

APS Supervisor Core: Understanding Implicit Bias and Structural Racism

INSTRUCTOR LED TRAINING (VIRTUAL)

TRAINER MANUAL



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

Funding Sources



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

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Introduction

We are pleased to welcome you to Understanding Implicit Bias and Structural Racism Trainer Manual (Module 2A), 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

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Academy for Professional Excellence

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

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<https://cwda.org/about-cwda>

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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

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How to Use This Manual

This curriculum was developed as a virtual 3-hour (180-minute) workshop using the Zoom platform, paying close attention to virtual training best practices. It can be tailored to a different virtual platform (WebEx, GoTo Training, etc.), if necessary. It may also be trained in-person by modifying activity and engagement prompts as necessary. When possible, virtual and in-person prompts are given.

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 this training first, followed by Module 2B.

The Pre-Training Assignment instructions for the Implicit Association Tests (IAT) should be sent via email one-week prior to training date (See Appendix A). The Participant Manual should be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

Actions which the trainer takes during the training are written in **bold**.

Trainer Notes are written entirely in bold text box and are provided as helpful hints.

Moderator Notes are written entirely in bold text box and are provided as helpful hints.

- When there are both Trainer and Moderator notes on same page, Trainer and Moderator is **underlined**.

Use of language: Throughout the manual, staff is used most often to describe supervisees or units/teams. The broader term (APS) worker is also used to denote individual staff who may go by various titles. The term client is used most often to describe the individual at the center of the APS investigation. However, if concept or material was directly quoted from copyrighted material, another term may be used.

He and she have been replaced with the gender-neutral they throughout this manual, unless quoted from copyrighted material. This should not be thought of as plural persons, but rather a gender-neutral term describing all humans.

Continued

Customizing the Power Point: This manual is set up so that the trainer script/background material is on the same page as the accompanying PowerPoint slide.

Hide a slide instructions:

1. On the Slides tab in normal view, select the slide you want to hide.
2. On the Slide Show menu, click Hide Slide.

The slide number will have a line through it to show you have hidden it.

NOTE: The slide remains in your file even though it is hidden when you run the presentation.

The course outline, provided in the next section of this manual, is the class schedule used for development of this curriculum. It can be used to help determine how much time is needed to present each section. However, times will vary based on the experience and engagement of the audience.

Trainer Guidelines

It is recommended that the trainer have experience with diversity, equity, and inclusion/transformation subject matter and mediating conversations on sensitive topics using the strategies discussed in this module. Additional considerations for trainers:

- Model and promote emotional self-regulation and a mutually respectful discourse amongst the trainees employing a trauma-informed approach.
- Focus on being inclusive and compassionate and be skillful at enforcing appropriate professional boundaries in a timely and responsive manner.
- Safeguard the space for all participants and able to skillfully facilitate a respectful dialogue between and among participants, especially around potentially uncomfortable comments, and content.

- Resources for the trainer to consider on how to handle if/when a participant brings up a concept like "reverse racism". Reframe the discussion by introducing the concept of "white fragility" for participants to consider.

Pre-reading:

1. Canadian Center for Diversity and Inclusion: The truth behind 'reverse racism', it's not racism (<https://ccdi.ca/blog/the-truth-behind-reverse-racism-it-s-not-racism/>)
 - Key takeaways from the reading:
 - "Racism is not the experience of irrational fears of losing one's socio-economic-political privileges."
 - "Essentially, when reverse racism is acknowledged as racism, this deflects and slows down progress in eliminating systemic racism. The outcome is the continual reinforcement of a race-based system that advantages the racial in- group. Encouraging and promoting awareness of what racism is and what it isn't, is a necessary requirement for effectively addressing systemic racism"
2. White Fragility: Why It's So Hard for White People to Talk About Racism by Dr. Robin DiAngelo
 - Key takeaways from the book:

Continued

- “Whiteness rests upon a foundational premise: The Definition of Whites as the norm or standard for human, and People of Color as a deviation from that norm.” -Robin Diangelo, in White Fragility
- Definition of White Fragility: “A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.” -Robin Diangelo, in White Fragility
- “We consider a challenge to our racial worldviews as a challenge to our very identities as good, moral people.” - Robin Diangelo, in White Fragility
- “It is White People’s responsibility to be less fragile; people of color don’t need to twist themselves into knots trying to navigate us as painlessly as possible.” -Robin Diangelo, in White Fragility
 - Racial Equity Tools: [System of White Supremacy and White Privilege](https://www.racialequitytools.org/resources/fundamentals/core-concepts/system-of-white-supremacy-and-white-privilege) (<https://www.racialequitytools.org/resources/fundamentals/core-concepts/system-of-white-supremacy-and-white-privilege>)

Trainer may consider the following talking points and discussion questions:

Giving up one’s privilege to promote a more equitable society may feel disempowering.

- Embody the social work value of “meeting the client where they are at” in the sense that each trainee will bring their own unique values, opinions, and experiences.
- Acknowledge that this workshop can be intellectually and emotionally challenging, and that there is a lot of content to cover in a relatively short time. The trainer will need to balance the expectation of getting through the content while honoring the process, namely the need for participants to reflect on, discuss and ask questions about the material while feeling as safe as possible doing so.
- It is additionally helpful for the trainer to review and apply concepts from

Continued

the article, "Motivational Interviewing: Reduce Student Reluctance and Increase Engagement in Learning Multicultural Concepts. Professional Psychology: Research and Practice, 46, 116-123." (Venner & Verney 2015). The article provides a brief overview of MI and explains how the MI approach may be beneficial for teaching a diversity course such as this. MI processes and strategies may be particularly useful to aid participants explore their reluctance and ambivalence about diversity content, while respecting their autonomy and promoting an opportunity for "change talk". (<https://psycnet.apa.org/doiLanding?doi=10.1037%2Fa0038856>)

Suggestions for virtual training when possible:

- Have a moderator or co-host who can primarily focus on the virtual aspects of this training (e.g., monitoring chat box, launching polls, assigning breakout groups, monitoring participant reactions, etc.).
- Test out the use of the breakout room feature prior to conducting this training.
- Log in at least 30 minutes prior to the training to ensure the virtual classroom is fully functioning and that you are comfortable navigating it.
- Your equipment and platform may dictate how you do some activities or discussion. There are times you may not be able to see everyone’s faces, names or reactions (thumbs up, mute/unmute, etc.). There is a need for both verbal discussion and chat discussion. At such times, the moderator will fill a critical role monitoring those features you cannot. Practice during a run through how you will use the various functions for each section.
- The optimal size for this virtual training is 20-25 participants.

| | |
|--------------------------------|--|
| Teaching Strategies | <p>The following instructional strategies are used:</p> <ul style="list-style-type: none"> ○ Lecture segments ○ Interactive exercises (e.g., breakout groups, chat box discussion, polling activities) ○ Question/answer periods ○ PowerPoint Slides |
| Materials and Equipment | <p>The following materials are provided and/or recommended:</p> <ul style="list-style-type: none"> ○ Trainer Manual ○ Participant Manual (fillable PDF) ○ PowerPoint Slides ○ Headset with microphone ○ Computer |

Virtual Training Tips

Training and facilitation have always been an art. Virtual training is no exception. Below are some helpful tips to remember and implement when training in a virtual environment.

- Assume nothing.
- Do not assume everyone has the same knowledge or comfort level with technology or has access to equipment like printers, video camera, headsets or even reliable Wi-Fi.
- Distractions are everywhere.
- Participants have greater access to distractions (email, phone, others at home) which can take their focus away from the training. Therefore, explain everything and summarize before asking participants to complete an activity and check for clarification.
- Over explain when possible.
- The virtual room doesn't allow for participants to see everything you're doing as they can in-person. Share as you navigate the virtual environment. If you are silent while looking for something or finding a screen, they may think something is frozen.
- Mute with purpose.
- "Mute all" function can help ensure we don't hear conversations we're not supposed to. However, it can also send a message to the participants that they are a passive participant and may not make them feel comfortable taking themselves off mute when you want them to speak.
- Two screens can be a lifesaver.
- This allows you to move your chat box or participant gallery view away from your presentation so you can see more of what's going on.
- Rely on practice, not luck.
- Winging it during an in-person training or facilitation may work from time to time but doesn't work in the virtual environment. In addition to covering the content, you have to manage all of the technology issues, learning styles in a virtual room, and it will show if you're not prepared.
- Bring the energy.

Continued

- As trainers, we are no strangers to being “on,” standing and moving around. However, some of the body language, subtle nonverbal skills we relied on in the in-person training room do not translate well in the virtual environment. While this may make you more tired, it’s important to up your enthusiasm, voice, and presence to engage with attendees.
- Be mindful of your space.
- Training virtually brings an entirely new component of what we’re willing to share with others. Learners can get distracted with what’s in your background, whether what is physically there or if you set your video to use a virtual background.
- It’s important to reflect on questions of privilege, diversity and equity when thinking of your training space.

Executive Summary

Understanding Implicit Bias and Structural Racism

APS supervisors will be invited to consider the complex and dynamic concepts of implicit bias and structural racism and gain an understanding of the impact on their roles, their staff, and their organizations. Supervisors will be able to identify, reflect on and address their effect on multiple levels as well as be informed on how to continue this work upon completion of this training.

Virtual Training:

- The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout groups, chat box discussions, self-reflection, 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 at least one Implicit Association Test (IAT). Each test takes 10 minutes to complete, and results are shared. This must be completed prior to attending the training. These 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 and Building Cultural Humility and Cultural Responsiveness are complementary and build upon each other. It is important that participants take this training first, followed by Structural Racism and Building Cultural Humility.

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

Outcome Objectives for Participants:

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

1. Define and apply the key concepts of implicit bias and structural racism in their role as a supervisor.
2. Identify the impact of implicit bias and structural racism on multiple levels, including self, staff, clients, and organization.
3. Begin to implement antiracist principles within their roles as supervisors.

