

**njcoalition**  
against sexual assault

## **PRACTICING CULTURAL HUMILITY**



*Supporting self-reflection and ongoing learning while  
working with survivors of sexual assault*

**Length of time for complete module content:** 1.5 Hours

**Module learning goal:** Advocates practice cultural humility.

**Competency Learning Objectives Covered:**

- Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.
- Describe at least two ways oppression can influence a survivor's experience of violence.

# OPENING EXERCISE



Confidential Sexual Violence Advocate Training - Cultural Humility



### **Training notes**

- Language is powerful and attached to a history of power dynamics
- Important for us to have a common understanding as we move forward
  - *NOTE: This content may be best situated after an introductory overview of concepts such as culture, personal and social values, and oppression.*

## APPROACHES IN PRACTICE



Confidential Sexual Violence Advocate Training - Cultural Humility

### **Learning objectives addressed**

Describe at least two ways oppression can influence a survivor's experience of violence.

### **Training notes**

- Because culture and our community influence our perception of the world and our behavior in it, there are a number of approaches organizations use to communicate with individuals and provide services.
- The three main concepts we're going to talk about:
  - Culturally-specific organizations and services
  - Culturally-relevant organizations and services
  - Cultural competence

## CULTURALLY-SPECIFIC

Developed *by* community members *for* community members

- Community-identified problem or issue
- Community-identified solutions

Providers reflect the community (e.g. race, ethnicity, country of origin, language, ability, gender expression, socioeconomics, faith, etc.)



Confidential Sexual Violence Advocate Training - Cultural Humility

### Learning objectives addressed

Describe at least two ways oppression can influence a survivor's experience of violence.

### ***Discussion Questions:***

- Who has heard of this concept? (Ask a few participants to share what they've heard and examples)

### Training notes

- Culturally-specific services are delivered by community members and professionals from or entirely focused on a specific group. For example, Anti-Violence Programs focus on issues impacting the lesbian, gay, bisexual, and transgender communities specifically. Folks who work there may identify as LGBT or as allies, but their focus is on this specific group.
- The mission, infrastructure, and "lens" by which these organizations do their work is very focused on listening to the voices within the community.

### ***Discussion Questions:***

- What are some of the advantages of this approach?
- Can you see any drawbacks or challenges of this approach?

## CULTURALLY-RELEVANT

Developed *by* dominant culture or mainstream institution

- Informed by conversations and input from all community members
- Action or behavior based on provider's cultural competence or training

Providers reflect the community, but may have more characteristics in common with the dominant culture or society



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Describe at least two ways oppression can influence a survivor's experience of violence.

### ***Discussion Questions:***

- Who has heard of this concept? (Ask a few participants to share what they've heard and examples)

### Training notes

- Culturally-relevant services are provided by what's sometimes considered "mainstream" organizations and institutions and are responsive to the needs of the community they serve. For example, this sexual violence program responds to the needs of every survivor and needs to be aware of and relevant to each person who seeks services. So we need to know about the various issues and norms within our county so we can prepare and be proactive.
- Cultural relevance is strongest when it *listens* and is open to critique by members of underserved communities. Being proactive means staying up-to-date on census demographics and changing shifts in the local population, learning more about the needs of people, and having LOTS of conversations.

### ***Discussion Questions:***

- What are some of the advantages of this approach?
- Can you see any drawbacks or challenges of this approach?

# CULTURAL COMPETENCE

Originating in medical profession in order to increased positive patient outcomes

- Beliefs about healing and well-being
- Effective communication and patient education

Knowing how elements of culture (e.g. language, belief systems, behavior patterns, norms, etc.) influence communication and interaction

Includes training and ongoing learning as a professional

National Institutes of Health. (2015). Cultural Competence. Retrieved from <http://www.nih.gov/clearcommunication/culturalcompetency.htm>



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### ***Discussion Questions:***

- Who has heard of this concept? (Ask a few participants to share what they've heard and examples)

### **Training notes**

- Medical professionals were interested in making sure patients were understanding instructions and accessing health care in the first place. This motivated them to come up with a framework for working with diverse patients and families.
- Cultural competence includes ongoing training and education – professionals are encouraged to build skills that will help them communicate effectively with the people they serve.

### ***Discussion Questions:***

- What are some of the advantages of this approach?
- Can you see any drawbacks or challenges of this approach?



**Training notes**

We'll now talk about another, slightly newer, concept that's also emerged from healthcare professionals trying to respond to the communities they served.



## WHAT IS CULTURAL HUMILITY?

Lifelong process of self-reflection and self-critique

Different philosophical approach or framework than cultural competence

- Can be used *together* and strengthen practice
- Inform culturally-relevant services

American Psychological Association. (2015). Reflections on cultural humility. Retrieved from <http://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility.aspx>  
California Health Advocates. (2007). Are You Practicing Cultural Humility? – The Key to Success in Cultural Competence. Retrieved from <https://www.calhealthadvocates.org/news/discussions/2007/are-you.html>



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Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.

### ***Discussion Questions:***

- Who has heard of this concept? (Ask a few participants to share what they've heard and examples)

## CULTURAL HUMILITY VIDEO



Confidential Sexual Violence Advocate Training - Cultural Humility

### **Learning objectives addressed**

Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.

