



# Washington WIC – Certifier Competency Training Worksheet

## 3. Cultural Humility and Implicit Bias

### Acknowledgment

We acknowledge that the word culture encompasses many identities, including race, ethnicity, gender, sexual orientation, age, religion, physical ability, and more. For now, this worksheet focuses mostly on race and ethnicity. We’ll be working to include more training resources connected to other identities and will notify you of updates.

We start this unit with definitions of terms that are used throughout this worksheet.

#### Glossary of Terminology:

<b>Bias</b>	<p>Means prejudice or preference toward a group over another group.</p> <ul style="list-style-type: none"> <li>• <b>Implicit</b> or <b>Unconscious Bias</b> are associations we hold about groups of people without realizing that they affect our attitudes and actions.</li> <li>• <b>Explicit</b> or <b>Conscious Bias</b> are biases we know we have and may use purposefully.</li> </ul>
<b>Cultural Humility</b>	<p>Means respectfully engaging other with cultural identities different from your own and recognizing that no cultural perspective is superior to another.</p> <ul style="list-style-type: none"> <li>• The practice of cultural humility acknowledges systems of oppression and involves critical self-reflection, lifelong learning and growth, a commitment to recognizing and sharing power, and a desire to work toward institutional accountability.</li> </ul>
<b>Equity</b>	<p>Means fairness and justice focused on ensuring everyone has the opportunity to meet their full potential.</p> <ul style="list-style-type: none"> <li>• <b>Equity</b> takes into account the disadvantage experienced by groups</li> <li>• <b>Equity</b> is different from equality, which refers to everyone having the same treatment without accounting for differing needs or circumstances.</li> <li>• <b>Inequity</b> means a lack of fairness or justice and describes differences that result from a lack of access to opportunities and resources.</li> <li>• <b>Inequities</b> are avoidable and different that disparities, which are differences that do not imply unfairness.</li> </ul>
<b>Oppression</b>	<p>Means Devaluing, undermining, marginalizing, and disadvantaging people with certain social identities with the intent to benefit the dominant group. Oppression can happen at the individual, institutional, systemic, or structural levels.</p>



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	<ul style="list-style-type: none"> <li>• <b>Individual Oppression</b> means beliefs, attitudes, and actions of individuals that perpetuate oppression.</li> <li>• <b>Institutional Oppression</b> means how institutional policies and practices perpetuate oppression.</li> <li>• <b>Systemic Oppression</b> mean how the major systems in our lives – economy, politics, education, criminal justice, etc. – perpetuate oppression.</li> <li>• <b>Structural Oppression</b> means how individuals, institutions, and systems reinforce one another in ways that perpetuate oppression.</li> </ul>
<b>Privilege</b>	Means unearned advantage, immunity, and social power that is held by members of a dominant group.
<b>Racism</b>	<p>Racism is a system of oppression based on the socially constricted concept of race. Racism is exercised by the dominant racial group (White people) over non dominant racial groups (People of Color).</p> <ul style="list-style-type: none"> <li>• <b>Racism</b> is a system of oppression created to justify social, political, and economic hierarchy.</li> <li>• <b>Anti-racism</b> is the work of actively dismantling racism at every level, from the foundations of institutions to the attitudes and beliefs that individuals reinforce.</li> </ul>
<p>Sources for competencies for this worksheet:  <a href="#">“Four Steps to Address Racism’s Impact on Maternal and Child Health.”</a> National Institute for Children’s Health Quality. n.d. August 10, 2020</p> <p><b>Source for glossary terms:</b>  Secretary’s Directive 19-01: <a href="#">“Reaffirming the Department of Health’s Commitment to Diversity, Inclusion, and Cultural Humility.”</a></p>	



