

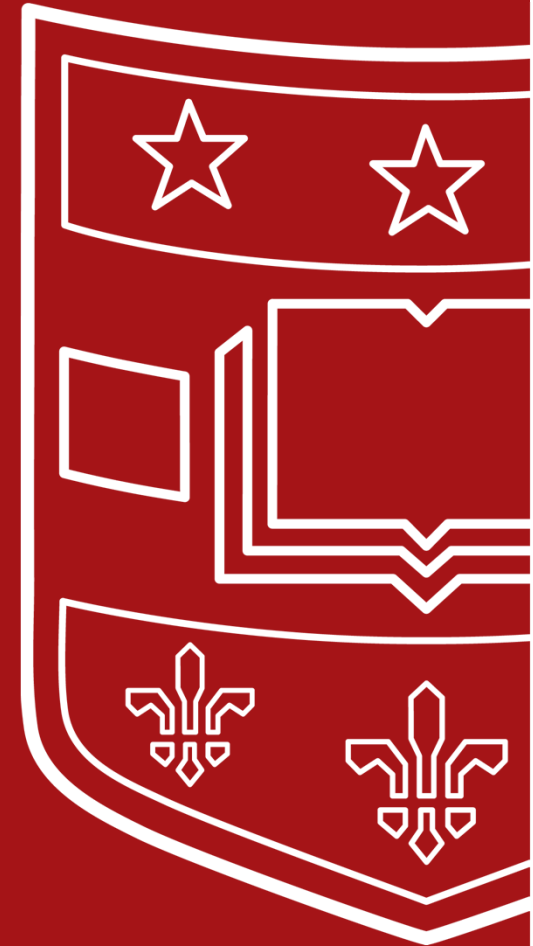
ADVANCING SOCIAL WORK, PUBLIC HEALTH & SOCIAL POLICY



Empathy, Privilege and Cultural Humility

Jewel D. Stafford, MSW

Assistant Dean of Field Education



Participants will:

- Increase their awareness and understanding of cultural humility concepts
 - Enhance our understanding of leadership through empathy and privilege
 - Enhance their ability to engage in transformative and difficult conversations about equity
 - Discuss tools and practices for addressing health inequities
 - Identify opportunities (internally and externally) to build a community of practice and support while addressing cultural humility
-

Community Norms

- **Respect:** please extend respect to the group by listening to others' stories and participating in the activities
 - **Listen actively and attentively**
 - **Step in, step back, step in, step back**
 - **Connect to content**
 - **"I" statements**
 - **Critique ideas, not people.**
 - **Confidentiality:** Share what you learn, not what you heard.
 - **Assume Positive Intent:** Please assume that we are all acting with good intentions. Making mistakes is part of the learning process.
-

Background and Context



How did we get here?



- **Colonization**
 - **Indigenous populations**
 - **African populations**
 - **Constitution**
 - **Civil War**
 - **Latinx populations**
 - **Asian populations**
 - **International and global trade**
 - **War on Poverty**
 - **War on Drugs**
 - **Social Control (Reproductive Justice)**
-

by *1120*
LION
does not tell his
STORY
the **HUNTER**
WILL





How do we describe the problem?



How does the media, community organizations, institutions and stakeholders describe the problem?



What factors are contributing to the issues?



Who benefits?



What is needed (capacity, skills, knowledge) to address the problem?



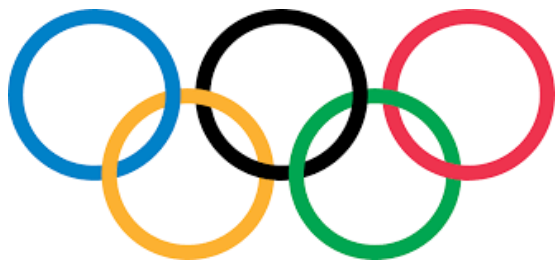
Action plan

Empathy and Privilege

- Empathy is defined as, “the ability to understand and share the feelings of another.”
- Privilege is defined as an unearned or unacknowledged advantage

