Person-Centered Practice and Cultural Humility

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Support Development Associates, LLC

Respond in Chat:

Who do you work with?

Meeting Agreements

- Be present as much as possible…
- Limit multi-tasking (e.g., checking emails, doing other work, taking calls)
- PARTICIPATE-the breakout rooms are a place to talk and share!
- Listen for instructions to engage with others.
- Only share what you are comfortable sharing.
- Realize that some topics may feel overwhelming or sensitive--take care of yourself.
- Be willing to park some issues in a "Parking Lot". The presenter will let you know if they will be covered later or not on this webinar.
- Be patient with one another – this way of engaging is new and we are all in this together!

Agenda

- What is Culture?
- Culturally Sensitive HCBS Rule Planning Standards
- Cultural Competence
- Cultural Proficiency
- Cultural Groups
- A Culture of One
- Cultural Humility
- Bias and Implicit Bias
- Values and values development
- Person Centered Practices to Support Cultural Humility in your Practice
- Continuous Learning regarding Culture

Objectives

Participants will be able to:

- Describe cultural humility and how it applies to home and community-based services and supports.
- Identify key aspects of person-centered cultural humility in order to provide services and supports in line with the HCBS Final Rule.
- Engage in action learning and raising awareness around people's values and lived experiences.
- Describe the difference between Cultural Humility and Cultural Competence
- Identify available resources for further learning.

Learning Outcome

Learners will expand their knowledge and competence in Person-Centered Cultural Humility.

