

INDIVIDUAL ACTIVITY

Please take a minute and jot down your answer to the following question:

What does **culture** mean?



TACKLING GLOBAL CHALLENGES FROM THE HARVARD CLASSROOM AND BEYOND

Incorporating Cultural Humility: Cultivating Context and Respect

Jocelyn Chu

Ra'Shaun Nalls

April Opoliner

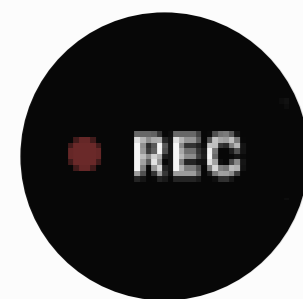
Rebecca Shingleton

Sejal Vashi

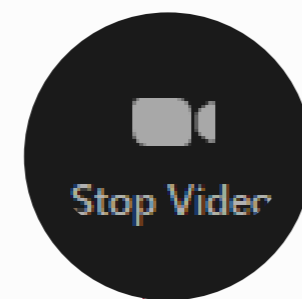
Salma Waheedi



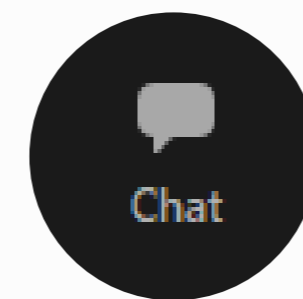
Session Norms



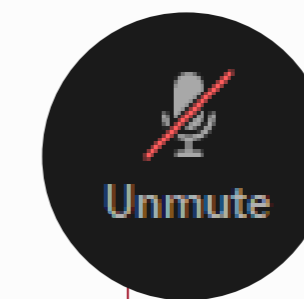
As indicated during registration, this session will be recorded.



We prefer to have cameras on so we can see you, but we understand if you prefer it off.



Please type all questions into the general chat.



Please stay muted upon entry and only unmute yourself if you are called upon to speak to the group.

Session Agenda

- Introduction and norms
- Background
- Classroom examples
- Breakout activity
- Q&A
- Closing

MODERATOR

Rebecca Shingleton

Lecturer in Clinical Psychology (FAS)



What is “Culture”?

Laws? Customs? Quiet Knowledge? Unwritten rules?

- No one definition
- Multi-faceted
- Impacts how we view the world, ourselves, and others



Cultural Competence

Core components

- Develop self-awareness
- Gather information
- Develop skills

Critiques

- Concept of being “competent” (and then “incompetent”)
- Focus on doing and skills → missing process component

Cultural Humility

Way of “being”

- Recognize our limitations and areas of growth
- “Other Oriented”
 - Intra and interpersonal
- Ease with approaching culture-based topics

Life-long practice

- Interrogate our assumptions
- Open to other viewpoints
- NOT expertise





Panelists



Jocelyn Chu

Director of Community Engaged Learning (HSPH)



Ra'Shaun Nalls

Director of Community Engagement (HSPH)



Salma Waheedi

Associate Director of the Program on Law and Society in the Muslim World; Lecturer on Law; Clinical Instructor at the International Human Rights Clinic (HLS)

CLASSROOM EXAMPLE

SBS 501: Community Based Participatory Research

Harvard T.H. Chan School of Public Health

Jocelyn Chu and Ra'Shaun Nalls



Why “Cultural Humility”?

Community Based Participatory Research – an *approach* to research

The *practice* of public health

The practice of public health research

- Whose questions matter?
- How do we define or re-define “knowledge”
- Re-evaluate our sense of “objectivity” and “rigor”



How is “Cultural Humility” Incorporated?

Classroom culture and environment

- Teaching Team, co-learners
- Mid-course check-ins

Valuing and uplifting different ways of knowing and being

- Guest speakers
- Course materials

Critical Reflection

- Positionality statement

CLASSROOM EXAMPLE

HLS 2510: Human Rights Advocacy

Harvard Law School

Salma Waheedi



Why “Cultural Humility”?

International Human Rights Advocacy

- A component of the students’ International Human Rights Clinic experience
- designed to encourage students to critically evaluate the human rights movement while learning core advocacy and problem-solving skills to responsibly advance social justice.

The practice of international human rights advocacy

- Bridge the gap between academic knowledge and real-world practice
- Reflect on the meaning of effective advocacy. Challenge assumptions. Community driven solutions
- Cultural competence, sensitivity, humility – not an add-on but a core component of effective advocacy. A continuous practice that is modeled and harnessed.



How is “Cultural Humility” Incorporated?

Classroom culture

- Ongoing conversations, participatory teaching. No one knows it all
- Open and honest. No right answers, but point to the “right questions”
- Open door policy; create safe spaces

Foster engagement with practitioners in the field; grassroots activists in communities

- Break the walls of law school distance, privilege
- Guest speakers
- Course readings. Embrace critiques of the movement to lift it up; discussed in context

Critical Reflections

- Model experiences. Simulation and role play, push limits of comfort, test reactions
- Written assignments: journals (additional space. Not everyone will be comfortable with verbal expression)

GROUP ACTIVITY

In your breakout rooms, please answer the following questions:

1. What jumped out to you from the presentations?
2. What is one thing you are **already doing** in your classroom to incorporate cultural humility?
3. What is one thing you want to **try** in your classroom to incorporate cultural humility?

<https://forms.office.com/r/ZN1bEnPyFr>

References & Resources

Greene-Moton, E. & Minkler, M. (2020). Cultural competence or cultural humility: Moving beyond the debate. *Health Promotion Practice, 21*, 142-145.

Hook, J.N., Davis, D., Owen, J., & D.Blaere, C. (2017). *Cultural Humility: Engaging Diverse In Therapy*. Washington, DC: APA.

Sue, D.W., & Sue, D. (2013). *Counseling the Culturally Diverse: Theory and Practice (6th Ed.)*. Hoboken, NJ: Wiley.

Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physical training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved, 9*, 117-125.



Concurrent Breakout Sessions

Part 2 (1:00-2:15pm)

Experiential Learning: The Power of Authentic Learning Challenges

Across Harvard, faculty use experiential learning with a variety of approaches to prepare students for global challenges. From undergraduate and graduate programs, from a single class to a full term, the panelists will discuss how they use experiential learning. The discussion will highlight the cycle of experience and reflection that empowers students in these courses and may inspire your own ideas for experiential learning.

Interdisciplinary Approaches to Addressing Real-world Problems

Real-world problems are complex and rarely fit within a single, clearly defined discipline. Readyng students to approach authentic challenges means helping them to be comfortable wielding multiple unfamiliar tools and approaches. This session will highlight ways we can use our classrooms to model these interdisciplinary approaches to asking and answering questions that defy the traditional structures of a University.



Thank you for attending.

