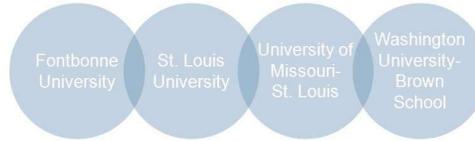


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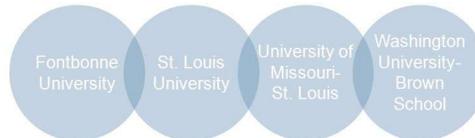


WELCOME

Critical Conversations: Cultural Humility at the Practicum Site Session #4

1

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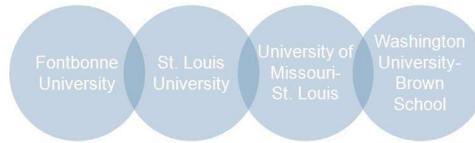
Facilitators

Jewel D. Stafford, MSW
Teaching Professor
Washington University
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Elizabeth Fuchs, MSW
Assistant Teaching
Professor
Washington University
e.fuchs@wustl.edu

2

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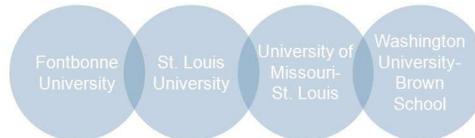


Housekeeping Essentials

- Workshop Evaluations
- CE Certificates
- Resources

3

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Agenda

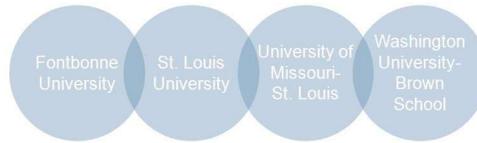
Cultural Humility at the Practicum Site

1. Self Identities in Context
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Activity

Assumptions

- What are some of the advantages of this approach?
- Can you see any drawbacks or challenges of this approach?
- Share with a partner
- Invitation to share with whole group

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Discussion

- What assumptions do we have of students?
- What assumptions do they have of me?
- How does this affect our relationship?

6

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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

7

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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.”

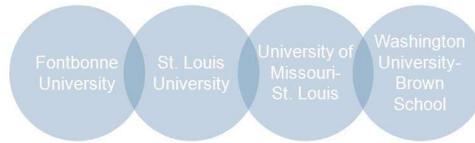
- Avoids “expert trap”
- Avoids assumptions and stereotypes
- Seeks to understand others on their terms

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



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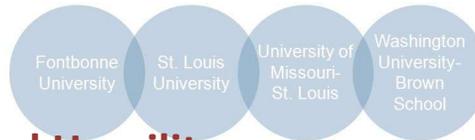
Cultural Humility

- Humility in acknowledging “not knowing”
- Recognition of power imbalances in relationship and in society
- A lifelong learning process
- Institutional/individual accountability

(Fisher-Borne, Cain, & Martin, 2015)

9

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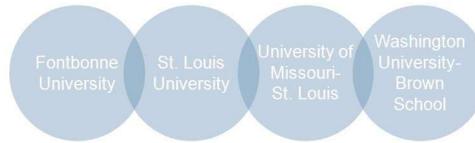


Cultural Humility 3 Pillars



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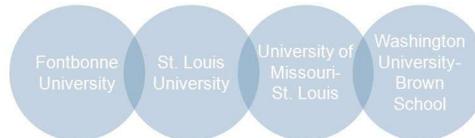


Importance of Cultural Humility

- https://www.youtube.com/watch?v=16dSeyLSOKw&feature=emb_logo

11

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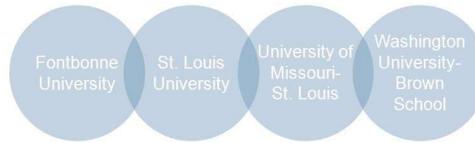
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12