Culture . . . It's a Big Topic!
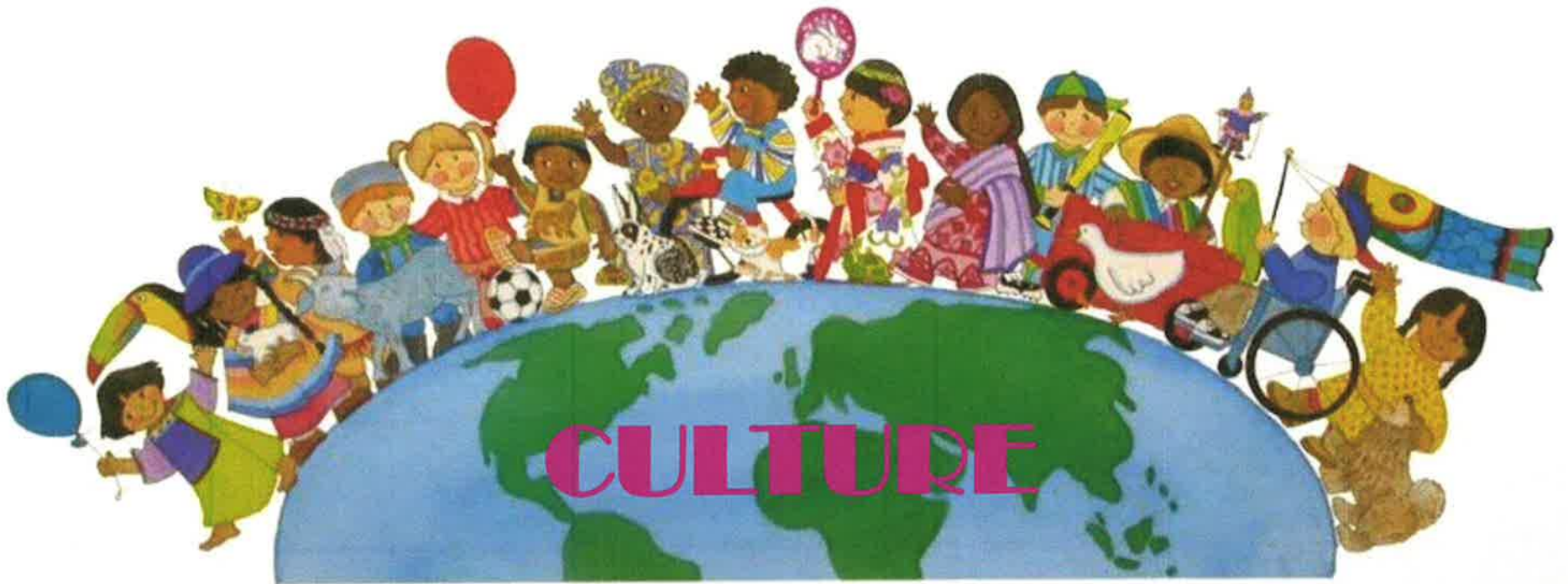
CULTURE

Culturally Sensitive HCBS Rule Person-Centered Planning Standards

- Provide necessary information and support to the individual to ensure that they can direct their planning process as much as possible;
- Include people chosen by the individual;
- Be timely and occur at least annually at times and locations of the individual´s convenience;
- Assist the person in achieving outcomes they define for themselves and in the most integrated community setting(s) they desire;
- Ensure delivery of services in a manner that reflects personal preferences and choices;
- Take into consideration the culture of the person served;
- Use plain language

Cultural Competence Is . . .

The ability to **Understand**, **Communicate With** and **Effectively Interact** with people across cultures

Being **Aware** of one's own world view.

Developing a **Positive Attitude** toward cultural differences.

The willingness to **Gain Knowledge** of different cultural practices and world views.

Cultural Humility From Cultural Competence

- Cultural Competence and its limitations

- Cultural Humility

- Can Both be Applied and Useful?

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A handy reminder...ASSESS

Ask questions in a humble and safe manner

Seek self-awareness

Suspend judgement

Express compassion and kindness

Support a safe and welcoming environment

Start where the person is at

Cultural Proficiency Is . . .

- Understanding what culture is and how important it is in people's lives.

- Understanding and honoring differences between cultures.

- Viewing diversity as a benefit.

- Interacting knowledgably and respectfully among and across a variety of cultural groups.

- Integrating an appreciation of cultures into the work of the organization.

- Adapting our organization to people instead of asking people to adapt to the organization.

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Cultural Groups

All cultural groups are unique and PCT skills help us discover those things that are important to the people we support

By understanding the groups people belong to or identify with, we can better understand and support the whole person.

In some cultures, there may be more focus on family and taking care of family within the family.

People tend to be social beings who desire to feel a sense of belonging. Belonging to a group/s of people who share the same values, beliefs, and traditions can help meet that need.

A Culture Of One

In Person-Centered Practice we avoid making assumptions about people's preferences related to their culture.

Every person has their own beliefs, values, and preferences.

Each person has a culture of one (Individual or Family).

Cultural Humility

Cultural Humility is a lifelong commitment to self-evaluation and personal critique to addressing the power imbalances that are oftentimes built into the doctor-patient, provider-client or provider-person receiving supports or services relationships to develop mutually beneficial partnerships with communities and people and sometimes on behalf of people.

Implicit Bias

"are attitudes or stereotypes that affect our understanding, actions, and decisions in an **unconscious manner**. These biases, which encompass both favorable and unfavorable assessments, are **activated involuntarily** and without an individual's awareness or **intentional control**"

~Kirwan Institute for the Study of Race and Ethnicity, 2015, para 1

A Few Key Characteristics Of Implicit Biases

Implicit biases are everywhere. Everyone has them, even people who are required by their profession to not have them, such as judges.

Implicit and explicit biases are related but different. They can happen at the same time and may even reinforce each other.

We generally tend to hold implicit biases that favor the group(s) to which we belong (our in-group), though research has shown that we can still hold implicit biases against our in-group.

Our brains are incredibly complex, and the implicit biases that we have formed can be gradually unlearned through a variety of debiasing techniques.

Values

Values are stable long-lasting beliefs about what is important to a person. They become standards by which people order their lives and make their choices.

A belief will develop into a value when the person's commitment to it grows and they see it as being important.

It is possible to categorize beliefs into different types of values – examples include values that relate to happiness, wealth, career success or family.

