



Beyond Cultural Competence: Teaching Occupational Therapy Students Cultural Humility

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Positionality Statement

Who am I and what are my beliefs?

I identify as a cisgendered, middle class, middle aged, queer, white, Reform Jewish woman from New York City in the United States.

These identities shape my view and my work surround diversity, equity, inclusion, and belonging.

Origins

Part of my positionality is where I started

I started this work when I worked at a Catholic college near Boston in the United States, where the cohorts of students were homogenous

Ashleigh, Ashly, Ashlee, Ashleigh, Uhshlee...

If all the different spellings of “Ashley” was a picture..



Figure 1: Facebook (2026)

Learning Objectives

- Understand the impact of colonialization and power/privilege dynamics surrounding occupational therapy practice and education
- Differentiate between visible identity and identity that is less apparent.
- Examine culturally responsive effective and inclusive college instruction techniques
- Recognize the importance of offering diverse and inclusive educational opportunities





Impact of Colonialization

Karen Whalley Hammell's 2018 WFOT Closing Plenary

- *"Occupational therapy's most influential theorists shared very similar, privileged social positions as well-educated, urban middle class, middle aged, able-bodied, white Anglophones, usually with Judeo-Christian cultural backgrounds ..."*

(Hammell, 2019)

Identity Iceberg

The identity iceberg illustrates the layers of an individual's identity, with visible aspects above the surface and deeper, often invisible aspects below the surface.

The identity iceberg suggests that people's identities are multi-faceted, and some aspects are readily observable, while others are concealed or less apparent.

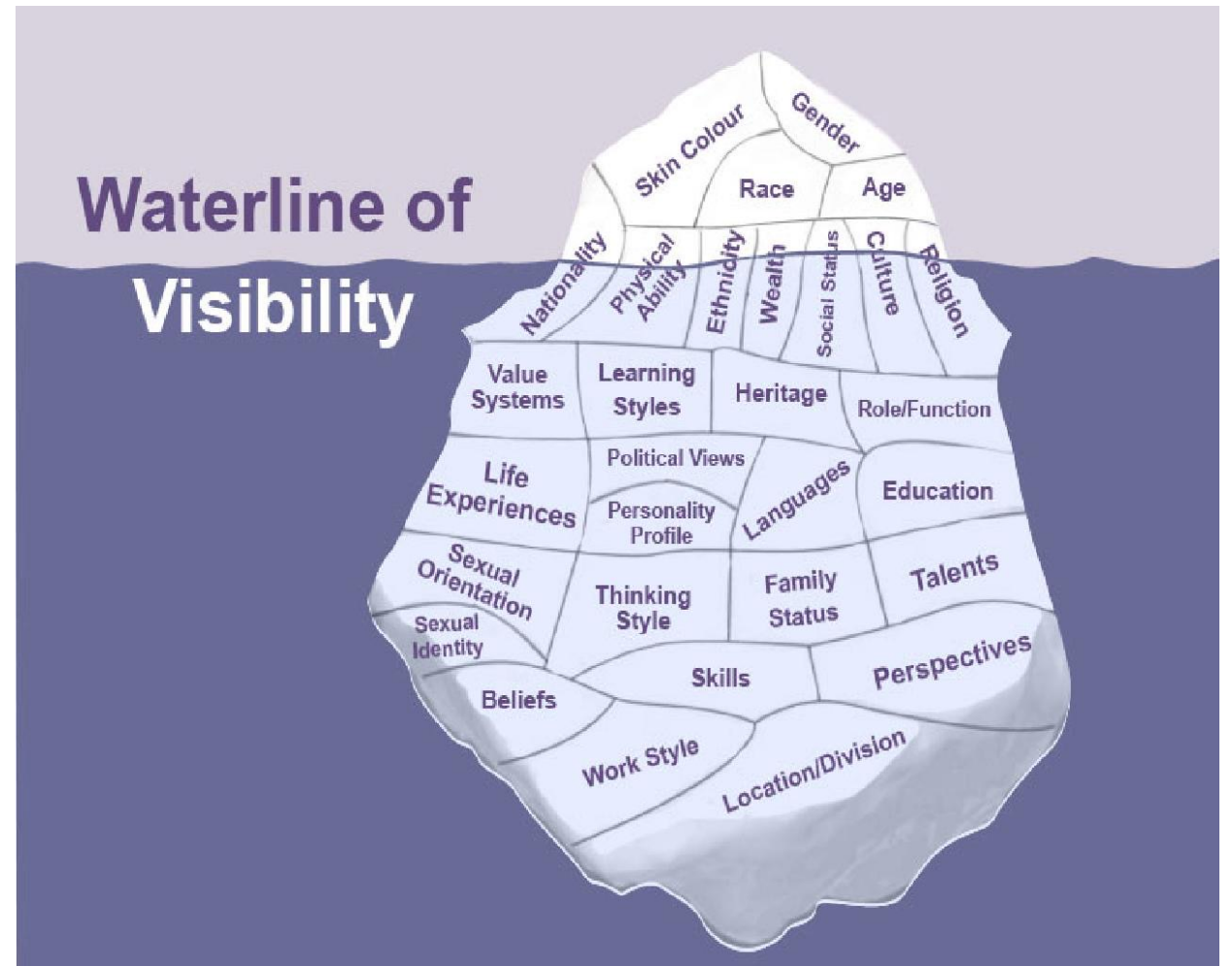


Figure 2: Diversity group resources (n.d.)

Effective Teaching Practices

Use evidence-based teaching practices to improve student achievement and close equity gaps.

Note Taking Skills

Motivate students to take notes

Teach students note-taking skills

Support note-taking in your class

Self-Directed Learning

Plan learning approach

Self-assessment opportunities

Build student understanding

Equity with Rubrics

Create a grading tool

Clarify expectations

Use grading tools for feedback

Equitable Grading

Ensure understanding of grading

Ensure accuracy of grades

Use grading to motivate

Inclusive Syllabus

Create an inclusive syllabus

Increase student engagement with the syllabus

Help Students Persist

Increase intrinsic motivation

Connect increased effort & improved performance

Developing an Inclusive Classroom

Use evidence-based teaching practices to improve student achievement and close equity gaps.

Ensuring Equitable Access

Identify students' readiness

Implement practices that support success

Implement grading practices that support success

Offer additional support

Promote a Civil Learning Environment

Behaviors that impact classroom civility

Write policies and set expectations

Respond to varied levels of behavior

Embrace Diversity in the Classroom

Reflect on your perspectives

Incorporate diversity into the curriculum

Identify the impact of explicit and implicit messages

Equality vs. Equity

Equality is different groups having the same rights and opportunities.

Equity is reducing implied or explicit barriers to create access to opportunities for all.



Figure 4: Daniel (2019)

Belonging

Culturally responsive curricular threads

- Prioritize student's learning & ensure access
- Reflect and revise to embrace diversity & promote civil learning
- Weave in cultural humility and responsiveness to courses
- Build powerful and culturally responsive occupational therapy leaders



Figure 5: Calbeaux (2021)

(Thomas, et al., 2022)

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Questions & Answers

Thank you!

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