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, supervisors can learn about their own implicit biases by taking various Implicit Association Tests (IAT) through the following online resource:

Project Implicit (<https://implicit.harvard.edu/implicit>). The 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.

AFTER the training:

Supervisors can engage in the following activities:

- **Continue** to integrate regular practice and reflection on how to reduce implicit bias on an individual level by applying the six strategies described by the Institute of Healthcare Improvement and utilizing the prompts provided in TOL.
- **Begin** formulating a long-term action plan, in consultation and partnership with all relevant stakeholders, which identifies and addresses the detrimental impacts of structural racism. Consider using an assessment tool such as the REIA and applying concepts from a race forward approach.
- **Review** and consider utilizing the Trauma-Informed, Resilience-Oriented Care (TI-ROC) Climate of Equity Assessment tool to help identify ways to move towards racial equity in an organization.
- **Review** and consider utilizing Continue the Conversation (Resource #2) for facilitating difficult conversations in staff meetings.
- **Review** and consider utilizing Community Agreements (Resource #3) to help establish ground rules prior to engaging in difficult conversations.

Course Outline

| CONTENT | MATERIALS | TIME |
|---|--------------|---------------|
| WELCOME, TECHNOLOGY AND GROUP AGREEMENTS | Slides 1-8 | 15 minutes |
| Poll Activity | | 5 minutes |
| DEFINITIONS AND KEY CONCEPTS OF IMPLICIT BIAS AND STRUCTURAL RACISM – PART 1 | Slides 9-24 | 55 minutes |
| Examples | | 10 minutes |
| How is an Awareness of Implicit Bias Useful in Your Role as a Supervisor? | | 5 minutes |
| Small Group Activity | | 15-20 minutes |
| Case Scenario Activity | | 15-20 minutes |
| Equality versus Equity | | 10 minutes |
| UNDERSTANDING THE IMPACT OF IMPLICIT BIAS AND STRUCTURAL RACISM ON MULTIPLE LEVELS | Slide 25-26 | 35 minutes |
| Discussion Questions | | 20-25 minutes |
| IMPLEMENTING ANTIRACIST PRINCIPLES AS SUPERVISORS | Slides 27-33 | 25 minutes |
| Resources | Handouts | |

| | | |
|-------------------------------------|--------------|----------------|
| WRAP UP AND EVALUATION | Slides 34-36 | 15 minutes |
| Transfer of Learning Activity | | 60 minutes |
| TOTAL TIME (INCLUDING BREAK) | | 3 hours |
| | | |

Welcome, Introductions and Course Overview

Time Allotted: 15 minutes.

Associated Objective(s):

Method:

Slide #1: Understanding Implicit Bias and Structural Racism



Welcome everyone and introduce yourself. Explain you will be going over some housekeeping before introducing our trainer.


Please stay for the entire duration of the training to receive full credit

Introduce/orient participants to participant manual/materials


We will be taking some time at the end of training for your evaluation

If virtual, have participants introduce themselves in the chat box by typing their Name, Title, County/Jurisdiction as introduction and for attendance

Slide #2: About the Academy & APSWI



Academy
for Professional
Excellence




APSWI
Adult Protective Services
Workforce Innovations

About the Academy & APSWI


The Academy is a project of San Diego State's 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.

APSWI, or Adult Protective Services Workforce Innovations, is a training program of the Academy that provides innovative workforce development to APS professionals and their partners.




San Diego State University


ACADEMY PROGRAMS




APEX




APSWI




CWDS



LIA



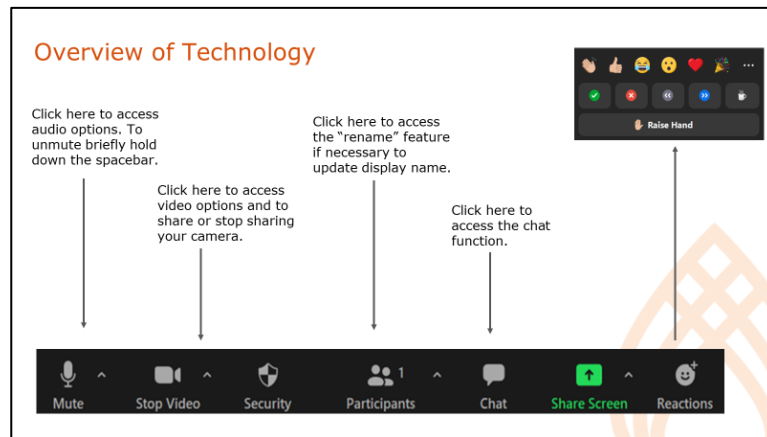
SACHS



Explain that the Academy for Professional Excellence is a project of San Diego State School of Social Work. Its mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with others listed on the slide.

Slide #3: Technology Overview



Introduce participants to virtual platform functionality

Explain: Many of you are pros at navigating through a virtual learning course like this one, while this may be less familiar for some. Therefore, we will review the various functions we will use during this course.

Video Camera: when you find, turn off/on.

Mute: Everyone locate it, mute and unmute yourself. While you are listening or others are speaking, please mute yourself. Unmute if you are about to speak or while in break-out rooms.

Chat box: **Ask** participants to type "Got it" once they've located the chat box.

Hand clap/thumbs up: Ask participants to press the hand clap icon or give thumbs up when you've found it. There are other icons in the same area.

Explain that you will ask participants to use any of these reactions in place of the raising hand feature as participants cannot see all see the raise hand feature. You may need to remind them of this a few times.

Icons to facilitator: Raise hand, slow down, need a break, stepping away.

Trainer Note: In Zoom, certain icons are only visible to the Host/Co- Host of Zoom, not the participants. If no Moderator is available, these will be very hard to keep track of, so encourage participants to give a different reaction like clap, thumbs up or heart to get your attention.

Remind participants they are expected to attend the entire course, but if they need to leave, they should type BRB (be right back) in chat box and then "I'm back" on return.

Slide #4: Meet and Greet



Trainer: Explain that this is a virtual workshop, which is different from attending a webinar. There will be discussions and breakout groups that rely on audience participation both verbally and within the chat pod.


Encourage participants to use their camera, especially when in breakout groups.

Using the chat box, remind all attendees to type in their Name, Title and County for attendance.

Slide #5: Learning Objectives

Learning Objectives

- Discuss the definitions and key concepts of implicit bias and structural racism.
- Identify the impact of implicit bias and structural racism on multiple levels, including self, staff, clients, and organization.
- Identify how to implement antiracist principles within their roles as supervisors.




Trainer: Review briefly the learning objectives.

Inform participants that there is a “**Glossary**” of terms on **Page 16** of their Participant Manual for reference.

Slide #6: Group Agreements

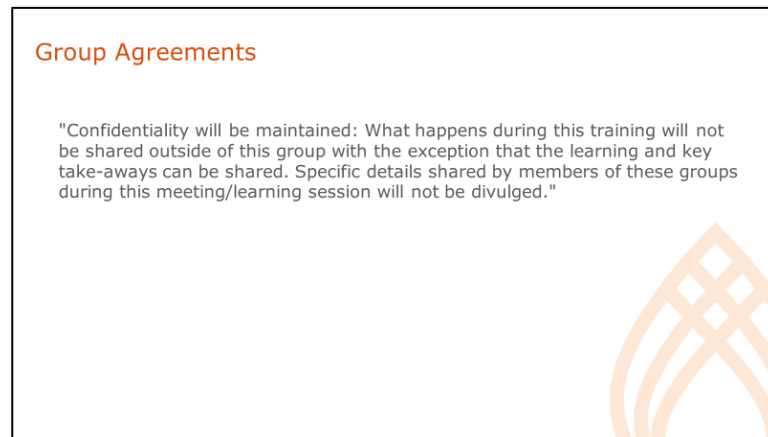
Group Agreements

- 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



Trainer Note: To help create an online environment where everyone here feels comfortable and safe to share, introduce group agreements on this slide and next. To see if they resonate with participants.

Slide #7: 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."

Trainer: Ask learners for any additional group agreements to add to the list.

Do a final check with all learners.

Ask "Does everyone have any questions about these agreements?" "Is everyone comfortable with all these?"


Thank everyone for upholding these agreements.

Slide #8: Poll Activity

Poll Activity

Two Questions:

- How comfortable do you feel discussing racism, implicit bias, and power differentials in the workplace **with those you supervise**?
- What is **your** comfort level with discussing racism, implicit bias, and power differentials in the workplace with your supervisor?



Trainer: Inform participants that you are launching a poll, which is anonymous, and ask that they answer questions:

How comfortable do you feel discussing racism, implicit bias, and power differentials in the workplace with those you supervise?

What is your comfort level with discussing racism, implicit bias, and power differentials in the workplace with your supervisor?

Answer choices:

1. Extremely Comfortable
2. Somewhat Comfortable
3. Neutral
4. Somewhat Uncomfortable
5. Extremely Uncomfortable

Moderator: Launch poll. Wait for responses for a couple moments, then close and allow all to see the responses.

Trainer: Share the results of the poll for both questions and debrief by inviting a few comments. This will also help you to get a sense of your training group's level of comfort at the start of the session.

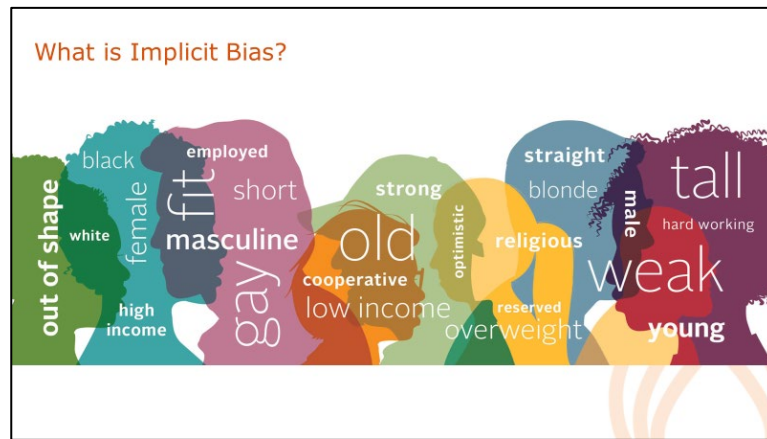
DEFINITIONS AND KEY CONCEPTS OF IMPLICIT BIAS AND STRUCTURAL RACISM- Part 1

Time Allotted: 55 minutes

Associated Objective(s):

Method:

Slide #9: What is Implicit Bias?



