This chapter provides three activities and one assessment for training community health workers (CHWs) to understand and practice the concept of cultural humility. Cultural humility is a practice of lifelong learning and self-reflection that differs from cultural competence or cultural sensitivity. Cultural humility is one of the most critical and important concepts to understand for working across cultures and identities.

This chapter corresponds to, and is meant to be used with, Chapter 6, “Practicing Cultural Humility,” of Foundations for Community Health Workers, Second Edition.
CHAPTER AT A GLANCE

Practicing Cultural Humility

Training CHWs on cultural humility occurs in the core competency sessions of the CHW training program at City College of San Francisco (CCSF) and is reinforced throughout the program. The concept and practice of cultural humility is complex and nuanced, so it is important to approach these exercises with ample time for learners to reflect, ask questions, and bring knowledge from their own experiences.

This guide is meant to be used when teaching/training Chapter 6 of Foundations for Community Health Workers, Second Edition. The learning activities presented here are just a sample from our curriculum and do not include all training activities that we facilitate over the course of a nine-month CHW certification process. Cultural humility is a lifelong practice that is never complete or mastered. These step-by-step training activities offer a starting place to what we hope will be an ongoing conversation throughout the course of the CHW training and beyond. We recommend reading Chapter 6 in Foundations, since the textbook provides more material about cultural humility, as well as a deeper explanation of concepts related to activities in this guide.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LEARNING OUTCOMES</th>
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| **ACTIVITY 6.1: INTRODUCTION TO CULTURAL HUMILITY (90 MINUTES)** | ▶ Define culture.  
▶ Reflect upon their own cultural identities.  
▶ Discuss concepts of humility and cultural humility.  
▶ Understand the concept of transference of power. |
| This activity introduces learners to the concept of cultural humility—a practice of lifelong learning and skills for working effectively across cultural identities in a way that respects and supports all clients and communities.  
Small and large group discussion | |
| **ACTIVITY 6.2: CULTURAL HUMILITY VIDEO DISCUSSION (50 MINUTES)** | ▶ Clarify concepts and skills for practicing cultural humility when working with clients who have different backgrounds, experiences, and beliefs. |
| This activity provides learners with an opportunity to view and critique two video role plays showing how a CHW demonstrates aspects of cultural humility.  
Videos and large group discussion | |
CHAPTER AT A GLANCE (continued)

### Practicing Cultural Humility

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<tr>
<td><strong>ACTIVITY 6.3: PRACTICING CULTURAL HUMILITY ROLE PLAYS (45–60 MINUTES)</strong></td>
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<tr>
<td>This activity provides learners with an opportunity to create and discuss role plays to practice cultural humility. Role plays based on learners' own experiences. <strong>Includes:</strong></td>
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<tr>
<td>- Learner Handout 6.3 A: Small Group Discussion Questions</td>
<td>- Analyze strategies and approaches for practicing cultural humility in their own lives and work environments.</td>
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<tr>
<td></td>
<td>- Practice using principles of cultural humility.</td>
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**TRAINING WITH VIDEOS FROM CHAPTER 6 OF FOUNDATIONS**

Chapter 6 of the textbook includes a video of a CHW working with a client that shows key concepts and skills for cultural humility, and one interview with CCSF faculty.

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<th>ASSESSMENT</th>
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<td><strong>ASSESSMENT 6.1: CULTURAL HUMILITY PERSONAL PLAN</strong></td>
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<tr>
<td>This assessment allows learners to reflect and identify their own strengths and areas for growth for practicing cultural humility.</td>
<td>- Rubric</td>
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### ACTIVITIES

#### ACTIVITY 6.1: Introduction to Cultural Humility  
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#### ACTIVITY 6.2: Cultural Humility Video Discussion  
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#### ACTIVITY 6.3: Practicing Cultural Humility Role Play  
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*Training with Videos from Chapter 6 of Foundations*  
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This activity introduces learners to the concept of cultural humility, a practice of lifelong learning and skills development for working effectively across cultural identities in ways that respect and support all clients and communities. It is highly recommended that this activity be done early on to introduce the conceptual framework and definition of cultural humility. It should be followed by opportunities to practice aspects of cultural humility, such as the other activities provided in this chapter.