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Competency	Certifier is able to:	Training Requirements
<p>Acknowledge your biases around beliefs, traditions, norms, values, and customs connected to:</p> <ul style="list-style-type: none"> <li>• Race/Ethnicity</li> <li>• Gender</li> <li>• Sexual Orientation</li> <li>• Religion</li> <li>• Age</li> <li>• Physical Ability</li> </ul> <p>Transition from cultural competence to cultural humility, from awareness to practice.</p>	<ul style="list-style-type: none"> <li>• Actively practice cultural humility by reflecting on your own conscious and unconscious biases.</li> <li>• Treat each person as an individual who has a unique story and experience, transcending what we may think we know of their culture.</li> <li>• Understand the effects of chronic stress due to racism, sexism, homophobia, xenophobia, and other forms of discrimination.</li> <li>• Cultural Humility and Implicit Bias means placing oneself deliberately and intentionally in a position of support.</li> <li>• Work to recognize and understand the experiences of trauma that participants and communities may experience both presently and historically.</li> <li>• Identify strategies to effectively communicate with limited English proficiency (LEP) participants.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Complete the following courses in the Learning Center (LC):</b> <ul style="list-style-type: none"> <li>• DOH STATE <a href="#">Session One Introduction to CLAS</a></li> <li>• DOH STATE <a href="#">Session Three Introduction to CLAS</a></li> </ul> </li> <li>2. <b>Review all information below:</b> <p><b>Cultural Humility</b> View these two introductions to what cultural humility means, why we need it, and the importance of hearing more than a single story about other people or other countries.</p> <ul style="list-style-type: none"> <li>• Video: <a href="#">Cultural Humility: People, Principles and Practices, Part 1 of 4</a> by Vivian Chavez (7 minutes)</li> <li>• Video: <a href="#">The danger of a single story</a> by Chimamanda Ngozi Adichie (20 minutes)</li> </ul> <p><b>Implicit or Unconscious Bias Recognition</b> View the below videos and bias tests to learn more about biases and how they relate to inequities.</p> <ul style="list-style-type: none"> <li>• Video: <a href="#">Allegories on race and racism</a> by Camara Jones (20 minutes)</li> <li>• Video: <a href="#">It's Not About Love After All</a> by angel Kyodo Williams (20 minutes)</li> <li>• Take 2 or more tests at <a href="#">Project Implicit</a></li> </ul> </li> </ol>



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		<p>Follow these <a href="#">Guidelines</a> to interpret results.</p> <p><b>WIC Manual - Volume 1</b> Cascades <a href="#">Chapter 11-Assessment – Use An Interpreter policy</a></p> <p><b>How to: Interpretation</b> Video: <a href="#">Hints and Tips for Working with Interpreters</a> (5 minutes)</p> <p><b>Language Link</b> The trainee works with the coordinator to learn how to use Language Link and the code to use.</p>
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#### Additional Training Resources

##### Websites:

- EthnoMed: [Website](#) that provides information about cultural beliefs, medical issues, and other topics related to the health care of immigrants to the US, many of whom are refugees.

##### Videos:

- [A Call to Action: Addressing Historical and Ending Contemporary Racial Inequities](#) by the National Council for Behavioral Health (webinar; 59 minutes)
- [The Uprising](#) by Pravini (93 minutes)

##### Articles:

- [A History: The Construction of Race and Racism](#) by the Western States Center
- [Why People of Color Need Spaces Without White People](#) by Kelsey Blackwell
- [Going to the Root: How White Caucuses Contribute to Racial Justice](#) by Alex Vlastic
- [Detour Spotting for White Anti-Racists](#) by Jona Olsson

##### Books:

- *So You Want to Talk About Race* by Ijeoma Oluo
- *Between the World and Me* by Ta-Nehisi Coates
- *The New Jim Crow* by Michelle Alexander
- *Uprooting Racism: How White People Can Work for Racial Justice* by Paul Kivel

Be sure to discuss any outstanding questions or issues with the certifier. Document completion of this competency on Certifier Competency Training Documentation.

For persons with disabilities, this document is available on request in other formats.  
To submit a request, please call 1-800-841-1410 (TDD/TYY 711).

DOH-961-1118 March 2023

