

CEC LESSON

This lesson is designed specifically for Client Experience Contributors (CECs).

THE CULTURALLY HUMBLE CLIENT EXPERIENCE CONTRIBUTOR: A PRIMER

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This lesson highlights the skills needed to be a culturally humble practitioner providing sexual health and wellness services to Black men and Black men who have sex with men. This lesson provides context for unique challenges Black men and Black men who have sex with men experience in the United States in relationship to their racial, gender, and sexual orientation identities in health care and social service settings. Furthermore this lesson provides foundational as well as practical skills to utilize to mitigate bias, stigma, or discrimination in service provision.

FORMAT

Workshop

TIME

130 minutes





PREPARATION

The facilitator(s) should use this section to prepare for the lesson.

PREPARATION

WHY THIS LESSON IS IMPORTANT FOR BLACK MEN

The intersectionality of race, gender, and sexual orientation presents unique challenges for Black men and Black men who have sex with men (BMSM) in their accessibility to care and adherence to advised prevention and treatment plans. Providing care experiences that are free from bias, stigma, and discrimination against their social identities that are already highly oppressed in the United States can positively impact their engagement, adherence, and their overall sexual health and wellness.

GOAL

Increase participants’ knowledge and skills to enhance provision of culturally competent care for clients who identify as BMSM.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Develop an awareness of one’s own challenges in engaging with clients whose cultural backgrounds differ from their own.
- Practice strategies for countering and mitigating bias, discrimination, and perpetuating stigma.

TIME

STEPS 1–5	Introductions and Opening Activity	20 min.
STEPS 6–9	Definitions and Small Group Activity: “Cultural Competence: An Observation”	30 min.
–	Break	5 min.
STEPS 10–14	Definitions (Continued) and Small Group Activity: “Allow Me to Reintroduce Myself”	30 min.
–	Break	5 min.
STEPS 15–16	Large Group Discussion: Client-Centered Care	20 min.
STEPS 17–20	Closing Activity	20 min.

REQUIRED BACKGROUND KNOWLEDGE FOR EDUCATORS

In order to effectively implement this lesson, the facilitator(s) should possess:

- Formal background knowledge of cultural competence, systems of oppression, and social justice issues impacting marginalized populations including but not limited to the LGBTQ community and African Americans.
- At least one year of experience providing adult education.
- Effective group management skills.
- Two to three years of working with individuals who identify as Black men and/or Black men who have sex with men.

SPECIAL CONSIDERATIONS

This lesson is written to be delivered to groups of practicing client experience contributors ranging from eight to 30 participants in a physical space that not only has the capacity for this number of participants but also has space for small group break outs and is equipped with a screen, projector, internet connection, computer, and sound. The lesson has been written for one facilitator, although it can be cofacilitated. Multiple facilitators can provide a variety of diverse perspectives. Be sure to assess the qualifications of each facilitator including discussing in advance about sharing the training floor appropriately.

KEY TERMS

Culture: A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. Groups are typically distinguished by a set of rules (unspoken and spoken) that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

Social identity: The ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

Cultural competence: A set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals, and enable that system, agency or those professions to work effectively in cross-cultural situations. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

Cultural humility: An interpersonal approach to building relationships cross culturally in which privilege and power imbalances are brought to an awareness and suspended in exchange for a posture of humility which invites partnership, respect, reciprocity, and mutual learning and understanding across cultures. Cultural humility is crucial to developing cultural competence.

Privilege: Unearned access to resources (social power) that are only readily available to some people due to their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.

FACILITATION PREP

The facilitator(s) should complete the following tasks before the lesson starts:

- ❑ This lesson includes a slide presentation, “The Culturally Competent Client Experience Contributor,” which can be found on the SWAG Toolkit website. Review the full presentation at least one day prior to the session to become familiar with its contents.

- ❑ Check your space 60 minutes in advance of the session to ensure that a computer, projector, and projector screen are available and in working order, and the presentation can be seen and navigated properly. If you do not have access to technology, print out the presentation as a handout for each participant.

MATERIALS

The facilitator(s) should have the following materials for the lesson:

- ❑ Computer
- ❑ LCD projector, screen, and connector cables
- ❑ “The Culturally Competent Client Experience Contributor” slide presentation

HANDOUTS

Each participant should be provided with the following printed materials:

- ❑ H1, “Social Identity Wheel”
- ❑ H2, “Cultural Competence: An Observation” (*seven copies*)
- ❑ End-of-Session Evaluation



PROCEDURE

The facilitator(s) should follow the steps in this section to facilitate the session, and use the margin for notes and prompts.