A person must be able to articulate their values in order to make clear, rational, responsible and consistent decisions.

The principles and standards upon which we lead **our** lives. They
are **influenced** by **our** beliefs, **our** background, education, and **our** individual and wider social networks.
... We were not born with **values** but acquire them throughout **our** lives.

The 5 Skandhas

Form
- Physical Body, Senses, Input

Emotion/Sensation
- Feelings (Positive & Negative)
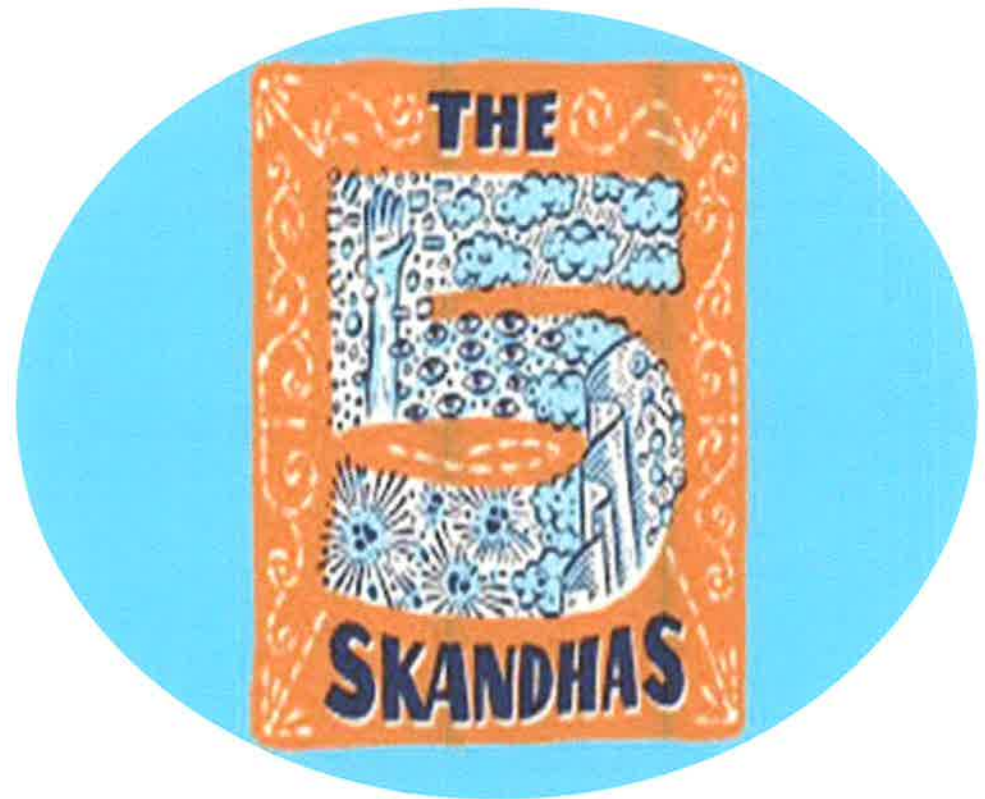
Perceptions/Beliefs
- Interpretation (Subconscious), Judgment, Named by the Past