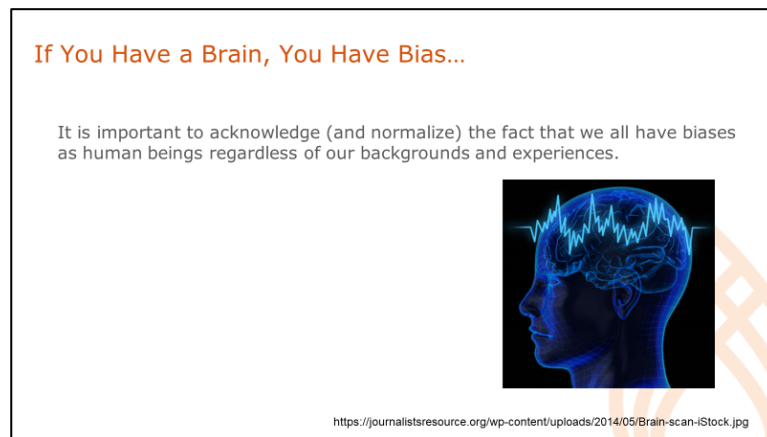
Trainer: Explain the term “Implicit Bias” by first reviewing the meaning of each word separately. Break it down for participants, and then explore the synergistic meaning.

Explain that thoughts and feelings are *implicit* if we are unaware of them or mistaken about their nature.

Explain that we have a *bias* when, rather than being neutral, we prefer (or have an aversion to) a person or group of people.

Explain that the term “implicit bias” is used to describe when we have attitudes towards people, or associate stereotypes with them, without our conscious knowledge.

Slide #10: If You Have a Brain, You Have Bias



Trainer: Explain that it is important to acknowledge (and normalize) the fact that we all have biases as human beings regardless of our backgrounds and experiences.

Explain that it is also important to recognize that implicit biases can be favorable or unfavorable.

Provide the example that studies show white people will frequently associate criminality with black people without even realizing they are doing it.

Explain that **implicit biases are not just about race**, although race tends to be the category most widely researched and discussed in the media. Other categories include gender, career, religion, skin tone, age, disability, weight, sexuality, etc.

Trainer Note: Connect back to Pre-Training Assignment. Invite a few participants, to the extent that they are comfortable, to share which one of the Implicit Association Tests (IAT) they took through Project Implicit as part of their pre-work for this training, and what they thought about the experience.

Explain that **explicit biases** are attitudes and stereotypes a person is aware that they hold towards a particular group (i.e., favoring the old over the young or vice versa)

Slide #11: Key Characteristics of Implicit Bias

Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**.
- Implicit and explicit biases are **related by distinct mental constructs**.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**.

Kirwan Institute for the Study of Race and Ethnicity.
(2012).

Trainer: Review slide. The Kirwan Institute explains the key characteristics of implicit bias as:

- Pervasive
- Related by distinct mental constructs
- Do not necessarily align with our declared beliefs
- Favor our own ingroup
- Malleable

For example, the way information about a client is documented in an APS report is how we first learn about a client. The way that information is presented in the report potentially leads to assumptions that are made unconsciously by the reader. These assumptions may later prove to be accurate or inaccurate, which could help or hinder our work with the client.


Trainer Note: You may share your own example of a time when you assumed something about a client based on a report that later proved to be inaccurate. When you look back, what was the word or words that triggered that assumption and why?

Slide #12: Examples

Consider the Following Examples:

What are some immediate thoughts and reactions to how the clients are described above?

- Client is a 65 y/o disabled black Veteran
- Client is a 45 y/o Alaskan Native female with an intellectual disability



Trainer: Encourage participants read the slide and to share what their immediate thoughts and reactions were to how the clients are described above.

What are some immediate thoughts and reactions to how the clients are described?

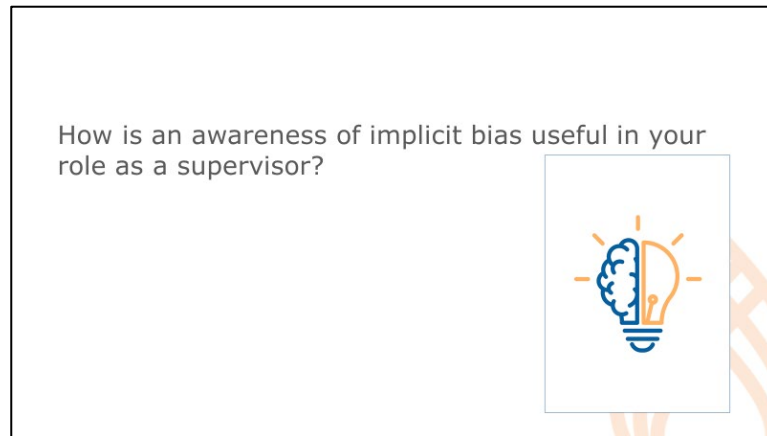
Ask participants to reflect and respond via chat. Read some of the chat comments aloud.

Trainer Note: You can share an example of how you reacted to get the conversation started:

You might assume the Veteran is male-identified and has a diagnosis of Post-Traumatic Stress Disorder, but in fact, their disability is that they are blind (due to macular degeneration) and the disability is not related to their time in the service.

You might assume the Alaskan Native female lives with family, can't read or write, but in fact, she lives in a group home and has a job in a grocery store.

Slide #13: How is an Awareness of Implicit Bias Useful in Your Role as a Supervisor?



Trainer: Ask participants to reflect and respond and have at least two volunteers share their answers with the large group.

Trainer Note: One example of how an awareness of implicit bias is useful in their role as a supervisor is that it might help them to be more open to interpreting a case differently by inspiring them to examine their immediate assumptions. Another example may be that a supervisor is able to model this awareness for a staff member whose implicit bias may be interfering with their ability to build rapport with a client or to provide an appropriate intervention.

Encourage participants to continue to self-reflect on this question throughout the module, drawing from their own experiences as a supervisor, i.e. their interactions with staff, their interactions with clients, their interactions with their own supervisor.

Remind participants that having implicit biases is just a part of being a human being subject to the subtle and overt influences of the society we live within but becoming more aware of our own implicit biases and how they impact us in our roles as supervisors will take conscious commitment and effort over time.

Supervisors aware of their own implicit biases are better positioned to follow these NAPSA practice guidelines:

- Avoid imposing personal values on others
- Recognize individual differences such as cultural, historical, and personal values

They are also better able to promote the NASW Code of Ethics' core value of social justice, engaging in activities that seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

Reference: NAPSA (or APS Code of Ethics) - <https://www.napsa-now.org/napsa-code-of-ethics>

Slide #14: Defining Racism

Defining Racism

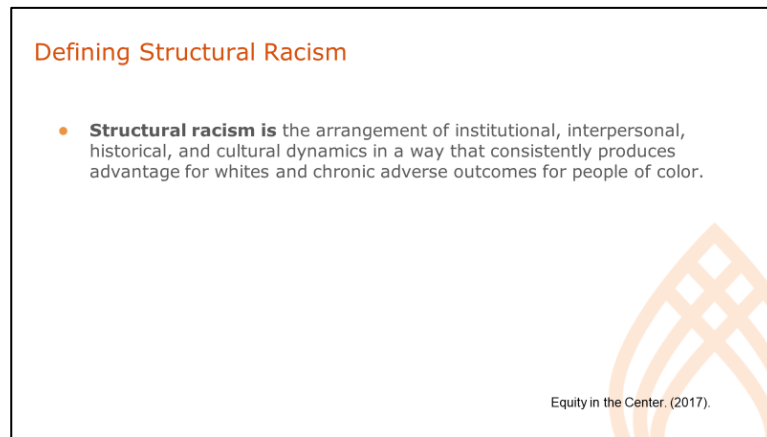
- **Racism is a system of advantage and oppression based on race.** It is a way of organizing society based on dominance and subordination based on race.
- **Racism penetrates every aspect of personal, cultural, and institutional life.** It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.

Equity in the Center. (2017).

Trainer: Explain that it is problematic to view the narrative of racism on a **binary**- you are either racist or you are not. This binary makes it difficult to open the conversation, to understand that racism really exists on a **continuum**, that we fall somewhere along that continuum, and that demonizing the term “racist” creates a term that causes people to be unable to identify and grapple with constructively. In other words, it is essential to understand and relate to what it means to be a racist (that we are all in fact, racist to some degree or another being influenced by the society we grew up in and live in now), so we know what we are up against to change.

Explain that approaching racism as just a “black or white” issue is an oversimplification that further serves to minimize the complexity of racism in our country. It excludes the experiences and interplay with other marginalized communities, and that in turn, also reinforces structural racism. Minorities are unwittingly pitted against one another, vying for status and identification with what is considered the standard to measure up against, “whiteness”, to the extent that the practice of skin whitening was practiced and still is practiced achieving a particular standard of beauty and stature in society. Lighter skin tones, the ability to “pass” as part of the dominant culture and be afforded some of the privileges of that group, is at the same time envied and scorned.