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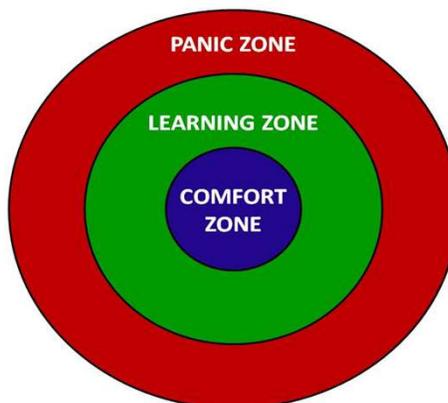
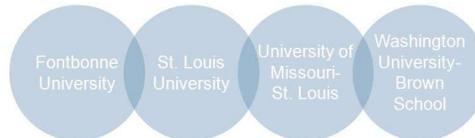


Talking About Difference

- Challenging & Uncomfortable
- Taboo
- “Impolite”
- Agency Culture

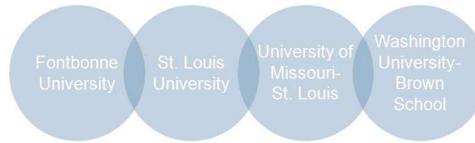
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Cultural Differences

Communication & Behavior

- Verbal Language
- Body language
- Interacting with a “superior”
- Learning
- Relating with others
- Gender roles
- Appearance

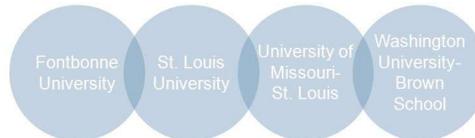
Perspectives and Beliefs

- Values
- Expressing emotion
- Definition of family
- History
- Religion
- “Professionalism”
- Common sense

What are some common differences among practicum students?

15

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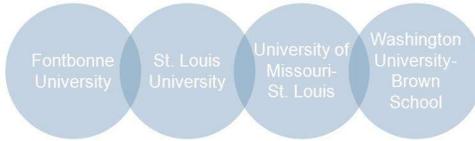


Differences in Experience

[VIDEO: Conversation about different experiences](#)

16

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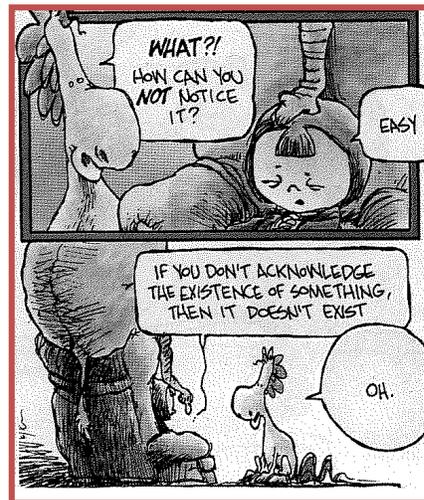
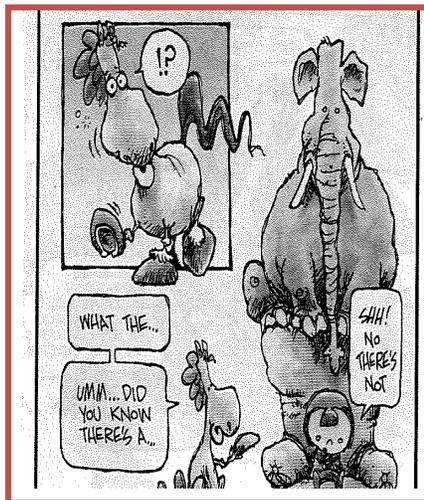
Critical Self Reflection

and lifelong learning

The Starting Point in Cultural Humility

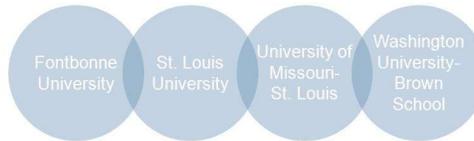
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18

