



22nd Annual
**Health Literacy
Conference**
Virtual • May 9-11, 2023

*Working Better Together:
Leveraging the Power of Health Literacy to
Improve Health Equity*



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Welcome

IHA and Health Literacy

- The Institute for Healthcare Advancement (IHA) is a nonprofit 501(c)(3) Public Charity
- Mission initiative to advance health literacy toward health equity
- We have been active in health literacy since 1999



Cultural Competency & Awareness: What Bias Do You Bring to the Table?

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LEARNING OBJECTIVES

- At the conclusion of this activity, the participant will be able to:
 1. Define the cultural and linguistic factors of cultural identity, stereotypes, bias, cultural awareness, cultural competency, and cultural humility,
 2. Describe their cultural identity and evaluate their biases to enhance responsiveness in addressing the multi-dimensional expectations and needs of internal and external stakeholders, and
 3. Develop a personal leadership vision statement incorporating cultural awareness and linguistic competency.

PURPOSE

- To increase cultural awareness and competency by providing the knowledge and skills to help better serve individuals from diverse backgrounds during work, school, and any other activities.

Culture, cultural identity, and intersectionality

Culture determines how we see the world (our worldview). It is a way to make meaning of things.



“We don’t see things as they are; we see them as we are.”

Culture

The integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups, as well as religious, spiritual, biological, geographical, or sociological characteristics.

-- Office of Minority Health,
U.S. Department of Health and Human Services

Small Group Discussion

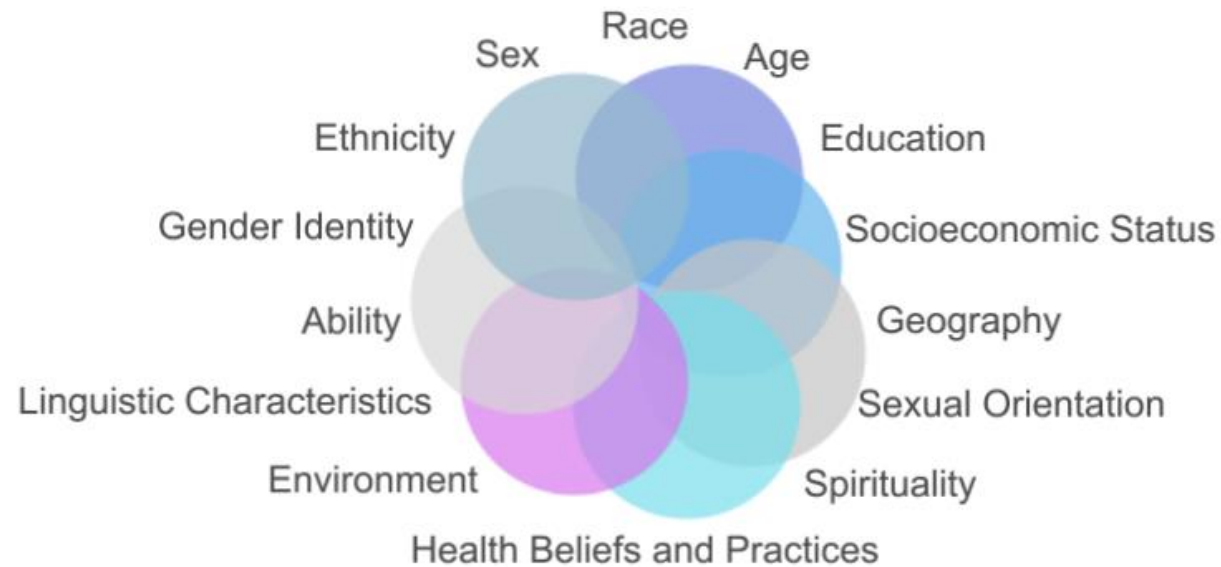
- What role does culture play in your work and/or school?

Cultural Awareness

- The process of conducting a self-examination of one's own biases towards other cultures and the in-depth exploration of one's cultural and professional background.

Cultural Identity

A combination of multiple, interlocking social identities. Complex; can change over time.



-- Chen, Y., & Lin, H. (2016);
SAMHSA. (2014).

