



# LEARNINGbyte

## Professional Responsibilities and Considerations

### What is Cultural Humility?



#### PURPOSE OF ACTIVITY

This activity is designed to help practitioners consider the concepts of cultural humility and cultural competence and how they apply in their work with children and families.



#### RESOURCES NEEDED

Handouts –

- Cultural Humility Video Worksheet (see page 2 of this learning byte)
- [Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings](#)

Video – [Cultural Humility: People, Principles and Practices](#)

Computer with screen sharing ability or projector and screen (if viewing the video together in-person)



#### SPECIFIC STEPS

1. Provide participants with a copy of the Cultural Humility Video Worksheet to review before watching the video.
2. Play the 30-minute video. Encourage participants to take notes about key words, phrases, and ideas related to cultural humility, especially if this is an unfamiliar term.
3. After the video, begin debriefing by asking participants to share key words, phrases, or ideas they heard and why those words/phrases/ideas were significant to them.
4. Give participants time to work individually or in small groups (breakout groups if the meeting is conducted virtually) to answer the questions on the worksheet.
5. As a large group, discuss each question on the worksheet and invite participants/groups to share their answers.
6. Continue the discussion about cultural humility and cultural competence by asking participants to complete the self-assessment checklist individually. Provide a copy of the self-assessment to each participant or share the url (<https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>) so participants can open the self-assessment on their computer.
7. Instruct participants to talk with a partner about their insights from completing the checklist. Or, invite participants to share insights with the large group. (Note: Some participants may not want to share their insights with a large group since this may be a sensitive topic so let participants know that sharing is their choice.)

8. Wrap up the activity by asking participants to make an action plan for using one of the strategies they learned from the video or targeting one item on the self-assessment checklist that they wish to improve. Ask participants to write down their action plan at the bottom of the Video Worksheet. Encourage them to set a monthly “self-check” reminder on their mobile device or their calendar for the next three months to help them remember their action plan.



## **ADDITIONAL RESOURCES**

VEIPD topic page: [Cultural Competence](#)

### **Talks on Tuesdays Archived Webinars:**

- [Increasing SLPs' Cultural Competence](#)
- [Beyond Cultural Competence: How to Effectively Work with ALL Families](#) Part 1, Part 2

**Online Module:** [Cultural Humility Part One: Supporting Immigrant Families, A Culturally Humble Approach](#) (Institute for the Advancement of Family Support Professionals)

## Cultural Humility - Video Worksheet

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Instruct your group to watch the 30-minute video, [Cultural Humility: People, Principles and Practices](#). Use the questions on this worksheet to process the video together.

1. How do you define cultural humility in your own words? How it is different from cultural competence?
2. What social identities do you bring to your intervention visits and interactions with families? How do these influence your interactions and ways of thinking?
3. What power imbalances do you see in early intervention? How can we/you mitigate them?
4. How does your organization or program model cultural humility?
5. What are two strategies you heard in this video that could help you develop cultural humility?
6. What is your main take away message from this video?

### **ACTION PLAN:**

How will you use what you learned to become more culturally humble and culturally competent?

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