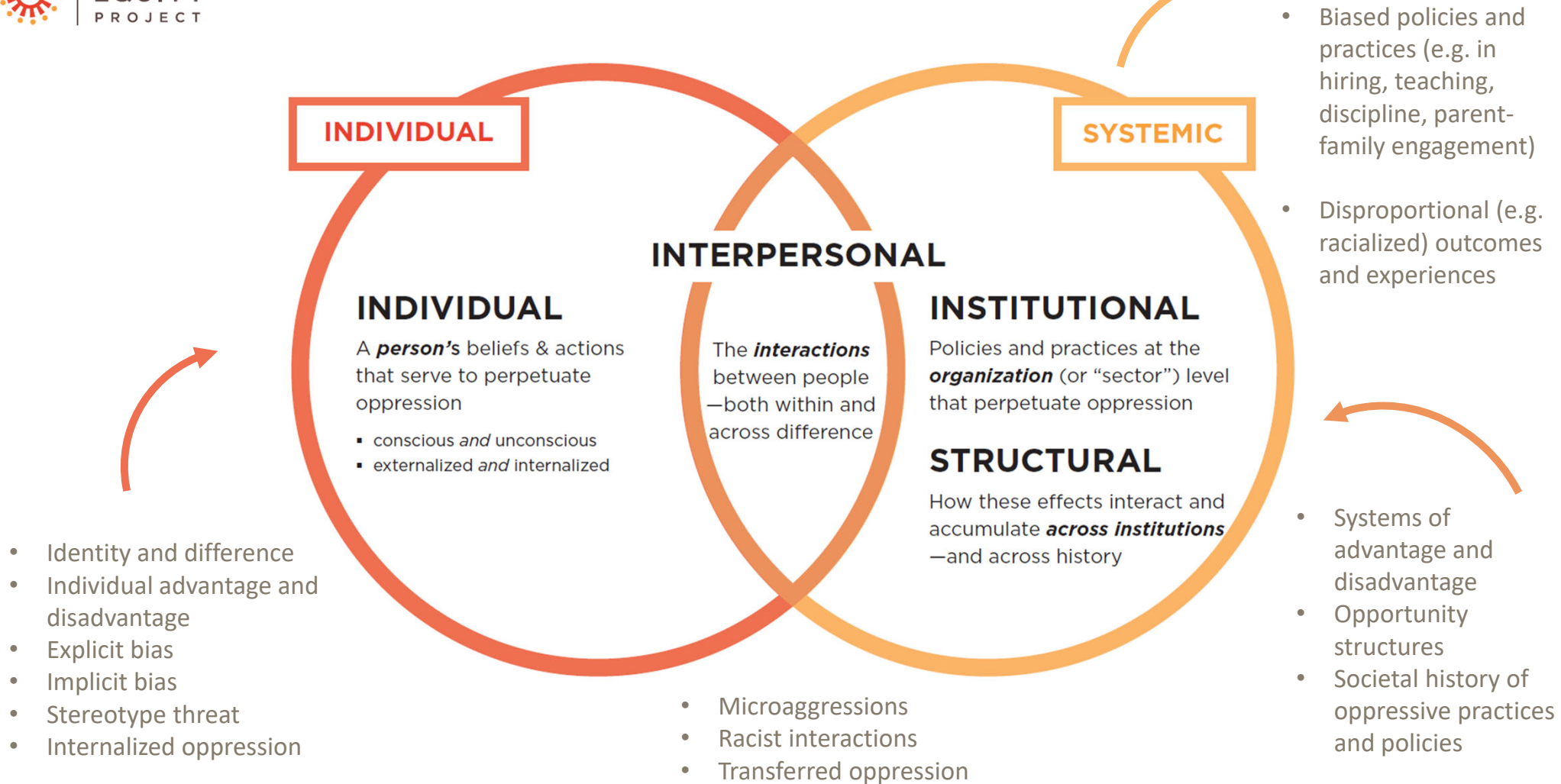


What do you see in these symbols? What comes up for you?





THE LENS OF SYSTEMIC OPPRESSION



How do we engage in social change and social justice?



In Africa there is a concept known as 'ubuntu' - the profound sense that we are human only through the humanity of others; that if we are to accomplish anything in this world it will in equal measure be due to the work and achievement of others.

— Nelson Mandela —

AZ QUOTES

Drexel Names New Center on Racism and
Health, Center Director



*The name “.....a radical act of solidarity rooted in our **shared humanity**, **unapologetic truth-telling**, and a **commitment to bold collective action that dismantles oppressive systems, disrupts narratives**, and dares to imagine and build the just and equitable world we all deserve,” said Barber. “The name connects us to a long lineage of transformative social movements locally, nationally, and globally from which we draw strength, insights, and inspiration.”*

Why do we need this approach in public health?

- ❖ Increasing Diverse Populations
 - ❖ Health inequities experienced by many groups
 - ❖ Addresses unique needs
 - ❖ Health professionals are accountable for meeting needs of their clients
 - ❖ Tailor and develop culturally appropriate interventions
-

Empathy and Improving Health Outcomes

- Integrates the concept of patient centered care with the social and cultural influences that impact medical services
 - Strategies to enhance partnerships, patient provider relationships, collaborations, etc.
 - “Student of the World”-provides an opportunity to learn about ourselves and patients/clients/consumers
-

Empathy and health outcomes

- I. What is necessary for the treatment, intervention, program to occur?
 - II. How are communities defining and weighing the risks , cost and benefits
 - III. Lifestyle factors (Risk and Protective)
 - IV. Previous Experiences
-

What Story Does the Data Tell?

Key Informant Interviews

**Focus groups/Community
Forums**

Surveys

Existing data

Evaluation

A colorblind vaccine approach isn't good enough. The US needs racial equity
Keon L Gilbert and Rashawn Ray

Without a focus on racial equity, vaccine allocation will further divide the country and perpetuate health inequalities

