

Cultural Humility Among Graduate Counseling Students

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Context

This study examined the impact of cultural competency training on Cultural Humility development among graduate counseling students.

Cultural Humility:

- Life-long learning process
- Aid in developing self-aware/culturally grounded professionals; crucial for practicing locally & abroad (Cleaver, Carvajal, & Sheppard, 2016; Kennedy, & Zillmer, 2012).
- Absence of superiority towards other's cultural experiences (Hook, Davis, et al., 2013).
- Enhances self-awareness & therapeutic/supervisory alliance (Barlow, 2014; Davis, Hook et al., 2011; Worthington, Davis, & Hook, 2017).
- More important than cultural knowledge (Benuto et al., 2018).
- Encourages meaningful dialogue about cultural differences; fosters conflict resolution skills needed for implementation of creative solutions to complex situations (Dong, Chang, Wong, & Simon, 2011; Worthington, et al., 2017).

Methods

Data gathered across three training settings; 2017 - 2018 academic yr. Student/faculty measures developed for this study:

- Cultural Experiences Measure
- Cultural Humility Scale-Student Rating
- Cultural Humility Scale-Faculty Rating

Student ratings included Dimensions of Grace Scale (Bufford, Sisemore, & Blackburn, 2017).

Faculty ratings utilizing the Cultural Humility Scale-Faculty Rating. Clinical Supervisor ratings obtained from archival data; measures achievement of APA competencies.

Table 1

Intercorrelations Among Student-Rated Measures

Scales	Alpha	1	2	3	4	5	6	7
1 Cultural Experiences	.78	-						
2 Cultural Humility	.88	.27**	-					
Grace								
3 Grace of God	.83	-.21*	-.04	-				
4 Costly Grace	.74	-.19	.14	.05	-			
5 Grace to Self	.78	.02	-.13	-.00	.25*	-		
6 Grace from Others	.83	.03	-.14	-.08	.19	.45**	-	
7 Grace to Others	.76	-.02	.20	.09	.33**	.17	.05	-
8 Total Grace Scale	.82	-.12	-.02	.37**	.59**	.67**	.66**	.52**

Note. * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

Findings

Correlational data (see Table 1)

- All measures showed good internal consistency.
- Significant correlations between Cultural Experiences & Grace.
- No correlation between program year & Cultural Experience or Cultural Humility.
- Small negative correlations between program year & Grace.

Group & time differences

Time1 = beginning of academic year; Time2 = end of academic year

- No changes in Cultural Experience or Cultural Humility.
- Grace scores lower overall; significantly lower for Grace to Others.

Controlling for demographics (see Table 2)

- No cohort differences in Cultural Humility or Cultural Experience.
- Women scored higher on Cultural Experiences & Cultural Humility.
- Men scored higher on Grace of God & Total Grace.
- Older participants scored higher on Grace to Self.
- Grace to Others was slightly lower among advanced students.

Table 2

Stepwise Regression of Cohort differences on Cultural Humility and Grace while Controlling for Age, Gender, and Ethnicity (N = 99)

Scales	Cohort Differences			Demographics								
	β	t	Sig	Age			Gender			Ethnicity		
	β	t	Sig	β	t	Sig	β	t	Sig	β	t	Sig
Cultural Experiences	.01	.05	.96	-.02	-.22	.82	-.36	-3.64	.01**	-.01	-.12	.90
Cultural Humility-SR	-.01	-.12	.91	-.01	-.05	.96	-.28	-2.76	.01**	-.03	-.29	.77
Dimensions of Grace												
Grace of God ¹	-.28	-2.79	.01**	.08	.74	.44	.23	2.33	.02**	-.01	-.11	.91
Costly Grace ²	.09	.82	.45	-.03	-.30	.77	.10	.94	.35	-.09	-.85	.40
Grace to Self ³	.21	2.10	.04*	-.21	-2.01	.05*	.16	1.56	.12	-.07	-.66	.51
Grace from Others ⁴	.22	2.21	.03*	.02	.17	.87	.11	1.03	.31	-.07	-.66	.51
Grace to Others ⁵	-.01	-.08	.94	.03	.31	.76	-.02	-.21	.84	-.01	-.08	.94
DGS Total Score	.10	.95	.34	-.03	-.27	.79	.21	2.03	.05*	-.09	-.84	.40

Conclusion

This study explored a new training approach to attain cultural knowledge, skills, & attitudes through cultivating Cultural Humility (Cleaver, Carvajal, & Sheppard, 2016; Kennedy, & Zillmer, 2012). Compared to Cultural Competence training, Cultural Humility more effectively promotes change in attitude/self-awareness necessary to develop, attain, & apply knowledge/skills.

Limitations: 1) Small response size prevented exploration of inter-cohort differences; 2) Extreme caution re: anonymity prevented ability to match participant/faculty data sets & explore correlations; 3) Results may generalize best to similar samples.

Cultural Humility enhances therapeutic/supervisory alliances (Barlow, 2014; Davis, Hook et al., 2011; Worthington, Davis, Hook, 2017).

Rigors of graduate training may adversely affect Grace/Cultural Humility; measures administered during stressful/competitive periods.

Bolstering Grace, cultural attitudes & fostering collaborative interpersonal dynamics may ameliorate stressors of graduate training.

Harris (2020) found both psychological flexibility & self-compassion reduced burnout among similar students; fostering these qualities may enhance students' wellbeing & Cultural Humility.

Assessment throughout professional development may enhance understanding of approaches to develop Cultural Humility.

Newly-developed measures show promise though validity evidence remains limited.

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