

CULTURAL HUMILITY IN ACTION

Diversity, Equity, Inclusion in Reflective Practice

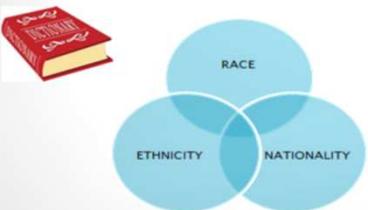
Presented by:
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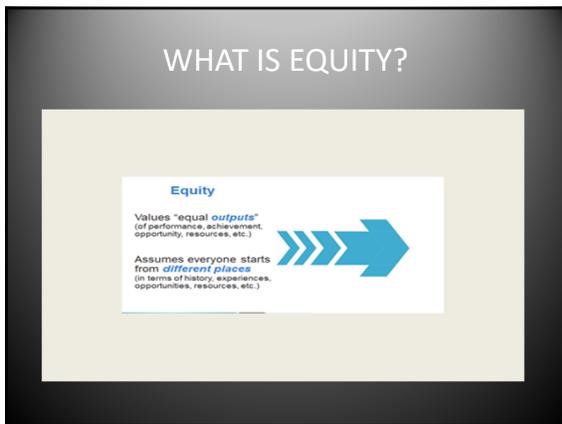
TRAINING OBJECTIVES

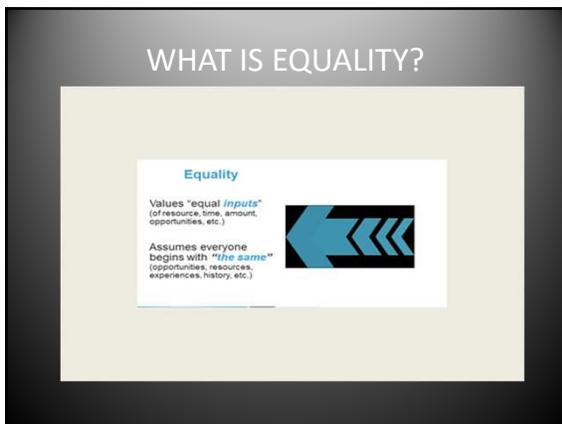
- ✓ Understand and integrate DEI concepts into individual reflective practice, reflective supervision and conversations within the workplace.
- ✓ Understand and examine equity and race as elements of conscious reflective practice.
- ✓ Demonstrate cultural humility in thoughts, words, feelings and actions through on-going self-reflection.
- ✓ Use of: Honest Compassionate Communication & Nonverbal Communication in supervision session

DEI DEFINITIONS – BUILDING A COMMON LANGUAGE









• INCOMPLETE NOTIONS OF TRUTH

• BASIS FOR CONDITIONED PRE-JUDGMENTS

• ASSUMPTIONS DEVOID OF UNDERSTANDING

WHAT IS CULTURAL HUMILITY?

EVERYBODY IS ROOTED IN CULTURE

UNDERSTANDING

A gradual movement in developing awareness as to how the DEI principles apply to oneself

Who am I?

WHAT I WANT TO DO?

AM I ON THE RIGHT PATH?

What do I love in myself?

WHAT AM I DOING?

CONNECTION

- A conscious connection and awareness of how images or (memories) from our **past** lived experiences help or deter our **present** rate of **future** growth and development.



SELF-REFLECTION

The ability to develop the understanding that what we may be seeing in others exists first within ourselves (positive, negative, or indifferent).

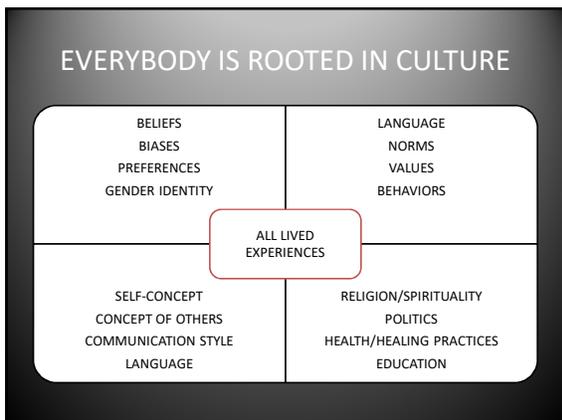


Our Subjective World

CULTURE IS ALL-INCLUSIVE

- Infant mental health, or healthy social-emotional development in very young children, develops in the context of family, community, and cultural expectations.
 - Parent child relationships
 - Family parenting styles/beliefs
 - Language, ethnicity, religion or spirituality
 - Financial security/Literacy level
 - External community systems/services
 - Socio economic dynamics





INDIVIDUAL DIFFERENCES

- Avoid “cookie cutter” approach
- Within each ethnic/cultural group – great differences exist
- Look at, listen to, and learn from each individual family/parent/caregiver and child



LANGUAGE SENSITIVITY

- Bi-lingual staff and/or parents/caregivers may not fully comprehend based on level of language literacy. (Speaking a language does not necessarily translate into cognition.)
- Usually literacy is more advanced in the language of choice, as the second or third language is developing.
- Check in often to receive feedback during the conversation to ensure understanding.