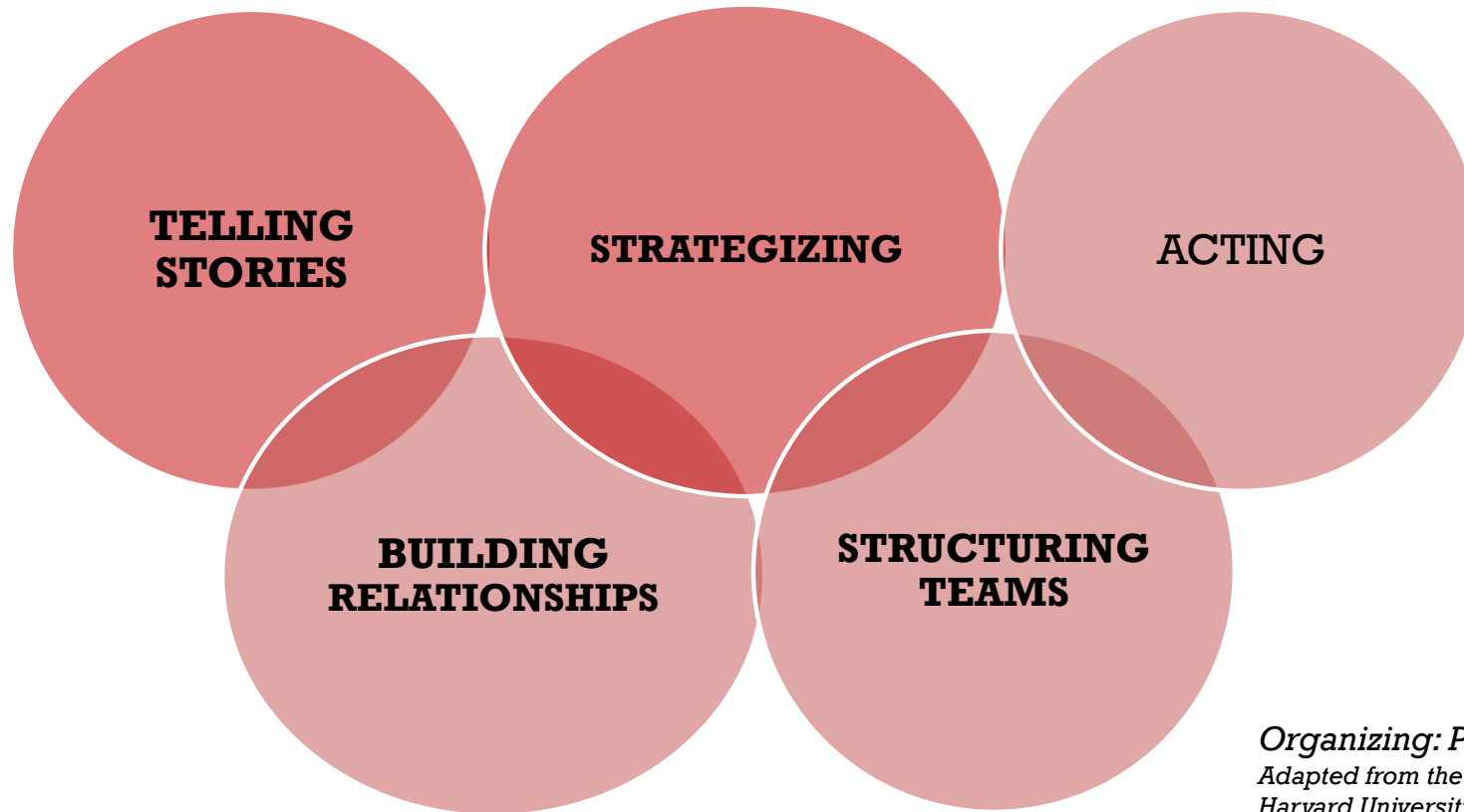


▲ A Covid vaccination site in Pomona, California. 'The persistence of structural inequities that increases a person's

*“To not have the conversations because they make you uncomfortable is the **definition of privilege**. Your comfort is not at the center of this discussion. That is not how this works. ...It’s not a question whether you have a bias or not, it’s a question of how many and how bad and how deep.*”

*We have to be able to **choose courage over comfort**, we have to be able to say, ‘Look, I don’t know if I’m going to nail this but I’m going to try because I know what I’m sure as hell not going to do is stay quiet.’”*
-Brene Brown