At CCSF, we infuse our entire curriculum with content related to cultural humility. For example, we address cultural humility as we are teaching about health outreach or home visiting, care management, and motivational interviewing. Over time, learners enhance their abilities to discuss the concept of cultural humility in nuanced ways and to demonstrate their understanding of cultural humility as they work together in small groups and participate in role plays.

For more explanation of our approach, we encourage you to watch the following brief video interview with Abby Rincon, the author of Chapter 6 in Foundations: “Cultural Humility across the Curriculum, Faculty Interview, Training Guide” (5:19) (http://youtu.be/PtaxXUTge_o) In the video, Abby—who taught the CHW cohort at CCSF for ten years—discusses her approach to training CHWs in cultural humility.
Introduction to Cultural Humility (continued)

1 Introduction

Frame this activity by emphasizing that CHWs work with clients and communities from widely diverse cultural backgrounds and identities.

All CHWs work across cultural identities or with clients who have different identities than their own. Even when you are working within your own communities, you will encounter significant differences between yourself and clients based on factors such as age, sex, gender, income, employment and health insurance status, ability, family structure, faith or religion, and sexual orientation.

Explain that in this activity you will be talking about the concept of cultural humility, and how to work respectfully and effectively with clients from all different backgrounds. Tell learners that cultural humility must be applied and practiced over and over again, and that the training activities that follow will provide opportunities to get deeper into that practice. First, however, it is important to talk about the concept and what it means.

2 Large Group Discussion—Defining Culture

Explain that, before jumping into a conversation about cultural humility, you will first take some time to talk about culture. Ask learners to identify what culture means to them and write responses on flip–chart paper or on the board. You may wish to pose questions such as these:

- What is culture?
- What are some of the key components of a cultural identity?
- How does culture impact our values, practices, and beliefs? What types of values and beliefs do cultures often influence?
  
  For example, culture may influence or guide our values and views about relationships, family, children, elders, faith or religion, sex, death, politics, social customs, food, music, art, and more.

You can refer to Chapter 6 as you facilitate this discussion and share the definition of culture provided there.

Culture is a set of guidelines (both explicit and implicit) that individuals inherit as members of a particular society and that tell them how to view the world, how to experience it emotionally, and how to behave in it in relation to other people, to supernatural forces and gods, and to the natural environment. (Helman, 1994)
Introduction to Cultural Humility (continued)

As learners are brainstorming, be prepared to ask additional questions to prompt their thinking about culture. For example, you may wish to encourage learners to address the following concepts:

⦁ Culture may include factors such as shared values, language, ethnic identity, immigration status and experience, sexual orientation, family background, traditions, social class, and other factors.

⦁ Culture is not static or fixed; instead it evolves over time.

⦁ People may belong to or identity with more than one or many different cultures and cultural communities.

3 Individual Reflection on Culture

Hand out one blank piece of paper to each learner. Ask them to draw a circle. Tell them that for this exercise, the circle represents their cultural identity.

Ask learners to draw out or depict their cultural identity as they would a pie, with the different slices of the pie representing a different piece or component of their cultural identity. Some people may consider their cultural identity to have many different components or pieces, and others fewer.

Provide them with about 5 minutes to complete their drawing. Give them notice when one minute remains for them to complete their drawing.

4 Sharing in Pairs

After 5 minutes, ask learners to turn to the person next to them and take turns talking about their cultural identities and aspects of their cultural identity they most value. Provide learners with about 10 minutes total to share, prompting them to switch after 5 minutes have passed.

5 Group Debrief and Discussion

Bring the pairs back to the large group and ask for a few learners to share something they learned or that stood out for them from the activity, either about their own cultures or the cultural identity of their partner. Ask learners if there was anything that surprised them or that they weren’t expecting.

Once a few learners have shared, acknowledge how much cultural diversity exists in the room.