Slide #15: Defining Structural Racism



Trainer: Share that it is essential to address the reality of where we are in this moment in history. Extraordinary social justice events have taken place in this country that have reverberated across the world. Some salient examples include the murders of so many black Americans at the hands of law enforcement, a marked increase in violence against and scapegoating of Asian Pacific Islander Desi American ([APIDA](https://www.csusm.edu/apidafsa/who-is-apida/index.html)) communities, overdose deaths disproportionately affecting Native Americans, migrants and asylum seekers facing abuse at the southern border and struggle to obtain protection as a result of policies aimed at preventing them from reaching the US, and executive orders that prevented certain individuals from entering the United States, first from primarily Muslim countries, and later, from largely African countries.). Likewise, the COVID-19 pandemic exposed and highlighted the social inequities and health disparities that affect marginalized communities.


Indeed, these current events have inspired trainings, such as this one, as well as a desire to reflect on our own thoughts, behaviors, and actions to strive towards a more equitable society. As professionals whose call to action is to support and protect vulnerable populations, and who subscribe to the NASW Code of Ethics' core value of social justice, we need to consider the psychological effects of the pandemic compounded by social unrest.

It is important to recognize the emotional toll we have all experienced individually and explore what we can learn from this collective experience. Additionally, this current moment has prompted many to evaluate and reflect on the intentions and actions of organizations and systems.

Slide #16: Small Group Activity

Small Group Activity

1. What have you noticed, or what has come up for your staff, in response to current events such as those mentioned above?
2. How have these events impacted you in your supervisory role? What have been the challenges?
3. What have you found to be helpful strategies to address these challenges?



Trainer: Inform participants that they will be put into breakout groups of 3-4 people to discuss the following reflective prompts for 10-12 minutes. Indicate that the reflective prompts can also be found in the Participant’s Manual on page 20.

Activity Instructions: Please identify a group member to report out to the larger group. You will have approx. 10-12 minutes to discuss the following:

1. What have you noticed, or what has come up for your staff, in response to current events such as those mentioned above?
2. How have these events impacted you in your supervisory role? What have been the challenges?
3. What have you found to be helpful strategies to address these challenges?

Moderator: After 10-12 minutes, close all the groups. This will project a one-minute warning into the breakout groups.

Trainer: Welcome everyone back.

Ask for a few volunteers to share their reflections on the prompts with the large group. Encourage them to take themselves off mute to share verbally, or to use the chat box to share their responses.


Continued

Remind participants that addressing structural racism is a significant endeavor that does not rest on any one of our shoulders alone but is a burden best shared and addressed together. For those of us who have more privilege (inform the participants that this term will be discussed in an upcoming slide) in society, it will be important that an earnest effort be made to take on more of that burden as those from marginalized backgrounds have been doing the emotional labor all along.

Slide #17: Exploring “Diversity”

Exploring “Diversity”

- Diversity** is the psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles.



https://res.cloudinary.com/people-matters/image/upload/q_auto,t_auto/v1532781004/1532780932.jpg

Equity in the Center. (2017).

Trainer: Explain that when using the term diversity, it should not be used to explain **racial differences only**, nor does it denote “non-white”

Explain that the concept or myth of “whiteness” is a social construct that has served to reinforce structural racism and has its roots in colonialism. It is the standard in relation to the other (i.e. assuming heteronormativity and therefore “homosexuality” is considered diversity)

Invite participants to consider what does it imply when we use the term diverse to refer to someone based solely on the observation that they are not white?

Trainer Note: This topic is important and layered, therefore it is beyond the scope of this training. You may encourage participants to actively seek additional self- educational resources to learn more. Inform participants that **“Recommended Resources”** are included in the final pages of their Participant Manual (their table of content will list the specific pages).

You will find these recommended resources in the back of this training manual.

Slide #18: Understanding Intersectionality & Privilege

Understanding Intersectionality & Privilege

Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.

- Privilege is an uneven distribution of unearned power within a society.
- People occupy multiple social positions with multiple levels of privilege or disadvantage (NOT absolute).
- Privilege and oppression operate hand in hand; one cannot exist without the other.

Merriam-Webster. (2017).

Trainer: Review the content of the slide.

Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups (Merriam-Webster, 2017).

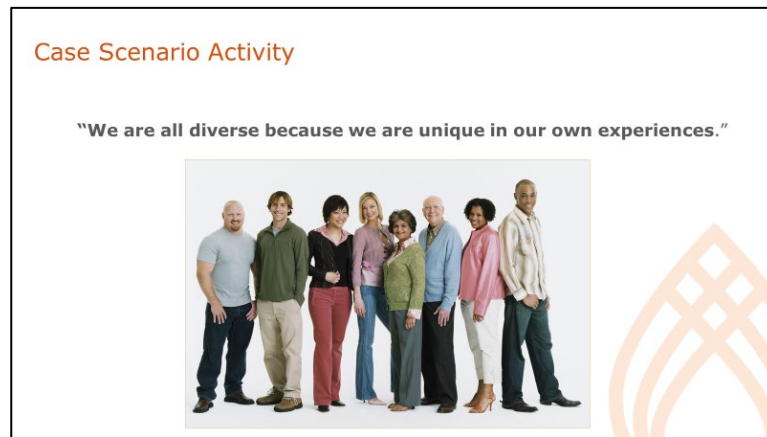
Privilege

Privilege is an uneven distribution of unearned power within a society.

People occupy multiple social positions with multiple levels of privilege or disadvantage (NOT absolute).

Privilege and oppression operate hand in hand; one cannot exist without the other.

Slide #19: Case Scenario Activity



Moderator/Trainer Note: Depending on your time, you can run this activity with breakout groups or as large group processing using one or both scenarios.

If running with breakout groups, use the same groups of 3-4 participants. You can assign one scenario to all or have half the groups discuss Scenario 1 and half discuss Scenario 2. Give groups 10-12 min to read the scenario and discuss the questions.

Trainer: Ask participants to consider the following scenarios. Indicate that the scenarios and questions can be found in their Participant's Manual on Page 21.

Read scenarios aloud

Ask for a few volunteers to share their reflections on the prompts with the large group. Encourage them to take themselves off mute to share verbally, or to use the chat box to share their responses.

Scenario 1: There are two Latinx male-identified staff that you supervise. Juan is a married 53 y/o born in Mexico who moved to the United States when he was in his thirties and is bilingual in English and Spanish. The other staff member, Mateo, is 21 y/o and was born in San Antonio, Texas, only speaks English and identifies as a devout Catholic. This afternoon, your team received an allegation of neglect made by the neighbor of a 75-year-old female client. The report indicated that the client appeared disoriented, disheveled, and malnourished. She's been seen sitting on her porch in frigid weather with only a night gown on while praying the rosary and chanting in Spanish loudly for

Continued

hours at a time over the past few days. Her mailbox is overflowing, and there are several bags of food delivered by the local church left by the door untouched. The neighbor stated he has lived by the client and her spouse for many years and that they are originally from Mexico. However, a few months ago, the client's husband died from colon cancer. The client reportedly is no longer on friendly terms with the neighbor and has mostly kept to herself. The neighbor has not seen any family members visit the client, although she has a daughter. You have prioritized this case as needing an urgent assessment.

Prompt for Scenario 1:

- 1. What might be some assumptions you may make about Juan and Mateo based on their descriptions provided?**
- 2. Who would you assign to follow up on this case, and why? What assumptions might you be basing your decision on?**

Trainer: Explain that assumptions may be made by the supervisor based on the language, age, country of origin, immigration status, religion and/or other aspects of either worker. For example, the scenario describes Mateo as being "single". An assumption that may be made by a supervisor is that Mateo would be more available to work overtime or afterhours since he isn't described as being "married" or having a family. Both workers are described as Latinx; however, Mateo may identify more strongly with being an American than with his Latinx heritage. The supervisor may assign the case based on the worker's language capability and on the fact that he is also originally from Mexico, or they could choose to send the worker who identifies with the client's assumed religion (Catholic). The aim of this activity is to recognize our implicit biases and the assumptions we may make as a result. Those assumptions, in turn, may influence how a supervisor perceives and interacts with the workers they supervise, and how helpful the decisions they make are ultimately to the client.

Scenario 2: Clarinda is an APS supervisor and is responsible for assigning all incoming cases to her team members. Marta is a seasoned staff member who openly identifies as a lesbian female. When Clarinda receives a report that specifies the client identifies as a member of the LGBTQIA Two-Spirit community, she automatically assigns the case to Marta. Clarinda justifies her

Continued

decision vocally in a staff meeting by asserting that Marta will be able to understand and serve this client best.

Prompts for Scenario 2:

1. In this scenario, what is the assumption that the APS supervisor is making in her case assignment?
2. How might the assumption made by the supervisor be beneficial or harmful to the client?
3. What would you do differently if anything?

Trainer: Explain that making an assumption about a staff member who identifies with the same aspect of diversity as the client is always the best person to provide the service may not be accurate. A person who shares certain diversity characteristics with someone else does not automatically mean that they also share the same values or life experiences. For example, discrimination against transgender individuals (or transphobia) exists even within lesbian and gay communities. We can't assume that people that are categorized as "the same" subscribe to the same ways of thinking, feeling, and behaving and will automatically provide culturally appropriate services.

DEFINITIONS AND KEY CONCEPTS OF IMPLICIT BIAS AND STRUCTURAL RACISM – PART 2

Time Allotted: 25 minutes

Associated Objective(s):

Method:

Slide #20: Matrix of Oppression

| Social Identity Category | Privileged Social Groups | Border Social Groups | Targeted Social Groups | Ism |
|--------------------------|--------------------------|------------------------|------------------------------------|------------------------|
| RACE | White people | Biracial people | Asian, Black, Latino, Natives | Racism |
| SEX | Bio Men | Transgender, Intersex | Bio Women | Sexism |
| GENDER | Cisgender | Gender ambiguous | Transgender, Genderqueer, Intersex | Transgender Oppression |
| SEXUAL ORIENTATION | Heterosexual people | Bisexual | Lesbians, Gay Men | Heterosexism |
| CLASS | Rich, Upper class | Middle Class | Working class, poor | Classism |
| ABILITY | Able Bodied | Temporary disabilities | People with disabilities | Ableism |
| RELIGION | Protestants | Roman Catholic | Jews, Muslims, Hindu | Religious Oppression |
| AGE | Adults | Young adults | Older Adults /Young | Ageism |

Wendy, A. & Lipscomb, A. (2019). Power, privilege and allyship in therapy spaces. [PowerPoint slides]. CSUN Department of Social Work.

