Cultural Humility: Reflection on Self and Practice

Kathy FitzJefferies, LCSW, LCAS, CCS
Annual Conference 2017 NAADAC
Become friends with people who aren’t your age. Hang out with people whose first language isn’t the same as yours. Get to know someone who doesn’t come from your social class. This is how you see the world. This is how you grow.
INTRODUCTION
Introduction

Workshop Presenter

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OVERVIEW

• Focus on Cultural Humility as a model for multicultural understanding.

• Exploration of personal cultural identity and personal & societal messages (including microaggressions) that contribute to cultural views.

• Exploration of how race, power & privilege impact our professional relationships, including cultural counter-transference issues.
Creating Safe Space for Discussions & Self-Reflection

• Confidentiality
• Actively listen
• Speak from your own experience
• Be respectful
• Other Suggestions...
Creating Safe Space for Discussions & Self-Reflection

Participants are encouraged to:

- Participate to the fullest of your ability;
- Stretch beyond your comfort zone,
- If needed, pass on responding to questions/sharing your responses with others.
- Be aware of your thoughts, feelings, attitudes, body language and what triggered that particular reaction/response.
Workshop Expectations

What do you hope to gain from this workshop experience?
Learning Objectives

Participants will be able to:

• Identify at least two ways implementation of cultural humility can avoid the intentional or unintentional discrimination of clients.

• Identify at least three ways clients can be impacted by microaggressions and how these messages could potentially impact the treatment process.

• Identify at least two ways you will implement cultural humility in your professional work and personal lives.
UNDERSTANDING MULTICULTURALISM
Understanding of Multiculturalism

CULTURAL COMPETENCE

Through knowledge and training service providers build an understanding of minority cultures to better, and more appropriately, provide services
Understanding of Multiculturalism

CULTURAL HUMILITY

A new model for multicultural understanding in our work, our clients, and their families (and with each other)
Understanding of Multiculturalism

Cultural Competence
- Intellectual Understanding of Culture

Cultural Humility
- Introspective Understanding of Culture
CULTURAL HUMILITY
DEFINITION

“Cultural humility incorporates a lifelong commitment to self-evaluation and self critique to redressing the power imbalances in the patient-physician dynamic and to developing mutually beneficial and nonpaternalistic clinical and advocacy partnerships with communities on behalf of individuals and the defined population”

CULTURAL HUMILITY
DEFINITION

• Cultural humility incorporates a consistent commitment to learning and reflection, but also an understanding of power dynamics and one’s own role in society.


• Examine own patterns of unintentional and intentional racism, classism, and homophobia.

CULTURAL HUMILITY
DEFINITION

• It is based on the idea of mutually beneficial relationships rather than one person educating or aiding another in attempt to minimize the power imbalances in client-professional relationship (Asbill, Lisa. “Reflections on Cultural Humility”. American Psychological Association. Retrieved 24 February 2014).

• The professional relinquishes role of expert and becomes the student of the patient with a conviction and explicit expression of the patient’s potential to be capable and full partner in the therapeutic alliance. (Tervalon and Murry-Garcia, Journal of Health for the Poor and Underserved, Vol 9, No. 2, 1998)
# CULTURAL COMPETENCE VS. CULTURAL HUMILITY

<table>
<thead>
<tr>
<th></th>
<th>Cultural Competence</th>
<th>Cultural Humility</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>To build an understanding of minority cultures to better and more appropriately provide services</td>
<td>To encourage <strong>personal reflection</strong> and <strong>growth</strong> around culture in order to <strong>increase awareness of service providers</strong></td>
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<tr>
<td><strong>Values</strong></td>
<td>• Knowledge • Training</td>
<td>• <strong>Introspection</strong> • <strong>Co-learning</strong></td>
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<td><strong>Shortcomings</strong></td>
<td>• Enforces the idea that there can be 'competence' in a culture other than one's own. • Supports the myth that cultures are monolithic. • Based upon academic knowledge rather than lived experience. • Believes professionals can be &quot;certified&quot; in culture.</td>
<td>• <strong>Challenging</strong> for professionals to grasp the idea of <strong>learning with and from clients</strong>. • <strong>No end result</strong>, which may create some struggles for those in academia and medical fields may struggle.</td>
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<td><strong>Strengths</strong></td>
<td>• Allows for people to strive to obtain goal • Promotes Skill Building</td>
<td>• Encourages <strong>life long learning with no end goal</strong> but rather with <strong>an appreciation of the journey of growth and understanding</strong> • Puts SW/AP and Client in mutually beneficial relations...diminishes power dynamics</td>
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Cultural Humility retrieved from Wikipedia https://en.wikipedia.org/wiki/Cultural_humility
CULTURAL HUMILITY COMPONENTS

Three main components:

- lifelong commitment to self-critique/evaluation;
- fix power imbalances;
- develop partnerships with people and groups who advocate for others

NAADAC
CODE OF ETHICS
We counselors have a lot of power! ... To never thoughtlessly reject a client. We can affirm our client’s sense of value, or we can damage them with a casual joke or comment at their expense. We can help them to respect themselves, or we can tear down their self-esteem by treating them disrespectfully and unimportant. We have the power to do great good or great harm. Today, let me remember my power and take care to use it wisely.”