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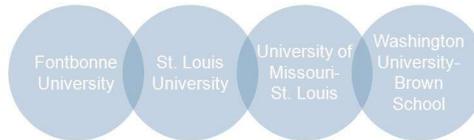
Diving Deeper
My Story in Context of Power

1. Describe some of your identities
2. Describe how they have impacted your experience
 1. As a student
 2. As a social worker
 3. As a field instructor



19

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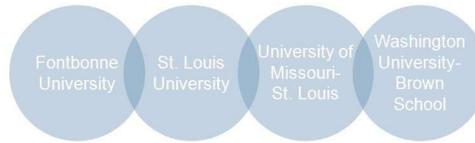


My Story in Context of Power



20

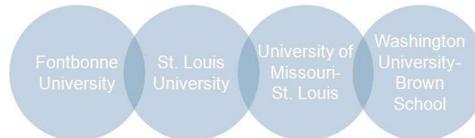
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Recognize and Address Power Imbalances *to create respectful partnerships*

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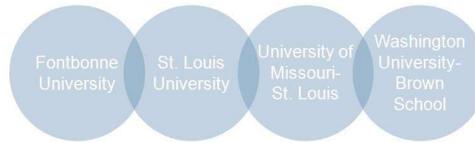
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22

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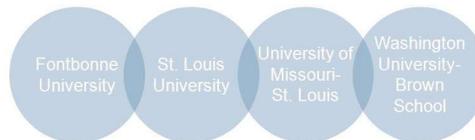


Field Instructor / Student Relationship

- **Power and Authority**
 - In agency context
 - Social identities
- **Parallel Process**
 - Interactions are replicated
- **Boundaries**
 - Self Disclosure
 - Vulnerability

23

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Student Perspective

Value a Practicum Site

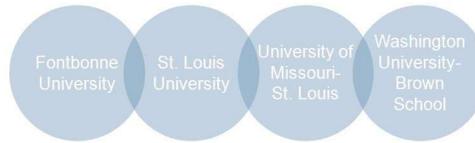
- Opportunities to learn variety of ways
- Learning pace
- Included on team
- Safe environment to take risks

Value Field Instructors

- Approachable role models
- Self disclosure
- Interested in student experiences and goals
- Support individual learning

24

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Activity - Student Challenges

Roles

1. Discussion facilitator: keeps the conversation on topic
2. Process facilitator: notices group dynamics, invites all to contribute
3. Scribe
4. Presenter

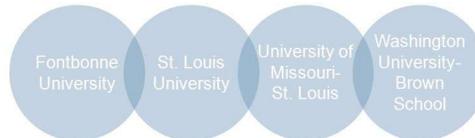
Table Discussion

1. Students' biggest challenge related to diversity, difference, or equity in practicum.
2. Field Instructor's biggest challenge in supporting students in relationship to diversity, difference, or equity.



25

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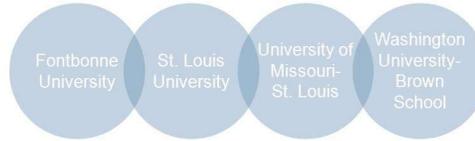


Applying Cultural Humility

International Students

26

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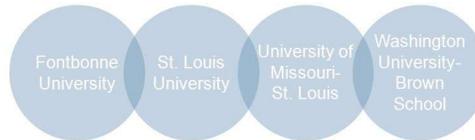
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27

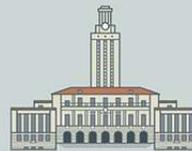
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INTERNATIONAL STUDENTS



In the U.S., international students studying at colleges/universities contribute **\$39 billion** to the economy and support **455,622 jobs**

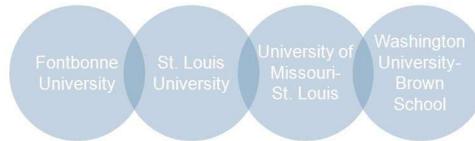


UT international students contribute **\$221.7 million** dollars to the economy and support **3,160 jobs**