Trainer: Explain that each of us have several aspects of self, or identities, that make us who we are and how we are regarded in society. This chart is a representation exploring social identity categories and how they may be viewed and valued in our current society. The categories listed in the chart are by no means exhaustive, and more may come to mind. It is also important to note that this is not an absolute representation, and you may not entirely agree with the groupings, because it has not been your experience. The Matrix of Oppression is a tool that allows us to begin to look at how within each social identity category, certain groups tend to hold privilege while other groups tend to be discriminated against. If we reflect on each one of our own social identities and those of our clients and those we supervise, we can begin to understand the power dynamics that inherently exist within every interaction. This allows us to consider and adapt the ways we assess, approach, and engage that do not reinforce systemic oppression.

Trainer: Invite participants to take a moment to look at the chart and different social categories and think about its implications for their role as supervisors, their team members and clients served by APS. Individuals outside of privileged social groups are more likely to experience oppression. Disadvantaged identities are usually more noticeable to people than “privileged” identities, since “privilege” is often accepted as the norm. Individuals can utilize the chart to locate their social identities and their relative locations or positions, as advantaged or privileged, or as disadvantaged or targeted.

Border identities are social identities that do not fit into a binary model of oppressed/targeted or oppressor/advantaged and may experience both privilege and oppression. Examples include people who are bicultural by virtue of being born or raised in one country/culture and moving to a new

Continued

country/cultural milieu or adopted children of one race who are raised by persons of a different race.

Trainer: Encourage participants to take a moment to consider all the social identity categories listed.

Prompt:

What are some categories that you are aware of that are not included on the chart that have impacted your own and/or your clients' position in society?

Examples:

Immigration Status: US Citizen, green card holder, DACA status; Language: native English speaker, ESL;

Body Image: slender, tall vs. obese, short; Education Level.

Trainer: Invite participants to take a moment to also reflect on which social groups they identify with and what is their reaction, i.e. surprised, confused, curious about, in agreement with, etc., to how they are categorized in the chart. No discussion is required. Participants can self-reflect without sharing with the larger group. Hold the time and space for participants to practice doing this work. Remind participants that this work can be challenging and bring up some discomfort or feel awkward.

Trainer: Invite them to think about significant others in their life, i.e. family, friends, intimate partners, colleagues, and to which social groups those individuals belong to. Encourage them to reflect on the thoughts/reactions that come up for them when they reflect on their experiences in the world. Share that this exercise might spur them to have discussions with those they thought of in the process. What might they feel is important to bring up?

Reference: Ferber, A., Herrera, A., & Samuels, D. (2007). The matrix of oppression and privilege: Theory and practice for the new millennium. American Behavioral Scientist, 51(4).

Slide #21: Trauma

Trauma

- **Racial trauma, or race-based traumatic stress (RBTS)**, refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes (Helmes, Nicolas, & Green, (2010). Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of suffering from a race-based traumatic stress injury.
- **Trauma-Informed Care** acknowledges trauma in all aspects of service delivery and seek to mitigate further negative impacts with our staff as well as our clients.
 - Recognize the possibility of trauma in staff as well as clients
 - Seek to lessen and prevent further trauma
 - Cultivate systems that assess, prevent, support, and actively engage in change

Trainer Note: The “**Recommended Resources**” list is Appendix C in this manual (found in page 77 in this manual.)

Trainer: Explain that in the U.S., Black, Indigenous, People of Color (BIPOC) are most vulnerable due to living under an oppressive and unjust system of white supremacy.

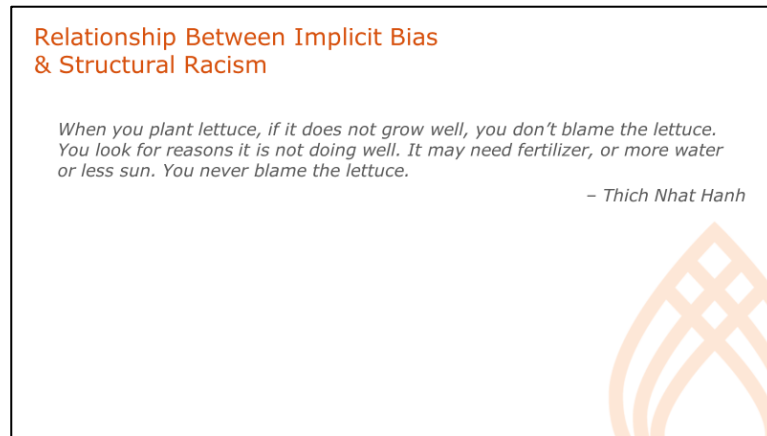
Race-based traumatic stress (RBTS) is not a mental health diagnosis, although persons that experience prolonged incidents of racism can lead to symptoms like those experienced with post-traumatic stress disorder (PTSD) (Mental Health America, 2020). It refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes.

Refer participants to Race Forward (raceforward.org) in the “Recommended Resources” found towards the end of their participant manual (their table of content will list the specific page number). Race Forward conducts original and broadly accessible research on pressing racial justice issues. Their research is focused on the ways institutional and structural racism that led to inequitable social and economic outcomes in our society and highlighting ways to nurture and strengthen social change. This is a resource that can be used for further exploration and learning.

Trauma Informed Care (TIC) - We also need to acknowledge trauma in all aspects of service delivery and seek to mitigate further negative impacts with our staff as well as our clients.

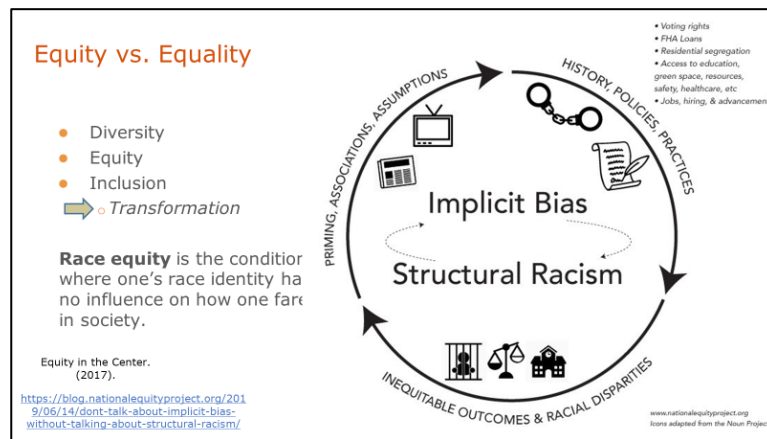
- Recognize the possibility of trauma in staff as well as clients
- Seek to lessen and prevent further trauma
- Cultivate systems that assess, prevent, support, and actively engage in change.

Slide #22: The Relationship Between Implicit Bias and Structural Racism



Trainer: Explain that the majority of work on implicit bias focuses on increasing awareness on an individual level and encouraging change with how we view and treat others. However, increasing self-awareness alone is insufficient in advancing greater equity of opportunity, experience, and outcomes in our organizations and communities. To create meaningful change, any exploration of implicit bias must be situated as part of a much larger conversation about how current inequities in our institutions came to be, how they are held in place, and what our role as leaders is in perpetuating inequities, despite our good intentions.

Slide #23: Equity versus Equality



Trainer: Explain that treating everyone equal is not always fair. Instead, as a society, we should seek to treat everyone equitably, which means to consider their differences and ensure those differences do not prevent them from accessing the same opportunity as everyone else.

This training begins the conversation around how you can be an equity-minded supervisor and invites you to think about how you can use your privilege and position to ensure that your team members, clients and organization ensure the same opportunities for all.

It is also important to note that the use of the word “inclusion” (as in diversity, equity, and inclusion) may be considered by some to be misleading and further perpetuate oppression. Inclusion has the connotation that someone is given permission to join, but there is an unspoken rule that they must accept the status quo as is and be a passive member of the group.

There is an expectation that if you are included, in other words, “given a seat at the table”, that it should be enough. To assume or expect change would be asking for too much. This subtly reinforces structural racism and silences the guests that were invited to the table, being under the guise of being “inclusive.” They can eat the food but have no say in the menu choices.

It is not enough to simply include “diverse” stakeholders, there must be an intentional effort to create space for them to effect real change. This includes change that distributes power and privilege.

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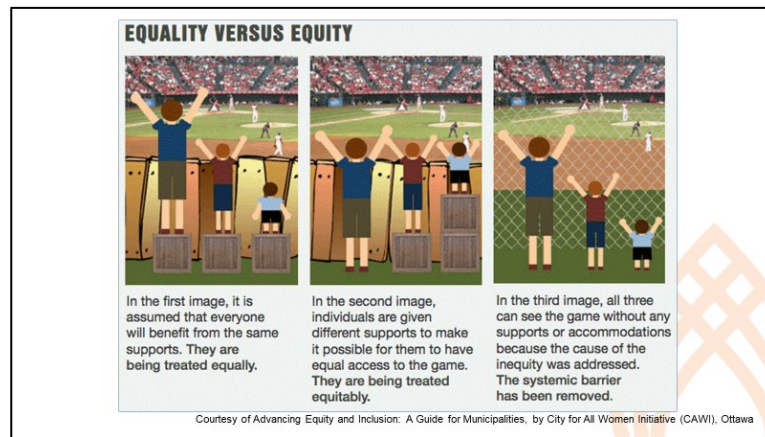
Page 48

Change is sometimes unwelcome and uncomfortable, threatening the status quo. However, it is important to also recognize how unwelcome and uncomfortable that status quo has been and is for marginalized groups.

