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# Cultural Competence Humility in Schools

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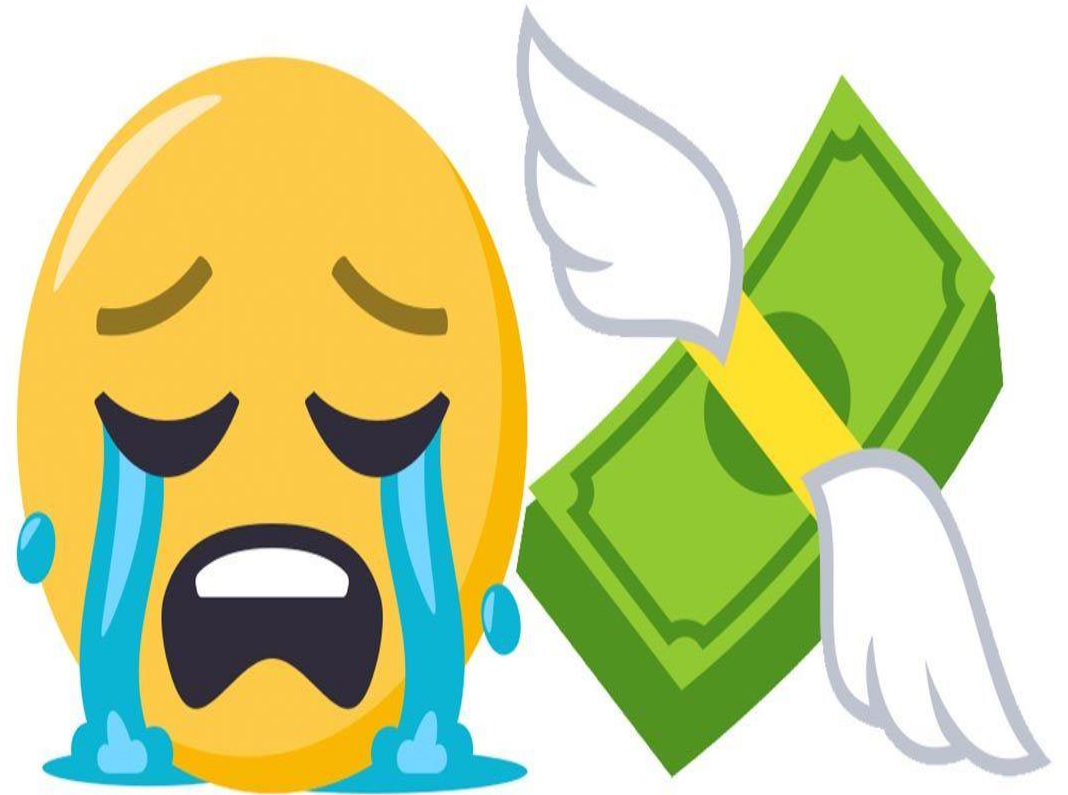
*October 2024*

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# Disclosures

**No disclosures to report.  
I have no ties to pharmaceutical  
industries or other corporate  
entities to disclose.**





# Objectives



# Objectives

1. Define cultural humility and how to foster a culturally sensitive and inclusive school environment
2. Understand the distinction between cultural humility and cultural competence
3. Understand the importance of cultural humility in the learning environment
4. Understand the importance of being aware of bias and the impact on students
5. Learn how to encourage and promote respect for diversity in the Classroom



# A Few Ground Rules

- Respect for self and others
- Listen carefully
- Use "I" statements
- Honor confidentiality
- Value risk-taking
- Okay to express emotions
- Ask questions, engage in dialogue
- Enjoy the experience

# What is Culture?



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# Culture

A shared system of values, beliefs, history, and learned patterns of behavior





# Culture Cont'd

“The body of learned beliefs, traditions, principles, and guides for behavior that are commonly shared among members of a particular group. Culture serves as a roadmap for both perceiving and interacting with the world.”