TIP At this point, you may wish to take a moment to acknowledge some of the things you learned from those who shared and to thank learners for sharing. Doing this is a way of demonstrating and modeling aspects of cultural humility.
Although all of us are part of this community of learners and CHWs in training, there are many different experiences, values, beliefs, and identities present. Each of our cultural identities and beliefs shapes how we view the world. We tend to see our own cultural identities, values, and beliefs as “normal” or “good” or “right” and sometimes impose those beliefs onto others.

When we, as service providers, are guided by our own assumptions about the cultural identities, values, beliefs, or traditions of others, we risk offending or disrespecting the clients we work with. We risk basing our work and decisions on incorrect assumptions. What happens then is that CHWs may fail to identify a client’s true health concerns or may provide incorrect or irrelevant information and other resources to clients, and licensed providers may misdiagnose clients. These assumptions can also seriously damage trust and the quality of the relationship between provider and client. One way to address this challenge is through the practice of cultural humility.

**TIP** If appropriate, you may also wish to share an example from your own history and practice in which you made assumptions about someone else’s experience, the impacts of your actions, and how you sought to address the issue. This is a way of demonstrating aspects of cultural humility and encouraging honest reflection and conversation among learners.

### 6 Group Discussion on Humility and Cultural Humility

Now ask learners to share their ideas about the word *humility* by posing questions such as these:

- What does the word *humility* mean to you?
- What are some of the ways that people demonstrate humility?
  
  As necessary, you may wish to emphasize that humility means not rating one’s own significance or value higher than that of others. It implies recognizing the limits of one’s own wisdom and skills and appreciating the value and skills of others.
- What are the qualities of person who is humble?

Now bring the two words together and ask learners to explain what is meant by the term *cultural humility*. You may wish to draw from the information provided in Chapter 6 or highlight the definition provided in the textbook.

Cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances in the physician–patient dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations. (Tervalon & Garcia, 1998)
Introduction to Cultural Humility (continued)

7 Transference of Power

Explain that cultural humility matters because it can improve a CHW’s ability to work effectively and respectfully with clients from all different backgrounds and experiences. Acknowledge that anytime a CHW or other health care provider works with a client, there is a power dynamic present. Ask learners to consider a traditional health care encounter (such as a doctor or dentist appointment) and ask them to respond to the following questions:

⦁ Who has the most power in that encounter? Why?
⦁ How might a CHW or other provider assert power over a client?
⦁ How might that power dynamic negatively impact a client?

Explain to learners that connected to the concept of cultural humility is the notion of transference of power. This is a fundamental concept that runs throughout the textbook. It is integral to client-centered practice and the key goal for CHWs to enhance the autonomy and self-determination of the clients they work with.

Facilitate discussion by posing questions such as these:

⦁ What do you think about this idea?
⦁ How might this change how you work with clients?
⦁ What’s one way you could work to transfer power when working with a client?
⦁ How can a CHW work in a way that overturns this traditional power dynamic and supports the client’s autonomy and empowerment?
⦁ What effects could that have on the relationship between the CHW and the client?
⦁ What effects might it have on the client?

8 Reinforcement

As you complete this training activity, acknowledge that cultural humility is a concept that you will revisit many times over the course of the CHW training. Learners will have opportunities to apply and demonstrate cultural humility as they analyze case studies and participate in role plays.

You may also wish to reinforce key concepts such as the following:

⦁ Culture is not static, but dynamic and evolving.
⦁ Cultural identities are multifaceted and may incorporate or be influenced by factors such as faith or religion, age, geography, nationality, political or social values, sex, gender identity and sexual orientation, illness and disability, shared experience or membership in the same group, and so on.
⦁ We each share aspects of our identities with one or more cultural communities.
Introduction to Cultural Humility (continued)

- A first step for practicing cultural humility is to understand who we are, what communities we belong to, and how we define our identity. It is important, as we work with others, that we come to understand not only who we are, but who we are not, what we know or are familiar with, and what we don’t know.

