

Building Cultural Humility and Cultural Responsiveness

Participant Manual

Virtual Course



The Academy for Professional Excellence is a project of the San Diego State University School of Social Work



This training was developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.



Curriculum Developer, 2022

Amanda Lee, LCSW

Special Contributions

Sara Kimber, LMFT

© 2022. San Diego State University School of Social Work, Academy for Professional Excellence. Please acknowledge this copyright in all non-commercial uses and attribute credit to the developer and those organizations that sponsored the development of these materials. No commercial reproduction allowed.

INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to Building Cultural Humility and Cultural Responsiveness Participant Manual (Module 2B), developed by Adult Protective Services Workforce Innovations (APSWI), a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to provide exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 20,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions and services.

In partnership with state and national organizations, APSWI is developing a national APS Supervisor Core Competency Training Curriculum. This curriculum is developed, reviewed and approved by experts in the elder and dependent adult abuse fields.

APSWI's partners include:

- *National Adult Protective Services Association (NAPSA) Education Committee*
- *California Department of Social Services (CDSS), Adult Programs Division*
- *County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)*

PARTNER ORGANIZATIONS**Dawn Gibbons-McWayne**

Program Manager, APSWI
Academy for Professional Excellence

<https://theacademy.sdsu.edu/programs/>

Brenda Wilson- Codispoti

APSWI Supervisor Core Program Coordinator
Academy for Professional Excellence

<https://theacademy.sdsu.edu/programs/>

Jennifer Spoeri

Executive Director
National Adult Protective Services
Association (NAPSA)
napsa-now.org

Paul Needham

Chair
NAPSA Education Committee
napsa-now.org

Kim Rutledge

Adult Protective Services Liaison
Adult Protective Services Division
California Dept. of Public Social Services
cdss.ca.gov/Adult-Protective-Service

Chris Aire and Francisco Wong

Co-Chairs
Protective Services Operations Committee of
the County Welfare Director's Association
cwda.org/about-cwda

Krista Brown

Former APSWI Leaders Institute Coordinator
Academy for Professional Excellence
<https://theacademy.sdsu.edu/programs/>

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

6505 Alvarado Road, Suite 107, San Diego, CA 92120

Tel: (619)594-3546 – Fax: (619)594-1118 –

<http://theacademy.sdsu.edu/programs/>

ACKNOWLEDGEMENTS

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APSWI would like to thank the following individuals and agencies:

Agencies

California Department of Social Services, Adult Programs Division
Arizona Department of Economic Security, DAAS-Adult Protective Services
National Adult Protective Services Association

Supervisor Curriculum Advisory Committee

Kristina Allwood, Program Manager, Institute for Human Services, Inc. (OH)
Nujoud Al-Salem, ACL Grant Program Coord., DAAS-APS, AZ Dept. of Economic Security
Cathy Bahadur, APS Section Manager, GA Department of Human Services
Rosemary Barrington, APS Supervisor, DAAS-APS, AZ Department of Economic Security
Jessica Burke, Staff Development Officer, Riverside County
Kathleen Calderon, Lead Policy Specialist, APS Policy Unit, CO Dept. of Human Services
Kelsey Cato, APS Training Program Manager, WA State Dept. of Social and Health Services
Kama Chase, APS District Program Manager, DAAS-APS, AZ Dept. of Economic Security
Lori Delagrammatikas, Executive Director, NAPSA
Denise Dorsey, Program Manager, Tehama County
Tammy Douglass, APS Social Services Supervisor, Kings County
Esmeralda Garcia, Social Worker Supervisor II, San Luis Obispo County
Markita Grant, Office of Aging, Policy and Training Unit, GA Dept. of Human Services
Michael Hagenlock, Adult Protective Services Bureau Chief (MT)
Liora Levenbach, APS Supervisor II, Humboldt County
Nicole Medina, Program Consultant, APS Division, VA Dept. for Aging and Rehabilitative Services
Paul Needham, Chair, NAPSA Education Committee
Ashley Shively, Social Worker Supervisor II, Humboldt County
Valerie Smith, Social Services Program Manager, Santa Clara County
Sara Stratton, Consultant, City and County of San Francisco
Erin Van Duzer, Unit Manager, Tulare County
Amy Wasnak, APS Supervisor, San Diego County
Latrice Watson, Social Worker, IV, Humboldt County

Committees

National Adult Protective Services Association Education Committee

Curriculum Developer

Amanda Lee, LCSW

TABLE OF CONTENTS

GENERAL INFORMATION

Introduction.....	3
Partner Organizations.....	4
Acknowledgements.....	5
Table of Contents.....	6
Executive Summary	8
Course Outline.....	10

PRESENTATION

WELCOME AND INTRODUCTIONS

Welcome	12
Technology Overview	13
Learning Objectives	13
Group Agreements	14
Poll Activity	14

DEFINING CULTURAL HUMILITY AND CULTURAL RESPONSIVENESS

Glossary	15
Definition: Culture	16
Elements of Culture	16
Beyond Cultural Competence	16
Cultural Humility	17
Partner Activity: Social Identity Wheel	17
Cultural Responsiveness	17
Considerations	18
Government Related Trauma	18
Trauma in the Context of Culture	18

APPLYING CULTURAL RESPONSIVENESS AND CULTURAL HUMILITY AS A SUPERVISOR

Discussion Questions	19
Navigating Your Role as Supervisor	19
Implementing Culturally Responsive Services.....	19
Teamwork	20
RESPECT	21
Scenarios 1 & 2	22
Language Matters	24
Addressing Shame and Guilt	24
Discussion Questions	24
Ongoing Learning, Assessment and Implementation	25
Scenario Activity	25

WRAP UP AND EVALUATIONS

Poll Activity	26
Transfer of Learning Activity	26
Closing Thoughts	29
Thank You	29
References	30
Appendix A: Pre-Training Assignment - Social Identity Wheel	32
Appendix B: Transfer of Learning Activity	33
Recommended Resources	34

EXECUTIVE SUMMARY

Building Cultural Humility and Cultural Responsiveness

In this interactive training, APS supervisors will be introduced to the concepts of cultural humility and cultural responsiveness. Through self-reflection and group discussion activities, participants will explore ways to promote and practice these concepts individually, with staff, and within their organizations. Utilizing information and tools presented, participants will be encouraged to continue the learning and application of these concepts throughout their work.

Virtual Training:

- *The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout groups, chat box discussions, poll options, and Q&A periods. PowerPoint slides and role-playing/demonstrations are used to stimulate discussion and skill development.*
- *Participants will need access to a computer with video conferencing capability and be able to connect to the virtual platform being used to deliver this training. A headset or earbuds with microphone and a video camera are highly encouraged. Participant Manual is a fillable PDF if using Adobe Acrobat. Participants are encouraged to either print a hard copy or ensure access to Adobe Acrobat to allow for highlighting, typing in comments and filling out worksheets.*

Course Requirements:

- *Pre-Training Assignment: Prior to the training, participants will be asked to complete the Social Identity Wheel. This activity will take approximately 10 minutes to complete. This must be completed prior to attending the training. This results will be included in a processing activity and needs to be readily available for the training.*
- *Completion of the entire module is required to receive course completion credit.*
- *IMPORTANT NOTE: Understanding Implicit Bias and Structural Racism (Module 2A) and Building Cultural Humility and Cultural Responsiveness (Module 2B) are complementary and build upon each other. It is important that participants take Module 2A first, followed by this module.*

Target Audience: *This workshop is intended for APS Supervisors both new and experienced.*

Continued

*Building Cultural Humility and Cultural Responsiveness***Outcome Objectives for Participants:**

By the end of this training, participants will be able to:

- 1) Discuss the definitions of cultural humility and cultural responsiveness.*
- 2) Identify ways to promote cultural humility and responsiveness within their organization.*
- 3) Describe the importance of systemically committing to ongoing learning, assessment, and adjustment.*

Transfer of Learning: Ways supervisors can prepare for the training and then utilize knowledge and skills acquired during the training on the job.

BEFORE the training

As a pre-training assignment, the Social Identity Wheel is an activity to help participants consider their own identities critically and reflect on how their experience influences their work within APS. This will facilitate learning and thinking about the concepts of cultural humility and cultural responsiveness.

Supervisors are also encouraged to reflect on the impact of implicit bias and structural racism, concepts introduced in Module 2A.