SHARE BITS OF YOUR OWN ETHNIC/CULTURAL EXPERIENCES

Examples:

- family parenting styles, beliefs (some meaningful anecdote from your own cultural lived experiences)
- a particular way of celebrating birthdays, special rites of passage, or special or memorable occasions that stands out.

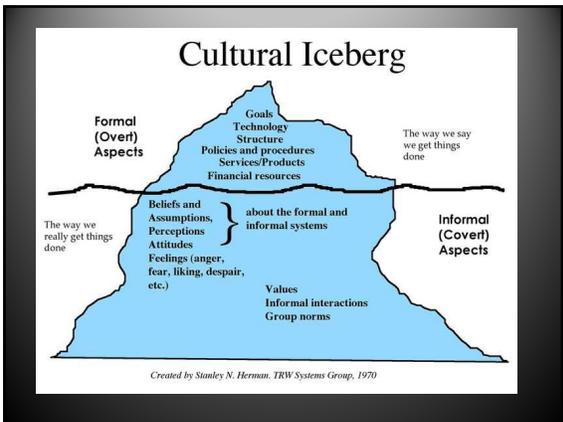
WHAT ELSE?



CULTURAL JOURNEY

- Each participant selects one of two of the cultural elements and shares with a partner.
- Engaging in learning about your own cultural journey helps develop sensitivity to the diverse cultural/ethnic patterns and behaviors of others

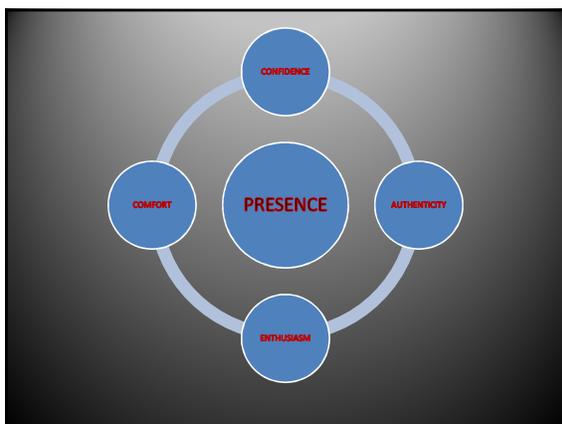




SOME TYPICAL COMMUNICATION STYLES

- Power differential (assumptions/tendencies)
- Extrovert/introvert
- Assertive/passive
- Individualism/Collectivism (I learn better individually or with others)
- Open, closed, rigid, fluid
- Commanding, expecting, directing vs. allowing, exploring, examining, and understanding





NON-VERBALS GOVERN WHAT WE THINK AND HOW WE FEEL ABOUT OURSELVES

- https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are#t-423814

INCLUSION SELF-REFLECTION

Reflect on a time in your life when you did not feel understood

Reflect on a time in your life when you felt excluded

Reflect on a time in your life when you felt like you did not matter

What are the thoughts, feelings and images that you experienced from this reflection?



INDIVIDUAL/GROUP ACTIVITY

Form a dyad: A. Speaker B. Listener

Speaker (A) relates the Anna's story based on his/her interpretation.

Listener (B) listens attentively using non verbal cues only to acknowledge what the speaker is trying to communicate.

Listener (B) then uses both verbal and nonverbal communication to relate to speaker what she/he/they understood about Anna's story.

HOW WE FORM BELIEFS

BELIEF FORMATION

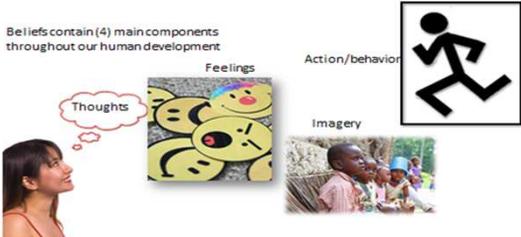
Beliefs contain (4) main components throughout our human development

Thoughts

Feelings

Imagery

Action/behavior



Varying Beliefs



DEVELOPING AN IDEAL

STEP ONE:
What is your goal/intention/ideal for yourself based on today's discussion?

STEP TWO:
What steps are you willing to put into action on a daily basis to develop your ideal?

STEP THREE:
How will you monitor your own progress for developing your ideal?



INCLUSION



EMPATHY REQUIRES INSIGHT

KEY INGREDIENTS

THOUGHTS (BRAIN/MIND)

LOVE (HEART)

SELF-CONCEPT (COURAGE)
