



The following resources were selected and compiled by faculty to support Fieldwork Educators.

## Cultural Humility

- [NBCOT JEDI Reflection Points](#)  
NBCOT's open-access tool of self-paced modules built around justice, equity, diversity, and inclusion. Rather than testing knowledge, it creates a low-pressure space for self-reflection where each user decides how deeply to engage, making it well suited to prompting educators' and students' own growth.
- [AOTA Inclusive Learning Modules Toolkit](#)  
Part of AOTA's broader DEI practice-essentials toolkit, this set of learning modules helps practitioners and educators embed diversity, equity, and inclusion principles into their work and uses case scenarios as worked examples for applying those principles to real situations in the OT community.
- [Educator's Guide for Addressing Cultural Awareness, Humility, and Dexterity in Occupational Therapy Curricula](#) (AOTA, 2020)  
An AOTA official guide that gives educators concrete strategies for weaving cultural awareness, humility, and dexterity into intended learning outcomes, course topics, teaching approaches, and even the informal and "hidden" curriculum—framing this as an ethical response to the institutional and systemic barriers that produce inequitable care for marginalized clients.
- [Difficult conversations in fieldwork education](#) (Hamed, 2023)  
An OT Practice article in AOTA's DEI series that helps educators move past avoidance of charged, identity- and equity-related moments in fieldwork, offering language and strategies for staying in—rather than deflecting—difficult conversations about bias and difference with students.
- [Cultivating Cultural Humility in Occupational Therapy through Experiential Strategies and Modeling](#) (Anderson, 2022)  
An opinion piece grounding cultural humility in the profession's ethical duty to treat diverse clients without bias. It argues that cultural humility is best taught not through lectures but through educator modeling and experiential learning, so that students absorb a humble, openly self-reflective stance by watching it practiced.
- [Fieldwork Education: Cultural Considerations for the Clinical Educator](#) (Pagpatan, 2018)  
A continuing-education course for clinical educators that uses the author's own supervision experiences to show how culture surfaces during fieldwork—e.g., having students attend to a client's culture during assessments like the COPM and judging when to step back versus intervene—and ties cultural sensitivity directly to client-centered practice and better outcomes.
- [Moving From Cultural Competence to Cultural Humility in Occupational Therapy: A Paradigm Shift](#) (Agner, 2020)  
A widely cited "The Issue Is..." column arguing that cultural competence—with its implication that a practitioner can "master" a culture—should give way to cultural humility, defined by flexibility, awareness of one's own bias, lifelong learning, and attention to power in clinical relationships; a personal anecdote and a comparison figure illustrate why practitioners should approach clients with openness rather than presumed knowledge.