*Increasing Multicultural Understanding: A Comprehensive Model. Don Locke, SAGE Publications, 1992*





# Culture Cont'd

“A learned meaning system that consists of patterns of traditions, beliefs, values, norms, meanings and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community. *(Ting-Toomey and Chung)*

“A deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving” *(Samovar and Porter)*



# Traits of Culture

- ✓ Learned
- ✓ Transmitted
- ✓ Based on symbols
- ✓ Changeable
- ✓ Integrated
- ✓ Ethnocentric
- ✓ Adaptive



# What Shapes Culture?



- Political values
- Rituals
- Socioeconomic factors
- Experience with oppression or discrimination
- Family roles and structure
- Response of majority culture
- Degree of opposition to acculturation

# Variant Characteristics of Culture



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- Nationality
- Ethnicity
- Race
- Gender
- Age
- Spirituality/religion
- Socioeconomic Status
- Educational Status
- Marital Status
- Occupation
- Sexual orientation
- Urban versus rural residence
- Language or dialect
- Parental status
- Gender
- Disability
- Military Experience
- Political Beliefs
- Urban/Rural Residence
- Immigration Status, Time and Reasons



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# Cultural Competence and Cultural Humility





# Cultural Competence

The ability to interact effectively with people of various cultural, racial, ethnic, socioeconomic, religious and social groups, *typically by learning about* the patterns of behavior, beliefs, language, values, and customs of particular groups.





# Cultural Competence in Schools

Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms *of students and their families*