- Although the cultural humility framework encourages each of us to study and learn about the history and traditions of other communities, it also reminds us that we cannot become experts in the culture or cultural identity of another. Only the clients and communities we work with are the true experts in their own experience, culture, values, and beliefs.

- Cultural humility cautions us about judging or comparing the value of any culture. No culture or cultural identity is higher or lower, or better or worse than any other.

- Cultural humility is a lifelong commitment to reflect on our own identities, experiences, assumptions, and biases.

- Rather than seeking to be expert in others’ cultural norms or beliefs, cultural humility invites us to admit that there is much we don’t and can’t know.

- Cultural humility is an approach that emphasizes recognizing the need to learn about the client’s experience, values, beliefs, and behaviors by asking and listening deeply to what they tell us.

- Cultural humility asks us to study histories of prejudice and discrimination that may influence the nature of the relationship between communities and service providers.

- As CHWs, we strive to transfer power away from ourselves (and other service providers) and to the clients and communities we work with. We refrain from directing clients or telling them what they should know, believe, or do in order to support their self-determination and empowerment.

References


Activity 6.2

Cultural Humility Video Discussion

This activity provides learners with an opportunity to view and critique two video role plays showing how a CHW demonstrates aspects of cultural humility. The videos are used to generate discussion among learners about how to respond in similar situations and how to apply the concept of cultural humility to support clients in generating choices about their health and well-being.

1 Introduction

Explain that this activity is an opportunity to reflect on the practice of cultural humility—a lifelong practice of self-reflectiveness and awareness—when working with clients. Learners will view and discuss videos depicting a CHW who is working with a client. Ask them to watch and listen carefully to the choices the CHW makes and to share their own ideas afterward for what aspects of the CHW’s practice they think were effective and not so effective. If they were the CHW in this scenario, what would they do and say to support this client?

2 Show and Discuss the Video of the Counter Role Play

Set up and show “Depression, Religion, and Cultural Humility: Role Play Counter, Foundations” (1:48) (http://youtu.be/y6d-GdXi8go), which presents a counter role play between a CHW and a client. In this role play, the client explains her choice to seek out pastoral counseling rather than mental health counseling.

NOTE: Don’t tell the learners in advance that this is a counter example. Let them view and respond to the video on its own merits.
Cultural Humility Video Discussion (continued)

Facilitate a brief discussion among learners by posing questions such as these:

- What was the challenge that the client was facing in this video?
- What was the decision that the client made?
- How did the CHW respond?
- How well did the CHW demonstrate cultural humility?
- How effective was the CHW’s approach?
- How may the CHW’s response and practice influence their relationship with the client?
- What would you have wanted to do differently, and why?

This is an opportunity to highlight the ways that CHWs and other service providers sometimes struggle to remain client-centered when a client’s belief structures, values, or cultural practices differ from their own. In the video role play, the client is experiencing depression and feels much more comfortable accessing pastoral care from her church than from a mental health counselor. The CHW, however, challenges these values and priorities and tries to persuade the client to consult with a therapist. Having a client reject a recommendation because it is not culturally relevant can be perceived by a CHW as the client being uncooperative or not properly addressing their health issues. Lecturing a client or telling them what to do not only undermines the value that client-centered practice puts on supporting the autonomy of clients, it is also likely to damage the professional relationship between the client and the CHW.

3 Show and Discuss the Second Video Role Play Demo

Explain that the second video depicts a different conversation between the same client and CHW. Show the video “Depression, Religion, and Cultural Humility: Role Play, Demo, Foundations” (1:28) (http://youtu.be/Bgr6TXWknQQ) and facilitate discussion by posing questions such as these:

- How did the CHW respond to the client this time?
- How well did the CHW demonstrate cultural humility?
- How effective was the CHW’s approach? What was the impact or the outcome for the client?
- How may the CHW’s response and practice influence their relationship with the client?
- What would you have wanted to do differently, and why?
Cultural Humility Video Discussion (continued)

Note that in the second role play the CHW does not try to argue with or tell the client what to do. By listening and paying attention to what the client is communicating, the CHW is able to understand that the client is having a positive outcome, even though the path they are taking may be different from what the CHW recommended.