Cultural Identity: Who am I? Exercise

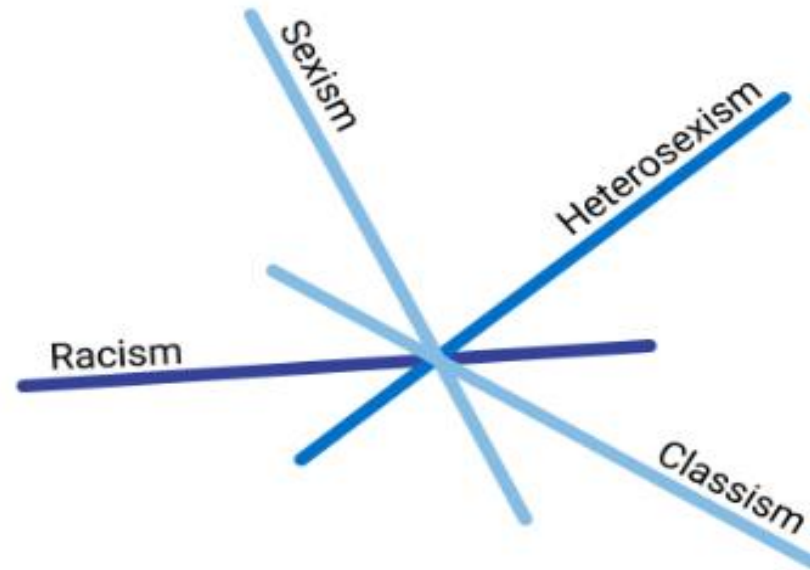
- On your piece of paper, write your name in big letters in the middle
- Around your name, write the answer to the question: Who am I?
- Write your identities in small letters around your name
- Share with the group

Cultural Identity: Small Group Discussion

- How did it feel to define yourself in that way?
- How did it feel to try to capture your identities in words?
- How many of you wrote down family roles? Job roles? Hobbies?
- What surprised you?
- What felt difficult about this?
- What other observations do you have?
- Look at your paper. How well does it say who you are?
- How many identities that you read were easily visible without having read it?
- How were some of these identities culturally informed?

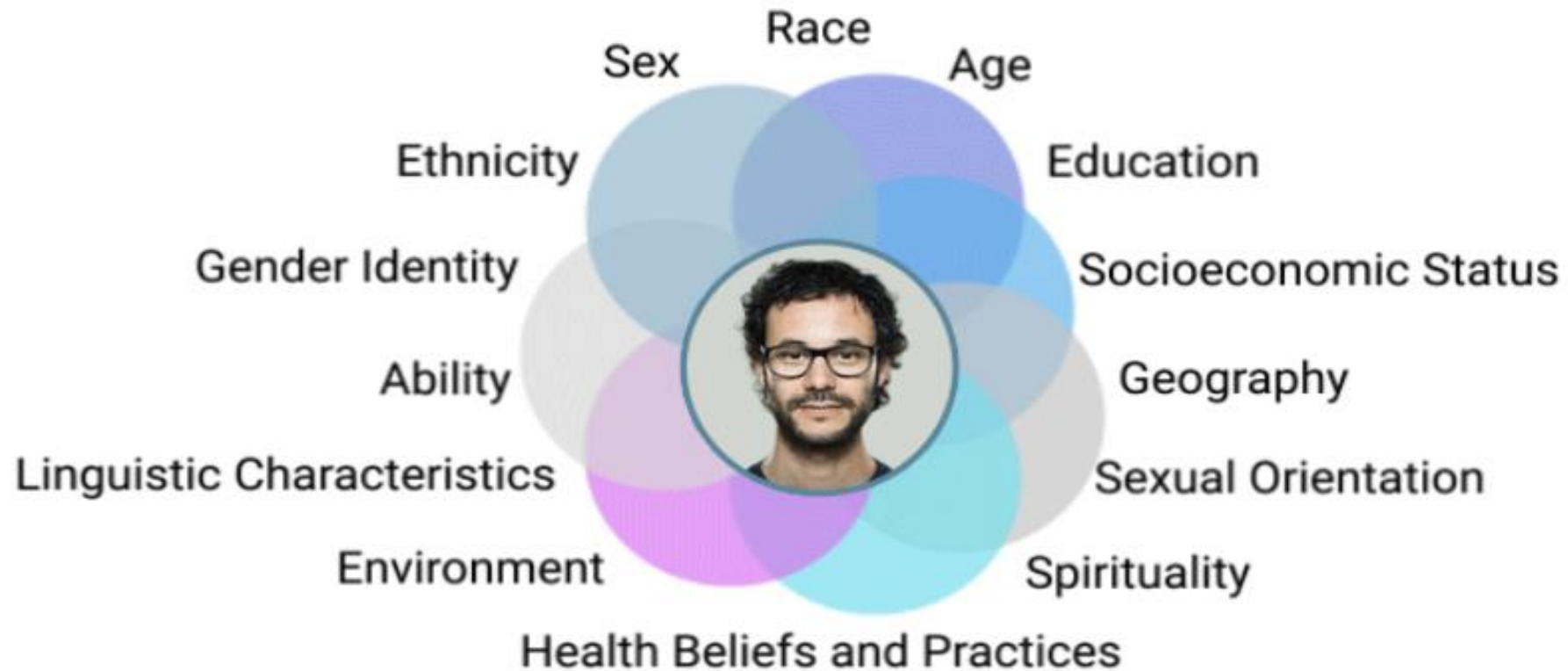
Intersectionality

The multiple social identities that intersect at the individual level to reflect interlocking systems of privilege and oppression at the societal level.



-- Bowleg, L. (2012).

Intersectionality of social identities



Intersectionality of social identities

The cultural identities of those we serve shapes:

- How they experience the world, including experiences with discrimination and oppression;
- How they view you and interact with you; and
- How you view them, interact with them, and provide care to them.