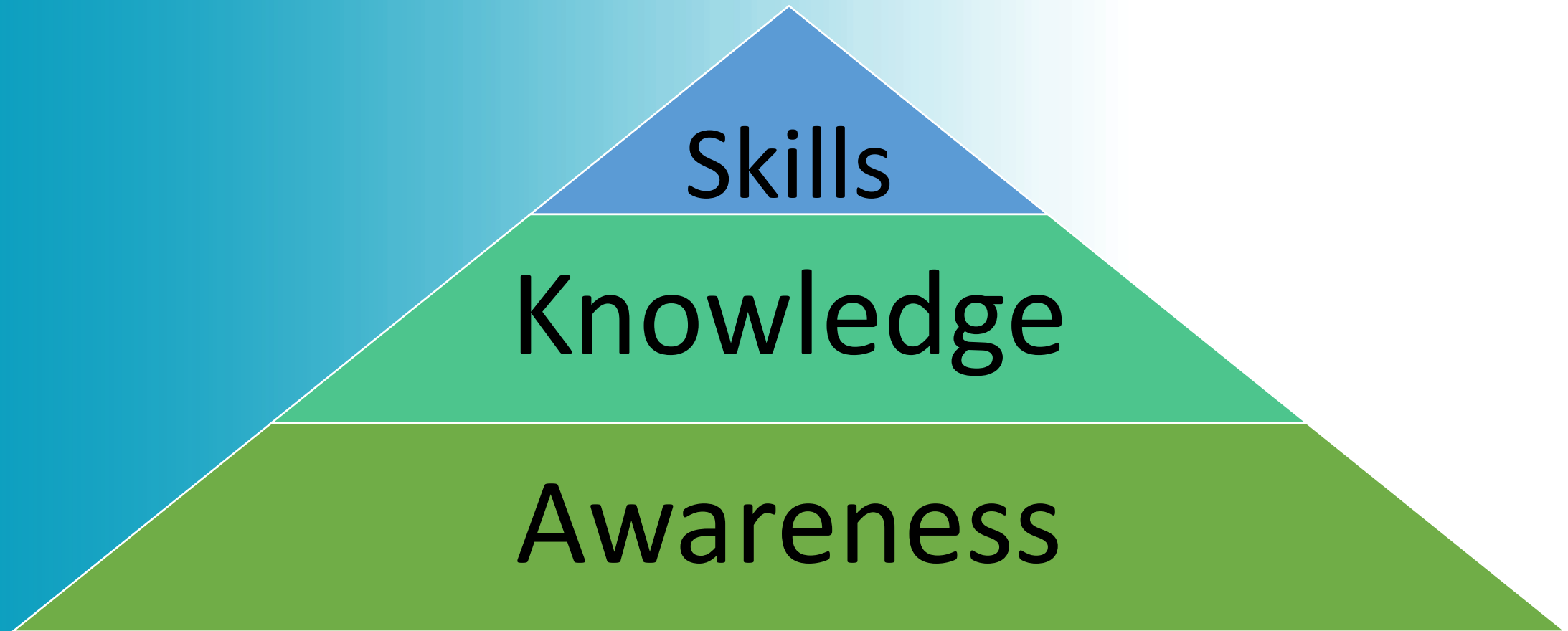
*(National Education Association)*

# Pedersen's (1994) Cultural Competence Model



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# Pedersen's Model Breakdown

***Skills:*** integration of awareness and knowledge competencies to develop appropriate and effective helping, teaching, communication, and intervention strategies with culturally diverse groups and individuals

***Knowledge:*** accumulation of factual information about different cultural groups. Acquire knowledge and understanding of the worldview of culturally diverse individuals and groups.

***Awareness:*** awareness of own attitudes, biases, and assumptions about human behavior as well as the sociopolitical issues that confront culturally different individuals



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# Cultural Humility



# Cultural Humility

Cultural humility is a process “of openness, *self-awareness*, being *egoless*, and incorporating *self-reflection* and critique after willingly interacting with diverse individuals”

