitudes, beliefs, and customs that differ across cultures.
• Self-awareness
• Acceptance of cultural differences

Notes:

You also learned about the concepts of culture, cultural awareness, cultural humility and cultural competence. Culture is a system of learned beliefs, traditions, principles and guides for individual and collective behaviors that members of a particular group commonly share with each other.

Cultural awareness means to ensure that one is cognizant, observant, and conscious of similarities and differences among and between cultural groups.

This includes recognition of one's own cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional's work culture

Cultural competence is the ability of an individual to understand and respect values, attitudes, beliefs, and customs that differ across cultures.

Cultural humility is a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture.

The goal of cultural competence is to build understanding of minority cultures to better

and more appropriately provide services. The goal of cultural humility, however, is to encourage personal reflection and growth around culture in order to increase awareness.

The values associated with cultural competence include knowledge, training, self-awareness and acceptance while the values associated with cultural humility include introspection, co-learning, openness, flexibility, appreciation and acceptance.

Cultural competence models encourage people to strive to obtain a goal and promote skill-building. Cultural humility approaches encourage lifelong learning and help to reduce power dynamics in relationships.

Both concepts have shortcomings; cultural competence can be easily confused to mean that there is a "competence" and "certification" in a culture other than one's own. Cultural competence can also sometimes be falsely based on academic knowledge rather than lived experiences. Cultural humility can be challenging for professionals because there is no clear end result, rather it is a continuous process that emphasizes learning with and from community members.

6.3 Objectives 3 & 4 Review

Notes:

In addition to understanding the concepts of cultural competence and humility, you learned how to apply them to public health in a variety of ways that include the

HUBMLE model, interpersonal communication, program planning, organizational development and policy and advocacy.

What will help you increase your capacity in each of these areas is developing your personal skills, which include acknowledging your own culture, beliefs and attitudes. It also requires that you accept the differences that exist between you and others you work with while also respecting what you may not understand about others. It is important to commit to learning about cultures other than your own and also being self-reflective about how your beliefs and attitudes influence your worldview.

7. Thank You

Notes:

This concludes the introductory module to cultural awareness. Please refer to the resource guide for additional information on cultural awareness, cultural competence and cultural humility. Thank you!