“Transformation” is a term that could more accurately capture the spirit of the real change that anti-racist practices hope to achieve.

Race Equity is the condition where one’s race identity has no influence on how one fares in society. It is imperative to recognize and address that racism operates on a larger level than just the individual and interpersonal. Racism functions- often inconspicuously- within both organizations and systems (Equity in the Center, 2017).

Slide #24: Equality versus Equity



Moderator Note: Type the reflective questions into the chat box for participants.

Chat Box Activity:

Ask that all attendees type in their answer to the reflective prompt below:

1. What is an example within APS of a service that is provided on the assumption of equality, but equity is what is needed?
2. What might be an example of a policy within the workplace ensuring equal treatment of all staff, but is not necessarily equitable?

Read aloud a few answers. Acknowledge any themes you see.

If time allows, Ask one or two participants to expand verbally on their answer. Inform participants that after unpacking the main definitions and key concepts, the next section will explore the impact of implicit bias and structural bias on multiple levels.

Trainer Note: Potential Answers to the Prompts

For the first prompt, one example is providing all literature/resources in English and 12- point font. In this scenario, equity would be ensuring that each individual who receives the information can access it in a language and format they can understand and that is legible.

For the second prompt, all staff are provided with the same (equal) amount of paid time off and sick days. However, this may become a barrier for mothers of young children who are the primary caregiver. If their child becomes ill, they are required to take time off and stay at home to care for their child. Although they require more paid time off and sick leave to fulfill their role as a mother, they are given the same amount of leave as someone who may not be a mother or may not have additional caregiving responsibilities.

Continued

Thinking ahead, this individual's frequent absences (interpreted by some as poor performance, or problematic behavior) could negatively impact their ability to advance their career.

One potential solution to addressing the systemic barrier to this individual's ability to succeed in her role might be to look at restructuring the paid leave system or providing more support for child care resources to become more equitable, factoring in each individual's unique circumstances, and making reasonable accommodations that will promote success for both the worker and the agency. This example became particularly pertinent and underscored as the majority of working mothers (even those groups who would normally hold greater privilege) were forced to balance their work obligations and caring for (and homeschooling) their children during the COVID-19 pandemic with little or no accommodations.

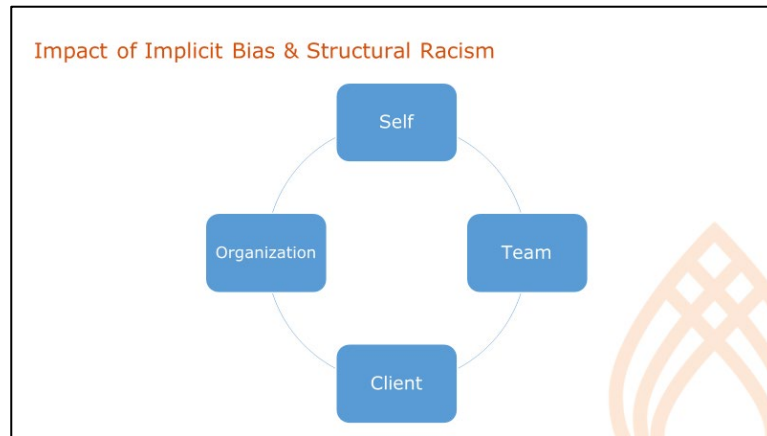
UNDERSTANDING THE IMPACT OF IMPLICIT BIAS AND STRUCTURAL RACISM ON MULTIPLE LEVELS

Time Allotted: 35 minutes

Associated Objective(s):

Method:

Slide #25: Impact of Implicit Bias and Structural Racism



Trainer: Explain that implicit bias and structural racism have implications on the micro, mezzo and macro levels. It is important to note that we should *never assume* how these concepts have impacted individuals, and instead should seek to understand, to the degree it is appropriate and welcomed, the way individuals have actually been impacted, through a stance of genuine curiosity and creating a space for them to share their narrative should they wish to do so.

- **Self** - It is important that we reflect on how our lived experiences have shaped our beliefs, attitudes, and biases about ourselves and others. It is easier to identify bias in others than it is in ourselves. Each person should be aware of and accountable for how their privilege, experiences and resulting actions or inactions affect those around them.

Invite participants to consider an aspect of their lived experience that has impacted them in their role as a supervisor. Explain that they do not need to share their reflection with the group, and that it is simply an opportunity for them to practice the tool of self-reflection as it relates to their role as an APS supervisor, and that the hope is that this is a practice they will continue following this training.

- **Team** - Each team member will bring their own unique lived experience and be at a different level of professional development. Therefore, it is important to invest in foundational trainings to establish a solid foundation of understanding and build upon each individuals' distinct level of knowledge and experience to provide the appropriate support.

APS work can be extremely challenging and is even more so with the added layer of structural racism. Your team members may be experiencing racism in the workplace as well as in the field from clients and wider society.

Continued

Supervisors should recognize that the nature of APS work will inevitably lead workers to interface with clients that are racist and/or have biases against them for other reasons. This is what is known as an occupational hazard. If left unmitigated, it can result in burn out and vicarious trauma, leading to difficulties retaining/sustaining the workforce and increased liability and risk.

- **Client** - Clients who are served by APS will also have their own unique lived experiences that will affect how they respond to and whether or not they engage with workers.
- **Organization** - APS may have policies and procedures that at times promote or try to address structural racism. Often it can feel like the “red tape” causes barriers to systemic change. Supervisors need to be aware of laws impacting the workplace and possess a thorough understanding of protected characteristics (i.e., race, age, gender, etc.). As a supervisor, being aware of one’s own implicit biases helps us appropriately respond to our team members’ and clients’ identities to ensure we respect federal and state guidelines that address protected characteristics.

Slide #26: Discussion Questions

Discussion Questions

Team

- How might implicit bias and structural racism impact our team members?
- What are we currently doing to assess or address these effects on staff? Is it trauma-informed?

Client

- How might implicit bias and structural racism impact our clients' experience with APS?
- What is being done to identify and address the impact on clients? Is it trauma-informed?

Trainer: Facilitate a large group discussion

Ask participants to take a minute or two and read over the questions on the slide. Then after a few minutes ask volunteers to share their reflections with the group to the following questions. Explain that beginning to consider, discuss and tackle these questions are an important part of the practice and work of trauma-informed and anti-racist practices. Allow 5-10 minutes for reflections.

Team Level Reflective Prompts:

1. How might implicit bias and structural racism impact our team members?
2. What are we doing to assess or address these effects on staff? Is it trauma-informed?

Client Level Reflective Prompts:

1. How might implicit bias and structural racism impact our clients' experience with APS?
2. What is being done to identify and address the impact on clients? Is it trauma-informed?

IMPLEMENTING ANTIRACIST PRINCIPLES AS SUPERVISORS

Time Allotted: 25 minutes


Associated Objective(s):

Method:

Slide #27: Implementing Antiracist Principles

Implementing Antiracist Principles

Thinking about the institutional culture of APS: What would your workplace look like if structural racism didn't exist?



"Those who practice leadership for equity must confront, disappoint and dismantle and at the same time energize, inspire, and empower."
-Sharon Daloz Parks

Trainer Note: Now that we have reflected on the impact of implicit bias and structural racism on self, team, clients and the organization, acknowledging the underlying historical and racial trauma that exists and the need to employ a trauma-informed approach to our work, we will examine how supervisors can implement antiracist principles.

Trainer: Ask participants to type their answers into the chat box to the question below.

Thinking about the institutional culture of APS: What would your workplace look like if structural racism didn't exist?



Read aloud a few answers. Acknowledge any themes you see.

Explain that a thorough assessment is needed to understand where we are as individuals and where we are as organizations. This will help to identify where more training and focus is needed. You must not assume where anyone, including yourself, is in their learning journey.

Slide #28: Steps

Steps

- Start with yourself
- Grant yourself and staff permission to be learners
- Identify an obstacle and work towards a manageable goal
- Manage biases by working together



Trainer: Review the steps below

Start with yourself

Leaders of all backgrounds can examine their own biases, making sure to understand common obstacles, before asking staff to do the same.

However, unconscious bias is exactly what its name suggests — unconscious. Allow for the time and space needed to listen to feedback and reflect.

Honestly investigate the question: *How might my biases be influencing my actions right now, and what is another way I can approach this?*

Grant Permission to Yourself and Your Staff to be Learners.

It is expected that leaders who embark on the journey of practicing leadership with equity will make mistakes but should not let those mistakes deter them. Implicit biases are ingrained into the depths of our thinking, and structural racism is equally ingrained in our institutions; therefore, it will take many attempts on our part to re-learn other ways of thinking and doing. Our well-intentioned missteps give us information on the direction we need to move forward in to get to where we want to go. Leaders should think about what they can learn from their mistakes and be prepared to try again. Modeling this for our team members can be powerful and restorative.

Identify an obstacle and work towards a manageable goal.

Acknowledge that there may be discomfort and awkwardness along the way. As leaders, sometimes we are not used to feeling or allowing ourselves to

Continued

feel or display any vulnerability. The pressure to possess a high level of expertise to be taken seriously can feel overwhelming.

Share that it may be that naming race in mixed-race settings causes discomfort. With this self-awareness, how can you move forward in a productive manner? Maybe you find you could listen and observe more rather than feel the need to say or know the answer. Maybe it is an opportunity to practice applying any privilege you hold and call out racism more explicitly. What realistic steps can you take to ensure you do so? Or maybe you've been feeling stuck. Is the "binary" (either you are a racist or not) mindset limiting your picture of growth?