*Foronda et al., 2016, p. 213*

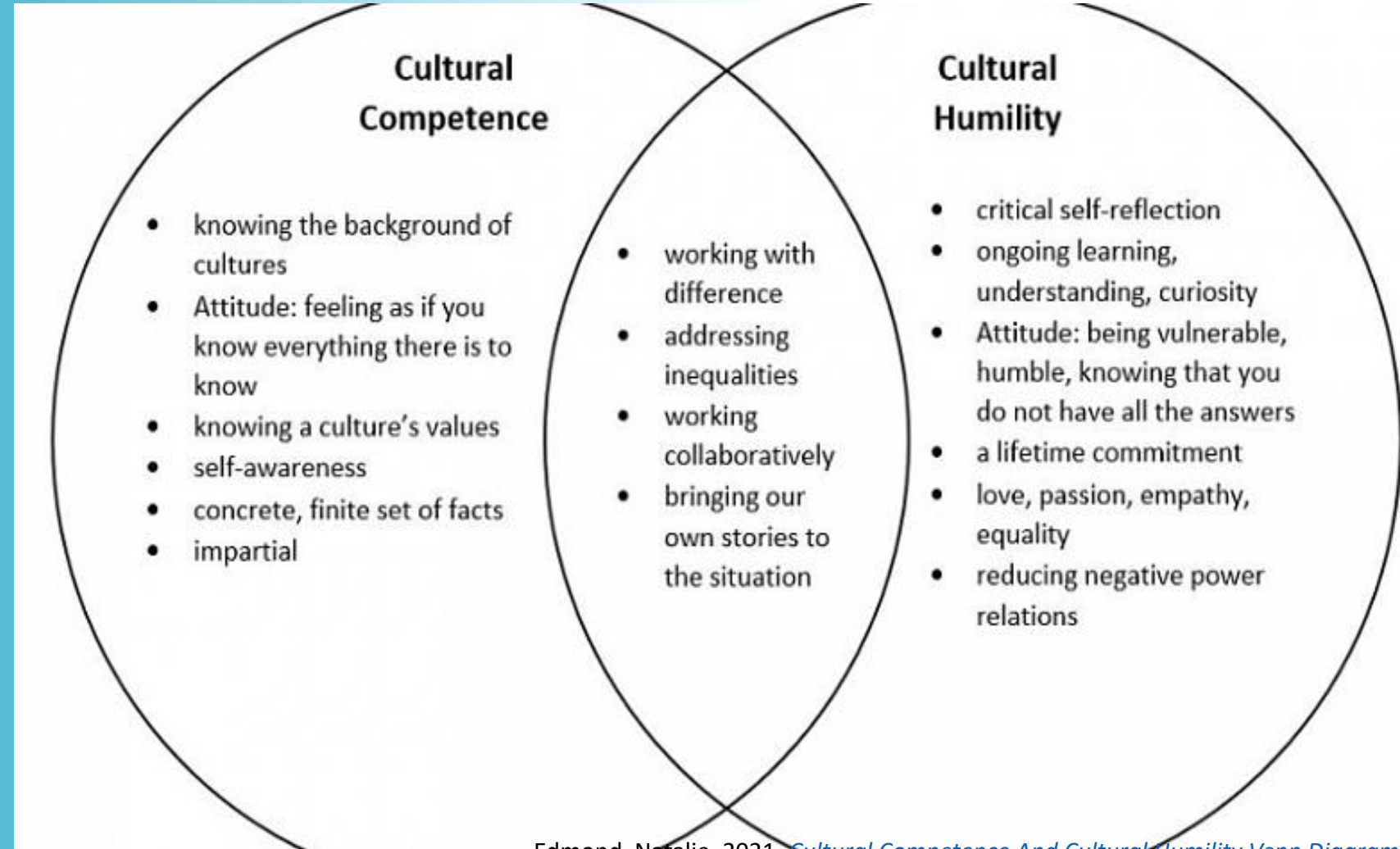


# Cultural Humility

“Cultural humility involves an ongoing process of self-exploration and self-critique combined with a willingness to *learn from others*. It means entering a relationship with another person with the *intention of honoring* their beliefs, customs, and values. It means *acknowledging* differences and *accepting* that person for who they are.”



# Cultural Competence and Cultural Humility



Edmond, Natalie. 2021. [Cultural Competence And Cultural Humility Venn Diagram](#)



# Pedersen's Cultural Competence Model -Modified



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# Modified Pedersen's Model Explained

**Skills:** integration of awareness and knowledge competencies to develop appropriate and effective helping, teaching, communication, and intervention strategies with culturally diverse groups and individuals

**Knowledge:** accumulation of factual information about different cultural groups. Acquire knowledge and understanding of the worldview of culturally diverse individuals and groups.

**Attitude:** Emphasizes the difference between training that increases awareness of cultural bias and beliefs in general and training that has participants carefully examine their own beliefs and values about cultural differences.

**Awareness:** awareness of own attitudes, biases, and assumptions about human behavior as well as the sociopolitical issues that confront culturally different individuals



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# Why Should Educators Care about Cultural Humility





# Why Are We Talking About This?

**The world around us  
growing increasingly  
more diverse and as such  
families are growing  
increasingly more diverse**

**We will need to have a  
better understanding in  
order to effectively create  
an inclusive environment**

# The Avenue of Avoidance



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## *Cost of avoiding the topic of the diversity in the classroom...*

- Can lead to negative interpersonal perceptions by students and families of color and/or marginalized groups
  - Avoidance may be perceived as is prejudice
- Hinders the process of acknowledging racial cultural differences
- Can come across as if you do not understand how to interact properly with people from other ethnic, cultural, and racial groups





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# The Importance of Cultural Humility among Educators



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**“Every human is  
like all other  
humans, some  
other humans, and  
no other human”**

*- Clyde Kluckhohn*





# Why Do We Need Cultural Humility in Educators?

- Focuses on teaching students to understand other viewpoints and experiences and helping them better understand their own cultures
- Enhances the teaching and learning process and helps ensure equitable opportunities and supports for **every** student
- Improves and strengthen student-teacher relationship creating a positive connection with school



# Cultural Humility in Educators Cont'd

- Meet the needs of students from various cultural backgrounds
- Close achievement gaps between students of different cultures
- Increase referrals and thereby representation of students in Gifted and Talented, Advanced Placement, and accelerated courses



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# The Role of Cultural Humility in Education