Organizing for Change: Process & Practices

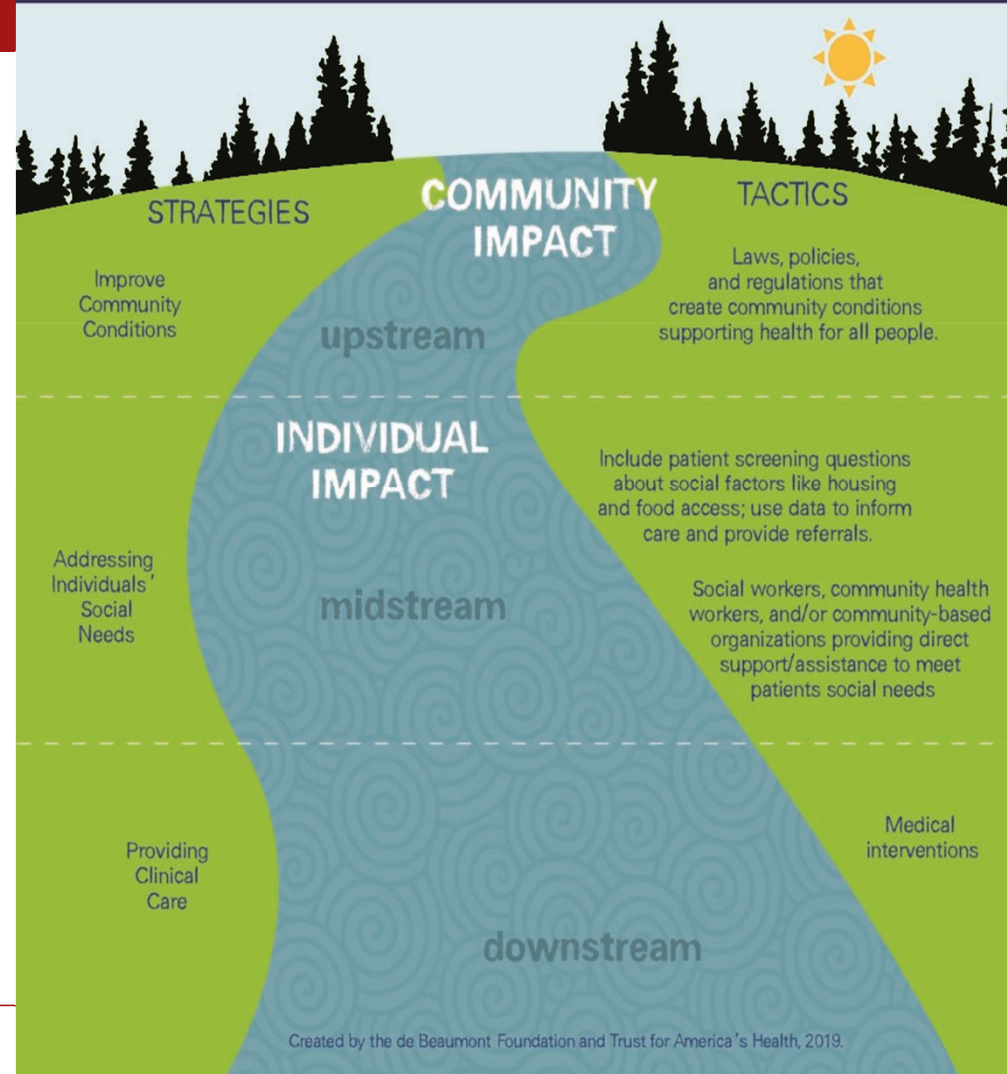


Organizing: People, Power, Change
Adapted from the work of Dr. Marshall Ganz of
Harvard University and resources from the
Leading Change Network and the New
Organizing Institute (now Wellstone).

“**Health equity** is achieved when every person has the opportunity to ‘attain his or her full health potential’ and no one is ‘disadvantaged from achieving this potential because of social position or other socially determined circumstances.’ Health inequities are reflected in differences in length of life; quality of life; rates of disease, disability, and death; severity of disease; and access to treatment.”

Content source: National Center for Chronic Disease Prevention and Health Promotion

SOCIAL DETERMINANTS AND SOCIAL NEEDS: MOVING BEYOND MIDSTREAM



Social Change in times of a crisis?

- What are my values (professional and personal)?
- What am I centering when I make decisions?
- What are the needs of the communities who anchor me, and what can I offer with my full energy?



Common Language

Diversity

Differences in social identity: race, gender, gender expression, ethnicity, race, political affiliation, class, nation of origin.

Inclusion

Ensuring that those with diverse backgrounds have a voice or contribute and engage.

Cultural Competency

The ability to interact with individuals of different cultures respectfully and effectively.

Cultural Humility

“ a perspective that involves practicing lifelong learning, self-reflection and critique, recognizing the dynamics of power and privilege, and being comfortable with not knowing”.

Cultural Humility Defined

“A process of committing to an ongoing relationship with patients, communities, and colleagues...that requires humility as individuals continually engage in self-reflection and self-critique.”