Cultural Competency and Cultural Humility

Cultural and linguistic competency: The capacity to work and communicate effectively in cross-cultural situations.

-- Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989).

Cultural humility: The ability to maintain a stance that is open to others in relation to aspects of your cultural identity that are most important to you

-- Hook, J., Davis, D., Owen, J., Worthington, E., & Utsey, S. (2013).

Which statements reflect cultural & linguistic competency?

1. “Our office is culturally and linguistically competent because Diana, who speaks Spanish, works with the majority of our Latino clients.”
2. “We want to adapt our services to the values and needs of the members of our community. What else can we do?”
3. “We see all of our clients as the same. There's no difference between what our Latinx and African American clients need.”
4. “I don’t like seeing those patients because they never get to appointments on time or follow the recommended treatment plan.”
5. “Our office is working to make sure we provide written materials in the foreign languages that are commonly spoken in our area, and we offer interpretation services.”

Cultural Humility

A continuous process of self-reflection examining one's biases and stereotypes



An openness to learning more about clients' cultures, perspectives, beliefs, values, and worldview



Prioritizing the client's culture, perspective, beliefs, values, and worldview



Acknowledging one's limitations



Continued growth and development over time



In what ways do you practice cultural humility?

- ☐ I understand my cultural identity.
- ☐ I have a secure belief that I can explore different values without losing a sense of integrity.
- ☐ I am always open to explore other's cultural identity, and I ask questions when I'm uncertain.
- ☐ I express curiosity and interest about other's beliefs, values, and worldview.
- ☐ I am committed to learning and growing from interactions with individuals whose beliefs, values, and worldviews differ from mine.
- ☐ I always pursue further training or seek consultation from experts when needed.

Cultural competency & cultural humility improve quality of services

Cultural competency
includes the commitment to
practice cultural humility.



Cultural humility
acknowledges that even
with training in cultural and
linguistic competency, we
always have more to learn.

Small Group Discussion

- What role does cultural and linguistic competence play in your work?
- What does it look like to provide services that are culturally and linguistically competent?

Increasing Awareness of Our Biases



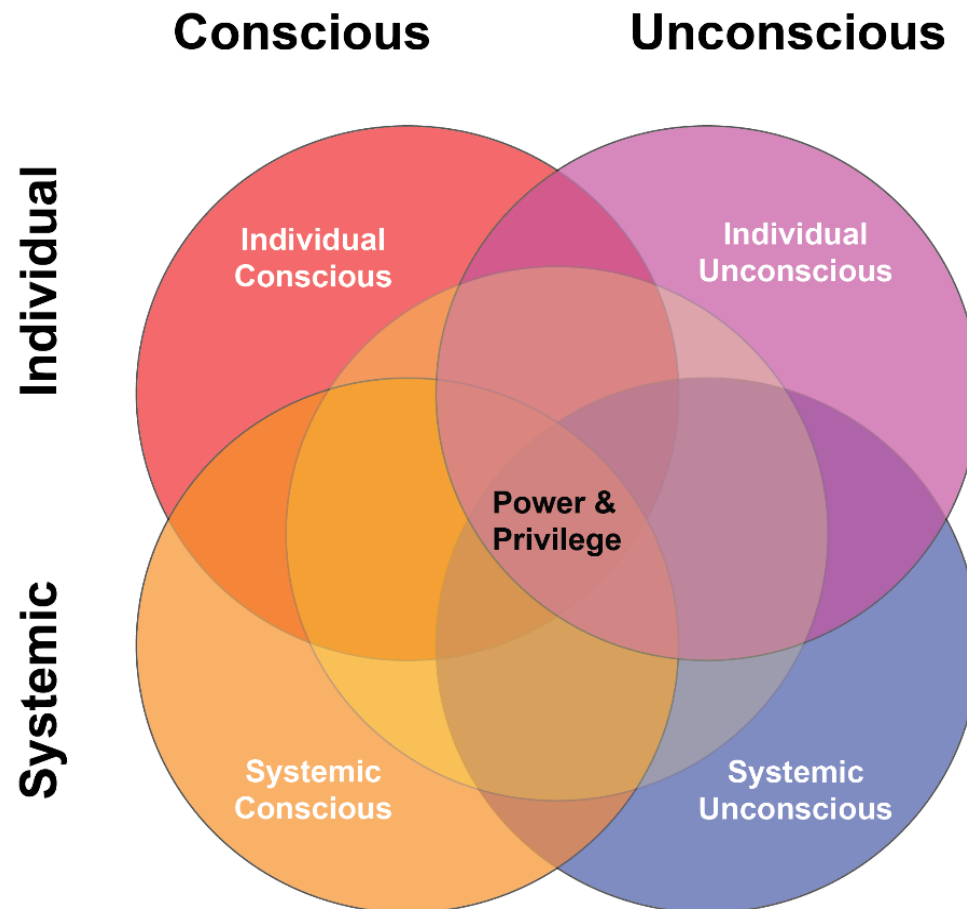
Bias

Conscious or unconscious judgments. Everyone has biases, and they impact all aspects of our lives. Biases are often based on our cultural beliefs, attitudes, or opinions that we are typically not aware of.

national bias
sexual orientation bias
racial bias size/weight bias
gender bias disability bias
age bias religious bias
class bias

-- Ross, H. (2014).