# Children Need to See Themselves Reflected & Represented

Sense of belonging

Diversity within curriculum, books, and materials

Diverse backgrounds of educators, providers and staff

Culturally sensitive supports

Opportunities for cultural pride



# Mason et al. (1996) Cultural Competence Model



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- Cross framework/Model for shifting the culture of a school
- Achieving cultural humility occurs along a continuum
- Five stages *(+ 1 – Cultural Proficiency)*
- Dynamic/fluid – always room for continued growth

# Mason et al. (1996)

## Cultural Competence Model



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**Cultural Destructiveness** -  
Acknowledgement of  
differences is refused

**Cultural Incapacity** -  
Differences are widely  
ignored

**Cultural Blindness** - Cultural  
differences are not viewed as  
important

**Cultural Pre-Competence** -  
The need for cultural  
competence is recognized

**Cultural Competence** -  
Differences are  
acknowledged and students'  
cultural experiences are  
valued and integrated into  
learning experiences

**Cultural Proficiency** - Systems  
and organizations hold  
culture in high esteem, use  
this a foundation to guide all  
of their endeavors

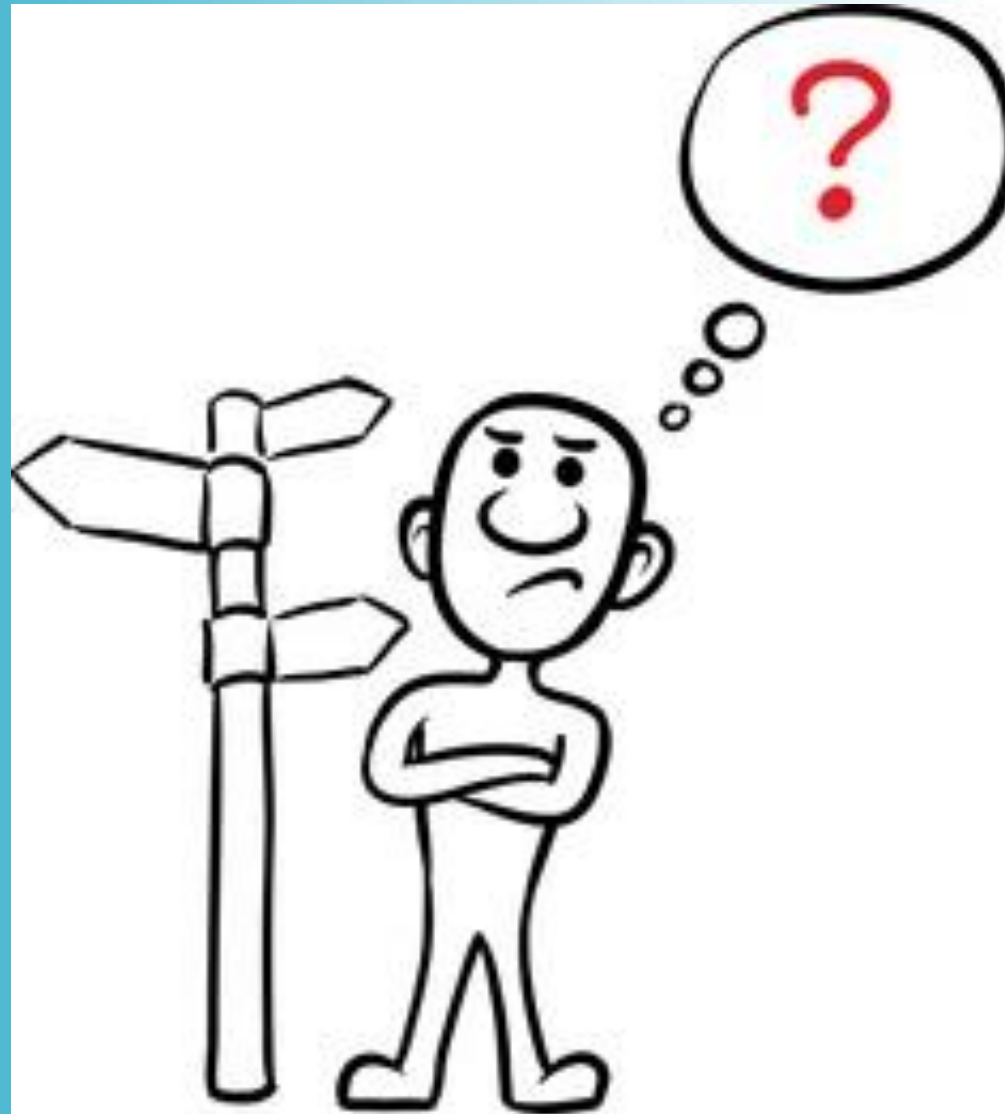




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**Where  
are you?**



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**Where Is  
your  
school?**



# Reflections...

- What are the cultural backgrounds of educators, students, families, and other members of the community?
- What are ways to integrate students' and families' culture within the educational community to enhance engagement and positive academic and non-academic outcomes?
- What school and/or district initiatives have been introduced to engage, honor, and utilize the various assets of the range of cultures represented by students and families?



# Reflections Cont'd...

- What professional learning experiences do you consider meaningful and effective at enhancing cultural humility among educators in your school and district?
- What obstacles need to be overcome to help ensure progress with enhancing cultural humility among educators in your school and/or district?
- What communication strategies are in place to ensure that implementation of cultural humility is consistent, coherent and a natural part of the routines throughout the school and/or district community?



## What Does This Mean For Educators



# The Role of the Educator

- The student-teacher relationship relies on trust and respect.
  - Showing sensitivity towards and enthusiasm for the different cultural identities in their classroom.
- Facilitate student understanding of other viewpoints and experiences and helping them better understand their own cultures.

# The Role of the Educator Cont'd



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- Recognize that every student is different, and no two students come into the classroom from the same place
  - Counties
  - Family unit
  - Economic situations
  - Lived experiences
- Promote equity in learning
  - Equal opportunity to access content and skills so that the outcome is fair.





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# Culturally Responsive Teaching



# Culturally Responsive Teaching

Culturally responsive teaching means **using students' customs, characteristics, experience, and perspectives** as tools for better classroom instruction.

<https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/teacher-competencies-that-promote-culturally-responsive-teaching/>