AFTER the training

Supervisors can engage in the following activities:

- Use the Social Identity Wheel activity with your team to help them consider how their own identities critically and reflect on how their experience influences their work within APS.*
- Teach back what you learned in Modules 2A and 2B. Utilize the articles and the videos outlined in the Transfer of Learning Activity with your team members to facilitate discussion on how to identify and address implicit bias and structural racism, and how to apply the concepts of cultural humility and cultural responsiveness.*

COURSE OUTLINE



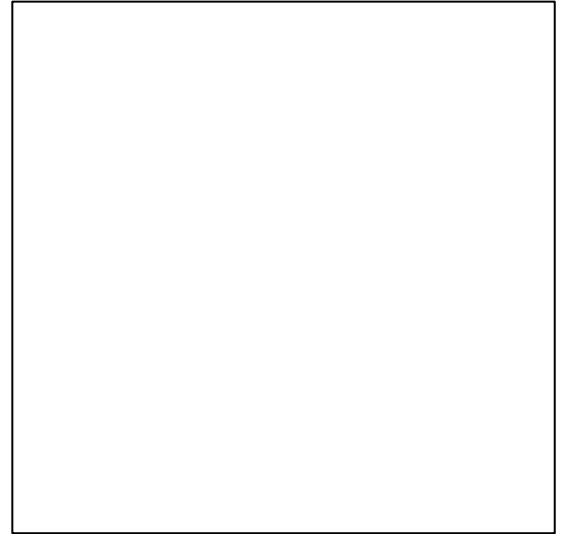
CONTENT	MATERIALS	
WELCOME, HOUSEKEEPING AND INTRODUCTIONS	Slides 1 - 9	15 minutes
Poll Activity		5 minutes
DEFINING CULTURAL HUMILITY, CULTURAL RESPONSIVENESS	Slides 10 - 18	55 minutes
Partner Activity: Social Identity Wheel	Appendix A	15 minutes
Discussion Questions		20 minutes
STRETCH BREAK		10 minutes
APPLYING CULTURAL RESPONSIVENESS AND CULTURAL HUMILITY AS A SUPERVISOR	Slides 19 - 27	55 minutes
Discussion Questions		20 minutes
Scenario Activity (Optional)		10-12 minutes
CLOSING AND EVALUATION	Slides 28 - 31	15 minutes
Transfer of Learning Activity		
TOTAL TIME (INCLUDING BREAK)		150 minutes

MODULE 2B





APS Supervisor Core: Building Cultural Humility & Cultural Responsiveness

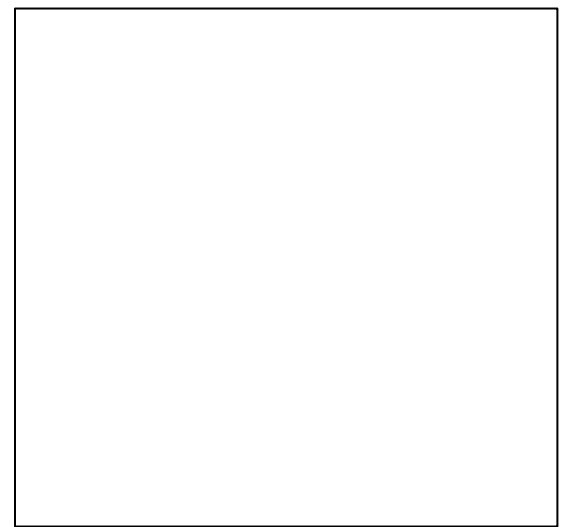
We create experiences that transform the heart, mind, and practice. 




The Academy is a project of San Diego State School of Social Work. Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.



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





About APSWI & The Academy

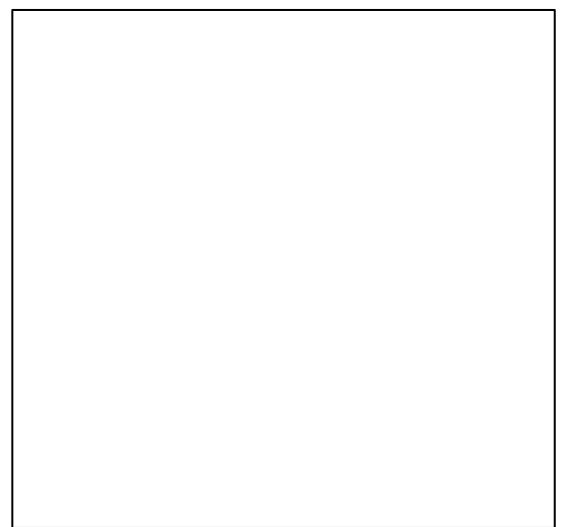


- Adult Protective Services Workforce Innovations (APSWI)
 - Training program of the Academy for Professional Excellence, a project of the San Diego State University School of Social Work.
 - APSWI provides innovative workforce development to APS professionals and their partners.
 - The Academy provides workforce development and learning experiences to health and human service professionals.


Academy Programs include:



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



Zoom Settings



Click for audio options. To unmute while speaking, press and hold the spacebar.

Click for video options and to share and unshare your camera.



Click here to update your name and view other engagement tools.

Click to view the chat feature.

Click to add reactions and emoticons.

Unmute Start Video Security Manage Participants Chat Share Screen Reactions More End Meeting

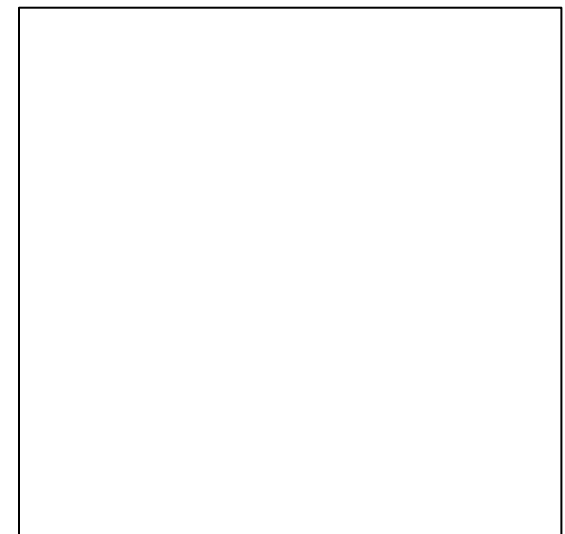
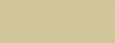

We create experiences that transform the heart, mind and practice.



Meet and Greet

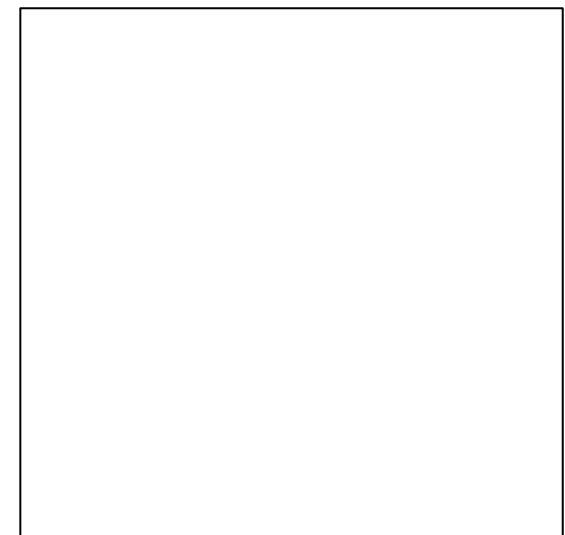


- Trainer Introduction
- Introduce yourself in the chat box
 - Name
 - Title
 - County/Jurisdiction
- Why is this training topic important to your role as a supervisor?

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



Learning Objectives

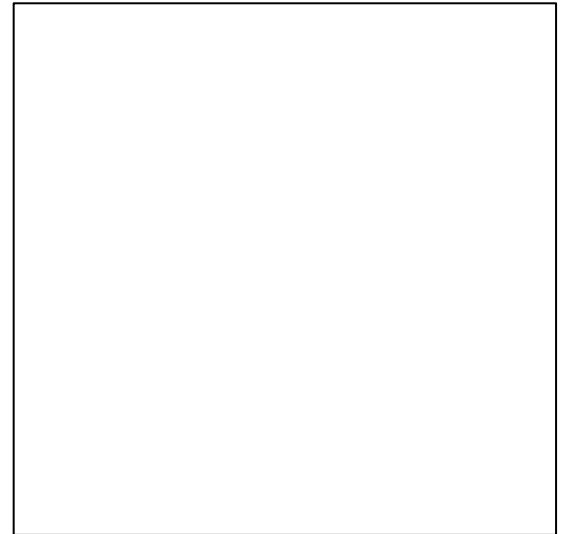
- Discuss the definitions of cultural humility and cultural responsiveness.
- Identify ways to promote cultural humility and cultural responsiveness within their organization.
- Describe the importance of systemically committing to ongoing learning, assessment, and adjustment.