4 Large Group Discussion

Broaden the conversation beyond the examples provided in the role play videos to focus on the concept of cultural humility more broadly. Facilitate discussion by posing questions such as these:

- In your own words, how would you describe the concept of cultural humility?
- What are some experiences from your own life where you have been on either side of this kind of dialogue, either as the person trying to convince someone to do things a certain way, or as the person who is being told they should do something a particular way? How did it feel to be on either side?
- How effective is it, in general, to lecture or tell other people or clients what they need to do and how they need to behave? Are you someone who likes to be told what to do by others?
- What are other ways a provider can impose their own beliefs? How might that affect the client?
- What are the benefits of practicing cultural humility for a CHW? What might be some of the benefits for clients?
- What value does this concept of cultural humility have for your work with clients and communities?

5 Reinforcement

This is an opportunity to synthesize and reinforce important concepts related to cultural humility that have already been clearly shared by learners. Possible messages to reinforce may include the following:

- Cultural humility is a lifelong practice and commitment to self-awareness and reflection. It requires being curious and open-minded about clients and having a genuine interest in understanding what approaches to health promotion will work best for them.
- Be aware of your own tendencies to want to rescue, lecture, direct, or control the client. Do your best to interrupt these impulses and get out of your own way. Breathe. Listen.
- Be willing to challenge your own assumptions and beliefs about what you think are the “best” or “right” ways to achieve goals.
Cultural Humility Video Discussion (continued)

- As the CHW, you are in a position of power relative to your clients. It is important to recognize the power you hold and use it responsibly. Part of your role as a CHW is to support your clients to connect with their own power and autonomy. Supporting them to make positive choices, even if those choices are different than what you suggested, will help you develop a healthy and trusting relationship.

- Trying to direct or control your clients’ choices and behaviors is likely to backfire and harm the professional relationship. It also contradicts client-centered values for respecting and promoting client autonomy and self-determination. Remember that the client has a right to make decisions that you don’t agree with and to make mistakes that may increase risks for harm.

- Let client-centered skills guide your interaction in these moments. Use your Big Ears and Big Eyes. Use OARS to ask open-ended questions, share affirmations, and demonstrate reflective listening. Let these skills provide the client with an opportunity to reflect more deeply upon their own situation, feelings, hopes, and beliefs.
**Activity 6.3**

**Practicing Cultural Humility Role Plays**

This activity provides learners with an opportunity to create and discuss role play scenarios to practice cultural humility. Learners are encouraged to create role play topics based on their own experiences so they can practice integrating ideas and strategies for cultural humility into their work as CHWs. It is recommended that this activity be done after Activities 6.1 and 6.2.

1. **Introduction**

Frame this activity as an opportunity for learners to practice what cultural humility can look like in action. Explain that learners will have an opportunity, in groups of three, to identify a client scenario and to practice using cultural humility to support the health of the client.

Explain that learners will brainstorm a list of role play topics or scenarios. To start the role play, ask learners to brainstorm a list of possible client scenarios in which the client and the CHW hold different cultural perspectives. As the discussion continues, record these ideas on the board or on flip-chart paper. You may ask learners to consider situations in which they worked with a client from a different cultural background or identity than their own, or situations in which they were the client. You may wish to remind them of the conversations they had in their small groups in Activity 6.1, in which they shared about a time when someone in a professional helping role misunderstood or disrespected something about their cultural identities. If there were examples from their small groups that stood out, invite learners to suggest those as possible role play topics for the group.

It may be helpful to instruct the group that, although the scenarios for the role plays are coming from learners’ own experiences, the role plays themselves will not play out in exactly the same way the experiences occurred.