Introductions and Opening Activity

STEP 1

Welcome participants to your session, and thank them for coming. Conduct brief introductions (name, pronouns) with the group. Review all established group agreements and reaffirm consent from the group. If group agreements have not been completed, please create them at this time (*use the Community Agreements lesson, if necessary.*)

STEP 2

Introduce the session topic by informing the group the lesson will explore cultural competence and humility as practitioners supporting the sexual health and wellness of Black men and Black men who have sex with men. Gaining deeper understanding of social identities, systems of oppression, understanding bias and its negative impact on service delivery are just few of the points of discussion in today's session. Remind participants that this session is based on the premise that people, including BMSM, in the United States of America, have a different and often painful lived experience given their non dominant culture social identities, and that these experiences impact their care experiences, often negatively, and in ways we seek to effect change through this workshop.

STEP 3



Distribute a copy of Handout H1, "Social Identity Wheel" to each participant, instructing them not to complete the sheet until you have reviewed the instructions. Explain to participants that the perimeter of the circle lists various social identities. The center of the wheel contains four statements as it pertains to the social identities. Instruct participants to write the number of the statement under the appropriate social identity in the space below the social identity category. For example, if "Gender" is a part of their identity they think about often, they should place a "1" in the space provided. If it is a part of their identity they want to learn more about, then they should write a "3". Allow five minutes for this.

STEP 4

After five minutes, proceed through the following Discussion Questions:

1. “How often do you think about your social identities when you are seeking to receive wellness services?”
2. “Which identities do you believe have the strongest impact on how you perceive the world?”
3. “Which identities do you believe have the greatest impact on how you are perceived by the world?”
4. “What surprised you as you completed this exercise?”

STEP 5

Close the activity by encouraging participants to remember what it felt like to pause and think about their various social identities. Highlight that depending on their social identities, there may be multiples ones they rarely think about, but that certain people, such as BMSM, rarely have the privilege of not thinking about them most of the time.



Definitions and Small Group Activity: “Cultural Competence: An Observation”

STEP 6

Open the slide presentation included with this lesson, Slides S1, “The Culturally Competent Client Experience Contributor”. Proceed through the slides as follows:

**SLIDE 1** Title Slide

Introduce that participants will be increasing their knowledge and skills to enhance provision of culturally competent care for clients who identify as BMSM.

SLIDE 2 What Is Culture?

Ask the question, “What is culture?” aloud. Encourage participants to offer their own definitions of culture aloud. Allow 2–3 people to share, and then move on.

SLIDE 3 Culture Defined

To encourage continued engagement, ask for a participant to read the definition of culture aloud. If no one volunteers, read the definition aloud.

Before moving on, ask participants if there is anything they would change to the definition provided. As you allow additional thoughts, thank them for sharing and remind them that this is the definition that will inform the workshop.

SLIDE 4 What Is Cultural Competence?

Ask the question, “What is cultural competence?” aloud and encourage participants to offer their own definitions aloud. Allow 2–3 people to share (preferably those who did not share their definitions of culture) and then proceed to the next slide.

SLIDE 5 Cultural Competence Defined

To encourage continued engagement, ask for a participant to read the definition of cultural competence aloud. If no one volunteers, read the definition aloud.

Before moving on, ask participants if there is anything they would change to the definition provided. As you allow additional thoughts, thank them for sharing and remind them that this is the definition that will inform the workshop.

SLIDE 6 Cultural Competence Observed

Review the list of areas in which one can observe the presence or lack of cultural competence aloud. (*Examples are provided for you as the facilitator.*)

1. **Verbal and non-verbal communication** (ex: how we greet individuals; tone of voice; volume of voice; nonverbal gestures that reinforce we are listening)
2. **The structure of our physical space** (ex: language; pictures; accessibility for individuals who are differently abled)
3. **Policies and procedures** (ex: policy that you ask pronouns and preferred names of every client; clients are made aware of gender inclusive bathrooms; staff reviews incorporate evaluation on cultural competency and participating in annual cultural competence training)
4. **Forms we use to collect client information** (ex. intake forms ask for preferred name, pronouns; offers more than gender binary identity options; is offered in various languages)

5. **Accessibility of our services, referrals, and treatment** (ex: evening or weekend hours are available; transportation support available; cost of services offered on a sliding scale or in partnership with referral sites that serve within a broad range of socioeconomic statuses)
6. **Types of treatment options we offer** (ex: in person treatment; telemedicine; groups (opened and closed support groups); offered at various hours to accommodate those with a variety of work schedules)
7. **Response to conflict and critique** (ex. responding with an investigation into an incident; expressing gratitude for something being brought to your attention; an apology when appropriate; corrective action via additional training, a demotion, suspension, or discontinuing employment)