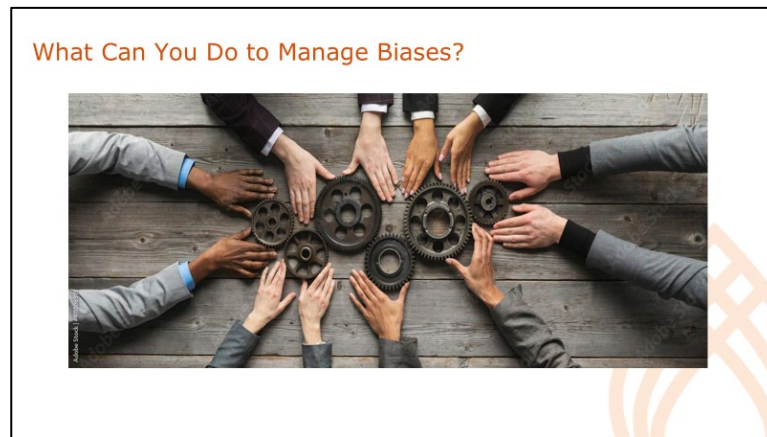
Manage biases by working together

Explain that bias can be more easily identified and addressed when we work together. We can make equitable change by fostering safe (or brave) spaces and collective curiosity.

Trainer Note: Share with participants that the *Trauma-Informed, Resilience-Oriented Care (TI-ROC) Climate of Equity Assessment* is a tool that is used to help identify ways to move towards racial equity in your organization. Inform participants that this tool is included as a Recommended Resource and transfer of learning opportunity.

Encourage them to review the tool and consider utilizing it in their effort to implement antiracist practices.

Slide #29: What Can You Do to Manage Biases?



Trainer: Ask participants to reflect and share responses if comfortable to do so.

Slide #30: Strategies to Manage Biases

Strategies to Reduce Biases

- Normalize attempts to label and uncover bias.
- Hold yourself accountable before others.
- Engage in difficult team conversations.
- Show genuine concern for others.
- Foster the practice of constantly assessing if biases are impacting situations.
- Slow down and collectively consider, "are we being biased, and if so, how?"
- Recognize that this practice is applicable to not just in our work with each other, but also with the work we do with our clients, there is a parallel process.
- Come from a stance of not assuming knowledge of the other, stay curious.
- Be sensitive and respectful (rather than worrying about being "politically correct").
- Acknowledge that individuals from marginalized communities bear the brunt of the emotional labor under the constant burden of oppression and historical trauma.

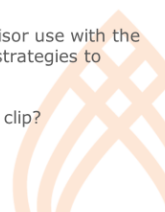
Trainer: Ask participants to share what they think they can do to manage biases. **Elicit** examples by asking participants to unmute their mics to share or in the chat. If participants need prompting, draw from the list of examples below:

- Normalize attempts to label and uncover bias.
- Hold yourself accountable before others.
- Engage in difficult team conversations.
- Show genuine concern for others.
- Foster the practice of constantly assessing if biases are impacting situations.
- Slow down and collectively consider, "are we being biased, and if so, how?"
- Recognize that this practice is applicable to not just in our work with each other, but also with the work we do with our clients, there is a parallel process.
- Come from a stance of not assuming knowledge of the other, stay curious.
- Be sensitive and respectful (rather than worrying about being "politically correct").
- Acknowledge that individuals from marginalized communities bear the brunt of the emotional labor under the constant burden of oppression and historical trauma.

Slide #31: Video & Discussion

Video & Discussion

- Video: [APSWI Supporting Conversations on Diversity, Equity, and Inclusion Within APS Programs](#)
- What were some indicators of bias that you recognized in the conversation and examples of the APS professional's decision-making being impacted as a result
- What were some of the strategies you saw the APS Supervisor use with the APS Professional that were mentioned when we discussed strategies to reduce biases
- What other feelings are coming up for you about this video clip?
- Anything else?



Trainer note: You'll be showing a short video clip of an APS Professional meeting with their APS Supervisor. The first part of the video focused on the professional's reaction to a visit with a client where the APS professional encountered racist and discriminatory remarks. The second part of the video that participants will watch is the APS professional's own personal reaction to the client's behavior that their supervisor assists the professional with exploring.

[APSWI Supporting Conversations on Diversity, Equity, and Inclusion Within APS Programs](#) :

Start: 9:36 – Stop: 13:53

Following the video clip, allow participants to individually answer the following questions as a large group:

- What were some indicators of bias that you recognized in the conversation and examples of the APS professional's decision-making being impacted as a result (*Possible examples:*)
 - *The APS Professional stating he wants to close the case and forget about the case*
 - *Stating that he never wants to call on Joseph again*
 - *Joseph's behavior making it impossible to get a clear picture of what issues were going on with him*
 - *He's just an older white guy I'm sure he can fend for himself*
- What were some of the strategies you saw the APS Supervisor use with the APS Professional that were mentioned when we discussed strategies to reduce biases (*Possible examples:*)
 - She showed genuine concern for the APS Professional

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- Slowed down the conversation and asked to pause
- Open to engaging in a difficult conversation
- Recognizing a parallel process occurring with the client
- Asking questions, reflective listening, coming from a place of curiosity
- What other feelings are coming up for you about this video clip?
- Anything else you would add?

Slide #32: Organizational Self-Care Tips

Organizational Self-Care Tips

- *Try to understand and acknowledge how current events may be impacting your team members and the clients they serve. Be aware of your implicit bias and do not assume how someone would react to these experiences or that all staff members will be impacted equally*
- Meet regularly with staff and ensure they are feeling heard and respected
- Set realistic performance expectations
- Rotate challenging cases and diversify job tasks
- Incorporate meaningful self-reflection activities before the start of all staff meetings
- Model boundary setting and honor breaks/lunch (away from desk)
- Encourage staff to utilize paid-time off and vacation days
- Implement peer coaching circles to facilitate learning, reflection, and support
- Ensure staff are aware and know how to access their health and well-being (EAP, mental health services, etc.)

Trainer Note: Review the first dot point on the impact of current events and encourage participants to review **Handout #1: Organizational Self-Care Tips** on **Page 29** of their participant manuals after the training.

Trainer: Acknowledge that when we typically discuss self-care, we usually focus only on an individual's responsibility to complete self-care. It may not be effective if their working environment does not prioritize self-care. Additionally, if an individual is working in an organization where they often experience structural racism and race-based trauma it will most likely impact their mental health, job performance, and quality of life.

Supervisors are the leaders of every aspect of the job, including promoting organizational self-care. Establishing an environment that promotes equity for all team members and clients is a critical part of organizational self-care. This creates a trauma-informed culture that can help to reduce staff burnout, secondary trauma, and increase worker retention.

Handout #1: Organizational Self-Care Tips

Interventions to Consider:

- Make an effort to understand and acknowledge how current events may be impacting your team members and the clients they serve. Be aware of your implicit bias and do not assume anyone's reactions to these experiences or that all staff members will be impacted equally
- Make work-life balance a standard check-in question as part of regular supervision
 - Encourage staff to set boundaries
 - Try to allow for flexible schedules
- Meet regularly with staff and ensure they are feeling heard and respected
- Provide downtime
- Set realistic performance expectations
- Rotate challenging cases and diversify job tasks
- Incorporate meaningful self-reflection activities before the start of all staff meetings
- Model boundary setting (e.g., not responding to email after work hours, not scheduling back-to-back meetings)
- Honor breaks and lunches (including your own) *away from the office/desk*
- Allow employees to utilize sick time for mental health days
- Encourage staff to utilize paid-time off and vacation days
- Implement peer coaching circles across your organization to facilitate learning, reflection, and peer support
- Seek professional help if needed and encourage others to do the same


Ensure staff are aware and know how to access their health and well-being (EAP, mental health services, etc.)

Slide #33: Promoting and Strengthening Resilience

Promoting & Strengthening Resilience

- Connections with others that are supportive and non-judgmental
- Commitment to ongoing training for team members on fostering their ability to recognize and reflect on their implicit biases and how those biases may impact their work with clients and relationship dynamics within the team
- Movement toward goals that reinforce prioritization of implementing anti-racist policies and practices

Can we see people as 'promise' versus 'at risk'?



Trainer Note: “Resource #2 and #3” are on pages 79-80 in this manual.

Trainer: Explain that a key role that leaders play is to promote resilience in their staff and organization. As supervisors working towards cultures of equity, it is necessary to develop cultures of belonging by supporting diverse perspectives across internal and external partnerships. Now that we understand the impacts of structural racism, the need to foster resilience is critical.

Remind participants that fostering resilience is not only important for the people we serve, but for ourselves and our staff as well.

Share that the APA (American Psychological Association) defines resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or signification sources of stress.

Resilience can be strengthened through:

Connections with others that are supportive and non-judgmental

Commitment to ongoing training for team members on fostering their ability to recognize and reflect on their implicit biases and how those biases may impact their work with clients and relationship dynamics within the team.

Movement toward goals that reinforce prioritization of implementing anti-racist policies and practices.

Propose, “Can we see people as ‘at promise’ versus ‘at risk’?”

Trainer: Close by asking participants to review the handout entitled “**Resource #2-Continue the Conversation**” in their Participant Manual.

Continued

Explain that the handout provides tips for facilitating difficult conversations in staff meetings.

It is recommended that supervisors consider using this handout in conjunction with "**Resource #3-Community Agreements.**" Inform participants that Community Agreements can be found in their Participant Manual as well and is used to help establish ground rules prior to engaging in difficult conversations.

Explain that Community Agreements can help guide team members to create a foundation they can agree to honor during tough conversations.