**Materials Needed**
- Flip chart and markers
- Paper and pens
- Copies of “Learner Handout 6.3 A: Small Group Discussion Questions” (included at the end of this activity)

**Trainer Preparation**
- Review Chapter 6.

**Learner Preparation**
- Ask learners to review Chapter 6.

**Learning Outcomes**
Learners will be able to:
- Analyze strategies and approaches for practicing cultural humility in their own lives and work environments.
- Practice using principles of cultural humility.
Practicing Cultural Humility Role Plays (continued)

2 Small Group Role Plays
Assign learners to groups of three (mix up the groups so learners have an opportunity to work closely with and get to know more people in the group). Instruct learners to pick one of the topics from the brainstormed list to act out in the role play and choose who will play each role: client, CHW, and observer. Remind learners that the purpose of this role play is for the CHW to do their best to demonstrate strong cultural humility skills in working with the client.

Pass out copies of the handout with questions for the group to discuss after they have completed the role play (included at the end of this activity). Provide learners with approximately 5 to 7 minutes to enact the role play, reminding learners who are acting as observers to pay close attention to what happens between the client and the CHW.

3 Small Group Discussion
After each group has completed their role play, instruct learners to spend a few minutes talking about what happened, using the small group discussion questions as a guide. Continue to circulate among small groups identifying questions, challenges, and concepts to highlight during the large group discussion to follow.

4 Large Group Debrief
Return to the large group and allow some time for learners to share their reflections about the role plays. Acknowledge that the experience of participating in role plays can bring up a lot of emotions for learners as they put themselves into scenarios in which they may feel disrespected, powerless, or harmed.

Facilitate discussion by posing questions such as these:

- How did it feel to be in the role of the client?
- What were some of the feelings that came up for you?
- What did you notice about your own reactions?
- How did it feel to be in the role of the CHW?
- In what ways did CHWs struggle to respect and affirm the culture, identity, and autonomy of clients?
- What did CHWs do and say that demonstrated cultural humility?
- How were issues of power or control highlighted in these role plays, and what did CHWs do to transfer power to the client?
- What did you learn about cultural humility that you hope to apply in your future work as a CHW?
Practicing Cultural Humility Role Plays  *continued*

**OPTION** Depending on time and the interest and engagement of the group, you may wish to ask learners to run through a second role play activity, either switching roles and trying to practice elements of cultural humility in the same scenario, or by practicing with a different scenario. Either way, repeat Steps 2 and 3 and encourage learners to try out different roles.

### 5 Reinforcement

As you close out this learning activity, you may wish to reinforce key points such as the following:

- Cultural humility is a lifelong practice and a commitment to self-reflection; to understand our own experiences, cultural identities, and values; and to not impose our own cultural standards and beliefs upon those we work with.

- Cultural humility emphasizes recognizing the need to learn about the client’s experience, values, beliefs, and behaviors by asking and listening deeply to what they tell us.

- Cultural humility is client-centered practice in action: CHWs can help create trusting relationships between clients and their health providers by respecting clients’ cultural practices and values, both with their clients and with other health professionals.

- In order to understand clients’ experiences, needs, and practices, CHWs need to listen deeply and with genuine curiosity. They can then share cultural information about clients with health providers, leading to better care overall.

- CHWs and other helping professionals will make mistakes in providing services to others because the nature of this work is so complex. Being able to acknowledge and take responsibility for the mistakes we make—such as making assumptions about the beliefs or behaviors of a client—can go a long way toward repairing relationships and building trust.

- It is important to acknowledge the power dynamics at play in these interactions—CHWs or others in helping professions are often in the role of gatekeepers, meaning they stand between the client and the resources. Acknowledging this power dynamic and paying attention to how it can impact the relationship between the CHW, the client, and the larger health care system will help the CHW develop a helpful and supportive relationship with their client.
Learner Handout 6.3 A: Small Group Discussion Questions

If you played the client
1. How did it feel to be in this role? What did you notice?

2. What did the CHW do well in terms of demonstrating cultural humility?

3. What could the CHW have done differently to better demonstrate cultural humility?

If you played the CHW
1. How did it feel to be in this role? What did you notice?

2. What did you do well to demonstrate cultural humility?

3. What could you have done differently or better to better demonstrate cultural humility and client-centered practice?

If you observed the role play
1. How did it feel to observe this conversation between a client and a CHW? What did you notice?