Group Agreements



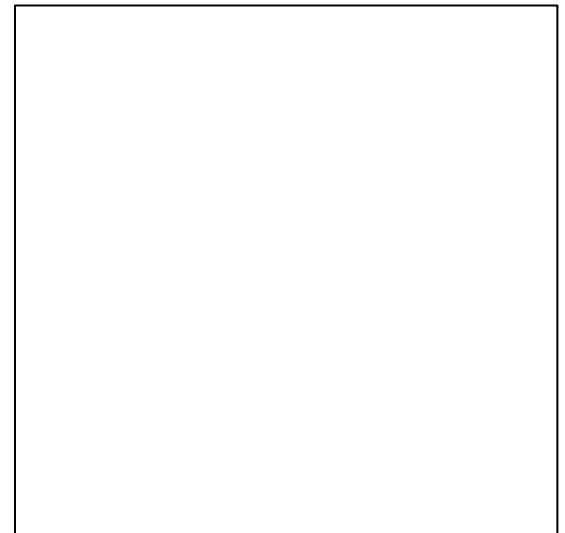
- Supportive: Encouraging/Strengths-Focused
- Non-Judgmental & Respectful
- Permission to share only what I feel comfortable sharing
- Ask for clarification when needed
- Accountability - your role in implementation
- Acknowledge diversity of attendees
- Self-care



Group Agreements



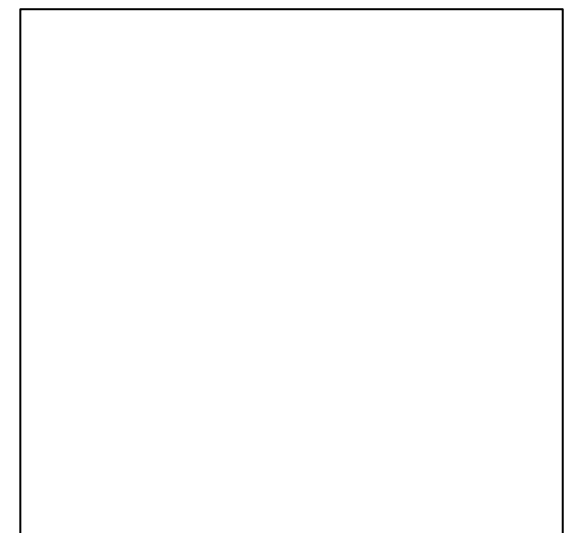
"Confidentiality will be maintained: What happens during this training will not be shared outside of this group with the exception that the learning and key take-aways can be shared. Specific details shared by members of these groups during this meeting/learning session will not be divulged."



Poll Activity



- How comfortable do you feel practicing cultural humility and cultural responsiveness in your role as a supervisor?
- How skilled do you feel your staff is regarding implementing cultural humility and cultural responsiveness with the clients they serve?



GLOSSARY

Compassion Fatigue: *The physical and mental exhaustion and emotional withdrawal experienced by those who care for sick or traumatized people over an extended period of time (Merriam-Webster)*

Culture: *The integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups as well as religious, spiritual, biological, geographical, or sociological characterizes. Culture is dynamic in nature, and individuals may identify with multiple cultures over the course of their lifetimes (Office of Minority Health, U.S. Department of HHS).*

Cultural Humility: *"Defined as having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience" (Hook, 2013).*

Cultural Responsiveness: *The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures (NCCREST).*

Secondary Trauma/Secondary Traumatic Stress: *The emotional duress that results when an individual hears about the firsthand trauma experiences of another (nctsn.org).*

Trauma Informed Care (TIC): *an approach, based on knowledge of the impact of trauma, aimed at ensuring environments and services are welcoming and engaging for service recipients and staff.*

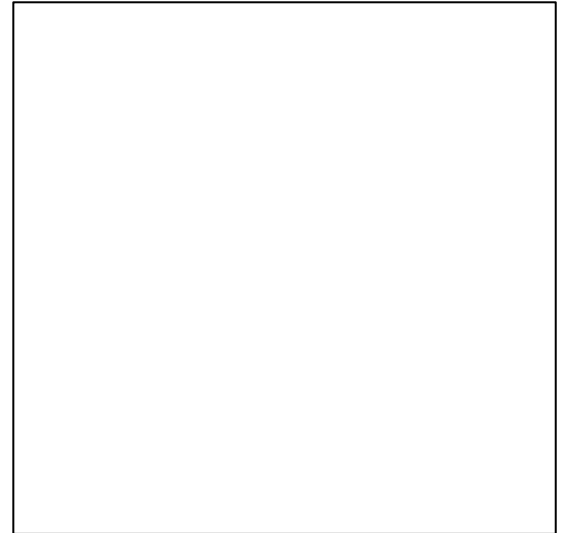
Definition: Culture



The integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups as well as religious, spiritual, biological, geographical, or sociological characterizes. Culture is dynamic in nature, and individuals may identify with multiple cultures over the course of their lifetimes.

- Office of Minority Health, U.S. Department of Health and Human Services

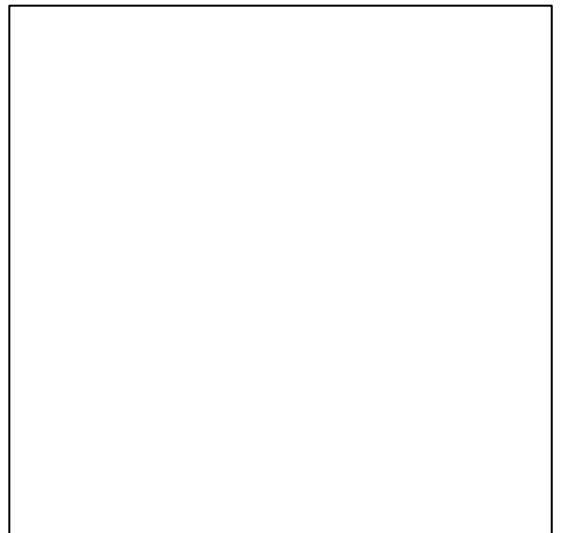
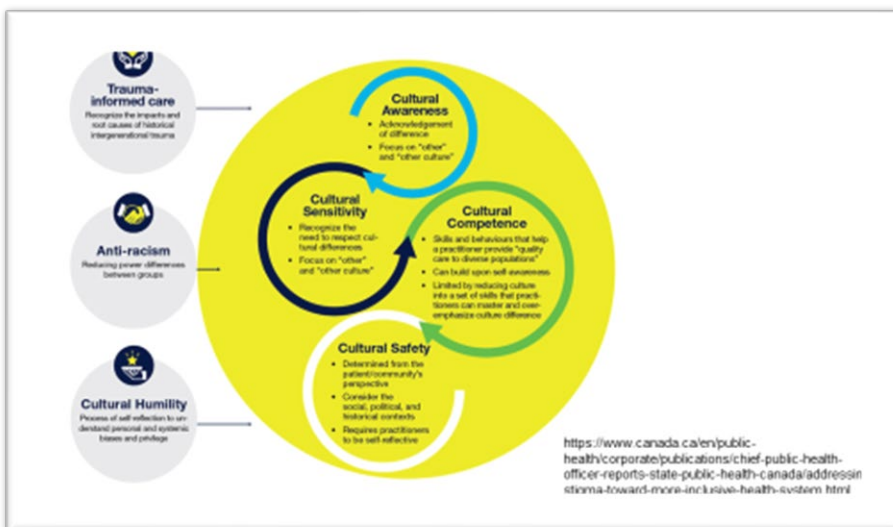
Culture is complex and unique to each individual



Elements of Culture



- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Age • Cognitive ability or limitations • Country of origin • Educational level attained • Environment and surroundings | <ul style="list-style-type: none"> • Family and household composition • Gender identity • Generation • Health practices • Linguistic characteristics | <ul style="list-style-type: none"> • Political beliefs • Residence (ex. urban, rural, etc.) • Sexual orientations • Norms • Values • Race • Ethnicity |
|--|---|--|