Mental Formations
- Thoughts/Images, Self Talk, Seeds of Awareness

Consciousness
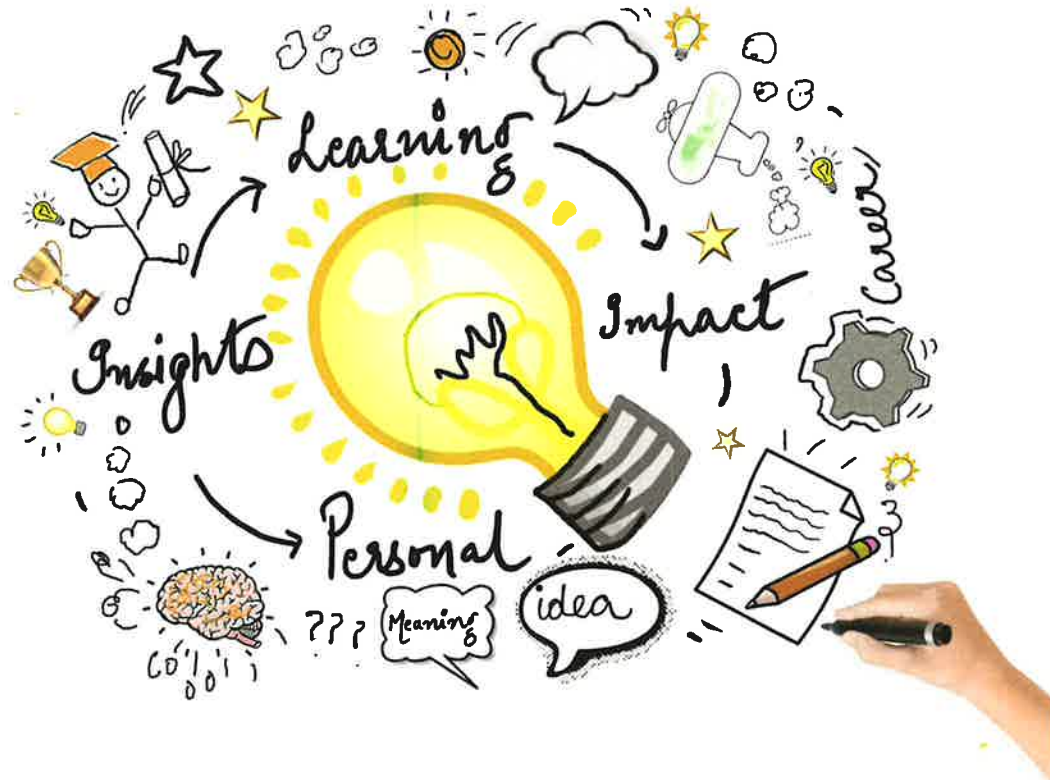- Full Awareness, Response – Actions or Words

Conversation

Sharing
something you
know how to do…

Report Out

What Are Some Biases That May Influence Our Approach To Supports and Services?

- Who are the major contributors in developing services and supports for people with disabilities?
- Who knows best?
- Where people live?
- Have there been shifts over time in biases?
- What are our own preconceived notions, judgements, and perceptions?

Using Person-Centered Practices to Support Cultural Humility

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CULTURE IN PERSON-CENTERED THINKING: SUPPORTING ALL PEOPLE

Embraces diversity and supports inclusion

Considers the whole person

Not one size fits all

It's about supporting the person

There is no one right way

We are all made up of our unique strengths, gifts, skills, culture, and identity.