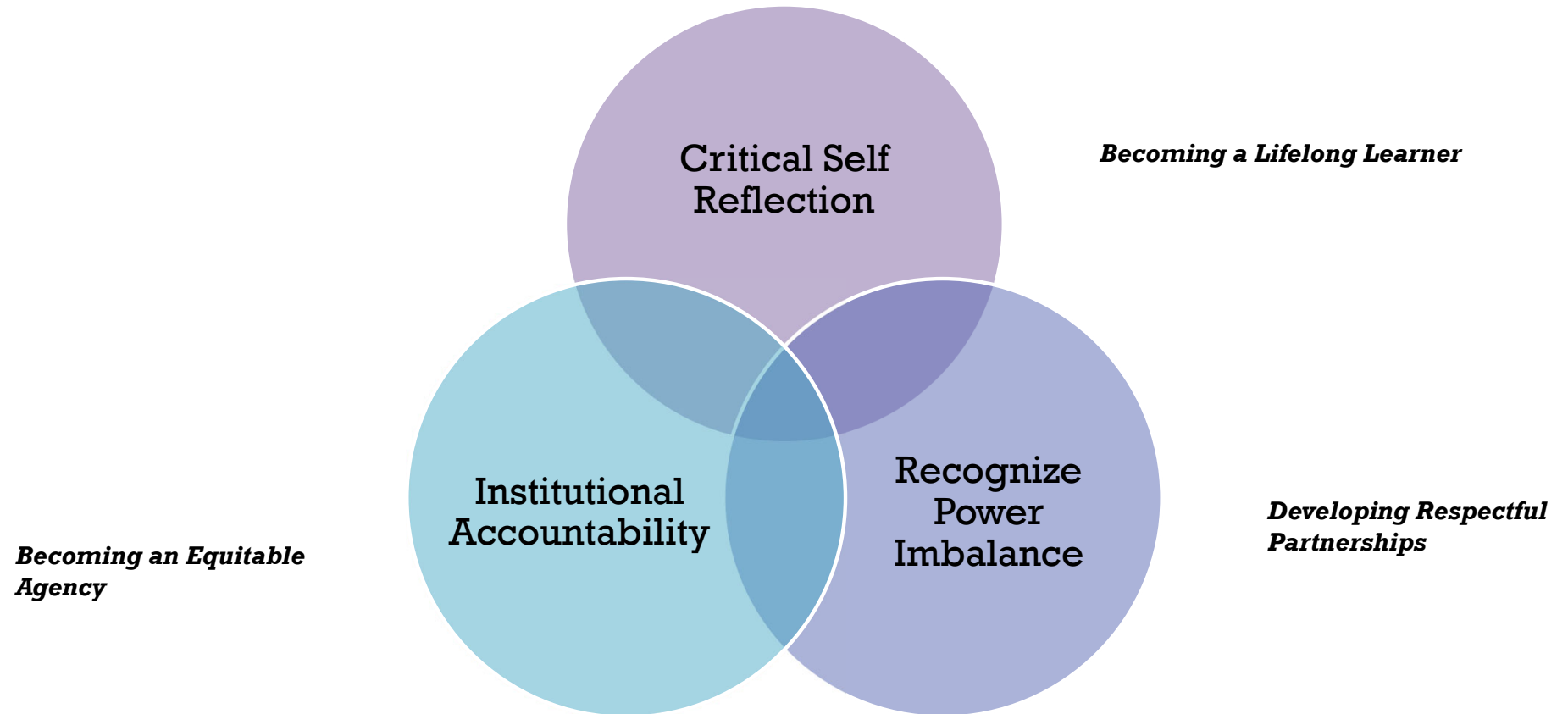
- Avoids “expert trap”
- Avoids assumptions and stereotypes
- Seeks to understand others on their terms

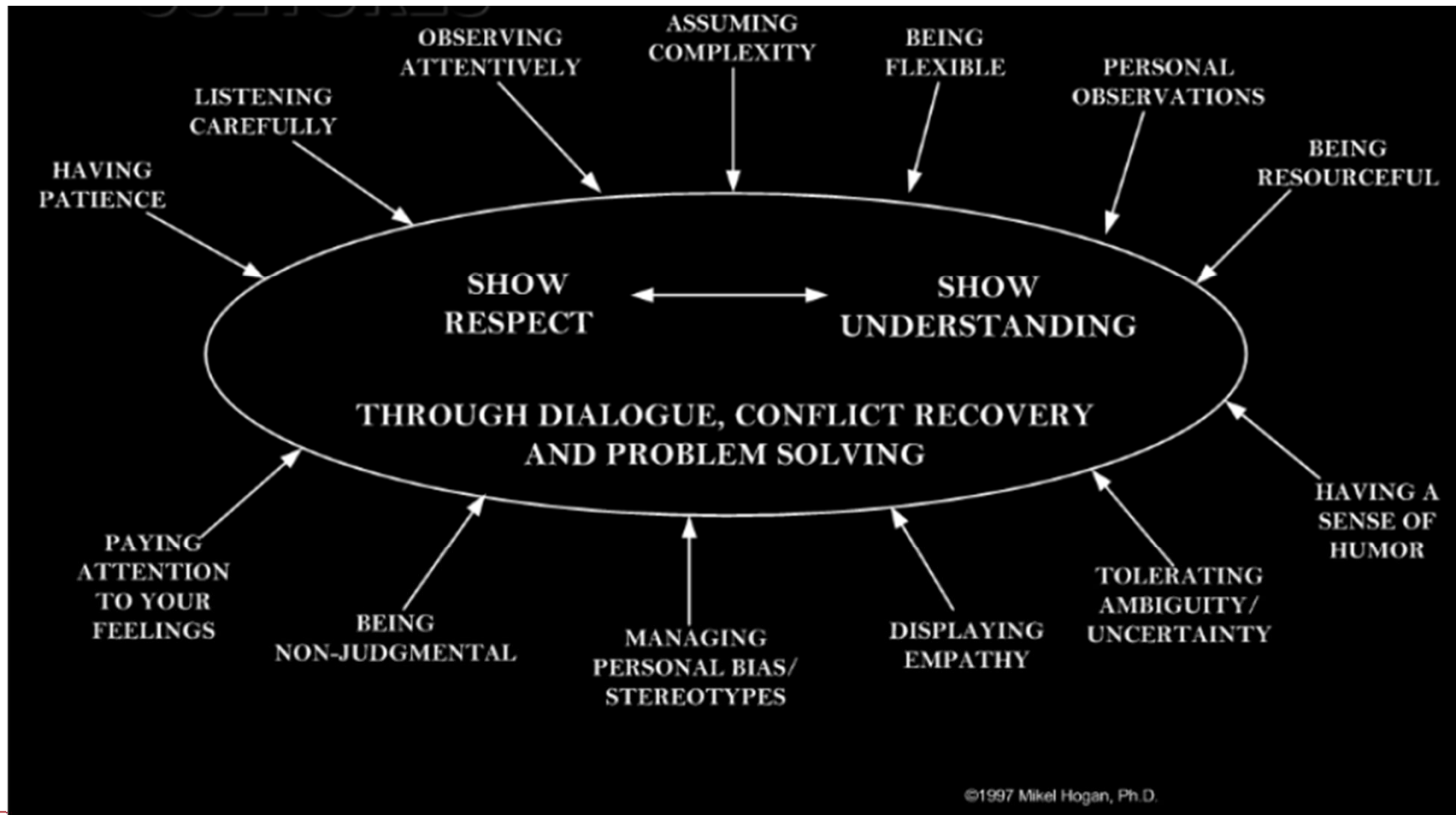
(Tervalon & Murray-Garcia, 1998, p. 118).