SOURCE: NAFSA INTERNATIONAL STUDENT ECONOMIC VALUE TOOL;
UT GRAPHIC FROM MALLIKA GANDHI

28

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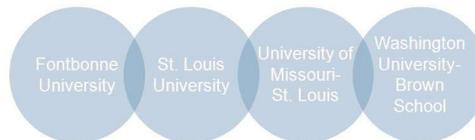


Value of International Students

- Advantages of hiring international students include:
- New perspectives and problem-solving skills
- Global/Intercultural Fluency- the ability to value, respect and learn from diversity. Demonstrate openness, inclusiveness, sensitivity and excel in diverse workplaces ([Source](#))
- Proficient in different languages and have knowledge of the markets, business practices, and cultures of other countries
- Courage to tackle the unknown and adapt to new environments
- And STEM student can be especially helpful to small businesses!

29

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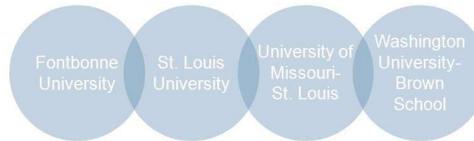


Student Population

- There are various misconceptions about hiring international students, but it is not much different than hiring local students. The following information provides clarity on aspects of hiring international students and can help your organization regarding U.S. immigration rules.
- International students are authorized by the university's International Student & Scholars Office (ISSO) to work under Curricular Practical Training (CPT) for internships and jobs during the course of their studies and by the United States Citizenship and Immigration Services (USCIS) for Optional Practical Training (OPT) for work after completion of their degrees.
- In terms of process and cost, students own the responsibility of completing the paperwork and submitting it the appropriate party, whether ISSO or USCIS.
- There is no need to apply for or sponsor any visas during CPT and OPT periods.
- There are no extra costs and in fact, employers save approximately 8% of students' salaries due to exemptions from Social Security and Medicare tax requirements (FICA taxes).

30

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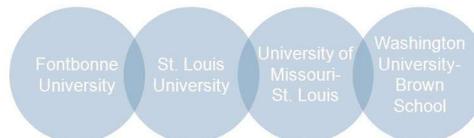


Legal Stressors

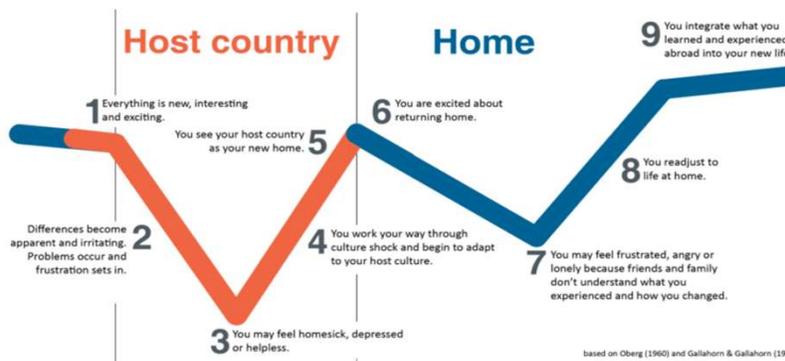
- Requirement to maintain their immigration status
 - Conditions under which international students stay in the U.S. are determined by their visa category (e.g. F-1, J-1)
 - Immigration regulations corresponding to the students' visa category govern many aspects of their lives: studies, practicum, travel and vacation

31

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Experience in a New Country



32

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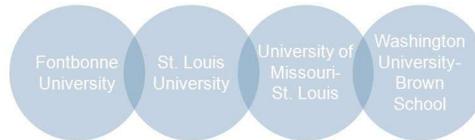


International Students: Nuances to think about

In the USA	Abroad
You are expected to make eye contact, which is perceived as a sign of confidence.	Making eye contact—especially with people of a higher status—may be perceived as disrespectful
The interviewer may do most of the talking or may expect you to do most of the talking.	The interviewer will do the bulk of the talking
Your open discussion of skills and accomplishments shows your confidence. You are expected to show self-knowledge and have a sense of career goals.	You may be feel boastful, self-serving, or too individualistic if you cite your accomplishments and skills.
Difficulty in the practicum should be brought up in supervision	You may be considered rude or forward if you discuss any difficulty you may be having (e.g. supervision style)