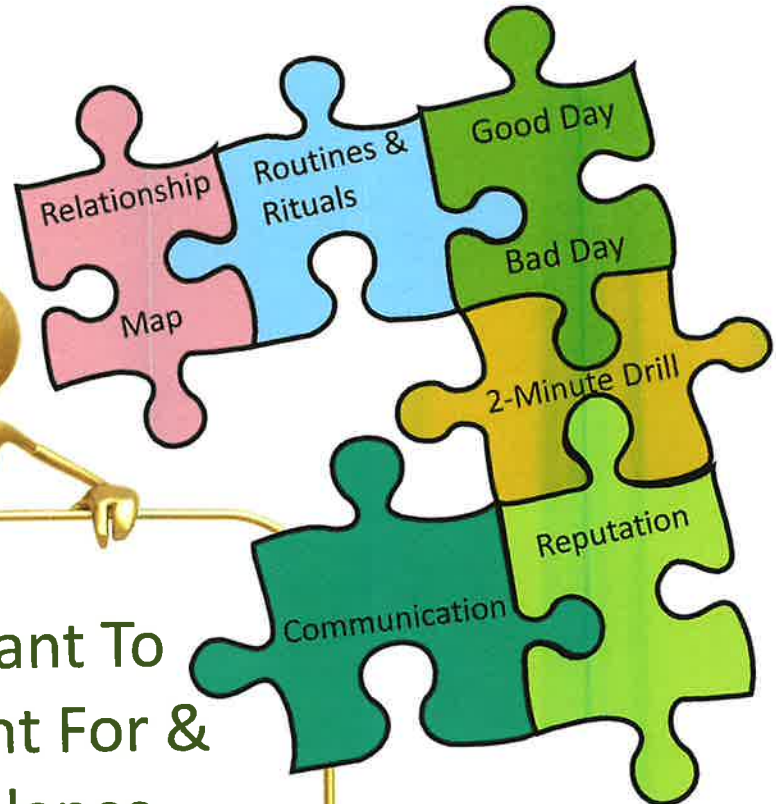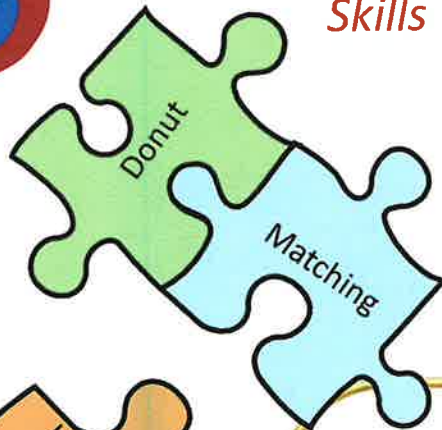# Person-Centered Skills for Learning About Culture
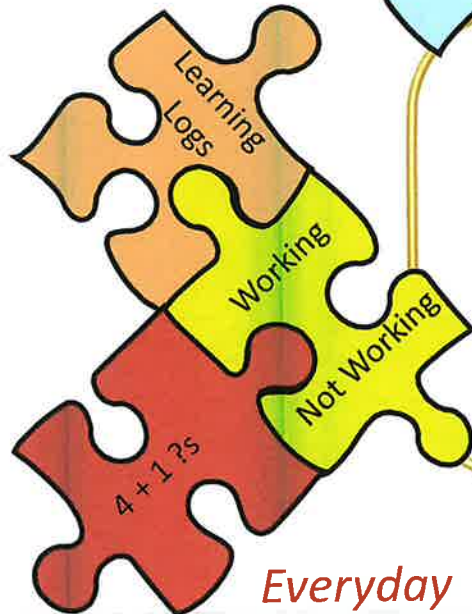
Good Day/Bad Day

Relationship Map

Routines and Rituals

Matching

Management Skills

Donut

Matching

Relationship Map

Routines & Rituals

Good Day

Bad Day

2-Minute Drill

Reputation

Learning Logs

Working

Not Working

4 + 1 ?s

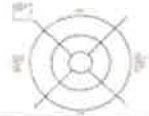Communication

Important To Important For & The Balance Between

Discovery/ Listening Skills
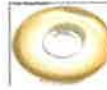
Everyday Learning Skills

Thinking about how to use everyday person centered skills

Core Concept & Skill	WHAT IT DOES	POSSIBLE USES	If you had permission and support how would you use important to/for?
Sorting Important To/ Important For	A way to organize the information we collected when using other skills. By sorting our learning into What's Important To and What's Important For we gain a deeper understanding of the person while working towards a good balance. Better informs our actions in partnership with the person and those who love them.	• Use with all the other tools-to add depth to our understanding of the person's preferred to/for balance • To think through a situation before deciding what should happen next	
SKILLS	WHAT IT DOES	POSSIBLE USES	If you had permission and support how would you use this skill?
The Donut Sort	Identifies role-specific responsibilities. (Core responsibilities; use judgment and creativity; not usually a paid responsibility)	• Help people get clear about their responsibilities regarding specific situations • Develop job/volunteer descriptions • A structure for feedback and evaluation	
4 + 1 Questions	Helps people learn from their efforts and focus next steps.	• To evaluate a specific process or effort • As a structure for group review	
The Learning Log	Directs people to look for ongoing learning. A structure that captures learning details within specific activities and experiences	• Replace the standard "progress note" • Track efforts related to a specific area of change • Support depth learning over time	
Sorting What's Working/ What's Not Working	Analyzes an issue/situation across multiple perspectives. Provide a picture of how things are right now.	• To get a broader perspective • To do pinpoint problem solving • Before planning next steps	
Relationship Mapping	Creates a picture of who is in the persons' life	• To record who is in a persons life- their role and relationship • Find characteristics of a good match • To help the person and planners determine who to invite to help plan	