**ACTIVITY:** 30-minute “Cultural Humility: People, Principles and Practices” video can be found <https://www.youtube.com/watch?v=SaSHLbS1V4w>. Vivian Chavez © 2012, Creative Commons license: Attribution-NonCommercial-NoDerivs 3.0 Unported (CC BY-NC-ND 3.0)

### ***Discussion Questions:***

- What are folks thinking about after this video?

*NOTE: Encourage participants to use “I” statements when offering thoughts and observations.*

*I feel...*

*I think ....*

*I wonder...*

*I wish...*

*I don't understand...*

*I feel frustrated by...*

*I hope...*

*I will...*

- What are some of the advantages of this approach?
- Can you see any drawbacks or challenges of this approach?

## CULTURAL HUMILITY

Lifelong learning and self-reflection

Actively addressing power imbalances and inequity

Developing and nurturing mutually beneficial partnerships or dynamics

Institutional accountability

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9, 117-125.



Confidential Sexual Violence Advocate Training - Cultural Humility

### **Learning objectives addressed**

Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.

### **Training notes**

- Cultural humility is a lifelong process with four focus areas:
  - Self-reflection
  - Addressing inequity
  - Mutually beneficial dynamics
  - Institutional accountability
- We'll explore each of these concepts in more depth as we work together today.

# CULTURAL HUMILITY

Lifelong learning and self-reflection



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## SELF-REFLECTION: ACTIVITY

Think of a time when you were not as effective as you wanted to be for someone needing your help.

What norms or value may have kept you from connecting? Kept you from learning something new?

What could you/have you learned from the experience?



Confidential Sexual Violence Advocate Training - Cultural Humility

### **Learning objectives addressed**

Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.

**ACTIVITY:** 10-minute individual reflection on a time they were not as effective or responsive as they needed to be. This could be a personal or professional situation. Take a few minutes to write down or draw some of your own feelings.

- What norms or dominant culture values maybe came up? For example, did they share “too much too soon” and it caught you off guard? Or did someone not honor your concept of time and it caused some discomfort?
- Think of some lessons or changes that came up as a result of this experience.

### ***Discussion Questions:***

- Without sharing the specifics, what came up for you with this reflection time?
- What lessons or insights came up for you when thinking about this experience?

## CULTURAL HUMILITY

Lifelong learning and self-reflection

Actively addressing power  
imbalances and inequity



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### **Learning objectives addressed**

Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.

## ADDRESSING POWER IMBALANCES: ACTIVITY

Think of a time when you stood up for equality or peace. It could be that you said something in the moment or engaged someone in discussion later.

How did you feel? Emotionally? Physically?



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**ACTIVITY:** 10-15-minute small group discussion sharing an experience of activism or bystander intervention.

- Get in pairs or groups of three and take two or three minutes to think of an example.
- Each person gets three minutes to share their experience. Group members may each ask up to one question AFTER that individual is done sharing.
- Thank you partner or group members and rejoin the larger group.

### ***Discussion Questions:***

- What emotions came up when you remembered this experience? Were there common emotions or feelings within your pair or group?
- What physical reactions came up? Any common experiences?
- What would you tell someone who is afraid to stand up against inequity or power imbalance? What would you tell yourself the next time this opportunity presents itself?

## CULTURAL HUMILITY

Lifelong learning and self-reflection

Actively addressing power imbalances and inequity

Developing and nurturing mutually beneficial partnerships or dynamics



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## MUTUALLY BENEFICIAL DYNAMICS: ACTIVITY



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Identify at least one aspect of cultural humility they can incorporate immediately into their work as an advocate.

Describe at least two ways oppression can influence a survivor's experience of violence.

**ACTIVITY:** 15-minute individual or small group craft project, followed by a 10-minute large group brainstorming. The end result will be to create a large collage or construction paper quilt representing a healthy, respectful, and mutually-beneficial community.

- Supplied needed:
- **Part One:** Break into new groups of three (or work individually for a smaller group)
  - Create a drawing, collage, poem, or story depicting their vision for "Our community free of violence, inequality, and abuse."
  - Questions for people to consider:
    - What would the media sound and look like?
    - How would people treat one another? What would casual conversations and greetings look like?
    - How would organizations do business and partnerships?
    - What would children learn in school?
- **Part Two:** Create a quilt or mural with the creations of each group.
  - **Discussion Questions:**
    - What common themes do we see?
    - What's missing?
    - Any surprises or things you didn't think of?

## CULTURAL HUMILITY

Lifelong learning and self-reflection

Actively addressing power imbalances and inequity

Developing and nurturing mutually beneficial partnerships or dynamics

Institutional accountability



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## INSTITUTIONAL ACCOUNTABILITY: ACTIVITY

How does practicing cultural humility connect to this organization's goals and mission?

How does it connect to your motivation to be an effective and compassionate advocate?



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Describe at least two ways oppression can influence a survivor's experience of violence.

**ACTIVITY:** 5-10-minute large group brainstorming. Create lists capturing everyone's responses. If possible, keep these visible throughout the remainder of the training.

#### • ***Discussion Questions:***

- What parts of cultural humility do you see reflected in our mission and core values?
- How does cultural humility influence and/or align with your motivation to be an advocate?

## QUESTIONS? COMMENTS?



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