33

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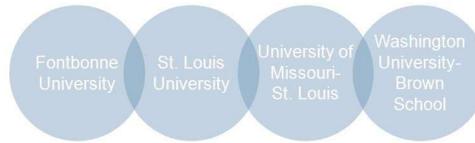


Supporting International Students



34

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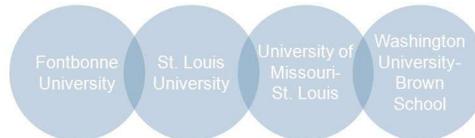


International Students (Strategies to Assist)

- Discussion of US vs. Home Country
- Explicit norms, expectations, etc.
- Check-in with student
- Connect with other students
- Ask questions
- Use reflections/active listening to elicit student feedback
- Listen

35

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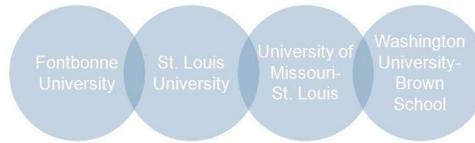


Applying Cultural Humility

Practicum Supervision

36

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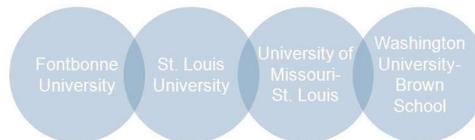
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37

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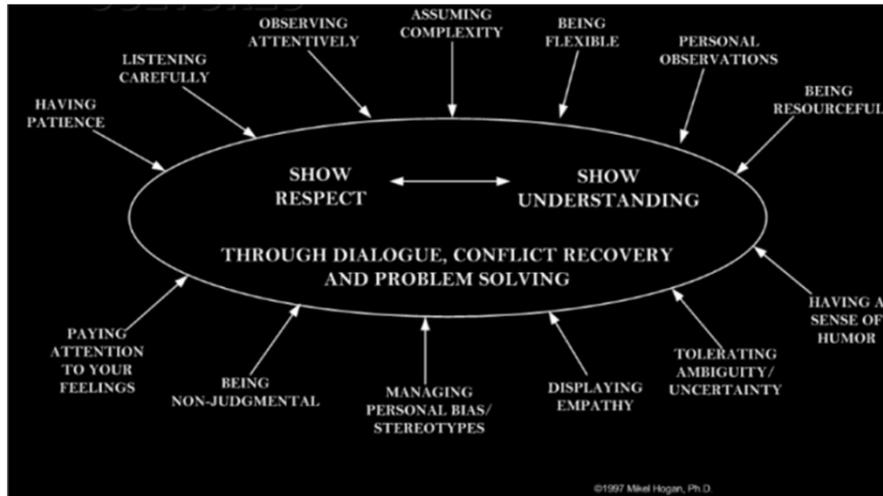
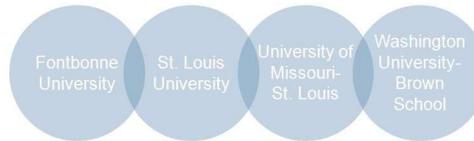


Starting the Conversation

- **Supervision**
 - One hour
 - Once per week
 - Face to face
 - Processing-oriented vs. Task-oriented

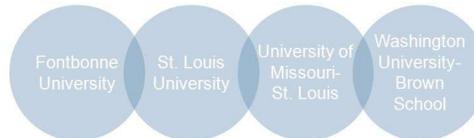
38

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39

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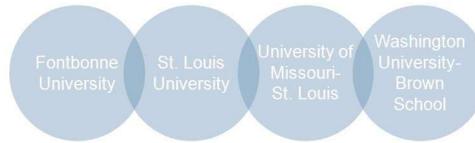
Self Disclosure