SKILLS	WHAT IT DOES	POSSIBLE USES	If you had permission and support how would you use this skill?
Rituals Routines	Identifies the specifics of a particular time of day or event	• To learn what parts of rituals/ routines are important to the person to keep or change. • To learn more about what is important to and for the person • To learn more about daily supports the person appreciates	
Good Day/Bad Day	A way to identify the specifics of what makes up a good and bad day for a person.	• Use to learn What's Important To and How to Support • Maximize good days, and minimize effect of bad days	
Two Minute Drill	Helps us learn critical information about how to best support the person (top tips)	• To learn what people think is most important to and for the person • To discover information that the new supporters need to be successful • To help people clarify how they balance important to/for when supporting a person	
Communication	At-a-glance view of key information about how a person communicates. Especially useful in supporting people who don't communicate well with words	• Help people to get to know a person more quickly • Help people know how to support someone during challenging times	
Positive Reputation	A method to help us learn more about what is important to a person; how to support them while organizing a positive description	• Helps people acknowledge the persons positive characteristic • Helps us get to what is important to the person and how to best support from negatives	
Matching	A structure to look at important "people characteristics" and the persons interests as well as what skills/supports make for good matches.	• Help people think about the kind of people they want and need supporting them • Hire best matched staff • Help person, family to identify possible circle members	

Conversation

I found myself
using cultural
humility when…

Report Out

Never stop learning and asking.
Be willing to:

Learn	Learn new information
Unlearn	Unlearn misinformation
Identify and work through	Identify and work through our own limited thinking – stereotyping, scapegoating, assuming, etc.
Move out	Move out of our own comfort zones
Allow	Allow for mistakes toward learning – fail forward and add to your knowledge of the person
Ascribe	Commit to a Person-Centered Cultural Humility code of conduct

Making the Connection

- Becoming more person-centered begins with us. What is one specific and realistic next step that you can take to become more culturally aware and informed in your person-centered practices?
- Give specific examples of how the ideas and skills we discussed today will assist you in having more culturally sensitive approaches required by the HCBS Rule.
- In what ways will becoming more informed about cultural humility in your person-centered practices help in balancing what is *important to* a person with what is *important for* a person?

Resources

Popular Education by Paulo Freire

https://www.afsc.org/resource/popular-education#:~:text=Paulo%20Freire%2C%20the%20Brazilian%20educator,transmit%20knowledge%20to%20passive%20recipients

Cultural Competence or Cultural Humility? Moving Beyond the Debate by Ella Greene-Mouton and Meredith Minkler

https://doi.org/10.1177/1524839919884912

The Movement for Black Lives

https://m4bl.org/

Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education by Melanie Tervalon and Jann Murray-Garda

https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

Resources

The Learning Community for Person Centered Practices

https://tlcpcp.com

One-Page Profile Descriptions

https://onepageprofiles.wordpress.com/

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Resources

What Can Physicians Learn from the Neurodiversity Movement by Christina Nicolaidis

https://journalofethics.ama-assn.org/article/what-can-physicians-learn-neurodiversity-movement/2012-06

Understanding Implicit Bias

https://kirwaninstitute.osu.edu/article/understanding-implicit-bias

Implicit Bias Training

http://kirwaninstitute.osu.edu/implicit-bias-training/

Questions and Answers (from chat)

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The Learning Community
for person centered practices

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