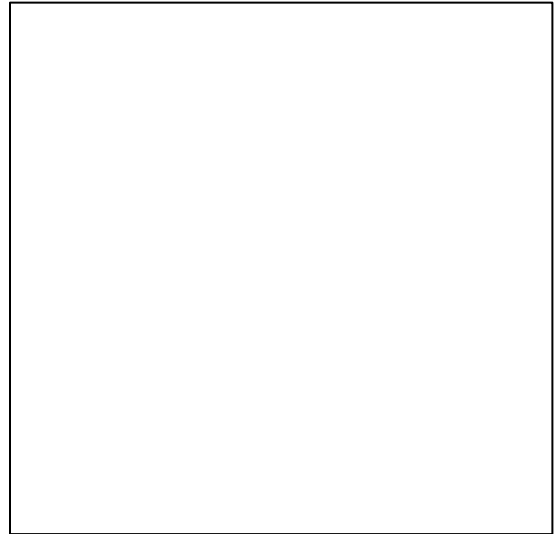




Cultural humility is "defined as having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience"



Hook, 2013

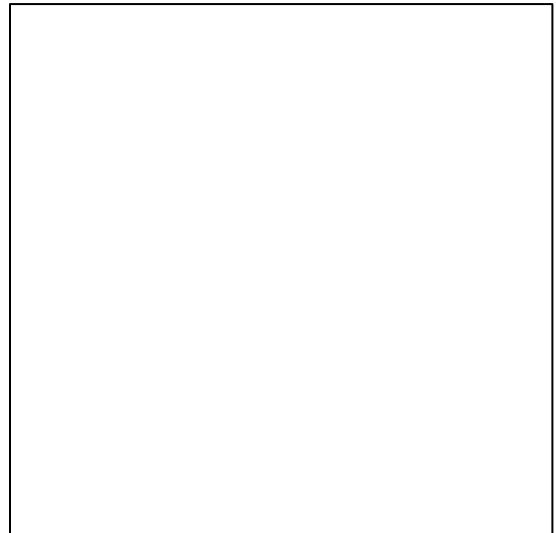


Partner Activity - Social Identity Wheel



"If we think we are interacting as individuals but are consciously or unconsciously stereotyping someone based on their group memberships, then our work is less productive. When we are aware of both who we are as individuals and as members of groups, we can work most effectively together."

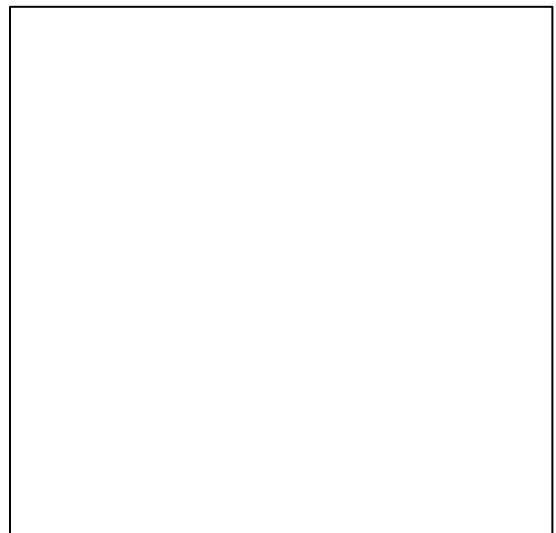
- Catalina Ormsby



Cultural responsiveness is "the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures."



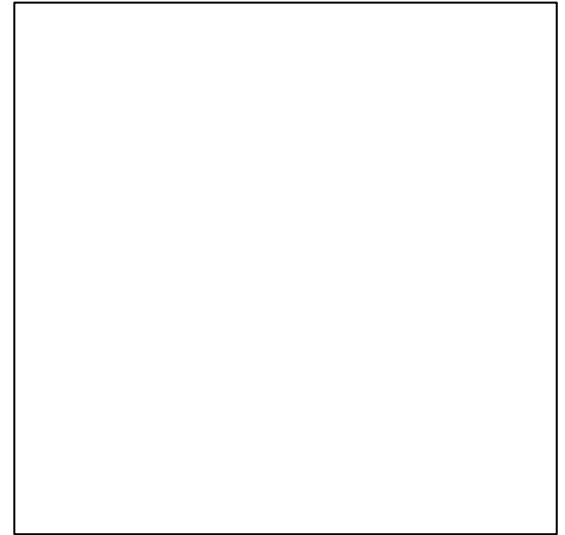
National Center for Culturally Responsive Educational Systems (NCCREST)



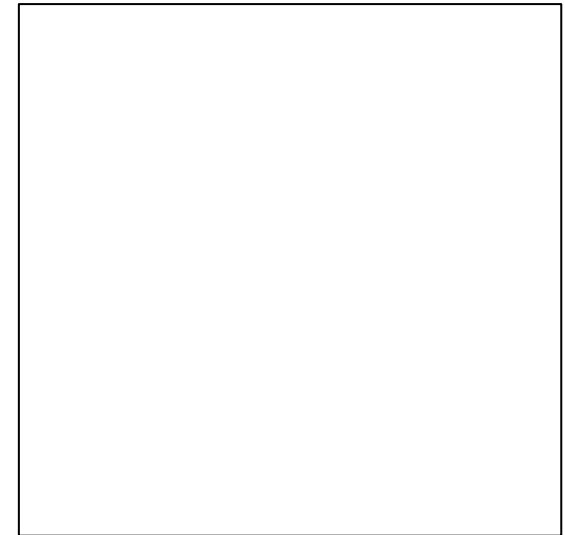
Considerations



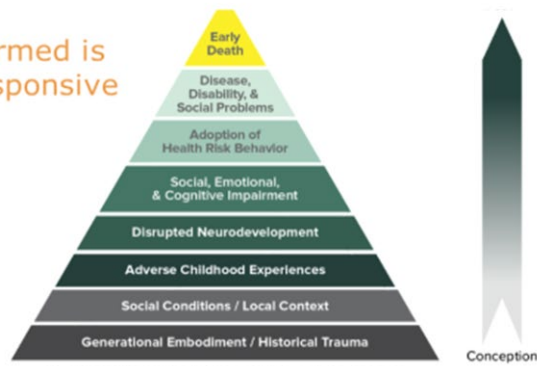
- Even with evidenced-based practices, there may be limitations to applicability to certain cultural groups.
- Be trauma informed, practice from the perspective that most clients will have been exposed to some kind of trauma.
 - Module 1A – Trauma-Informed Supervision in APS
 - Adverse Childhood Experiences (ACEs) Study
 - ACESAware.org
- Clients may find it hard to feel safe with APS if their trauma is associated with oppression, humiliation, or abuse/discrimination from governmental systems.



Government Related Trauma

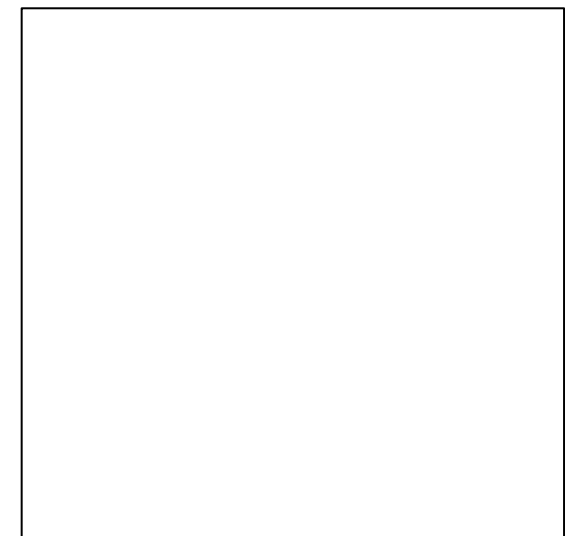


To be trauma-informed is to be culturally responsive



Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

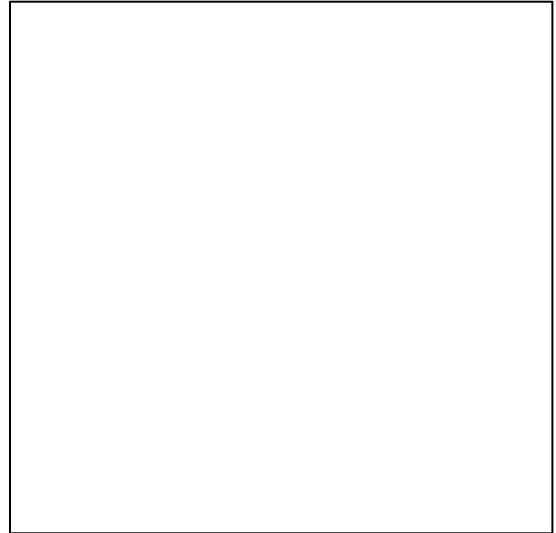
https://www.cdc.gov/violenceprevention/aces/about.html?CDC_AA_refVal=http%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facesstudy%2Fabout.html