# Competencies for Culturally Responsive Teaching

**Figure 1 |** Eight Competencies for Culturally Responsive Teaching



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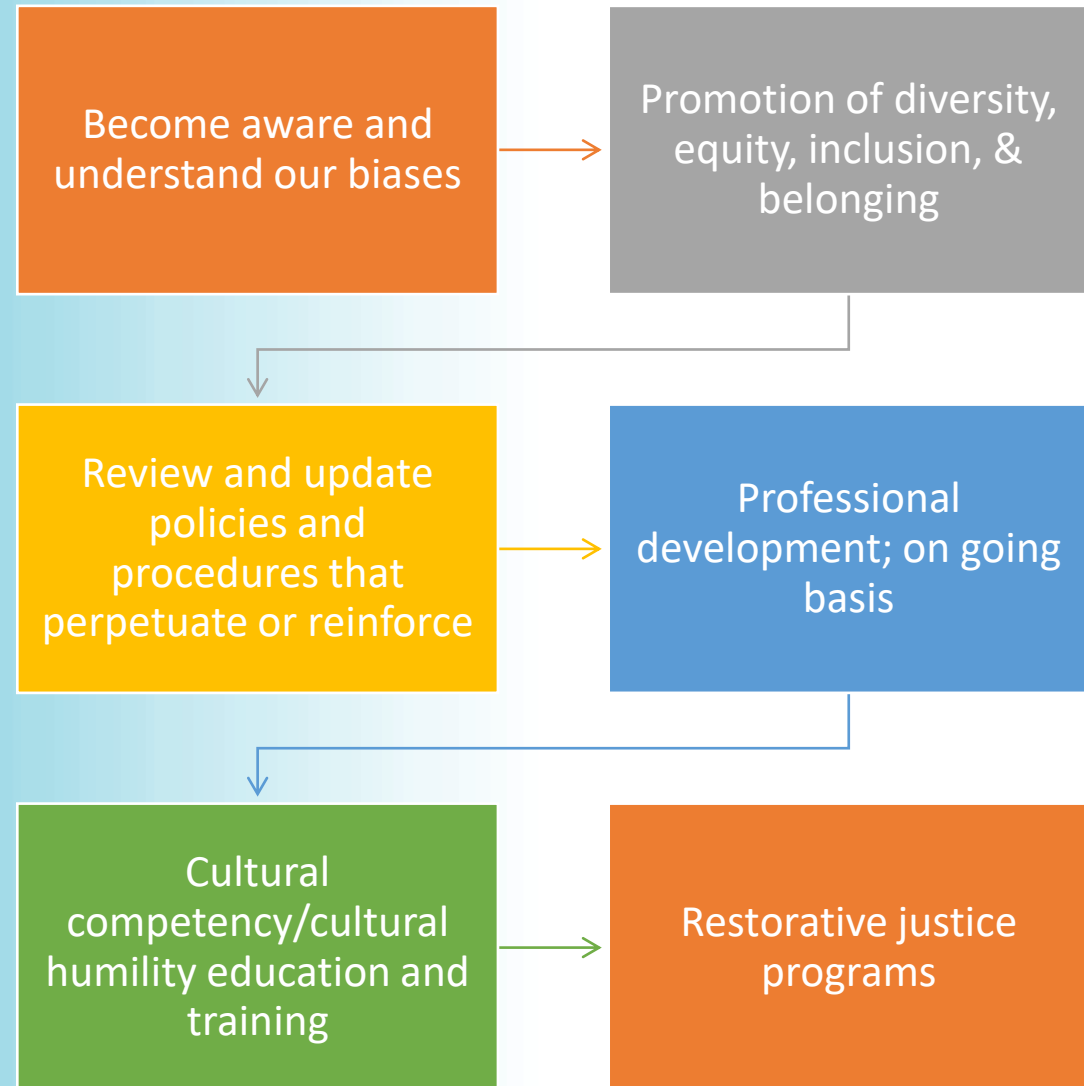