- Anonymous (Taken from May 24, Help for the Helpers, Hazelden Foundation Publishers, 1989)

http://www.naadac.org/code-of-ethics (Retrieved 10/2/16)
Addiction professionals,

• Understand the significance of the role that ethnicity and culture plays in an individual’s perceptions and how he or she lives in the world.

• Remain aware that many individuals have disabilities which may or may not be obvious (“invisible disabled category”).

• Intake and assessment must then include a question about any additional factor that must be considered when working with the client.

http://www.naadac.org/code-of-ethics (Retrieved 10/2/16)
V. Working in a Culturally Diverse World

- Addiction professionals do not discriminate either in their professional or personal lives against other persons with respect to race, ethnicity, national origin, color, gender, sexual orientation, veteran status, gender identity or expression, age, marital status, political beliefs, religion, immigration status and mental or physical challenges.

- Accommodations are made as needed for clients who are physically, mentally, educationally challenged or are experiencing emotional difficulties or speak a different language than the clinician.

http://www.naadac.org/code-of-ethics (Retrieved 10/2/16)
THE RESEARCH: CULTURAL PERSPECTIVES RELATED TO DRUG USE
Cultural Perspective: Race and Drugs Use

Drug Use vs. Drug Arrest

- White Americans are more likely than black Americans to have used most kinds of illegal drugs.

- Blacks are arrested for drug possession more than three times as often as whites.
  (2009 Human Rights Watch Report)

Cultural Perspective: Race and Drugs Use

Drug Sentencing Disparities

• 5 times as many Whites are using drugs as African Americans, yet African Americans are sent to prison for drug offenses at 10 times the rate of Whites.

• African Americans represent 12% of the total population of drug users, but 38% of those arrested for drug offenses, and 59% of those in state prison for a drug offense.

Cultural Perspective: Gender and Drugs

• Over the past three decades, the number of females in prison has increased at twice the rate of their male counterparts—even more so for women of color. (ACLU report “Caught in the Net”)

• Increase numbers related changes in criminal sentencing, not an increase in drug use but women who refuse to testify against a partner who committed drug offenses; in many cases causing them to serve longer sentences than the partner who actually committed the crime (conspiracy AND drug charges).

A survey of more than 7,000 Midwestern seventh- and eighth-grade students:

- **Students who were questioning** their sexual orientation reported more bullying, homophobic victimization, unexcused absences from school, **drug use, feelings of depression, and suicidal behaviors** than either heterosexual or LGB students;

- **All students**, regardless of sexual orientation, reported the lowest levels of **depression, suicidal feelings, alcohol and marijuana use**, and unexcused absences from school when they were
  - In a positive school climate and
  - Not experiencing homophobic teasing.

CULTURAL FACTORS AND DRUG TREATMENT

Blacks And Hispanics Are Less Likely Than Whites To Complete Addiction Treatment, Largely Due To Socioeconomic Factors

- Racial and ethnic minorities with addiction disorders, who constitute approximately 40 percent of the admissions in publicly funded substance abuse treatment programs, may be particularly at risk for poor outcomes
  - Blacks and Hispanics were 3.5-8.1 percentage points less likely than whites to complete treatment for alcohol and drugs, and
  - Native Americans were 4.7 percentage points less likely to complete alcohol treatment

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3570982/ (Retrieved 10/8/16)
Impact on Service Delivery

Therapist characteristics associated with effective service delivery to racial/ethnic minority clients:

- awareness of oneself as a racial/cultural being and of the biases, stereotypes, and assumptions that influence worldviews
- awareness of the worldviews of culturally diverse clients (Richardson & Molinaro, 1996)

Therapists unaware of their biases/prejudices may unintentionally create impasses for clients of color:

- Can contribute to patterns of therapy under-utilization by persons of color
- premature termination of therapy among these clients (Burkard & Knox, 2004; Kearney, Draper, & Baron, 2005)

Racial Microaggressions in Everyday Life Implications for Clinical Practice. American Psychologist May-June 2007 page 271
CULTURAL IDENTITY
Cultural Identity

• Who are we?
• Where do we come from?
• How does it impact our perceptions?
Self Reflection

Define Your Cultural Identity Structure

List your cultural Identity Elements *

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

*Include 4-10 cultural groups with which you personally identify such as gender, ethnicity, race, occupation, religion, sexual orientation, etc.

