INTRO

The IBCLC profession has historically held many barriers to candidates of color. Many communities of color have too few IBCLCs that look like they do. A lot of barriers have been identified, but one of the least talked about is the role of apprenticeships. This session will discuss the historical development of apprenticeship as a means of passing professional knowledge and the pitfalls of this approach. We will identify how apprenticeships maintain the current professional power structure around acquiring this credential. Apprenticeship often serves as a gatekeeper to who is let in and who is kept out. As both an IBCLC and a midwife, I have encountered this closed and locked door making these professionals at best inhospitable, and at worst inaccessible. Finally, I will discuss how current preceptors can be conscious and intentional in their role in diversifying their profession. We will discuss common pitfalls of working with others across cultural and racial lines with apprentices of color in order to grow the next generation of IBCLCs to meet the needs of communities that currently go unserved.
The Apprenticeship Model

- A historic model of education for health sciences that has been widely used
- Is the chosen model of education by IBLCE
- This model can perpetuate disparities in the profession

APPRENTICESHIP BARRIERS

- Subjective criteria by preceptors
- The right way becomes the preceptor’s way- including worldview and social biases
- Can lead to oversupervision or undersupervision
- The perpetuation of oppressive systems
- The failure to build trust
- Teaching is telling, apprenticing is showing (more is ‘caught’ than ‘taught’)  
- Affiliations and peer groups- how opportunities are accessed and passed on
APPRENTICESHIP AND HEALTH DISPARITIES

What a lack of IBCLCs of color had meant for communities of color

PRECEPTOR INVENTORY

Why work with an apprentice of another race or culture?

What do you know about that race or culture?

Have you critically examined your own biases and how they might impact an apprenticeship?
WHAT ABOUT YOUR CLIENTS?

How will having an apprentice of color impact your practice and your clients/patients?

DEFINE THE FOLLOWING TERMS

- Implicit bias
- White privilege
- Racism
- Racial prejudice
- Discrimination
- Microaggressions
- Disparities
- Inequities
- Equity vs Equality
EXAMINING BIAS

How does it manifest?

What is its impact?

How do we diminish its effect?

APPRENTICESHIP PITFALLS

- lack of concrete models and consistent training for preceptors
- locking women of color out of opportunities
- oversupervision vs undersupervision
- translated cultural values, beliefs and mores, and customs
COMMON PITFALLS

- Cultural misunderstandings and language barriers
- Lack of clear communication and feedback mechanisms
- Biases, assumptions, and expectations
- Microaggressions, macroaggressions and abuses

REMEMBER

Apprenticeship is give and take. It is not apprentices doing all the learning and preceptors doing all the teaching.
STRATEGIES FOR SUCCESS FOR PRECEPTORS

- Have the hard conversations first
- Be clear on expectations, but recognize that they may need to be modified
- If you don’t know, ask
- Create a mechanism for debriefing
- Be committed to the outcome
- Having an apprentice of color will make you aware of your own biases

STRATEGIES FOR SUCCESS FOR APPRENTICES

- Speak truth to power
- State what you need
- Don’t enter into a commitment you cannot fulfill
- Treat your apprenticeship like a job
- Finish what you start
- Seek out the support of other apprentices
BIBLIOGRAPHY


QUESTIONS?

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