Cultural Humility Cultural Competence

Cultural Competence	Cultural Humility
Self Awareness	Critical Self Reflection and Lifelong Learning
Knowledge and Skills	Recognize and Address Power Imbalances
Aiming towards “competence” in working with specific populations	Aiming towards collaboration and understanding of perspective of another person in context

Cultural Humility 3 Pillars





Community as Expert

- Why is this important?
 - How do you do it?
 - One example
-

Cultural Humility and Public Health

1

Understand the critical issues that impacted specific groups

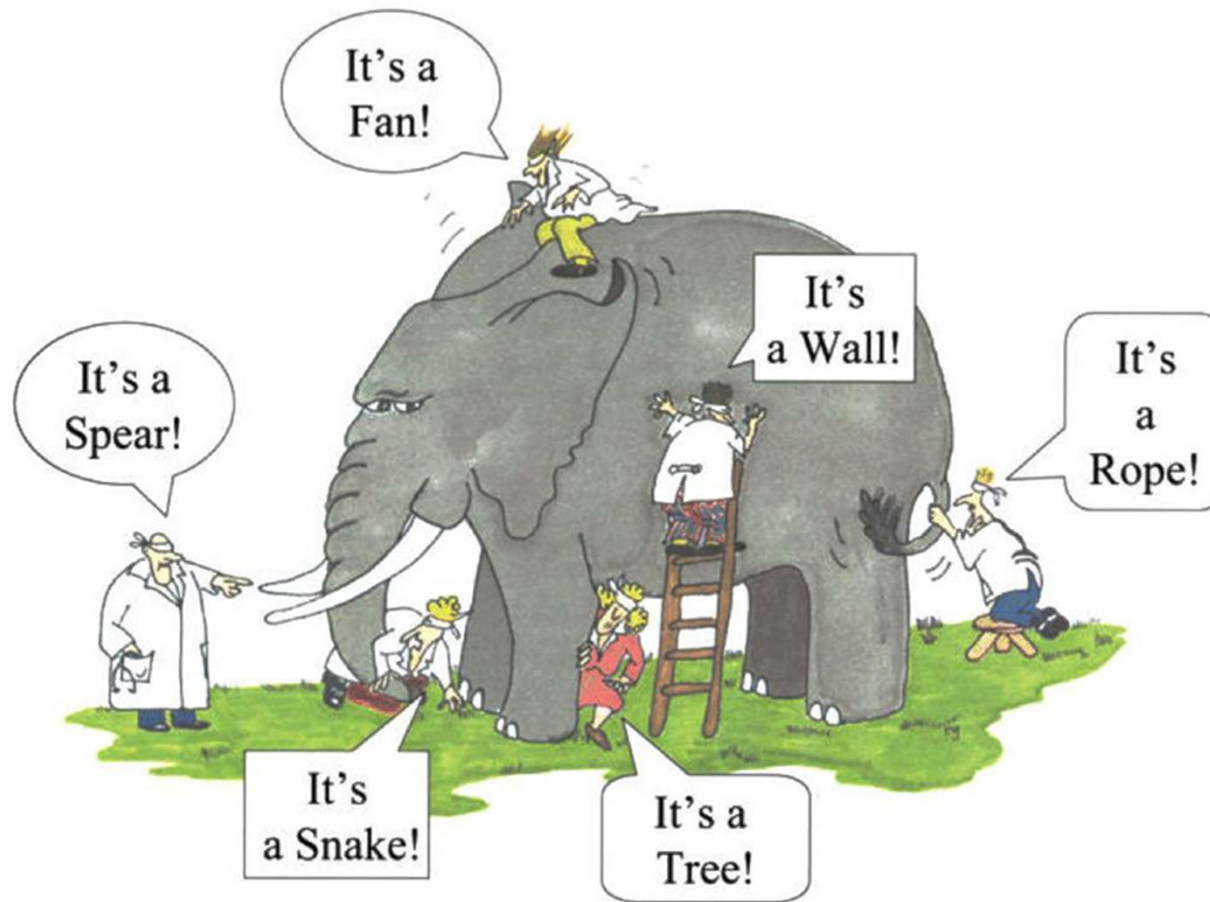
2

Understand the role of policy and the social determinants of health in creating and perpetuating health inequities

3

Improve the health and well-being of populations most impacted

How do we usually discuss sensitive topics?



