

# Fostering Cultural Humility Through Service-Learning

# Objectives

- Describe the goals and requirements for the Fostering Cultural Humility Through Service-Learning elective
- Review lessons learned from the first iteration of the course and changes that have been made for this academic year
- Discuss next steps and plan for future semesters as the course grows, including additional service-learning experiences and didactic sessions
- Identify future participants of the course

# Defining Cultural Humility

Cultural humility – admitting that *one does not know* and is willing to *learn from patients and individuals* about their experiences, while simultaneously being aware of one's own embeddedness in culture(s).

Accomplished through:

- Lifelong self-reflection, self-assessment, and learning
- Appreciation of patients' expertise on the social and cultural context of their lives
- Openness to establish power-balanced relationships with patients
- Lifelong dedication to learning

How do we teach cultural  
humility in medical education?

What experiences have you had  
in which you learned about or  
developed cultural humility?

# Origin of this Course

# Course Objectives

- Describe relationship-building care versus transactional care.
- Describe the application of **cultural humility** in relationship-building care.
- Evaluate **one's own biases and assumptions** surrounding culturally responsive care.
- Interpret **power imbalances** and how they might affect the ability to build relationships as a healthcare provider.
- Assess **one's own gaps** in cultural humility through self-directed learning and discussion with others.
- Practice skills of **empathetic communication** with community members from different backgrounds in the community setting.
- Identify the **purpose** for service-learning and the integration of cultural humility.
- Provide open spaces for discussion and reflection around sensitive subjects surrounding culturally responsive care.

# Course Requirements

- Orientation session
- Two reflection sessions
  - Written reflection assignments as pre-work
  - Discussed reflection questions in a small group setting
- Service-learning experiences



# Upcoming Changes

- Incorporate framework described by Khan et al. 2022 in course goals:
  - Demonstrate awareness of implicit bias
  - Identify various presentations of conditions in different groups of individuals
  - Critical analysis of race-dependent clinical algorithms
  - Incorporate patients' beliefs and values into treatment plans
- Develop additional lectures and activities based on these course goals
- Expand service-learning component

What topics might be useful for didactic/reflection sessions?

How might we further grow this elective as an integral part of our medical school curriculum?

What community organizations do students and faculty partner with?

Questions?

# References

- Khan IA, Conway NB, Ali M, Rios C, Holder CL, and Obeso VT. Providing Care with Cultural, Racial, and Ethnic Humility: the Framework for an Additional Entrustable Professional Activity. 2022. Medical Science Educator 32:283-285.
- Lekas HM, Pahl K, and Fuller Lewis C. Rethinking Cultural Competence: Shifting to Cultural Humility. Health Serv Insights. 2020 Dec 20;13:1178632920970580.  
<https://pubmed.ncbi.nlm.nih.gov/33424230/>