Create a pie chart with these elements. Size of the slices reflect strength (importance to you) of each element.

Self Reflection
Define Your Cultural Identity Structure

List Your Cultural Identity Elements *

1. Race
2. Gender
3. Religion
4. Occupation
5. Ethnicity
6. Sexual Identity
7.
8.
9.
10.

*Include 4-10 cultural groups with which you personally identify such as gender, ethnicity, race, occupation, etc.

Create a pie chart with these elements. Size of the slices reflect strength (importance to you) of each element.

Self Reflection

How Does Cultural Identity Impact Your Perceptions?

• What did you learn about yourself
• What surprised you most?
• How might your self-identity influence/impact your experience/interactions in your professional work?
• How does your self-identity influence your experiences/interactions in your personal life?
CULTURAL HUMILITY
Self Reflection
CULTURAL HUMILITY
Self Reflection and Self Critique

Cultural Humility requires self reflection around issues of:

- Race
- Power
- Privilege
CULTURAL HUMILITY
Self Reflection and Self Critique

RACE
Social construct that divides people in groups on the basis of physical characteristics

POWER
The capacity or ability to direct or influence the behaviors of others or the course of events

PRIVILEGE
Usually invisible to those in the dominate group who have unearned advantages over others.
PERSONAL and SOCIETAL MESSAGES
What are the messages conveyed about different cultures?
What influences and shapes our perceptions toward various cultures (our own and others)?

- Parents
- Family
- Friends/Peer Group
- Local Community
- Teachers
- Social Media
- School Environment
- Books
- Movies
- Television
- Commercials/Ads
- Print Media
- Faith Community
- Neighbors
- World Events

Diagram: A flowchart with various influences and shapes our perceptions toward various cultures (our own and others).
THE DOLL TEST

• 1940s psychologist Kenneth and Mamie Clark designed to study the psychological effects of segregation on African American Children

• This study was repeated in recent years

https://www.youtube.com/watch?v=tkpUyB2xgTM
The beauty of the world lies in the diversity of its people.
- Unknown

Happy by Choice
MICROAGGRESSIONS
MICROAGGRESSIONS
Definition

Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward

- persons of color,
- females
- persons who are LGBTQ.
- persons impacted by poverty
- persons impacted by physical, mental/emotional disabilities (including those impacted by SUDs)

Racial Microaggressions in Everyday Life Implications for Clinical Practice. American Psychologist May-June 2007 page 278
https://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microaggressions-in-Everyday-Life.pdf. Retrieved 8/15/17 (for the purpose of this educational presentation definition modified to include persons who are: females, LGBTQ, impacted by poverty and disabilities)
MICROAGGRESSIONS
Categories

• Microinsult

• Microinvalidation

• Microassault
Microaggressions in Everyday Life Implications for Clinical Practice. American Psychologist May-June 2007 page 278
https://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microagressions-in-Everyday-Life.pdf. Retrieved 8/15/17 (for the purpose of this educational presentation definition modified to include persons who are: females, LGBTQ, impacted by poverty and disabilities)
MICROAGGRESSIONS: Microinsults: Second Class Citizen

"Can you see as much as white people? You know, because of your EYES...?"
MICROAGGRESSIONS
Microassaults: Second Class Citizen

You’re Really Pretty...
For a Dark Skin Girl
MICROAGGRESSIONS: Microinsults: Pathologizing Cultural Values

WHY DON'T YOU EVER WEAR DRESSES?
MICROAGGRESSIONS: Microinsults: Pathologizing Cultural Values

The therapist diagnoses client with social anxiety. Advising a client, “Do you really think your problem stems from racism?”

MICROAGGRESSIONS: Microinsults: Assumption of Criminal Status

When a client, who is black, shares that she was accused of stealing from work, the therapist encourages the client to explore how she might have contributed to her employer’s mistrust of her.

Microinvalidation

*(Often Unconscious)*

Verbal comments or behaviors that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color, females, LGBTQ, person impacted by poverty or disability.