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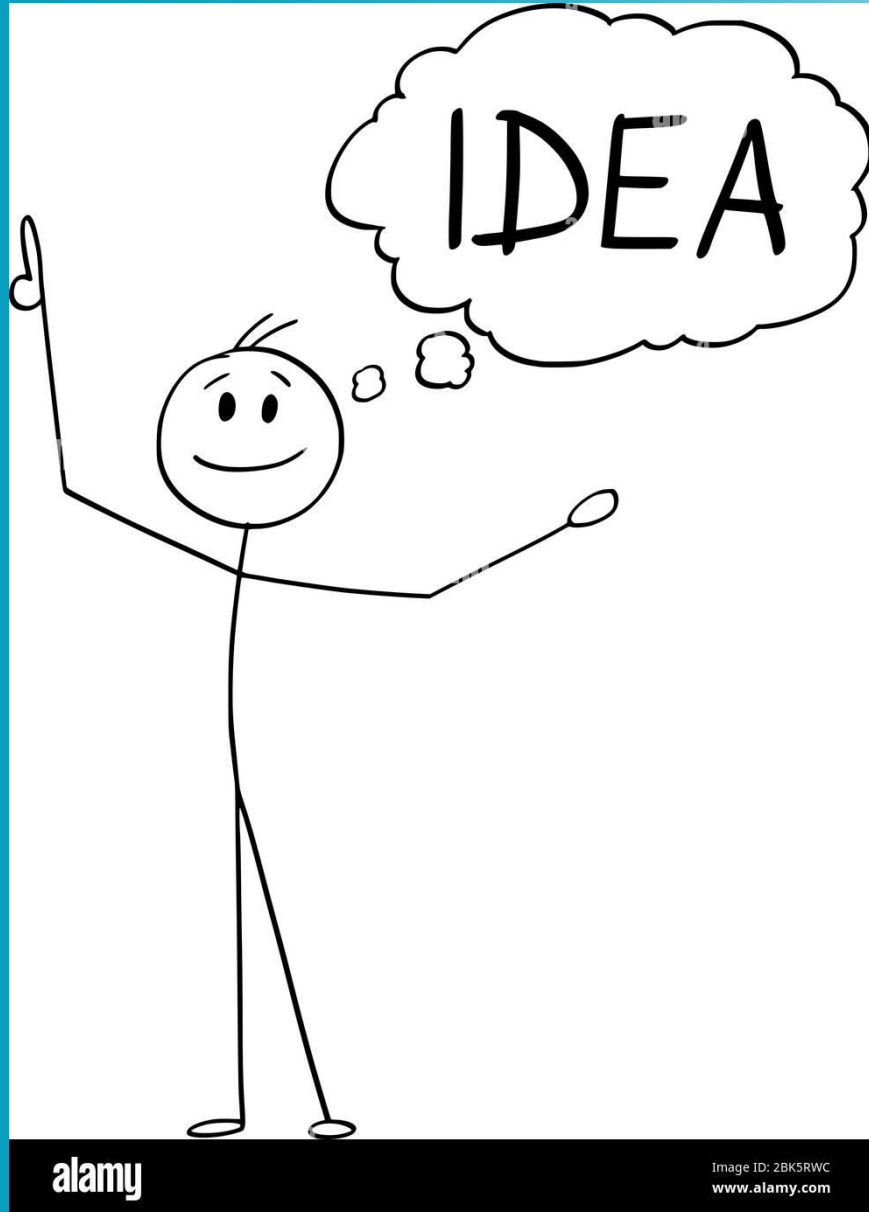
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# Cultural Humility & the School Environment