Bias



Implicit Bias

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

-- Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University. (2015)

Implicit Association Tests (IATs) can assess the strength of implicit biases. Visit <https://implicit.harvard.edu/>.

Stereotypes



"I don't do martial arts."



"I am not limited in all ways."



"I didn't grow up on a reservation."



"I am not promiscuous."



"I am not lazy."



"I am not an illegal immigrant."



"I'm not in an arranged marriage."



"I didn't grow up in the inner city."

Small group exercise: “I am a _____, but....”

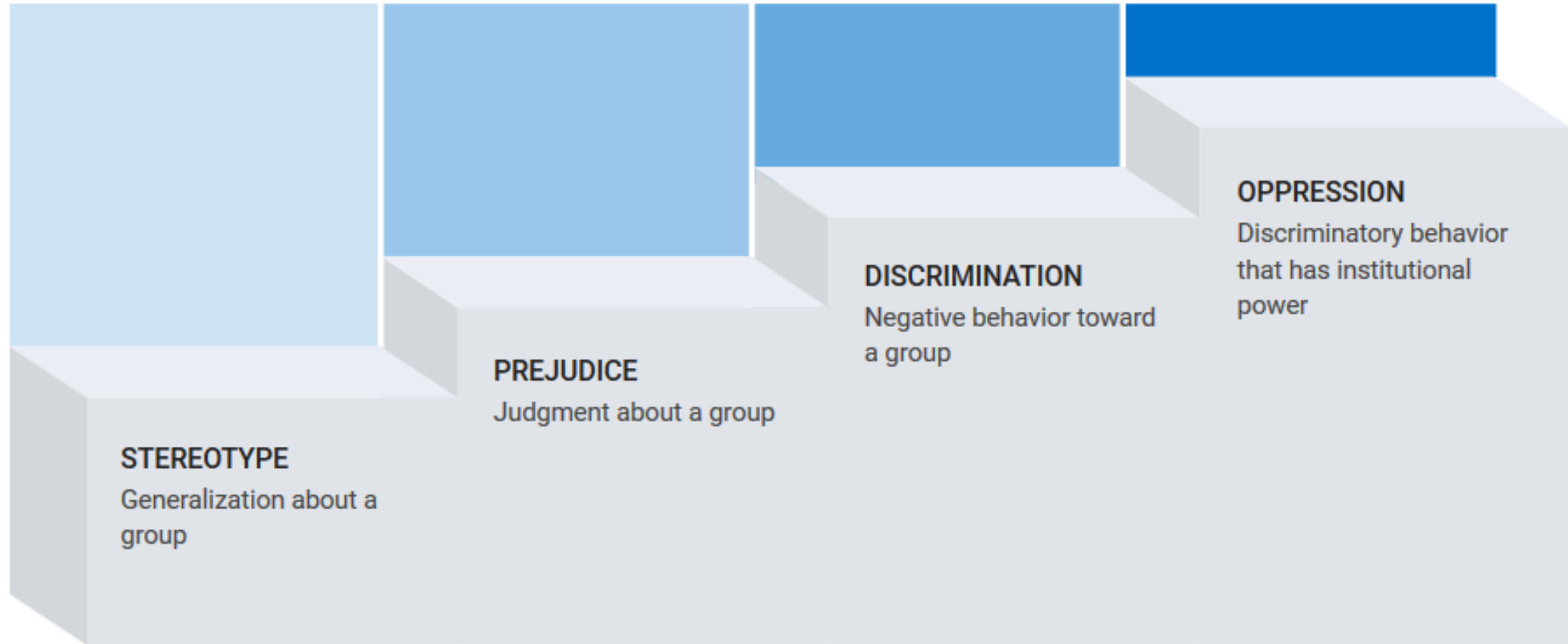
- Find a new partner
- Share a story about one or two of the identities listed on your paper.
- Use the statement, “I am a _____, but that doesn’t mean _____.”

Combatting Stereotypes

Recognizing stereotypes commonly held about different groups can help you:

- Realize when someone is being stereotyped
- Develop greater empathy for individuals confronting stereotypes
- Avoid playing into stereotypes or saying something hurtful

Stereotypes Can Lead to: Prejudice, Discrimination, & Oppression



What Can You Do Next?

To work on recognizing and reducing stereotypes, try this for one month:

- Practice being aware of any judgments you automatically make about someone that are solely based on a social identity of theirs.
- Label these judgments as stereotypes and try resisting them using one of the following techniques.

Techniques for combatting stereotypes

Stereotype replacement	Becoming aware of stereotypes you hold and creating non-stereotypical alternatives to them
Counter-stereotypic imaging	Remembering or imagining someone from a stereotyped group who does not fit the stereotype
Individuating	Seeing someone as an individual not a group member; paying attention to things about them besides the stereotypes of their group
Perspective-taking	Imagining the perspective of someone from a group different than your own
Contact	Seeking opportunities to get to know people from stereotyped groups



What Can You Do Next?