Discussion Questions



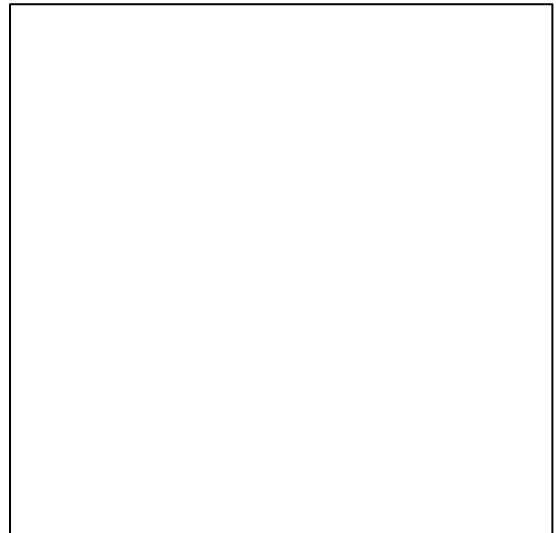
- How would you respond to a team member who has had their past trauma reactivated due to the nature of APS work?
- How are we currently assessing our team members' needs in response to secondary trauma? What, if any, policy is in place that you can refer to?
- What are some of the trauma responses you have witnessed when working with clients?
- What do you believe would be the best way to guide staff in engaging a client who has had traumatic experiences when interfacing with other government entities?



Navigating Your Role as Supervisor



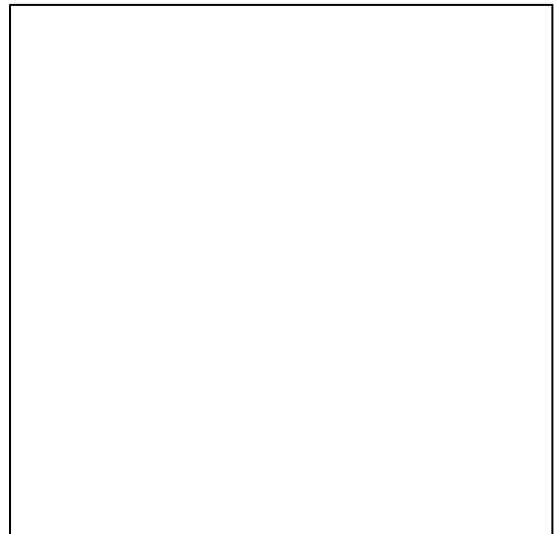
- Awareness of how to appropriately use your power
- Model cultural humility
 - Self-reflection
- Tool to build effective working relationships
- Be mindful of your own biases, power, privilege and their impact
 - Accountability
- Self-compassion for your limitations
 - Explore organizational priorities, challenge inequitable policies and practices



Implementing Culturally Responsive Services



- What can you do to implement culturally responsive services? (e.g. provide printed information in languages other than English)
- What is your organization doing well? Where are the challenges?

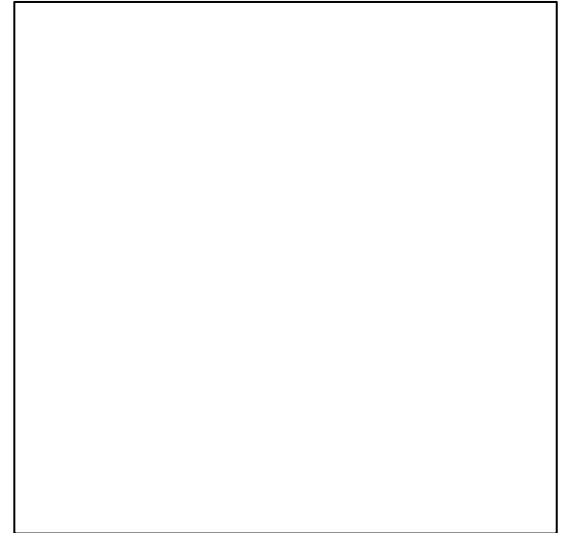


Teamwork



- Assess current practices and “blind spots” as part of routine program evaluation.
- Assess strengths and areas for improvement.
- Create goals for ongoing learning and implementation of new processes.
- Identify ways to measure progress and evaluation.
- Embrace “mistakes” as learning opportunities for growth.
- Appreciate there is no endpoint in this work.
- Use the *Cultural Humility Scale*

YOU DON'T HAVE TO HAVE ALL THE ANSWERS, NOR SHOULD YOU!



<https://www.thebluediamondgallery.com/handwriting/images/respect.jpg>

- **R**espect
- **E**xplanatory model
- **S**ociocultural context
- **P**ower
- **E**mpathy
- **C**oncerns and fears
- **T**rust



RESPECT

The RESPECT mnemonic developed by SAMSHA is a tool that can be used to reinforce culturally responsive attitudes and behaviors. Note: We modified the language to match APS professionals.

- **Respect**—*Understand how respect is shown within given cultural groups. APS professionals demonstrate this attitude through verbal and nonverbal communications.*
- **Explanatory model**—*Devote time to understanding how clients perceive their presenting problems. What are their views about the presenting issue? How do they explain the origin of current problems? How similar or different is the APS professional's perspective?*
- **Sociocultural context**—*Recognize how class, race, ethnicity, gender, education, socioeconomic status, sexual and gender orientation, immigrant status, community, family, gender roles, and so forth affect services.*
- **Power**—*Acknowledge the power differential between clients and APS professionals.*
- **Empathy**—*Express, verbally and nonverbally, the significance of each client's concerns so that he or she feels understood by the APS professional.*
- **Concerns and fears**—*Elicit clients' concerns and apprehensions regarding help-seeking behavior and initiation of services.*
- **Trust**—*Commit to behaviors that enhance the relationship; recognize that trust is not inherent but must be earned by APS Professionals.*

- Is this a helpful tool?
- How could it be used with your team?
- Are their applications for clients as well as staff?

Instructions: Read the scenario and discuss the questions.***Scenario #1:***

When meeting with her supervisor, a white female worker in her 60s wanted to consult regarding her experience at a recent cultural sensitivity training. She was frustrated and disappointed because she genuinely wanted to take the opportunity to examine her white privilege and learn more about how to implement antiracist practices. She felt the experience was counterproductive, and left feeling that because she was white, there was no amount of effort on her part that could be sufficient to overcome that fact. The training reinforced her sense of guilt and shame. She would have liked to see a trauma-informed approach applied in this training to promote healing and teach ways to use privilege as an ally. She didn't bring up her concerns during the training because she was worried it would burden her colleagues from marginalized backgrounds and turn the attention to herself.

Scenario #2:

You pass by the desk of a Black female worker who joined your team less than six months ago, and you overhear her muttering an expression of frustration as she hangs up the phone with a client. She heaves a heavy sigh and holds her head in her hands. You approach her desk, concerned, and ask her "how she is doing" and if you can assist with anything. Initially, she shakes her head and is reluctant to share, but you add that you noticed that she appears distressed by the phone call she just had and are concerned for her well-being. She looks up at you briefly, hesitates before responding, but eventually tells you that she is feeling upset and burnt out because the client she just spoke to accused her of having a "threatening tone". She looks at you again, almost as if she is checking to see what your reaction will be. You thank her for trusting you with how she is feeling and invite her to tell you more about the situation if she feels comfortable doing so. You can see that the accusation has had an impact on the worker, and you share this observation, convey your concern, and ask her if she would prefer to meet somewhere with more privacy. She nods, and when you close the door to your office, she reveals that it takes a lot of emotional labor for her to monitor herself and her reactions all the time because of being a Black woman and not wanting to come across as the "angry black woman". She does not even know if it is safe to bring things up like this with a supervisor, and she is afraid that no one would believe her side of the story. She confides that it has been especially difficult for her personally with the social and racial injustices happening in our country.