# Big Picture: Creating a Supportive Inclusive Environment





- Become aware and understand our biases
- Recognize the influence of their own background on their responses to cultural differences
- Learn as much about a student and their family's culture
- Adhere to certain traditions that may play apart in your student's culture
- Include neighborhood and community outreach efforts and involve community cultural leaders if possible



# What Can We Do As Individuals

- Examine your awareness, biases, beliefs, and assumptions about human behavior
- Examine your own cultural or ethnic background and experiences
- Read literature written by ethnic minority authors or about ethnic cultures
- Become familiar with and stay abreast of multicultural education literature
- Actively participate and engage in activities that enhance multicultural sensitivity
- Attend workshops, conferences, and other professional development events that focus on multicultural issues



# Cultural Humility – What Does the Environment Look Like/Feel Like?

Acceptance and respect  
for cultural difference

Careful attention paid  
to dynamics of  
difference

Ongoing cultural self  
assessment

Cultural groups are  
viewed as being  
different

Attention is paid to  
hiring culturally diverse  
and competent  
educators and staff

Ongoing expansion of  
knowledge, resources,  
and adaptations to  
academic curriculum  
and programming

Provides support to  
staff in their efforts to  
increase their cultural  
humility

Policies in place and  
enforced to support and  
drive the effort





**what  
have you  
Learned**

# Cultural Humility Takeaways



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1. Lifelong learning and critical self-reflection
2. Recognizing and challenging power imbalances for respectful relationships
3. Institutional accountability
4. Deliberate and intentional process

Moncho, 2013



# Considerations in Cultural Humility ...



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Do not assume that one person's experience speaks for an entire group of people who share that identity.

Be verbally humble. E.g., Preface a conversation with: "If I ask anything that makes you uncomfortable, please let me know."

Frame your interactions with others as a partnership.

Cultural humility is not just about what you know, it's also about not being distracted by what you think you know.

Create space for the others to advocate for themselves by asking, "Is there anything you think I should know?"



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THANK  
YOU

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