Here are some cultural humility strategies:

- Try to be other-oriented.
- Learn to think accurately about and empathize with others' life experiences with stereotypes, discrimination and oppression.
- Create a culture of feedback that offers clients a safe space to discuss their experiences with microaggressions and oppression, as well as their experiences with you.
- When you recognize that you've committed a microaggression, address it and apologize for it.

Power and Privilege

Power: A person or institution's ability to exert influence over others.

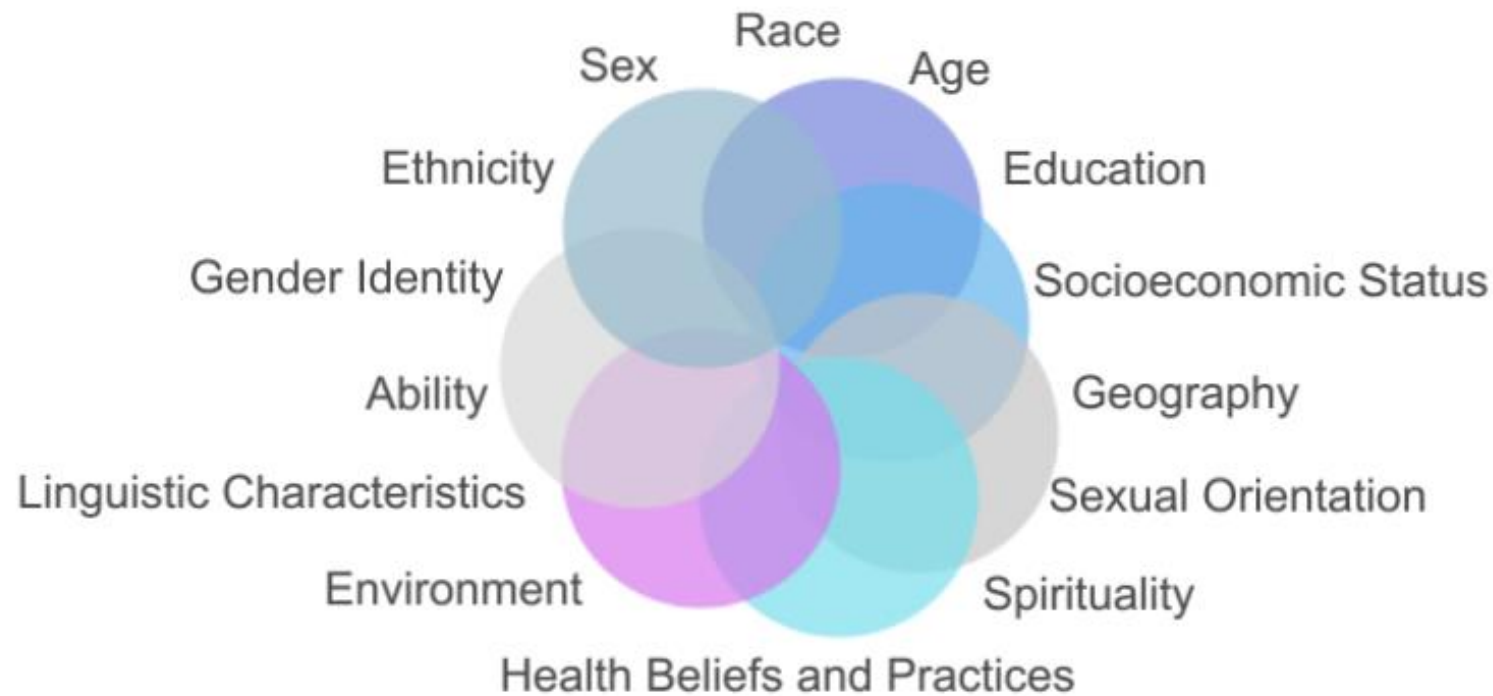
-- GoodTherapy.org. (2015).

Privilege: Greater support for one's perspective, interests, and beliefs, along with greater access to information, resources, and opportunities, due to one's membership in a dominant group.

-- Hays, P. A. (2008); Israel, T. (2012); McIntosh, P. (1989).

Dominant and Nondominant Groups

Our cultural identity is a combination of both dominant (privileged) & nondominant (marginalized) social identities.