Invitation to share:

- My journey to social work
- How my identities impact my work with clients/students/staff
- My continued learning and self reflection as a social worker
- How I manage my biases and assumptions
- How I like to communicate, give and receive feedback
- My biggest values, motivations, and mission

40

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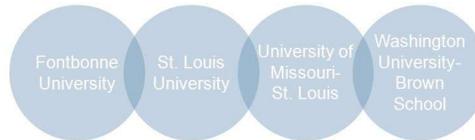


Asking Questions

- **Communication:** How do you prefer to communicate and receive/give feedback?
- **Supervision:** What are some ways that I can be supportive as a supervisor to your learning?
- **Values:** What brought you to the field of social work, what keeps you here?
- **Perspective:** I understand that we might come from different perspectives here. What is your view on this?
- **Background:** What has been your experience been as a student/other identity living in St. Louis?

41

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Micro Aggressions / Micro Affirmations

Micro Aggression	Micro Affirmation	Student Example
Dismissing experience of other	Seeking to understand other	Stockloff
Assigning a label	Starting a conversation	Abraham
Telling	Listening/hearing	Jane
Dismissing Feedback	Considering Feedback	Mark
Cold Body Language	Warm Body Language	DJ

42

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Activity

Starting a Conversation About Identity, Diversity and Difference

Discuss:
How have you had this conversation in the past?
What strategy would you like to practice?

Role Play:
.....



43

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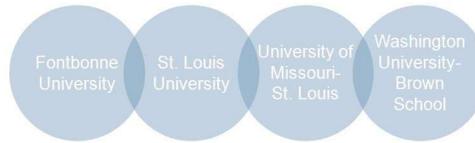


Institutional Accountability

Practicum Agency

44

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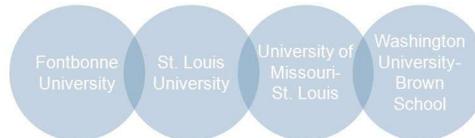
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45

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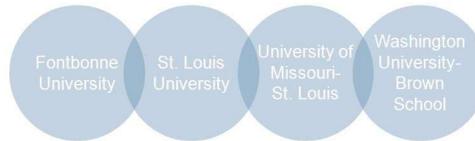
Institutional Accountability

Agency Level:

- Policies
- Practices and norms (formal and informal)
- Priorities
- Values
- People – who is missing, what perspective is missing?

46

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Activity

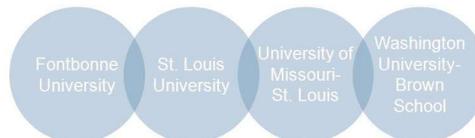
What learning activities do students at my agency engage in regards to cultural humility, diversity or equity?

- *Craft a few learning activities that a student may put on their ELA*
- *Share with a partner*
- *A few volunteers to share with full group*

Work with a partner -> Share with the table -> Report to full group

47

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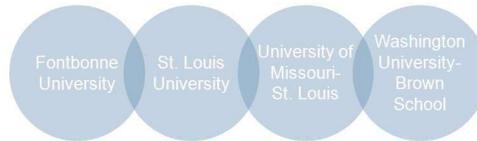
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48

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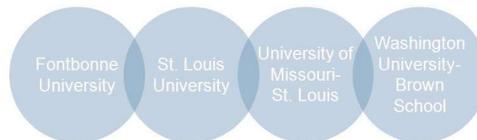


Action Commitments.

- What are three things you commit to doing in the next month toward being a cultural humility field instructor?
- What exactly will you say or do? Under what circumstances? How is this action inherently cultural humble?
- Who is an accountability partner you can consult and debrief with? (Please be careful not to burden a colleague of color who may not wish to be that for you).
- What would help you to follow through and stay consistent?

49

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Thank you for Attending

- **Before You Go**
 - Questions?
- **Don't Forget!**
 - Workshop Evaluations
 - CE Certificate

50