<i>Continued</i>

Building Cultural Humility and Cultural Responsiveness

Discussion Questions:

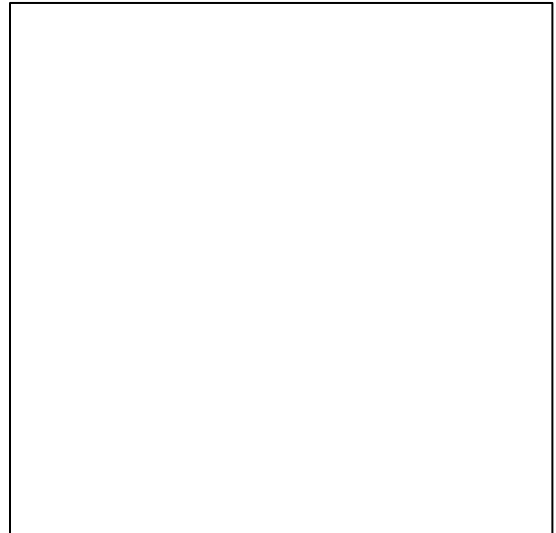
- *How can supervisors create a "safe space" for team members to feel comfortable sharing their experiences in doing this work, the work of addressing inequities?*
- *How would you have responded to this worker if you were their supervisor, and why?*
- *What aspects of your own personal identity or experience might influence how you respond?*



Language Matters



Choosing to use strength-based language that is person-centered, hope-filled, and non-stigmatizing creates an environment that allows all of us to be fully recognized as people.

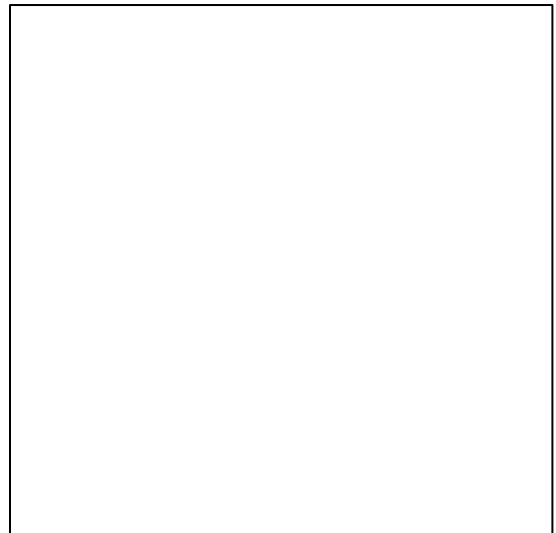


Addressing Shame and Guilt



"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."

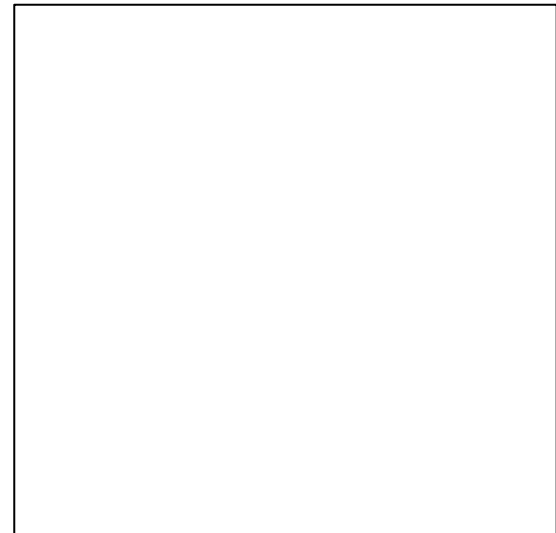
-John Amodeo, PhD



Discussion Questions



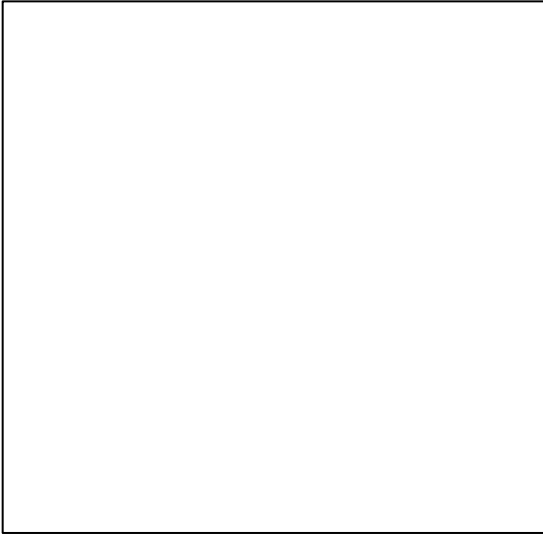
- What is an example of something you have heard said in the workplace that bothered you?
- How did you react, how did it make you feel, and what did you say?
- Are there things you say that could be hurtful, even though that is not your intention?



Ongoing Learning, Assessment, Implementation



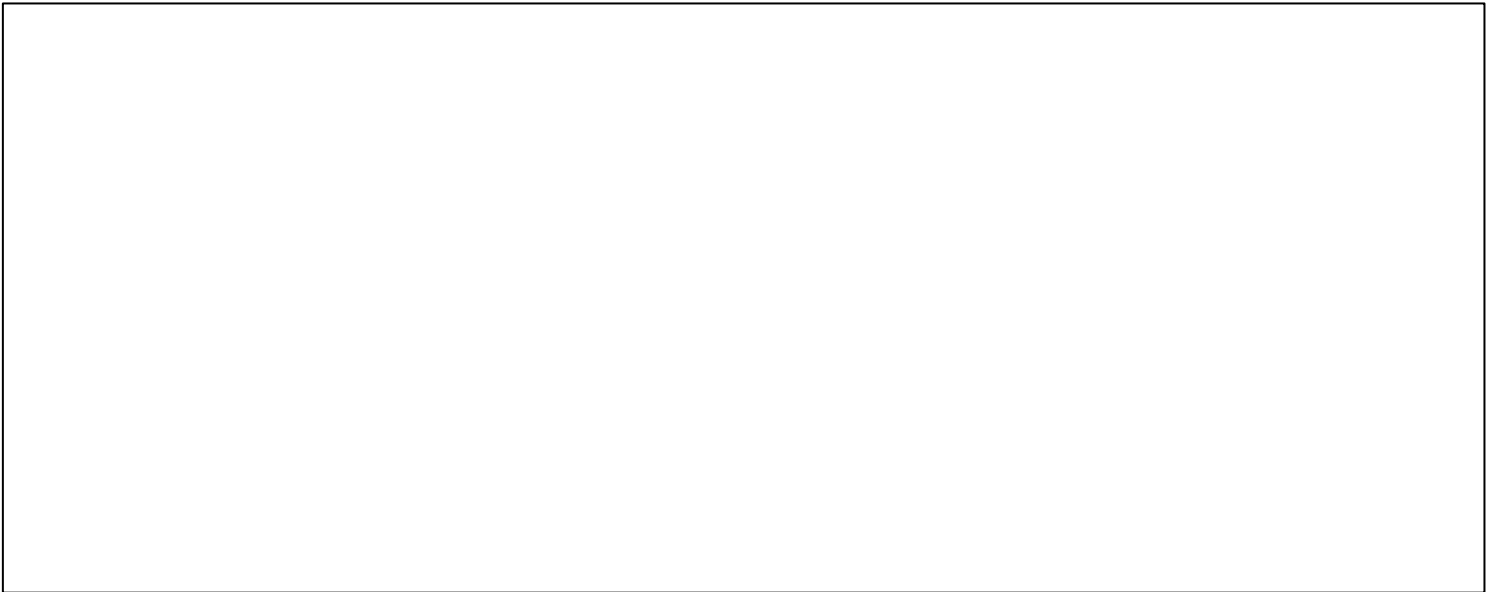
- Identifying your own beliefs about all aspects of culture, including aging and disabilities
 - APS is predominantly focused on the “problems” that accompany aging and disability. This is not a holistic view of the adult and aging population.
 - Acknowledge *where you are as a supervisor* in your learning and development of building culturally responsive practices.
- Modeling for Staff
 - Acknowledge when you make mistakes and when you do things well.
 - Demonstrate a commitment to identifying your areas for growth and seek out educational experiences
 - Stay curious and build on your expertise
 - What resources do we need? How do we train staff to provide culturally responsive services?