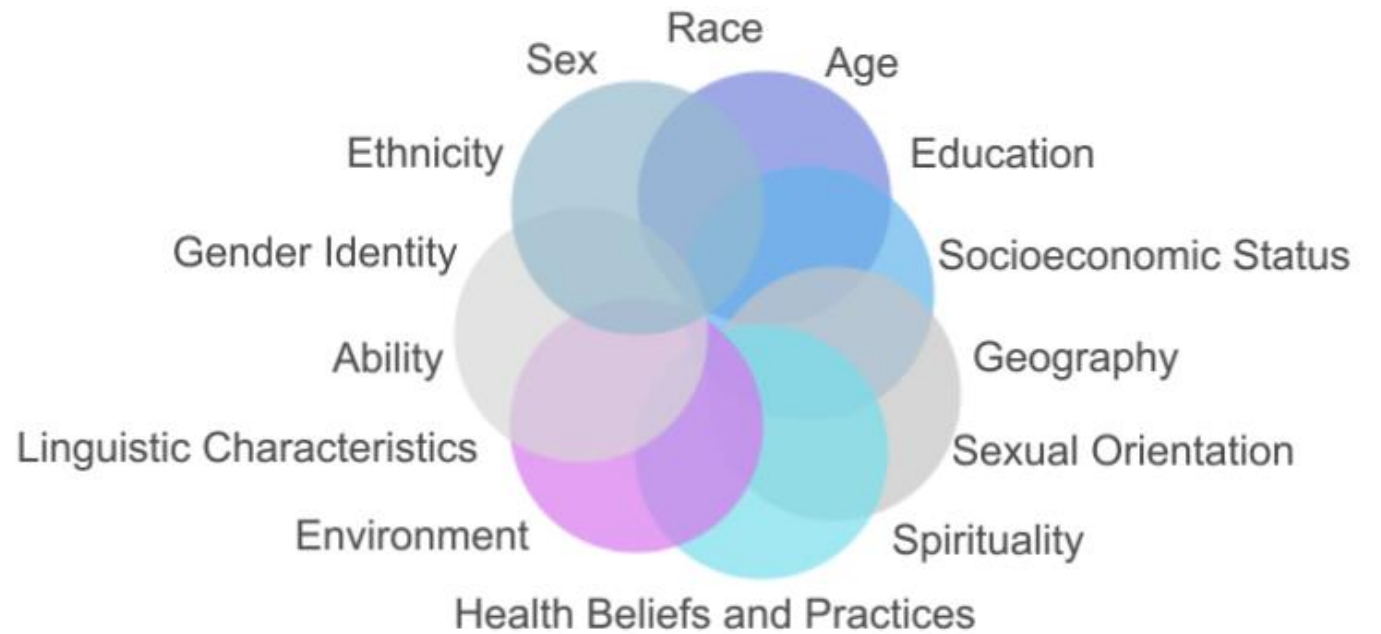
What Dominant & Nondominant Groups Do You Belong To?

Social Identity	Dominant Group	Nondominant Group
Age	Young/middle-aged adults	Children, older adults
Physical and mental abilities	Nondisabled people	People with cognitive, sensory, physical, and/or psychiatric disabilities
Religion and spirituality	Christian & secular	Muslim, Jewish, Hindu, Buddhist, and other minority religions
Ethnic and racial identity	European Americans	Asian, South Asian, Latinx, Pacific Island, African, Arab, African American, & Middle Eastern people
Socioeconomic status	Upper and middle class	People of lower SES by occupation, education, income, and/or inner-city or rural settings.
Sexual orientation	Heterosexual	People who identify as gay, lesbian, or bisexual
Indigenous heritage	European Americans	American Indians, Inuit, Alaska Natives, Metis, Native Hawaiians, Mayan, Taino
National origin	U.S.-born people	Immigrants, refugees, and international students
Gender	Cisgender-Men	Women and people who identify as transgender, genderqueer, or gender non-confirming
Size/weight	Thin	Overweight, obese

Dominant & Non-Dominant Groups: Small Group Discussion

- What, if anything, surprises you?
- What dominant groups do you belong to? What privileges have you experienced related to your membership in these dominant groups?
- What nondominant groups do you belong to? How has this influenced your life experiences?
- What social identities are most important to you?

Cultural (i.e., Social) Identities



Learning about A Person's Cultural Identities

- When you meet someone, what are some thoughts that cross your mind? Do you think about their cultural identity?
- Remember, we all have multiple social identities that overlap, forming our own unique cultural identity.
- The more you understand a person's social identities and how they intersect, the better you'll be able to connect with your client and form a strong relationship.

What Do People's Cultural Identities Mean to Them?

Consider the following questions to learn more about people's social identities and what they mean to them.

How does the person describe themselves?

- What does the person think about others in their cultural groups? What about those who are different?
- How do the person's cultural identities intersect to form their unique cultural identity?
- Which cultural identities are they most aware of day-to-day?
- Which cultural identities most influence how the world views them?

When seeking to better understand a client's social identities, consider the following factors.

Factor to consider	Example
Key historical events	What lingering damage might American Indian communities face as a result of the history of compulsory boarding schools separating American Indian children from their families? How might a Hmong refugee be impacted by the long history of persecution and displacement faced by members of the Hmong ethnic group?
Sociopolitical issues	For a transgender client, what is the message sent with the passage of "Bathroom Bills"? How might a Latinx client be affected by current changes in immigration enforcement and plans to build a wall on the border with Mexico?
Basic values and beliefs	How might values of independence and individualism, common in <u>dominant cultural groups</u> in the U.S., contrast with values of collectivism and family predominant in many Asian, African, and Latin American cultures? What misunderstandings could arise between groups that value straightforwardness, such as the dominant U.S. cultural group, and groups that value politeness, perhaps depending more on non-verbal cues to communicate?
Cultural practices	What cultural practices common among the dominant cultural groups in the U.S. contrast with cultural practices of other groups? Take personal space, for example, which is important for many Americans. What impression would an insistence on personal space give a person from a Latin American or Mediterranean culture where people prefer to stand or sit very close to others while talking?