2. What did the CHW do well in terms of demonstrating cultural humility?

3. What could the CHW have done differently to better demonstrate cultural humility and client-centered practice?
Training with Videos from Chapter 6 of *Foundations*

In addition to the videos that accompany the activities in this guide, we have developed videos that accompany Chapter 6 of *Foundations*. We encourage you to use the textbook videos as training resources. These videos highlight key concepts and skills related to cultural humility, and they may be used to facilitate discussion about these concepts among learners.

At CCSF, we show the videos in our CHW certificate courses. The students feel more free to critique and discuss the video role plays because they are not the actors. As they discuss the role plays, they enhance their ability to analyze and explain key concepts for client-centered practice. We often show these videos right before we ask students to participate in their own role play scenarios and demonstrate the same client-centered skills.

All of these videos can be found on the *Foundations* YouTube channel ([www.youtube.com/channel/UCKSB1-LQ5sRsP24Q9W2Jlw](http://www.youtube.com/channel/UCKSB1-LQ5sRsP24Q9W2Jlw)) and are described in the Video Directory included in the appendix of *Foundations*.

There is one video in Chapter 6 that shows a CHW who misses an opportunity to demonstrate cultural humility with a client:

- Nutrition and culture, counter role play

When we show video demonstrations of CHWs working with clients, we tend to use the +/Δ (plus/delta) framework to guide discussions. Very briefly, the +/Δ framework (described in greater detail in “Training Techniques”) asks learners to identify and discuss positive examples of CHW practice in role plays or videos, as well as areas for improvement. The delta symbol (Δ) represents change. For example, you may pose the following types of questions to generate discussion:

- What happened in this role play?
- What did the CHW do well in terms of supporting this client (+)?
- What could the CHW have done differently to better support the client (Δ)?

In addition, there is a video interview with CCSF faculty on cultural humility:

- The importance of cultural humility for CHW success

You can use the video interview to facilitate discussion, as well, by posing questions such as these:

- What were the central messages conveyed in this interview?
- How might these concepts be helpful to your work as a CHW?
- What additional information do you want to highlight about this topic?
We have included an assessment that covers important skills for this chapter. There is not an assessment for every activity or for every learning outcome in this chapter. We encourage you to adapt this or add any other assessments from your own resources.

**ASSESSMENT 6.1: Cultural Humility Personal Plan**

- This assessment allows learners to reflect and identify their own strengths and areas for growth for practicing cultural humility. The cultural humility plan can be assigned as a self-assessment, a peer-assessment, or as a document that you also review and grade. We have provided a sample rubric that may be used to guide this assessment.
Assessment 6.1  Cultural Humility Plan

This assessment allows learners to reflect on and identify their own strengths and areas for growth for practicing cultural humility. It also can be used to evaluate the abilities of learners in their development as CHWs.

We suggest addressing this plan multiple times over the course of the training experience to provide learners with an opportunity to reflect on and assess the development of their skills for practicing cultural humility.

The cultural humility plan can be assigned as a self-assessment, a peer-assessment, or as a document that you also review and grade. We have provided a sample rubric that may be used to guide this assessment.
Cultural Humility Plan (continued)

CULTURAL HUMILITY PLAN

Your name: ____________________________

Date: ________________________________

As in any other area of professional development, building your capacity to practice cultural humility requires planning. Please take time to review and reflect before you answer the questions provided here. Do your best to develop a realistic plan for continuing to enhance your knowledge and skills related to cultural humility.

1. What three strengths do you bring to this work on cultural humility? In what ways could you build on these strengths?

2. What three gaps (or challenges) do you want to work on, and why?

3. Which of the readings, activities, or videos in this chapter provoked the strongest reaction for you? Please describe your reaction and explain how it may guide you in enhancing your knowledge and skills for cultural humility.