Scenario Activity



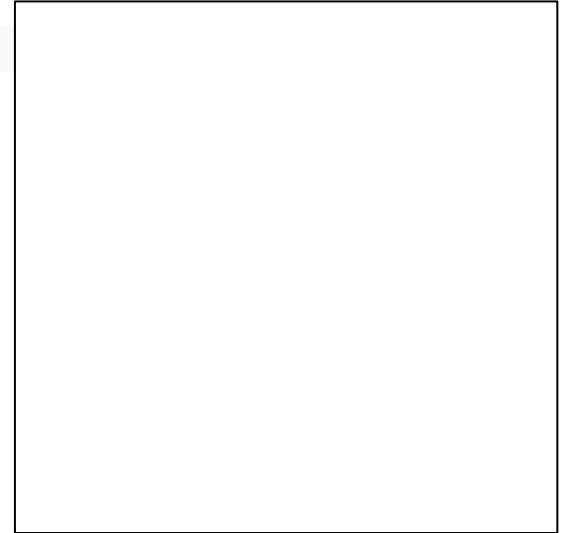
- Read the scenario
- Discuss these questions:
 - How can supervisors create a “safe space” for team members to feel comfortable sharing their experiences in doing this work, the work of addressing inequities?
 - How would you have responded to this worker if you were their supervisor, and why?
 - What aspects of your own personal identity or experience might influence how you respond?



Transfer of Learning Activity



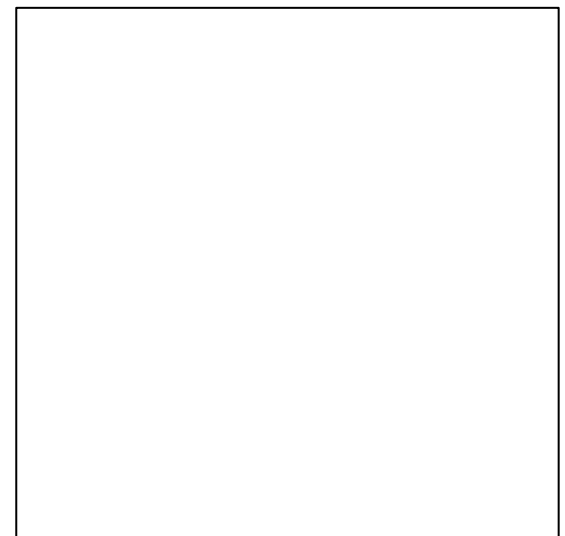
- Complete in the next 2-3 weeks
 - Step 1 – Watch videos
 - Step 2 – Review briefs
- Complete in the next 4-6 weeks
 - Teach back to staff



Poll Activity



- Poll #1 How comfortable do you feel practicing cultural humility and cultural responsiveness in your role as supervisor?
- Poll # 2 How important is it for you to support your staff in implementing cultural humility and cultural responsiveness with the clients they serve?



Transfer of Learning Activity

Step 1. Videos

Watch *The Secret to Changing the World* by Lee Mun Wah, TEDxExpressionCollege (<https://www.youtube.com/watch?v=Hp5SNpCtiWk>). Video length 16:26.

Process and Reflection 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 as APS supervisor?*
- 4) *How do we ourselves accountable for advancing cultural responsive practices?*

Watch Module 5: Panel 3 Providing Trauma-Informed and Culturally-Responsive Services and Healing Supports

(<https://fast.wistia.net/embed/channel/j5bp4edsuo?wchannelid=j5bp4edsuo&wmediaid=rlx0y3fh1n>). Video length 12:00.

Process and Reflection Questions:

- *Reflect on an example of historical or racial trauma that Black Americans have faced.*
- *What concepts or strategies did the panelists share that they believe are critical to culturally responsive practices?*

Step 2 – Briefs

Read one or more NCEA briefs and reflect on how to apply the concepts of cultural humility and cultural responsiveness with the examples of marginalized communities described.

- a. [Mistreatment of Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Elders \(2020\)](#)
- b. [Mistreatment of African American Elders \(2020\)](#)
- c. [Mistreatment of Latinx Older Adults \(2020\)](#)

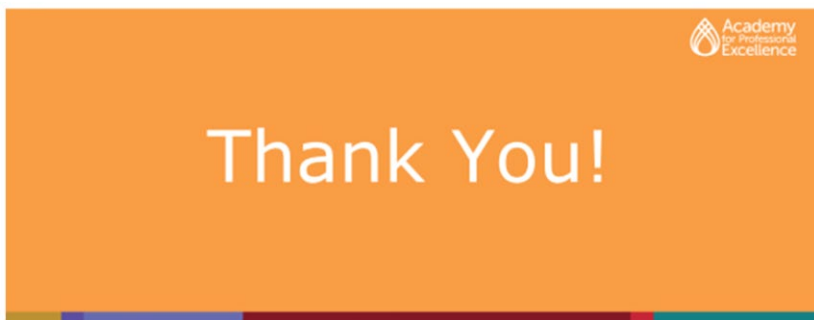
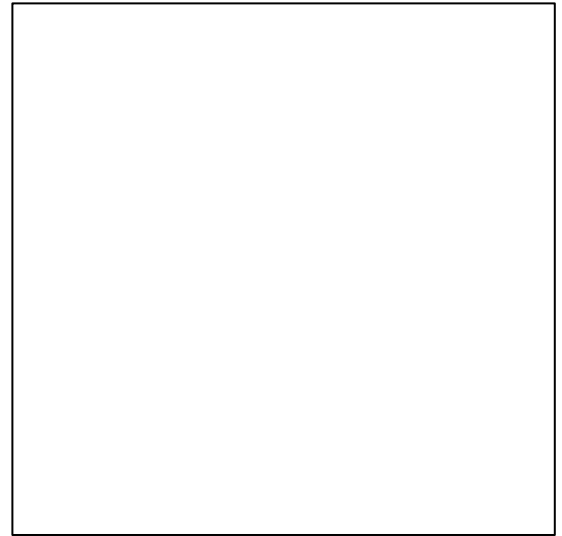
Continued

Step 3 - Teach back what you learned in Modules 2A and 2B. Utilize the articles and the videos with your team members to facilitate discussion on how to identify and address implicit bias and structural racism, and how to apply the concepts of cultural humility and cultural responsiveness.

Closing Thoughts



- What do you need to implement cultural humility and cultural responsiveness in your role as a supervisor?
- What is necessary for your staff to become more skilled in applying these concepts with the clients they serve?
- What are you most excited about implementing that you learned today?



Follow us on Social Media:

- @SDSUAcademy
- @Acad4ProfExcell
- @sdsu-academy-for-professional-excellence/
- @TheAcademySDSU



REFERENCES

Amodeo, J. (2020, March 5). The power of healthy shame: how shame can be our friend. *PsychCentral*. <https://psychcentral.com/blog/the-power-of-healthy-shame-how-shame-can-be-our-friend/>

Boston Public Health Commission (n.d.). Cultural competence assessment tool. Retrieved from <https://www.racialequitytools.org/resourcefiles/culturalcompetencyassesstool.pdf>

Center for Disease Control and Prevention (2020). Health equity considerations and racial and ethnic minority groups. Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>

Hook, J., Davis, D., Owen, J., Worthington, E., & Utsey, S. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology* 60(3), 353-366. DOI [10.1037/a0032595](https://doi.org/10.1037/a0032595)

Program on Intergroup Relations and the Spectrum Center, University of Michigan. Social Identity Wheel. Retrieved from <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>

RDP Consulting & jdc Partnerships (n.d.). Cultural responsiveness organizational self-assessment: A guide to reviewing and working with your CROS summary report. Retrieved from https://www.cpedv.org/sites/main/files/file-attachments/cros_facilitation_guide_sample.pdf

U.S. Department of Health and Human Services (n.d.). SOAR: Culturally and Linguistically Appropriate Services [Online training]. Retrieved from <https://www.train.org/main/course/1087569/?activeTab=>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. (2014). TIP 59: Improving cultural competence. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK248422/#ch2.s20>