STEP 7

Ask participants to get into small groups. (*You can specify how many people ought to be in each group based upon the number of people in the room, but there needs to be no more than seven small groups total—one group for each of the seven concepts.*)



Distribute a copy of Handout H2, “Cultural Competence: An Observation” to each group. Ask each group to select a recorder to record responses discussed and a reporter to report to the larger group when small group discussion comes to a close. Assign each group a number that will correspond to one of the concepts on slide 6. Explain to the groups that they are to discuss and record examples of how to provide cultural competence based upon the topic/concept they were assigned and their examples should be specific to Black men and Black men who have sex with men (BMSM).

STEP 8

After five minutes, reconvene the group. Instruct the reporter of the first group to present their list. Once presented, ask the larger group if they have additions or clarifications on the list. Repeat this process with the remaining groups’ lists. Modify accordingly. Allow eight minutes for this portion of the activity.

STEP 9

Using the next two minutes, conclude the activity by thanking everyone for their thoughtful participation and reminding participants cultural competence is not only observed in direct engagement with others but in subtle but impactful ways such as policies and procedures, paperwork, and physical space.



Break

Announce that there will be a five-minute break. Encourage participants to use the restrooms, stretch, etc. Remind them to return in five minutes.



Definitions (Continued) and Small Group Activity: “Allow Me to Reintroduce Myself”

STEP 10

Welcome everyone back from the break. Resume the presentation at slide 7.

SLIDE 7 What Is Cultural Humility?

Ask the question “What is cultural humility?” aloud. Encourage participants to offer their own definitions of cultural humility aloud. After two or three people have shared, proceed to the next slide.

SLIDE 8 Cultural Humility Defined

To encourage continued engagement, ask for a participant to read the definition of cultural humility aloud. If no one volunteers, read the definition aloud.

Before moving on, ask participants if there is anything they would change to the definition provided. As you allow additional thoughts, thank them for sharing and remind them that this is the definition that will inform the workshop.

SLIDE 9 Cultural Competence Across Professions

Explain to participants that many professions and professional organizations have an expectation of culturally competent and humble care provision. It is often written into mission statements, vision statements, and professional ethical guidelines. Share that the next three slides will share what the expectations of cultural competence and humility is for practitioners across several health and wellness professions.

SLIDE 10 Cultural Competence Across Professions (Minority & Mental Health)

To encourage continued engagement, ask for a participant to read the slide aloud. *(You may choose to further encourage engagement by asking medical*

health and mental health practitioners to raise their hands, nod their heads, or communicate in a way they are comfortable affirming familiarity with the information on the slide offered by the Office of Minority Health and the American Counseling Association.)

SLIDE 11 Cultural Competence Across Professions (Social Work)

To encourage continued engagement, ask for a participant to read the slide aloud. (You may choose to further encourage engagement by asking social workers to raise their hands, nod their heads, or communicate in a way they are comfortable affirming familiarity with the information on the slide offered by the National Association of Social Workers.)

SLIDE 12 Cultural Competence Across Professions (Public Health & Health Education)

To encourage continued engagement, ask for a participant to read the slide aloud. (You may choose to further encourage engagement by asking public health professionals and health educators to raise their hands, nod their heads, or communicate in a way they are comfortable affirming familiarity with the information on the slide offered by the National Association of Social Workers.)

SLIDE 13 Black MSM and Sexual Health Culture

Remind participants of the definition of culture shared earlier in the workshop. Share that the next few slides will review a type of culture or system observed in sexual health as researched, reported, and expressed by Black men and BMSM.

SLIDE 14 A Quote

Read the quote aloud.

SLIDE 15 The Data

Review the data points on this slide aloud. Ask participants if they have any questions about the data or if anything about the data surprised them. (Depending on the date of delivery, it is okay to provide more recent data to participants if this data set is no longer relevant or accurate. Visiting the Center for Disease Control and Prevention's website at cdc.gov may be helpful in doing this.)

SLIDE 16 The Issue

Read the slide aloud. Ask participants what issues they have observed in their own organizations or were shared with them that they would add to the list. After 3–4 people have shared, proceed to the next slide.

SLIDE 17 The Barriers

Read the slide aloud. Ask participants what barriers they have observed in their own organizations or were shared with them that they would add to the list. Allow 3–4 people to share.

