



# Continuing the Conversation

**Cultural Humility**

**June 28, 2023**



# Series Objectives

## Understand

- Understand health equity and how it applies to healthcare facilities (of all sizes and locations)

## Describe

- Describe the various components of health equity and their impact on achieving equitable care

## Identify

- Identify opportunities of growth for organizations and individuals

## Access

- Access resources to help with ensuring equitable care



# The Purpose of the National CLAS Standards



Advance health equity

Improve quality of services

Help eliminate disparities

# Conversation Topics and CLAS Standard Themes

## Topic 2 | Social Determinants of Health and Health Disparities

The Principal Standard

Theme 1: Governance, Leadership and Workforce

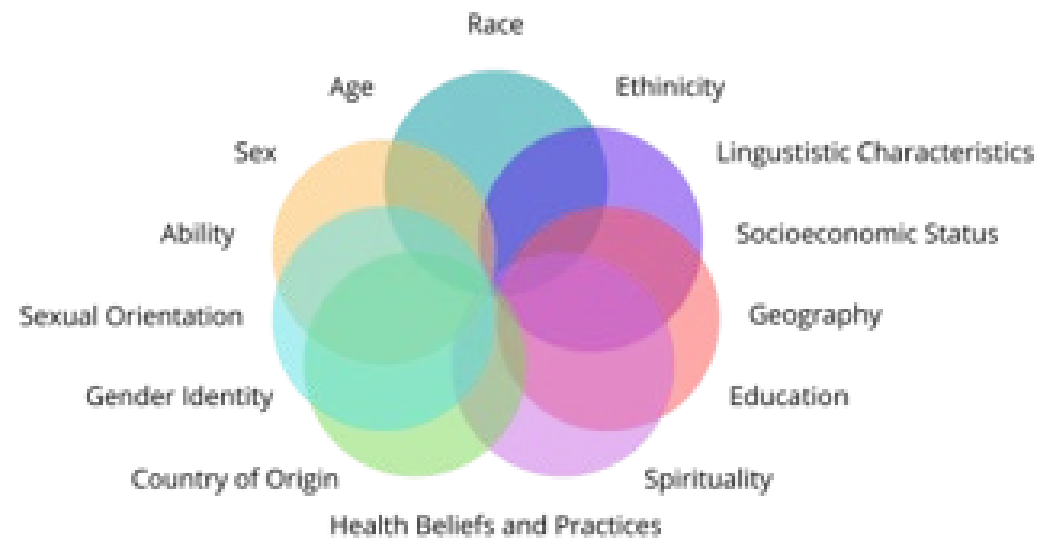
Theme 2: Communication and Language Assistance

Theme 3: Engagement, Continuous Improvement and Accountability

CULTURE

The image shows the word "CULTURE" spelled out using seven colorful wooden blocks. The blocks are arranged in a slightly curved line on a grey wooden plank background. The colors of the blocks are: green (C), red (U), orange (L), blue (T), red (U), green (R), and yellow (E). The letters are in a bold, black, serif font.

# Elements of Culture



# Cultural Training Models

- **Cultural Sensitivity:** the awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one's own, accompanied by a willingness to adapt one's behavior accordingly
- **Cultural Competence:** the ability to effectively interact with people from cultures different from one's own, especially through a knowledge and appreciation of cultural differences
- **Cultural Humility:** a practice of self-reflection on how one's own background and the background of others, impact teaching, learning, research, creative activity, engagement, leadership, etc.



# Cultural Humility

“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 mutual beneficial and non-paternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations.”

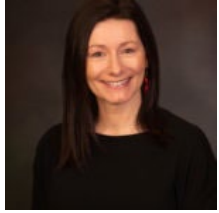
- Tervalon, M., & Murray-Garcia, J. (1998)



# Cultural Humility

- Building relationships
- Respecting other belief systems, attitudes, skills and knowledge
- Self-reflection and critique
- Lifelong Learner

# Our Panel



**Dr. Julie Smith Yliniemi**

Director of Community Engagement

Indigenous Trauma and Resilience Research Center and Dakota Community Collaborative on Translational Activity (DaCCoTA)



**Sandy Hanretty**

Patient and Family Advocate



**Dr. Jerome Bentz**

Family Medicine Physician

Platte Medical Clinic



**Joyce Giciro**

Community Coach – Global Neighborhood and NDSU Extension

Sanford Bismarck – Emergency Dept. Nurse

# Questions

Can you share why having care that acknowledges individual backgrounds and respects 'lived experience' is important?

# Questions

How do/should healthcare providers gain insight into what differences a person may have?

# Questions

How do you address when best practices, standards of care, or even your own personal views don't align with a patient's views/beliefs? Or vice versa?

Examples could be vaccines, preventative screenings such as breast exams, birthing practices, etc.

# Final Thoughts From Our Panel



# Questions





# Resources

- [The Roadmap to Intercultural Competence Using the IDI \(Intercultural Development Inventory\)](#)
- [Rethinking Cultural Competence: Shifting to Cultural Humility](#)
- [Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education](#)
- [Cultural Humility by Juliana Mosley, Ph.D. TEDx WestChester, 2017](#)

# Next Conversation: July 12 | Implicit Bias

**Session Overview:** Learn more about implicit bias and its impact on achieving health equity



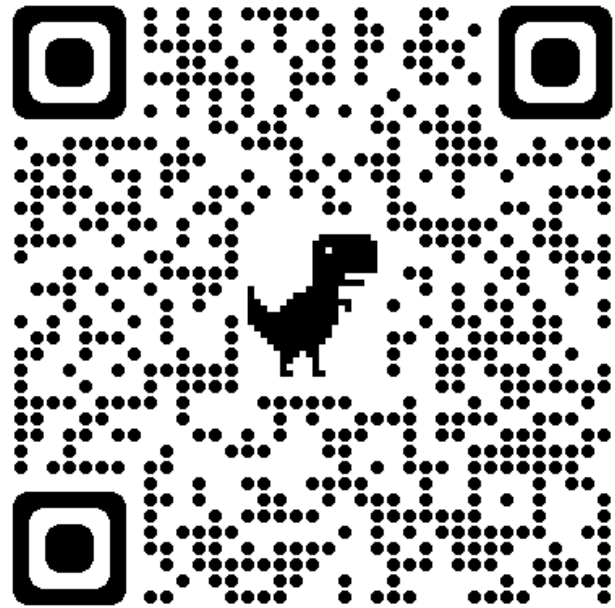
## **Speaker:**

**Barbara Peterson, PhD, PMHCNS-BC, APRN, FNAP**

Clinical Professor | School of Nursing University of Minnesota  
Specialty Coordinator, Psychiatric-Mental Health DNP  
Director of Inclusivity, Diversity and Equity | School of Nursing  
Chair, Equity, Access & Diversity UMN Senate Committee



# We Would Love Your Feedback



<https://gpqin.wufoo.com/forms/continuing-the-conversation-health-equity-series/>

# Get Connected



## Podcast: Q Tips for Your Ears

Looking for health care information and quality resources?

[greatplainsqin.org/q-tips-for-your-ears/](https://greatplainsqin.org/q-tips-for-your-ears/)



## Join Our **Community Coalition Listserv**

[gaggle.email/join/communitycoalition@groups.greatplainsqin.org](mailto:gaggle.email/join/communitycoalition@groups.greatplainsqin.org)



## Connect with QI Advisors

[greatplainsqin.org/about-us/who-we-are/](https://greatplainsqin.org/about-us/who-we-are/)



# THANK YOU!

<https://greatplainsqin.org/about-us/who-we-are/>



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