Questions to Consider

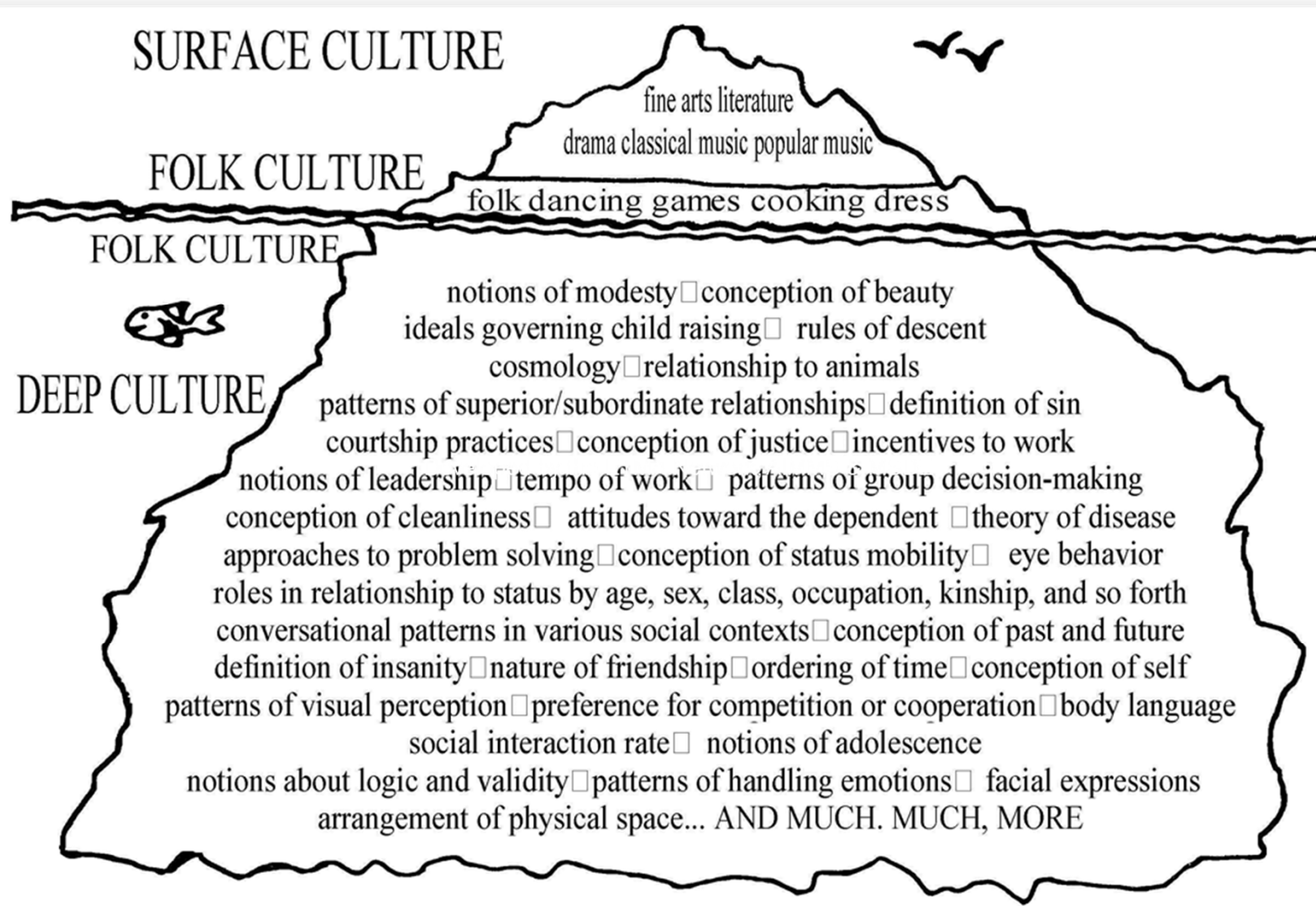
1. What are the deeply held socially constructed values or beliefs in the U.S.? How are they presented and how are they experienced?
 2. What do you believe is a fair distribution of resources and rights?
 3. What is an example of something you want to change or a cause you believe in?
-



Barriers

- Assumptions
- Myths
- Stereotypes
- Generalizations
- Oppression





Addressing the Individual Barriers

- How do you respond when interacting with new people? Or people from different cultures?
 - How do you deal with feelings of anxiety and discomfort?
 - What are your strategies to gain clarification that will enhance communication with others?
 - How do you support and help others to understand your similarities? Differences?
-



We can use the C-LARA method to have difficult conversations:

Check your pulse. Take a deep breath.

Listen actively to the other person.