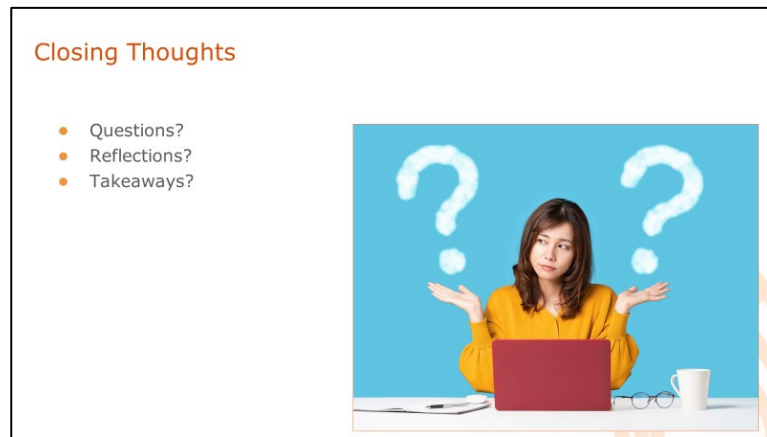
Wrap Up And Evaluations

Time Allotted: 15 minutes.

Associated Objective(s):

Method:

Slide #34: Closing Thoughts



Trainer Note: As time allows, ask if there are any questions, reflections, takeaways, etc. that anyone wants to share.

Trainer: Reflect with the class on what they have learned.

Answer any questions the participants may have that you are able to.

Explain that participants have additional materials and references for review in their Participant Manual and reinforce that this training is merely a starting point, not an endpoint, for their continued education on implicit bias and structural racism.

Thank participants for their time and attention.

Acknowledge the content of the training was/is challenging and represents the actual struggle that exists in our society.

Encourage them to share and apply what they have learned today, with self-compassion and patience.

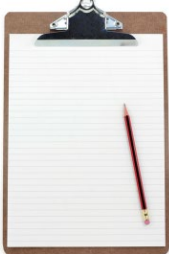
Trainer: Ask participants “What is the most important thing you will take away from this training that will help you be a more effective APS supervisor?”

Ask for volunteers to share out loud by unmuting their mics or by typing in the chat.

Slide #35: Transfer of Learning Activity

Transfer of Learning Activity

- Complete in the next 2 weeks:
 - Part 1 – Reducing Implicit Bias on an Individual Level
- Complete in the next 4-6 weeks
 - Part 2 – Formulating Long-Term Action Plans



Trainer Note: You can find the **Transfer of Learning Activity on page 81 of this manual**. Refer participants to this same activity in their Participant Manual to follow along (their table of contents will list the specific page number of this activity).

Trainer: Review “Transfer of Learning Activity Parts 1 & 2” with participants. It’s recommended they complete Part 1 within two weeks of taking this training. Part 2 can be completed thereafter, suggested 4- 6 weeks of taking this training.

Slide #36: Thank You!



Moderator: Thank participants for their time today and active participation.

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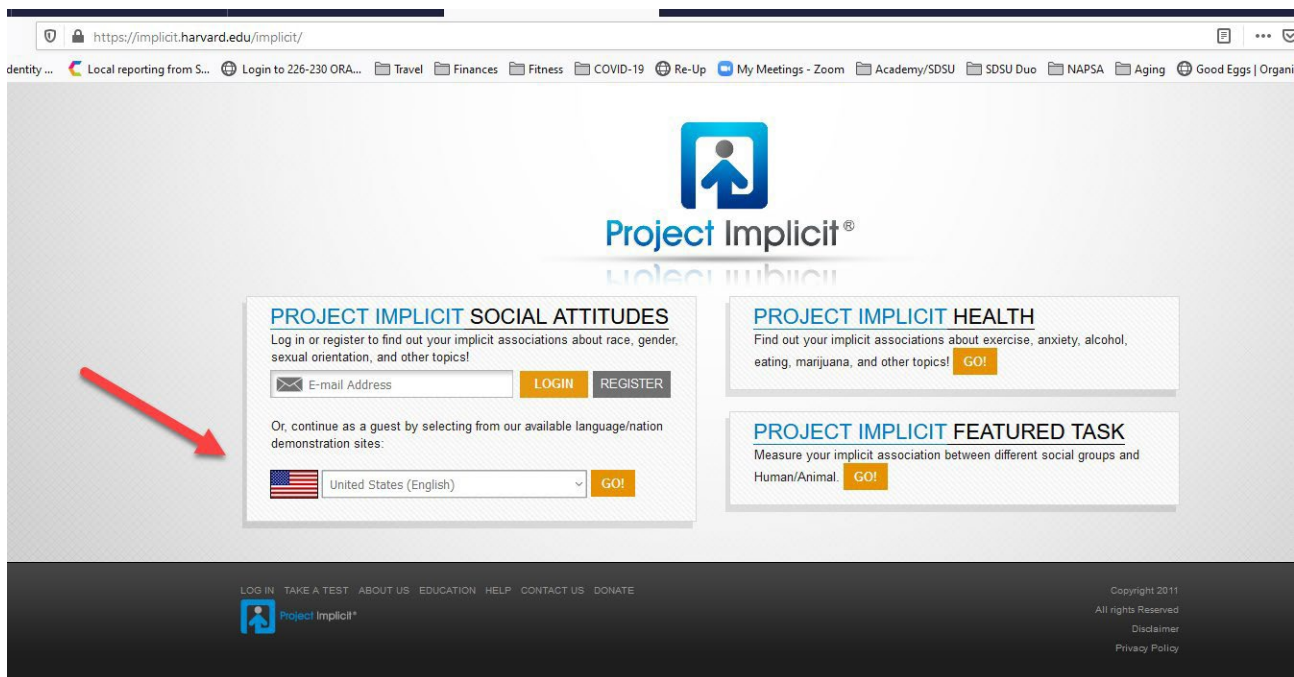
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APPENDIX A: PRE-TRAINING ASSIGNMENT – IMPLICIT ASSOCIATION TEST

Instructions: Supervisors can learn about their own implicit biases by taking various Implicit Association Tests (IAT) through the following online resource: Project Implicit (<https://implicit.harvard.edu/implicit/>)

Please plan to complete at least one of the IATs prior to attending Understanding Implicit Bias and Structural Racism training. Each test will take 10 minutes to complete, at the end your results are shared along with information about what it means.

You may log-in, register or choose to complete as a guest.



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 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.

APPENDIX B – GLOSSARY

APIDA: APIDA is an abbreviation that stands for Asian Pacific Islander Desi American.

The term is meant to refer to US citizens and residents who identify as Asian, Pacific Islander, or Desi (or who have an identity that includes one of these heritages). Desi is sometimes used as an identifying term for a person who is of South Asian descent or who traces their heritage to the Indian subcontinent. Please note: the meaning and implications of the word Desi vary from person to person.

Diversity: Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles.

Equity: The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

Explicit bias: attitudes and beliefs we have about a person or group on a conscious level

Implicit bias: attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

Intersectionality: the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap or intersect, especially in the experiences of marginalized individuals or groups.

Privilege: an uneven distribution of unearned power within a society.

Race-based traumatic trauma: the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes.

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Race Equity: the condition where one's race identity has no influence on how one fares in society

Racism: a system of advantage and oppression based on race. A way of organizing society based on dominance and subordination based on race. Racism penetrates every aspect of personal, cultural, and institutional life. It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.

Structural Racism: the arrangement of institutional, interpersonal, historical, and cultural dynamics in a way that consistently produces advantage for whites and chronic adverse outcomes for people of color.

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.

Note: Terms are defined using a number of sources included in the references, including Equity in the Center's resource, Awoke to woke to work: Building a culture of race equity.

APPENDIX C

Recommended Resources

Websites

- **Race Forward** (<https://www.raceforward.org/>) conducts original and broadly accessible research on pressing racial justice issues. Their research is focused on the ways institutional and structural racism that lead to inequitable social and economic outcomes in our society and highlighting ways to nurture and strengthen social change. This is an excellent resource that can be used for further exploration and learning.
- **Equity in the Center** (<https://equityinthecenter.org/research/awake-woke-work-resources/>) is an excellent resource to help guide your organization build a race equity culture. They suggest ways to get started, acknowledging there is no “right” way to engage in the work, but a few actionable steps to get started include:
 1. Establish a shared vocabulary
 2. Identify race equity champions at the board and senior leadership levels
 3. Name race equity work as a strategic imperative for your organization
 4. Open a continuous dialogue about race equity work
 5. Disaggregate data
- **TI-ROC Climate of Equity Assessment.** The National Council for Behavioral Health has created a tool called the <https://www.samhsa.gov/resource/dbhis/trauma-informed-resilience-oriented-care>
- This tool can be used to help you assess the current climate of your organization to understand and improve diversity, equity, and inclusion practices. This tool could be completed by everyone in the organization (not just clinical staff) and used as a springboard for discussion.

This tool can help to identify strengths, weaknesses, and potential blind spots in our organizations.

Follow-up Questions:

- What are your initial thoughts on this tool?
- How could you utilize this tool in your role at APS?
- Would you feel comfortable discussing this assessment with a supervisee?

Books

- *Dying from Whiteness* by Jonathan M. Metzl
- *Stamped from the Beginning* by Ibram X. Kendi
- *How to Be an Antiracist* by Ibram X. Kendi
- *Between the World and Me* by Ta-Nehisi Coates
- *Caste: The Origins of Our Discontents* by Isabel Wilkerson
- *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo
- *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race* by Derald Wing Sue
- *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts* by Brené Brown

Videos

- The Secret To Changing (TED Talk), Lee Mun Wah - <https://www.youtube.com/watch?v=Hp5SNpCtiWk>
- *White Lies* (2013 New Zealand Film) Movie Trailer - <https://www.youtube.com/watch?v=prcx70v-H6w>

Articles

How to Respond to Racial Microaggressions When They Occur by J. Luke Wood & Frank Harris III - <https://diverseeducation.com/article/>

RESOURCE 2 - CONTINUE THE CONVERSATION

- Aspire to lead, and when needed, walk along aside
- Build on strengths and success first rather than identify faults and weaknesses
- Strive to create an atmosphere of learning and resilience over shame and guilt

Tips for Facilitating “Hard Conversations” in Staff Meetings

Before the meeting:

- i. Know when to redirect
- ii. Two facilitators are better than one
- iii. Prepare
- iv. Know thyself

During the meeting:

- i. