



Ethics, Values and Cultural Responsiveness in
Adult Protective Services
TRANSFER OF LEARNING (TOL) PACKET

We create experiences that transform the heart, mind, and practice.

Ethics, Values and Cultural Responsiveness in Adult Protective Services

Transfer of Learning (TOL) Packet

“How does one get across the fact that the best way to find out how people feel about their gender or their sexuality – or anything else, really- is to listen to what they tell you, and to try to treat them accordingly, without shellacking over their version of reality with yours?”

-Maggie Nelson, *The Argonauts*

How to Use:

This Transfer of Learning (TOL) packet was developed to continue the conversations and self-reflection from the content found in NAPSA Core Competency, Module 2: *Ethics, Values and Cultural Responsiveness in Adult Protective Services*.

This TOL was designed to accompany either modality- eLearning or Instructor Led Training and provides opportunities to reflect on cultural responsiveness concepts such as implicit bias, privilege, and cultural humility as well as APS ethics and values.

There are seven activities, each varying in length, degree of vulnerability, and methods of completion. Learners, Trainers, Supervisors, are all encouraged to complete any or all of these activities in whatever order feels safe and comfortable. ****Note- Personal Identity Wheel is a low-vulnerability activity and serves as a great activity to start with.** There is a culminating action plan which encourages learners to incorporate concepts from the module as well as components from this TOL directly in to their day-to-day practice and work culture.

It is highly recommended to first be familiar with the content in Module 2: Ethics, Values and Cultural Responsiveness in Adult Protective Services by completing the eLearning or reviewing the ILT Materials. Visit

<https://theacademy.sdsu.edu/programs/apswi/> to register for the eLearning or review the ILT Materials.

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PERSONAL IDENTITY WHEEL

(Two pages)

Purpose:

This activity is a low-vulnerability activity to allow learners to start the self-reflection process and become comfortable sharing things that might be personal. It sets the stage to embrace what being vulnerable with others may feel like.

Instructions:

If in a group setting:

1. Take 10 minutes to individually fill out the wheel. You will be sharing responses with others.
2. In groups of 2-3, share your wheels with each other and allow for questions that you are comfortable answering.

If in an individual setting:

1. Complete the wheel and answer the following:
 - a. *What was the most challenging to answer?*
 - b. *What brought you the most joy to answer?*
 - c. *If you filled this out 5 years ago, would any of the sections be different?*
 - d. *If so, why/what would they be?*
2. If comfortable, ask a colleague to complete their Personal Identity Wheel and share with each other.
 - a. Pay attention to how it feels to share this information with a colleague.

A circular graphic organizer with 12 segments around the perimeter. The segments are labeled as follows, starting from the top and moving clockwise: Favorite Music, One Skill you are Proud of, Favorite Movie, Favorite Book, Favorite Food, Favorite Hobby, Favorite Color, Personal Motto, Number of Siblings, Birth Order, and Favorite Music. The center of the circle contains the text "Three Adjectives to Describe Yourself" followed by three numbered lines (1., 2., 3.) and a horizontal line for "Name".

Citations

Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).

WHAT'S IN YOUR CULTURAL BACKPACK?

(Two pages)

Purpose:

Cultural responsiveness includes knowing one's own culture and how their behaviors, norms, and beliefs impact others. This activity allows for learners to identify aspects of their own culture, in a private setting, providing opportunity for self-reflection.

Instructions:

Individually, answer you the following questions:

1. What is your known ethnic identity?
2. What is your culture or what cultural groups do you belong to?
3. What personal beliefs, values, norms or world views do you hold as a result of your cultural identity?
4. Have you ever experienced discrimination based on your cultural membership/identity?
5. What privileges do you have because of your social identity categories? It may be helpful for you to reflect back to what you considered and learned during The Matrix of Oppression in the training.
6. What are your spiritual beliefs?

7. What led you to those beliefs?

8. How do think these beliefs influence the way you perceive others who hold different beliefs?

9. What do you know about the beliefs, values, and customs of other cultural groups in your community?

10. What is the source of this knowledge?

11. What stereotypes, assumptions, or prejudices do you hold about other cultural groups?

12. Can you identify your own biases?

13. What is the source of these biases?

14. What is your comfort level while interacting with people who are different from you?

15. Are you able to talk with people who are culturally different from you about these differences?

Reflecting on your answers to the questions above (the contents in your backpack) what can you do to minimize the impact of the contents in your backpack on your practice and interactions with others?



IMPLICIT BIAS VIDEOS

(One page)

Purpose:

This activity allows for learners to work through implicit bias recognition and identify ways to make change as individuals.

Instructions:

As a group or individually, watch both video clips and answer the questions below.

- TedEx: We all have implicit biases. So what can we do about it? (12 minutes) Dushaw Hockett
<https://www.youtube.com/watch?v=kKHSJHkPeLY>
- New York Times: Peanut Butter, Jelly, and Racism. (2.27 minutes) Saleem Reshamwala <https://www.nytimes.com/video/who-me-biased>

Process Questions

- *What are your initial thoughts on the content of the videos?*
- *Did any emotions come up for you? Explore them.*
- *What did you learn that was new or are you considering information in a different way?*
- *How do implicit biases impact your work, with clients and with your co-workers?*
- *How can you incorporate this new information into your work with clients?*
- *Dushaw Hockett suggests that with internal motivation and habitual practice we can reduce our vulnerability to act on our implicit biases. What are some preventative approaches you can take to address your own implicit biases?*

PROJECT IMPLICIT

(Two pages)

Background:

Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition – thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a “virtual laboratory” for collecting data.

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about.

Purpose:

This activity allows learners to dig deeper into implicit biases and discover their own implicit biases in a confidential manner.

Instructions:

1. Visit the Project Implicit website (<https://implicit.harvard.edu/implicit>) and explore the categories of the IATs available.
2. Explore the website and read the FAQ section before proceeding to the activities and process questions. Choose as many assessments as you wish, but at minimum we recommend you complete the following:
 - Age IAT
 - Race IAT
 - Sexuality IAT

Allowing yourself to be vulnerable can be difficult and uncomfortable. During these activities, acknowledge your reactions and be aware of what emotions come up for yourself.

- If you're experiencing disbelief, disregard, acceptance, discomfort, or distress, **this is normal**.

- Refer to this document for further information on how to process these emotions (<http://kirwaninstitute.osu.edu/implicit-bias-training/resources/iat-results.pdf>).

Shame is another powerful emotion that often arises when exploring these topics. When discovering and learning about sensitive issues such as implicit biases, shame can be counterproductive to personal evaluation and development. It can produce obstacles that prohibit us from entering a safe space for examination. It can inflict trauma, silence the conversation, and effectively immobilize and thwart all efforts to continue.

According to Dr. Amodeo, “There is nothing shameful about feeling shame. It is simply a part of our wiring. Noticing healthy shame that informs us when we’re violating another’s boundaries and dignity can help us become more sensitized to how we’re affecting others.”

Shame should not be used as an educational tool or a vehicle for change. Nor should it be the burden of marginalized individuals to help those who feel shame to mitigate it. **We suggest coming from a place of compassion and curiosity rather than perpetuated by shame. Being compassionate allows space for all the feelings that come up, and practicing empathy while exploring non-judgmentally with ourselves and others.**

Process Questions

1. *If the IAT reveals something different than what we say, does that mean we're lying? Hiding our "real" feelings? Something else?*
2. *Where do implicit biases come from?*
3. *If we're conscious and can choose how we act, why would having implicit biases matter?*
4. *What are some advantages to knowing that you have biases? What are some disadvantages?*
5. *Can you think of an example from your past experiences that implicit bias may have impacted treatment with a client?*
6. *How might you apply your understanding of implicit bias moving forward in your work at APS?*

THE SECRET TO CHANGING THE WORLD

(One page)

Purpose:

This activity provides learners an opportunity to dive into the concept of cultural humility more in depth. Practicing culturally humility in APS work allows for APS professionals to be culturally responsive.

Instructions:

As a group or individually, watch the video clip and answer the questions below. Access video clip at

<https://www.youtube.com/watch?v=Hp5SNpCtiWk>

Process Questions:

- 1) *How does Lee Mun Wah embody the values of cultural humility?*
- 2) *Were there feelings that came up for you during the video? Explore them and ask yourself, “What would Lee Mun Wah say to me if I shared these feelings with him?”*
- 3) *What lessons does Lee Mun Wah teach that can apply to your work at APS?*

CAREGIVER NEGLECT TRAINING VIDEO

(One page)

Purpose:

When one strives to be culturally competent as an end goal, it can hinder investigations by stereotyping or making assumptions. This activity continues the discussion from Module 2: Ethics, Values and Cultural Responsiveness in Adult Protective Services of the work needed to develop cultural humility and cultural responsiveness instead of cultural competence.

Instructions:

1. View a short clip of an APS professional interviewing an alleged perpetrator of caregiver neglect. Carlos is the grandson of Nora Sousa and has recently moved in to care for his grandmother. While clarifying some information received from Carlos, the APS professional in an effort to be culturally competent makes a mistake. Mistakes happen in real practice, and the video demonstrates ways to acknowledge and recover from them.
 - a. For this activity, it's suggested to watch the clip from start (0:00) to (3:20 minutes).
 - b. <https://www.youtube.com/watch?v=vqXQpNZ--dQ&t=203s>
2. Answer the following first individually and then share out if in a group:
 - *In an effort to build rapport, have you ever made a similar mistake assuming someone's ethnicity, nationality, gender identity, age, ability or religious affiliation?*
 - *How can demographics be collected in ways that don't make assumptions? OR "What are some ways in which you collect demographics? (list the responses).*
 - *How did you feel hearing the APS professional refer to Nora as Carlos' Avó?*

ETHICAL AND CULTURALLY RESPONSIVE FRAMEWORK FOR DECISION-MAKING

(Two pages)

Purpose:

This framework comes directly from Module 2- Ethics, Values and Cultural Responsiveness in Adult Protective Services. It allows APS professionals and their supervisors, if applicable, to continue practicing the process of making ethical and culturally responsive decisions using real cases when service planning.

Instructions:

- If completing individually, choose a closed or current case and work through the seven steps.
- If completing as a group, decide together on which case(s) to use from either closed or current cases and walk through the seven steps together. Allow time to brainstorm each step together.

Step One: Assess Needs and Strengths of the client

- What information and facts do you have?
- Evaluate all sources of that information.
- Consider intersectionality and cultural factors

Step Two: Identify the key parties or collateral contacts and other stakeholders

- Asses the factual and perceived consequences to these parties.

Step Three: Identify the relevant ethical standards involved

- Identify the standards likely to be promoted by the key parties/collateral contacts.
- What ethical principles do you need to consider (autonomy, beneficence, nonmaleficence, privacy, fidelity, accountability, justice).

Step Four: Brainstorm possible options and actions

- Determine the benefits and burdens of each option
- Eliminate any impractical, illegal, or improper alternatives.
- Consider how each option plays into the interests of each key party/collateral contacts.
- Seek consultation if there isn't a clear "best".
- Monitor your own cultural biases and culturally learned assumptions
- Practice self-awareness and self-reflection

Step Five: Select the most appropriate action

- Avoid or reduce harm.
- Produce the greatest balance of good for the greatest number over the longest term.
- Employ a culturally responsive approach.

Step Six: Evaluate your selected solution

- Examine the value and cultural considerations.
- Plan for community, stakeholder, or media response.

Step Seven: Document your plan of action

- Include how you came to your decision.
- Monitor your plan. Be prepared and willing to revise, or take a different course of action based on new information.

CULMINATING ACTION PLAN: TAKING ACTION

(Two pages)

As you have learned through Module 2: Ethics, Values and Cultural Responsiveness in Adult Protective Services, practicing cultural responsiveness is an ongoing process that requires continuous effort, exploration, and learning. It is not enough to complete a training such as this module and be “competent.” As professionals and a society, we need to collectively hold each other accountable to the work of embodying cultural humility and actively take an anti-racist approach.

Below are some ideas of how the materials and ideas from the module and this TOL packet can be utilized to continue to take action and bring the learning into your workplace.

1. Using the materials from Module 2 and this Transfer of Learning packet, plan ways to incorporate and share them in meetings or trainings at work.

I plan to incorporate key concepts in the following way(s):

2. Use these tools in supervision for further exploration, discussion, and support.

In my next supervision or case consultation, I would like to explore or discuss the following:

3. Find and create additional resources for team sharing. You could create a share folder where you and your colleagues continuously upload material. This may be used to share upcoming trainings, videos, CEUs, etc.

Example of resources for additional training videos:

- National Association for Addiction Council (NAADAC.org)
 - <https://www.naadac.org/cultural-humility-resources>
- American Association of Retired Persons
 - <https://www.aarp.org/disrupt-aging/>
- Always (P&G family)
 - <https://always.com/en-us/about-us/our-epic-battle-like-a-girl>

4. Start a book group on pertinent topics.

5. Advocate for a workplace that supports culturally responsive practices in client service delivery and in the workplace environment.

6. Advocate for resources to continue the work on culturally responsive practices (e.g. asking management to allocate time for training and discussions, creating goals and action plans, finding resources to supply snacks for a book club discussion, etc.)

7. Commit to exploring ethical dilemmas and conflicts between ethical principles by any of the following:
 - a. Review National Association of Social Workers (NASW) and/or National Adult Protective Services Association (NAPSA) Code of Ethics when ethical dilemmas arise.
 - i. NAPSA's Practice Guidelines can be a useful "checklist".
 1. <https://www.napsa-now.org/about-napsa/code-of-ethics/>
 - b. Bring forward ethical dilemmas in supervision for discussion.
 - c. Consult with colleagues to assess for conflicts in ethical principles.

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Inquire. Inspire. Impact.



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For more information about APSWI and/or this TOL packet, contact us at apstraining@sdsu.edu

Or visit our website at:
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OUR WHY:

**REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
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HEALTHIER PLACE.**



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