Continued

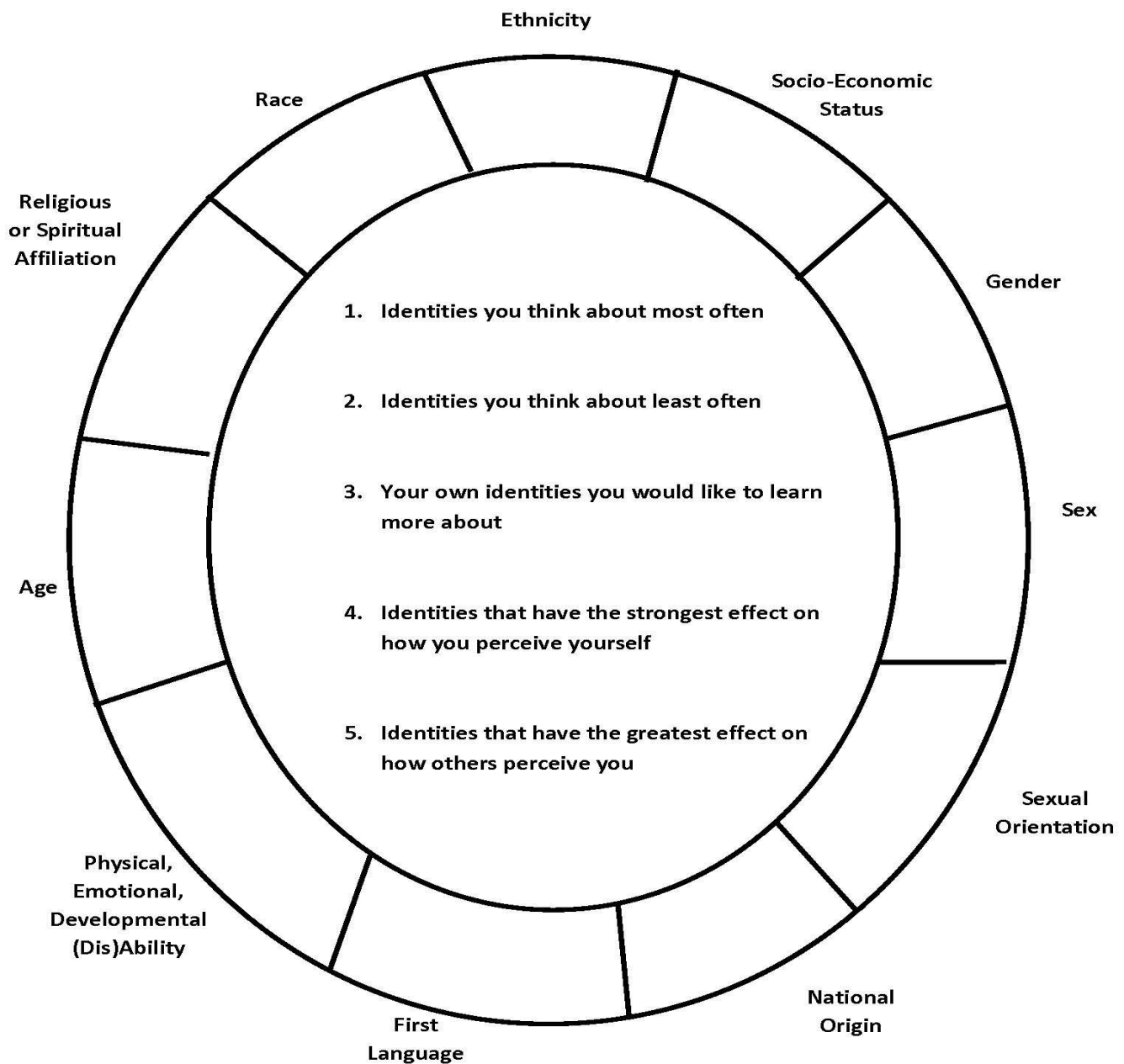
Building Cultural Humility and Cultural Responsiveness

Yeager, K. A., & Bauer-Wu, S. (2013). *Cultural humility: essential foundation for clinical researchers*. *Applied nursing research : ANR*, 26(4), 251–256.

<https://doi.org/10.1016/j.apnr.2013.06.008>

APPENDIX A - PRE-TRAINING ASSIGNMENT SOCIAL IDENTITY WHEEL

Instructions: This activity will take approximately 10 minutes to complete. Using the prompts, 1-5 below, place your answers in the related section. This must be completed prior to attending Building Cultural Humility and Cultural Responsiveness training. It will be included in a processing activity, please have it easily accessible.



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/>).

APPENDIX B - TRANSFER OF LEARNING ACTIVITY**Step 1. Videos**

Watch *The Secret to Changing the World* by Lee Mun Wah, TEDxExpressionCollege (<https://www.youtube.com/watch?v=Hp5SNpCtiWk>). Video length 16:26.

Process and Reflection 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 as APS supervisor?
- 4) How do we ourselves accountable for advancing cultural responsive practices?

Watch *Module 5: Panel 3 Providing Trauma-Informed and Culturally-Responsive Services and Healing Supports*

(<https://fast.wistia.net/embed/channel/j5bp4edsuo?wchannelid=j5bp4edsuo&wmediaid=rlx0y3fh1n>). Video length 12:00.

Process and Reflection Questions:

- Reflect on an example of historical or racial trauma that Black Americans have faced.
- What concepts or strategies did the panelists share that they believe are critical to culturally responsive practices?

Step 2 – Briefs

Read one or more NCEA briefs and reflect on how to apply the concepts of cultural humility and cultural responsiveness with the examples of marginalized communities described. They can be found at <https://ncea.acl.gov/Resources/Publications.aspx>

- a. [Mistreatment of Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Elders \(2020\)](#)
- b. [Mistreatment of African American Elders \(2020\)](#)
- c. [Mistreatment of Latinx Older Adults \(2020\)](#)

Step 3 - Teach back what you learned in Modules 2A and 2B. Utilize the articles and the videos with your team members to facilitate discussion on how to identify and address implicit bias and structural racism, and how to apply the concepts of cultural humility and cultural responsiveness.

RECOMMENDED RESOURCES

Websites

- **Cultural Humility Scale** (<https://www.thenationalcouncil.org/wp-content/uploads/2020/08/Cultural-Humility-Scale.pdf?dof=375ateTbd56>) this tool was developed for an organization to learn about customer's perceptions of staff's cultural humility. Some possible ways to utilize the tool, other than administering the tool with clients, might be to review the tool in a supervisory meeting to spark discussion or as a guide for training.
- **SAGE** (<https://www.sageusa.org/>)
- **Culturally and Linguistically Appropriate Services (CLAS)** (<https://thinkculturalhealth.hhs.gov/about>)
- **Increasing Access to Healing Services and Just Outcomes for Older African American Crime Survivors: A Toolkit for Enhancing Critical Knowledge and Informing Action within the Crime Victim Assistance Field** (<https://reachingvictims.org/resource/increasing-access-toolkit/>)
- **National Center on Elder Abuse (NCEA) Publications** (<https://eldermistreatment.usc.edu/national-center-on-elder-abuse-ncea-usc/national-center-on-elder-abuse-publications/>)
- **U.S. Department of Justice Get Help or Report a Hate Crime** (<https://www.justice.gov/hatecrimes>)
- **U.S. Department of Justice Find Out How the Department of Justice Can Support You** (<https://www.justice.gov/hatecrimes/support-doj>)
- **Victim Connect Resource Center** (<https://victimconnect.org/learn/types-of-crime/hate-crimes/>)
- **U.S. Department of Justice Civil Rights Division** (<https://civilrights.justice.gov/#:~:text=If%20you%20believe%20your%20civil,report%20using%20our%20online%20form.&text=If%20you%20or%20someone%20else,crime%2C%20please%20contact%20the%20FBI>)
- **STOP AAPI HATE** (<https://stopaapihate.org/>)
- **Stand Against Hatred** (<https://www.standagainsthared.org/>)
- **NAPABA** (<https://www.napaba.org/page/HateCrimeResources>) may be able to provide pro bono (free) legal assistance to you if you have been the victim of a hate crime or hate incident.
- **Right To Be** (<https://righttobe.org/>)

Continued

Books

- *The Deepest Well*, by *Nadine Burke Harris*
- *Dying from Whiteness* by *Jonathan M. Metz*
- *The Immortal Life of Henrietta Lacks* by *Rebecca Skloot*
- *Stamped from the Beginning* by *Ibram X. Kendi*
- *How to Be an Antiracist* by *Ibram X. Kendi*

Video

- *Documentary Blood Memory* (<https://www.youtube.com/watch?v=hIEiRTaGusM>)
- *TED Talk - The Secret To Changing*, *Lee Mun Wah* - <https://www.youtube.com/watch?v=Hp5SNpCtiWk>

This page is intentionally left blank.

OUR WHY: **REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.**



theacademy.sdsu.edu

6505 Alvarado Road, Suite 107; San Diego, CA 92120 (619) 594-3546