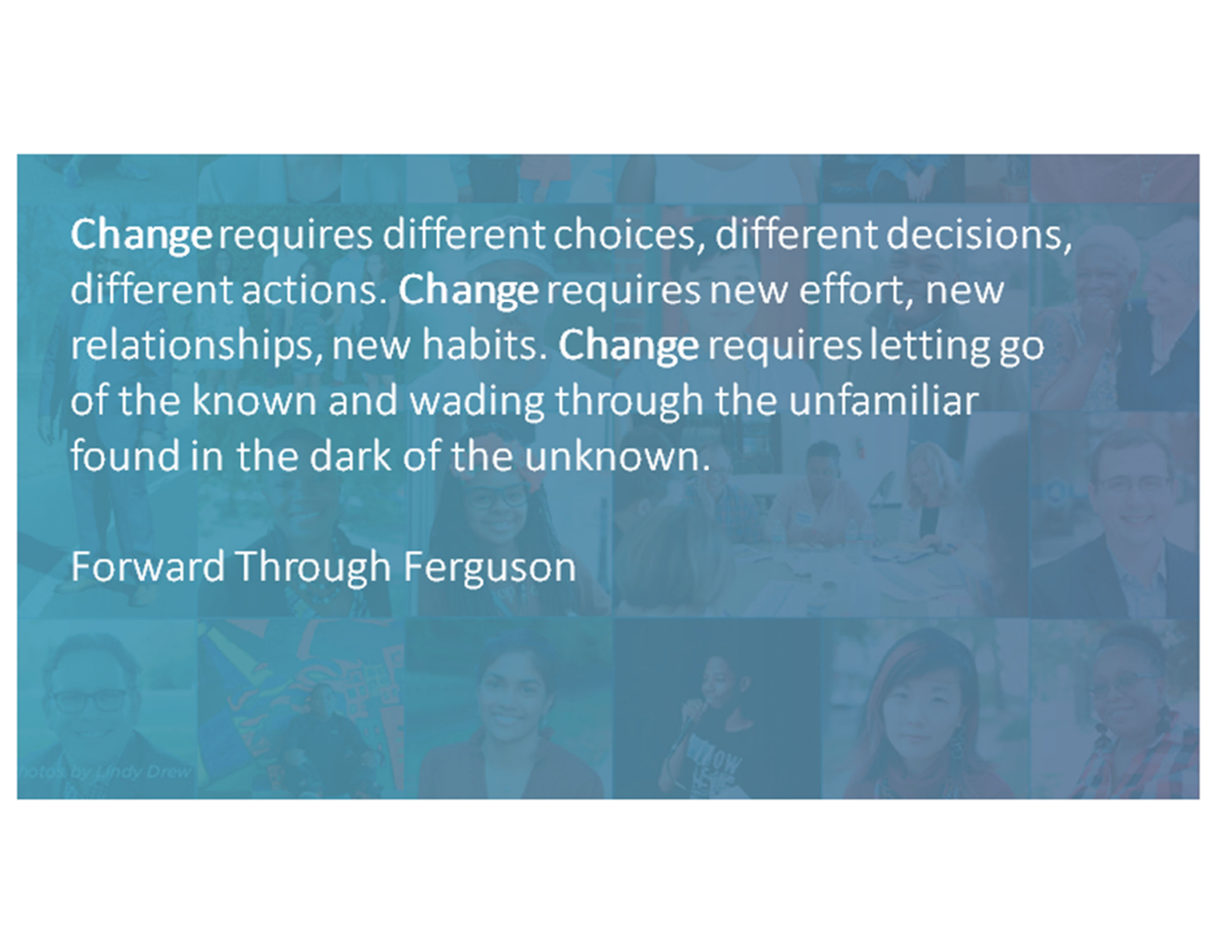
Affirm some component of the speaker's perspective.

Respond to what was said.

Add to the response in a way that moves the discussion forward.

Guiding Principles

- Engaging communities and sustaining reciprocal relationships
 - Leadership and accountability for sustained change
 - Building on strengths — know the community, know what works
 - A shared responsibility — creating partnerships and sustainability
-



Change requires different choices, different decisions, different actions. **Change** requires new effort, new relationships, new habits. **Change** requires letting go of the known and wading through the unfamiliar found in the dark of the unknown.

Forward Through Ferguson

A large, stylized yellow quotation mark icon consisting of two facing chevrons.

We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.

SONYA RENEE TAYLOR

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.
- Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of racial inequality in America* (5th ed.). Lanham, MD: Rowman & Littlefield.
- Coates, T.N. (2015). *Between the world and me*. Melbourne: Text Publishing Company.
- CrossRoads Anti-Racism Organizing & Training. (2018). Retrieved from <http://crossroadsantiracism.org/>
- For the Sake of All. (2018). For the Sake of All. Retrieved from <https://forthesakeofall.org/>
- The Ferguson Commission. (n.d.). Forward Through Ferguson: A Path Toward Racial Equity. Retrieved from <https://forwardthroughferguson.org/>
- George, L. (2004). *Don't think of an elephant: know your values and frame the debate*. White River Junction, VT: Chelsea Green Publishing.
- Holladay, J. R. (2000). *White anti-racist activism: A personal roadmap*. Roselle, NJ: Crandall, Dostie & Douglas Books.
- Johnson, A.G. (2001). *Privilege, Power, and Difference* (2nd ed.). New York, NY: McGraw-Hill
- McIntosh, P. (1989, July & aug.). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*. Retrieved from https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf
- Tatum, D. (1997). *Why are all the Black kids sitting together in the cafeteria?*. New York, NY: Basic Books.
- Tochluk, S. (2010). *Witnessing whiteness: The need to talk about race and how to do it* (2nd ed.). Lanham, MD: R&L Education.
- Williams, L. (2002). *It's the little things: Everyday interactions that anger, annoy, and divide the races*. Orlando, FL: Harcourt.
- Wise, T. (2012). *Dear White America: Letter to a new minority*. San Francisco, CA: City Lights Publishers.
-
- Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial Modern Classics (Original work published in 1980).