4. Please list at least three actions that you plan to take over the next three to six months to strengthen your capacity to work across differences of race, class, culture, and language.
   ◦ Read the following books or articles:

   ◦ View the following films or videos (in fictional movies look especially for movies made by members of a culture about their own culture):

   ◦ Meet with and discuss these issues with the following persons:
**Cultural Humility Plan (continued)**

- Attend a lecture or presentation or watch an instructional video on the following topic(s):

- Participate in the following training or workshop, online or in person:

- Participate in the following cross-cultural community event:

- Join or organize a small discussion or study group focused on the following topic(s):

- Volunteer with the following organization that promotes or organizes cross-cultural work in my community:

- Join or support the work of the following organization that advocates or organizes for the cultural diversity or equity concerns of a group that is marginalized or discriminated against in my community:

- Other activities:

5. Please describe one or more key resources that will assist you in your professional development related to cultural humility. For example, who can you go to within any organization, school, or agency to seek support and guidance in carrying out your learning plan? Which friends, family members, and colleagues do you feel most comfortable talking with about these issues, and why?
Cultural Humility Plan *(continued)*

**FOLLOW-UP PLAN**

I will sit down again on ______________ (date) to evaluate my progress and development and to update my learning plan.

**RUBRIC FOR ASSESSING THE CULTURAL HUMILITY PLAN**

Please use the following rubric, or adapt it as you wish, to assess your own cultural humility plan and/or the plan of another CHW.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>POINTS</th>
<th>WEIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EMERGING</strong> <em>Less than 70%</em></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>SATISFACTORY</strong> <em>70–89%</em></td>
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<tr>
<td></td>
<td><strong>PROFICIENT</strong> <em>90–100%</em></td>
<td></td>
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</tr>
<tr>
<td>1. Responsiveness to assignment</td>
<td>Instructions are not followed. The plan does not respond to the questions and topics posed in the assignment.</td>
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<tr>
<td></td>
<td>Instructions are partially followed. The plan is partially responsive to the assignment.</td>
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<tr>
<td></td>
<td>Instructions are followed. The plan clearly addresses the main questions and topics presented in the assignment.</td>
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<td>__/20</td>
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<tr>
<td>2. Connections to key concepts and skills for practicing cultural humility</td>
<td>The plan makes no connections to key training concepts and skills.</td>
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<tr>
<td></td>
<td>The plan makes limited or vague connections to key training concepts and skills.</td>
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<tr>
<td></td>
<td>The plan provides clear and relevant connections to key training concepts and skills.</td>
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<td>___/20</td>
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<tr>
<td>3. Use of examples</td>
<td>The plan does not present any concrete examples.</td>
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<td></td>
<td>The plan provides an incomplete or unclear connection between examples given and topics.</td>
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<tr>
<td></td>
<td>The plan clearly presents examples to support the learner’s point of view, ideas, and experiences.</td>
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<tr>
<td>4. Self-reflection</td>
<td>The plan fails to reflect upon learner’s own life experiences, study, or CHW practice.</td>
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<tr>
<td></td>
<td>The plan demonstrates limited self-reflection or application of insights to the work of CHWs.</td>
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<tr>
<td></td>
<td>The plan demonstrates reflection on personal experiences, cultural identity, values, and so on and also demonstrates application to the work of CHWs.</td>
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</table>
### Cultural Humility Plan (continued)

<table>
<thead>
<tr>
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</thead>
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<td></td>
<td><strong>PROFICIENT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>90–100%</td>
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<tr>
<td>5. Originality</td>
<td>The plan closely repeats ideas from</td>
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</tr>
<tr>
<td></td>
<td>class or training, textbook, or</td>
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<td></td>
<td>assigned readings.</td>
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<tr>
<td></td>
<td>The plan reframes ideas or analysis</td>
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<tr>
<td></td>
<td>from class or training.</td>
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<tr>
<td></td>
<td>The plan presents an original analysis</td>
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<tr>
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<td>of the ideas of others or original</td>
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</tr>
<tr>
<td></td>
<td>ideas and perspectives.</td>
<td></td>
</tr>
</tbody>
</table>

Grading guidelines for reflective writing assignments are as follows: Passing = 70 points or above.

Letter grades are as follows: A = 90–100 points; B = 80–89 points; C = 70–79 points; D = 60–69 points; F = below 60 points.