Racial Microaggressions in Everyday Life *Implications for Clinical Practice*. American Psychologist May-June 2007 page 278
https://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microaggressions-in-Everyday-Life.pdf. Retrieved 8/15/17 (for the purpose of this educational presentation definition modified to include persons who are: females, LGBTQ, impacted by poverty and disabilities)
“I don’t see COLOR”
...Does that mean You don’t see Me?
MICROAGGRESSIONS:
Microinvalidation: Denial of Individual Homophobicism

"...I'm not being homophobic, you're just being too sensitive..."
MICROAGGRESSIONS:
Microinvalidation: Alien in Own Land/College
MICROAGGRESSIONS: Microinsult: Pathologizing Communication Styles

#ittoom

harvard

"You don't sound black...You sound smart."
MICROAGGRESSIONS:
Microinvalidation: Second Class Citizen

SO, WHAT DO YOU PREFER TO BE CALLED?
HANDICAPPED?
DISABLED?
OR PHYSICALLY CHALLENGED?

“JOE” WOULD BE FINE.

THE MOST APPROPRIATE LABEL IS
USUALLY THE ONE PEOPLE’S PARENTS
HAVE GIVEN THEM.
MICROAGGRESSIONS
Microinvalidation: Environmental/Macro Level

Phelps ties for silver in 100 fly
Ledecky sets world record
A client of color expresses concern in discussing racial issues with her therapist. Her therapist replies with, “When I see you, I don’t see color.”

MICROAGGRESSIONS: Microinvalidation: Color Blindness

A therapist says “I think you are being too paranoid. We should emphasize similarities, not people’s differences” when a client of color attempts to discuss her feelings about being the only person of color at her job and feeling alienated and dismissed by her co-workers.

Microaggressions

Microassault
(Of Often Conscious)
Explicit racial/gender/sexual orientation derogations characterized primarily by a violent verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior or purposeful discriminatory actions.

This girl sitting next to me moves to sit closer to someone she’s talking to and this white guy whispers really loudly that she moved because I “Smell Like Rice”
MICROAGGRESSIONS

Microassaults: Alien in Own Land
MICROAGGRESSIONS
Microassaults: Assumption of Criminal Status
MICROAGGRESSIONS
Microassaults: Alien in Own Land
“Hitler massacred 3 million Jews ... there is 3 million drug addicts (in the Philippines), there are... I’d be happy to slaughter them.”

Rodrigo Duterte
A man of Hispanic heritage (Puerto Rico) understands English, however has some limitations speaking English. He enters the clinic for court ordered treatment. He is greeted at the by the receptionist who states, “we don’t treat your kind here- don’t come back to you learn English, or better yet just go back to Mexico”.

**PLEASE BE SEATED**
Your Therapist will be with you Shortly
MICROAGGRESSIONS: Microassault: Environmental/Macro-level

Pictures in waiting room walls and photos in the agency brochure are of white, straight individuals and white, straight/“traditional” families.
Reflections/Discussion: MICROAGGRESSIONS

- How have I been impacted by microaggressions?

- How have I engaged in microaggressions?

- How do microaggressions impact my clients?
The Impact of Power and Privilege within Addiction Professional - Client Relationship
TRASH
CAN
TOSS
Understanding Power and Privilege

UNEARNED PRIVILEGE

One can be pushed up, believed or thought worthy, considered to be capable because the group they represent; they have more than one deserves because of circumstances of birth or because people’s positive projections on them.

SOCIAL JUSTICE

One can be pushed down, believed or thought unworthy, considered incapable because of the group/association they represent; Disadvantaged because of circumstance of birth or because of people’s negative projection.

UNEARNED DISADVANTAGE

Visual developed from Peggy McIntosh How Studying Privilege Systems can Strengthen Compassion, TedTalkxTimberland October 6, 2012
Understanding Power and Privilege

UNEARNED PRIVILEGE

- Religion
- Affiliation
- Race
- Ethnic
- Heritage
- Sexual
- Identity
- Socio-Economic
- Status
- Gender
- Age
- Language
- "Abled bodied"

SOCIAL JUSTICE

- Race
- Ethnic
- Heritage
- Sexual
- Identity
- Socio-Economic
- Status
- Gender
- Age
- Job/Position
- Differently-Abled
- Sexual
- Orientation
- Language

UNEARNED DISADVANTAGE

Visual developed from Peggy McIntosh *How Studying Privilege Systems can Strengthen Compassion*, TedTalkxTimberland October 6, 2012
Understanding Power and Privilege

Unearned Disadvantage

- Circle the areas that you have personally been impacted by unearned disadvantage.
- Write down some specific examples of these incidents of unearned disadvantage.
- What was your level of awareness that you were receiving unearned disadvantage?
- How did it feel to be treated with unearned disadvantage?