STEP 11

Ask participants to pair off into dyads. Return their attention to the presentation, and proceed to the next slide.

SLIDE 18 Allow Me to Reintroduce Myself

Instruct the pairs to take one minute each to introduce themselves to their partner in whatever way they choose. Express that you will inform them when each minute is finished. After two minutes, proceed to the next slide.

SLIDE 19 Allow Me to Reintroduce Myself...Again

Instruct participants to reintroduce themselves to their partner using the social identity categories on the slide as a guide. Allow five minutes for this exchange.

STEP 12

Ask participants to imagine a diversity dystopia, a land where the goal was to minimize the acknowledgment of multiculturalism and diversity, and to do so was punishable by law. Explain they now must reduce their identity to only three social identities. Instruct them for the last time to introduce themselves to their partner selecting only three social identities from this slide. Allow three minutes for this exchange.

STEP 13

Reconvene the large group. Proceed to the next slide.

SLIDE 20 The Connection

Guide the large group through answering the following questions aloud over the next five minutes. Share that they may choose any question to answer as they do not need to be answered in order. Allow 3–4 participants to share, and then proceed to the next slide.

STEP 14

Conclude the activity by asking participants to quietly reflect on how often their clients who identify as Black men or BMSM may reduce who they are to curtail stigma or discrimination, access quality health services, apply for a job or services that can increase accessibility to care, navigate work environments to maintain insurance or financial stability to access healthcare, maintain relationships with their families, faith communities, or social networks.

**Break**

Announce that there will be a five-minute break. Encourage participants to use the restrooms, stretch, etc. Remind them to return in five minutes.

**Large Group Discussion: Client-Centered Care****STEP 15**

Welcome everyone back from the break. Share that the workshop is nearing the end and that you've appreciated the engagement thus far. Ask if there are any lingering questions from what was shared before break. Answer and engage appropriately before proceeding to the next slide.

SLIDE 21 The Change

Explain to participants the best way to ensure culturally competent services delivered with cultural humility is to provide client centered care. To encourage continued engagement, ask for a participant to read the list on the slide aloud. If no one volunteers, read the list aloud.

Ask participants if there is anything they would change or add. (*You may choose to ask participants to share examples, you may share examples, or you may refer to the examples included here should participants request them.*)

Client centered care includes:

- **An awareness of the power imbalance inherent to the CEC** (ex: client relationship and invites partnership)
- **An awareness of your privileges** (ex: you have inherent privileges given both your social identities and your professional role. You must be aware of how they may impact your provision of and their receipt of services.)
- **Client centered intakes and interviews** (ex: interviews and intakes that are at appropriate literacy levels, provide options or room to explain, are provided in linguistically accessible and appropriate formats)
- **Asking and not assuming** (ex: ask their preferred name, pronouns, if there is another service site that is optimal for their care, what their goal is for the visit)
- **Shared medical decision-making** (ex: ask them what treatment would ideally look like for them, who helps them care for themselves, and provide options regarding treatment)
- **Familiarizing patients with the clinic they are attending** (ex: let them know where gender neutral restrooms are; if there is another lobby area that is less sensory stimulating; how large or small your staff is; who to ask for if you are out of the office; upcoming programs and events (or how to access them); support groups; psychoeducation groups; social or faith based groups)
- **Meeting with health educators to create a personalized medical plan** (ex: assist in developing their care team when appropriate; make referrals to other client experience contributors that are experienced and culturally competent; consider a plan that treats any current diagnosis and also serves to proactively prevent other illnesses or psychosocial factors that contribute to unhealth)

STEP 16

Conclude this part of the workshop by thanking everyone for their participation. Solicit any final questions or comments people have before moving on.



Closing Activity

STEP 17

Ask if anyone has any outstanding questions about the lesson or session. Respond to these as necessary.

STEP 18

Distribute a copy of the End-of-Session Evaluation to each participant. Allow participants 5–7 minutes to complete the evaluation, and collect them as they are completed. After five minutes, invite any participants who have not completed the evaluation to do so after the next activity.

STEP 19

Conclude by asking each participant to reflect upon their experience in this lesson. Instruct each participant to answer the following question:

- “What is one way you will practice cultural competence and humility moving forward?”

Encourage all participants to answer.

STEP 20

Once everyone has shared, thank all participants for participating, and then adjourn the session.



HANDOUT

SOCIAL IDENTITY WHEEL

Directions: Write the number(s) that correspond to the statements found in the center of the circle in the space beneath the social identity.



Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University

