



Cultural Humility in CSD Education

Sarah M. Ginsberg, Ed.D., CCC-SLP, F-ASHA

A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, F-ASHA

Cultural Competence vs. Cultural Humility

COMPETENCE

“Clinicians are responsible for providing competent services, including cultural responsiveness to clients/patients/families during all clinical interaction.... It involves self-awareness and cultural humility”

(ASHA, n.d)

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 non-paternalistic clinical and advocacy partnerships with communities”

(Tervalon & Murray-Garcia, 1998, p. 117)

Cultural Competence Myths

- **Competence can be achieved through knowledge of set of facts**
- **Cultures may be seen as homogeneous**
- **Implies tolerance of different cultures**

(Ginsberg, 2018b; Juarez, Marvel, Brezinski, Glasner, Towbin, & Lawton, 2006)

Cultural Humility Mindset

- **Self-reflection & critique**
 - Increase understanding of power dynamic in professional relationships (Cooper-Patrick et al., 1999)
 - Recognize your own implicit and explicit bias (Hunt, 2005)
- **Open to learning**
 - Ask others what they need to learn and grow
 - People we work with are in the best position to teach us about their perspectives (Chang, Simon, & Dong, 2012)

Cultural Humility Mindset

- **Partnership**
 - Educators need to develop and maintain mutually respectful partnerships with their students
- **Life-long process**
 - We never stop learning about others
 - Ongoing reflection on your views and relationships (Miller, 2009)
- **Characteristics**
 - Self-awareness
 - Egolessness
 - Avoid assumptions about others

(Foronda, Baptiste, Reinholdt & Ousman, 2015; Tervalon & Murray-Garcia, 1998)

Cultural Humility

- **Move beyond acceptance and tolerance toward appreciation**

(Cross, Bazron, Dennis, & Isaacs, 1989; Ginsberg, 2018b; Kimmons, 2017)

- **Listen how individuals define themselves**

- **Intersectionality: We belong to more than one category at any given time**

(Ortega & Faller, 2011)

Microaggressions: A Barrier to Cultural Humility

- Racial microaggressions described as “subtle insults (verbal, non-verbal, and/or visual) directed toward people of color, often automatically or unconsciously” and may be brief and **daily** (Sue et al., 2007, p. 273)
- Racial microaggressions negatively impact college students’ self-esteem, sense of worth, and feelings of **acceptance** (Nadal et al., 2014)

Challenges in the CSD Education

- **Microaggressions from faculty, clinical educators, and peers**
 - Representationalism or “expert” on a group
 - Stereotyping
- **Educator assumptions of being “less than” or “other”**
- **Deficit model explanations for performance difficulties**
- **Feelings of isolation**
- **“Culture shock”**

(Ginsberg, 2018a)

- **Self-reflection: What implicit bias do I hold towards individuals that are different from me?**
- **Create opportunities for learning about individuals**
- **Empower all learners**
- **Caring mentoring** (Ginsberg, 2018b)
 - **Holistic**
 - **Co-mentor**
 - **Connect to outside resources**
 - **Multicultural Constituency Groups**
<https://www.asha.org/practice/multicultural/opportunities/constituency/>

Cultural Humility in CSD Education

Select References

American Speech-Language-Hearing Association (n.d.). *Cultural Competence*. (Practice Portal). Retrieved month, day, year, from www.asha.org/Practice-Portal/Professional-Issues/Cultural-Competence.

Ginsberg, S. M. (2018a). Stories of success: African American speech-language pathologists' academic resilience. *Teaching and Learning in Communication Sciences & Disorders*, 2(3).
<https://ir.library.illinoisstate.edu/tlcsd/vol2/iss3/4>

Ginsberg, S. M. (2018b). Increasing African American student success in speech-language pathology programs. *Teaching and Learning in Communication Sciences & Disorders*, 2(3).
<https://ir.library.illinoisstate.edu/tlcsd/vol2/iss3/5>

Kimmons, M. (2017). "Tolerance" is not enough. *The ASHA Leader*, 22(8), 8-9.

Ortega R. M. & Faller, K. C., (2011), Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare*, 90(5), 27-49.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

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(2), 117-125.