Social Justice

- Religion Affiliation
- Sexual Identity
- Ethnic Heritage
- Socio-Economic Status
- Sexual Orientation
- "Dis-Abled bodied"
- Age
- Gender
- Language
- Job/Position

Unearned Disadvantage

Visual developed from Peggy McIntosh How Studying Privilege Systems can Strengthen Compassion, TedTalkxTimberland October 6, 2012
Understanding Power and Privilege

UNEARNED PRIVILEGE

Religion
Affiliation
Sexual
Identity
Ethnic
Heritage
Sexual
Orientation
Job/Position
Race
Socio-Economic
Status
“Abled bodied”
Gender
Language
Age

SOCIAL JUSTICE

Unearned Advantage:

• Circle the areas that you have personally been impacted by unearned advantage.

• Write down some specific examples of these incidents of unearned advantage.

• What was your level of awareness that you were receiving unearned advantage?

• How did it feel to be treated with unearned advantage?

Visual developed from Peggy McIntosh How Studying Privilege Systems can Strengthen Compassion, TedTalkxTimberland October 6, 2012
Understanding Power and Privilege

Those We Serve:

- What are some examples of how our clients are impacted by unearned advantage in society? How about in our agencies/facilities/practices?

- What are some examples of how our clients are impacted by unearned disadvantage in society? How about in our agencies/facilities/practices?

Visual developed from Peggy McIntosh *How Studying Privilege Systems can Strengthen Compassion*, TedTalkxTimberland October 6, 2012
TRASH CAN TOSS II
(with an element of equity)
Equality doesn't mean Justice

This is Equality  This is Justice
EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
How does power and privilege impact the relationship between you as an addiction professional and the clients you serve?

What does your treatment facility/organization need to consider regarding the issue of power, privilege and social justice in their work with clients? How can your agency “fix the imbalance”?
PRIVILEGE:
The Invisible Knapsack
YES or NO

– I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed

– I can turn on the television or open to the front page of the paper and see people of my race widely represented.
YES or NO

– I can be sure that my children will be given curricular materials that testify to the existence of their race

– Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability

Excerpt from White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh
YES or NO

- I do not have to educate my children to be aware of systemic racism for their own daily physical protection

- I am never asked to speak for all the people of my racial group

Excerpt from White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh
“Privilege is when you think something is not a problem because it’s not a problem to you personally.”
Impact of Systemic Racism

“....Most White Americans are unaware of the advantages they enjoy in this society and how their attitudes and actions unintentionally discriminate against persons of color.”
(Advisory Board to the President’s Initiative on Race, 1998)

“...this is especially problematic in the mental health professions because most graduates continue to be White and trained primarily in Western European modes of services delivery”
(D.W Sue & Sue 2003)

Racial Microaggressions in Everyday Life Implications for Clinical Practice. American Psychologist May-June 2007 page 271
The Clash/Union of Cultures

Northern
Anglo-Irish
Female/Cisgender
Raised Catholic

Southern
African American
Male/Cisgender
UMC Pastor
WHITE PRIVILEGE

• Unearned advantage (based on skin tone)
• Systemic, not personal
• Invisible to those who have the privilege (don’t know you have it until it’s gone)
• A “club” which one can be evicted from if they don’t follow the unstated rules and expectations.
“When you’re accustomed to privilege, equality feels like oppression!”
CULTURAL COUNTERTRANSFERENCE CHALLENGES WITH CLIENTS
Practice Cultural Humility

1. Have an understanding of how your cultural experience impacts your perceptions toward the cultures of others

2. Be aware if there is a particular cultural element/group that triggers a response within you.

3. Be open, both personally and professionally to explore and share about other’s cultural experience/history

4. Put yourself in an environment where you are the minority
5. Journal about your thoughts and feelings re: unearned privilege and unearned disadvantage

6. Read, discuss learn more about cultural humility, microaggressions, white privilege, racial justice,

7. Make the commitment to advocate and address issues that impact your clients:
   
   • Microaggressions (be aware of what you think/say/act; be willing to give feedback to others—clients, families, colleagues regarding their thoughts/words/actions)
Justice will not be served until those who are unaffected are as outraged as those who are.

Benjamin Franklin
WRAP-UP
SELF-REFLECTION

• What I have learned...

• How I will implement Cultural Humility in my professional work?

• How I will implement Cultural Humility in my personal life

• Who can you partner with (people or groups) in your professional/personal life to advocate for others?
CLOSING

- Discussion
- Questions
- Evaluation
THANK YOU
for participating in this workshop!

Questions or Additional Information:

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THANK YOU
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