Perspective

“It’s very difficult to get information from individuals you can’t communicate with. Sometimes they have the lists of medications or the bottles of the medicine. Other people may have large scars, but when you ask them what they had surgery for, they don’t know. Or you may ask if they have high blood pressure and they say no, but you find they have medications for high blood pressure. Then they say, I don’t have high blood pressure now, but I used to.”

The Case of Rita Quintero

In 1983, Rita Quintero was found wandering the streets of Johnson City, Kansas.

- Digging through trash cans
- Speaking incoherently
- Dressed oddly
- Spoke only a few words of Spanish

Diagnosed as schizophrenic at Larned State Hospital, a psychiatric facility, and confined for 12 years

A note from 1983 was found in her chart indicating that the Mexican Consulate in Salt Lake City had identified her as being from the Tarahumara Indian tribe in Mexico.

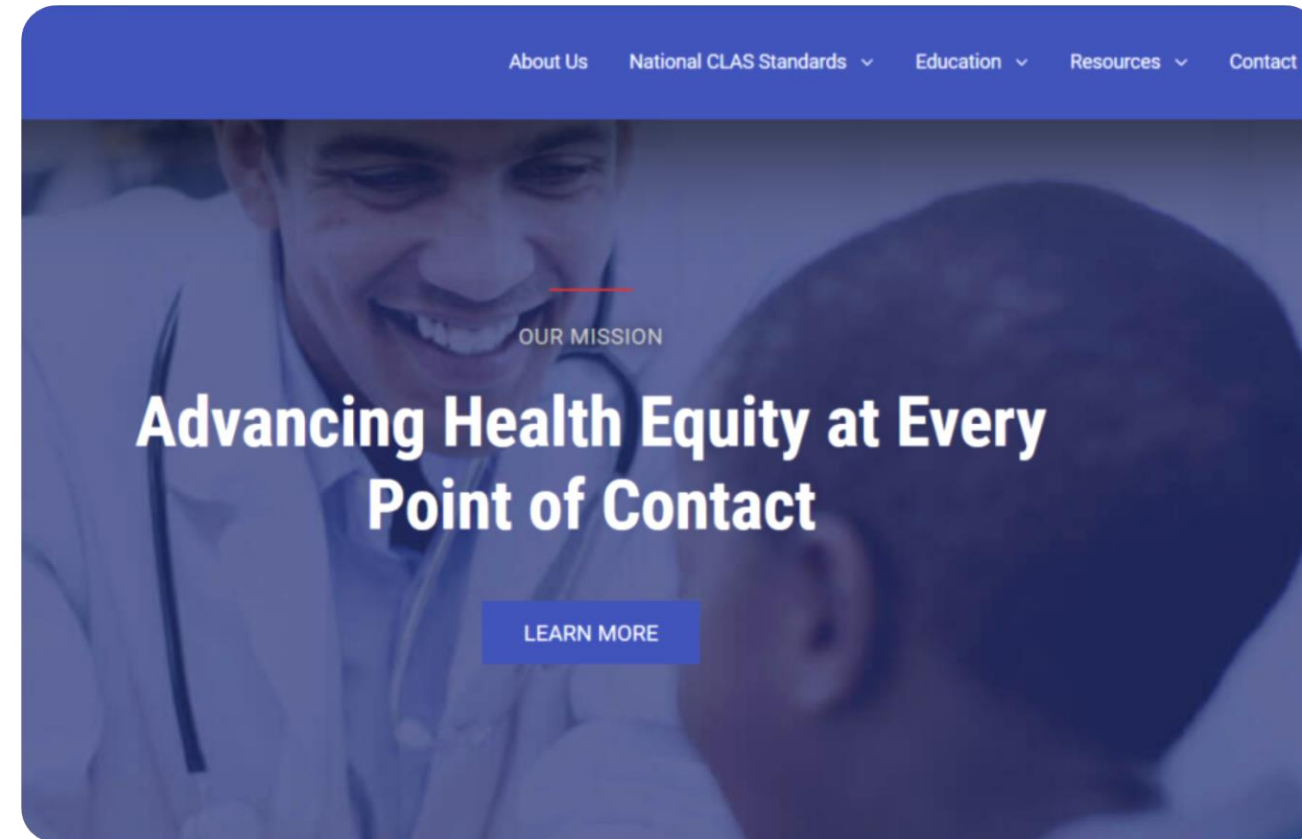
She spoke Raramuri with limited Spanish.

Small Group Discussion

- What type of effective communication is needed in this situation?
- What role does cultural knowledge play in this scenario?
- How can you get an accurate medical history from people with limited knowledge of their own health? How do you treat them?
- How will you incorporate lessons learned from this situation into your work?

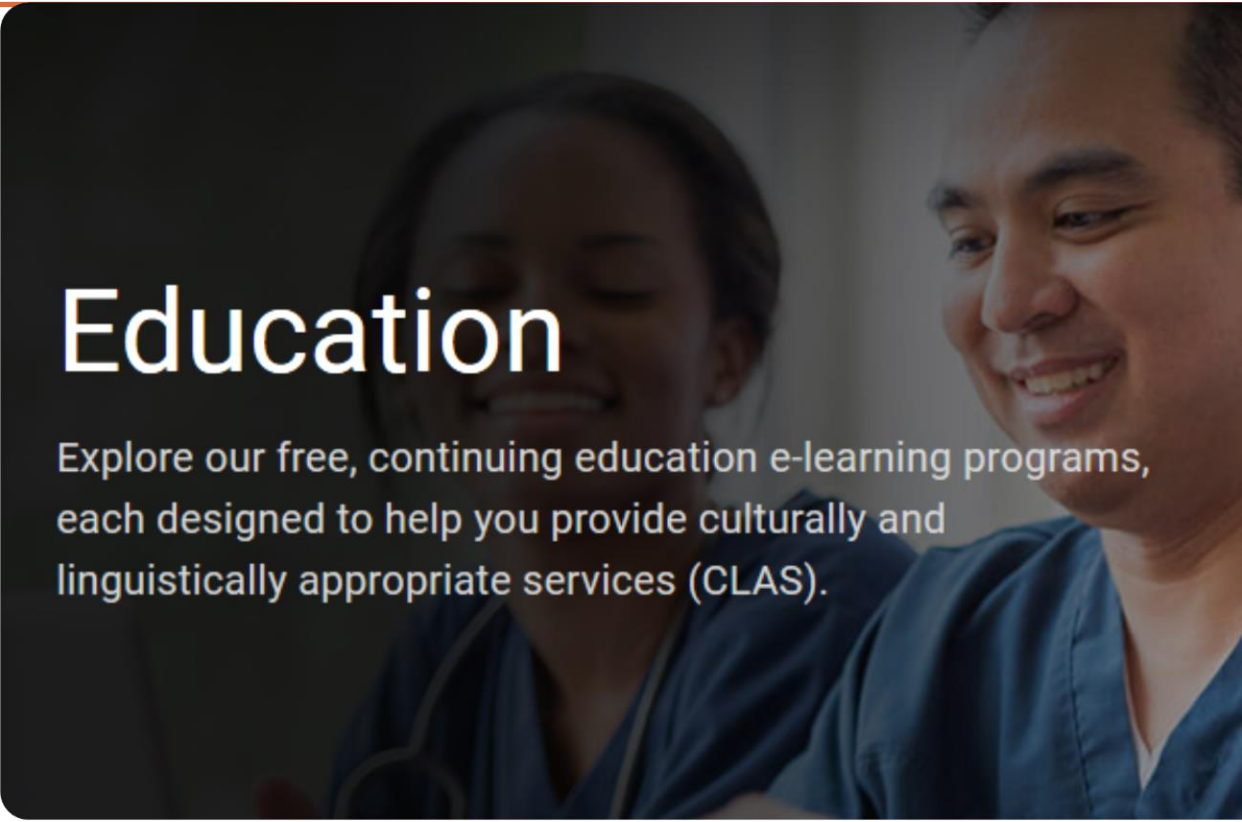
Think Cultural Health

- National CLAS Standards
- Education Programs
- Communication Guide
- Tracking CLAS map
- Resource Library



E-learning Programs

- Behavioral Health*
- Communication Guide
- Disaster and Emergency Personnel*
- Nurses, Social Workers*
- Oral Health Professionals*
- Physicians, Physician Assistants, Nurse Practitioners*
- *Promotores de Salud* & Community Health Workers



Education

Explore our free, continuing education e-learning programs, each designed to help you provide culturally and linguistically appropriate services (CLAS).

*Accredited

Summary

- **Cultural Awareness** is the process of conducting a self-examination of one's own biases towards other cultures and the in-depth exploration of one's cultural and professional background.
- **Cultural humility** is maintaining an interpersonal stance with others.
- The **5 Elements of Cultural Competence** are:
 - Awareness and Acceptance of Difference
 - Awareness of Own Cultural Values
 - Understanding and Managing the “Dynamics of Difference”
 - Development of Cultural Knowledge
 - Ability to Adapt Activities to Fit Into Different Cultural Contexts.



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Question & Answers

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 - <https://thinkculturalhealth.hhs.gov/>
- Office of Minority Health:
 - <https://www.minorityhealth.hhs.gov/>

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- Smalley, K. B., Warren, J. C., & Fernández, M. I. (2021). Health equity: A solutions-focused approach. New York, NY: Springer Publishing Company.

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Thank You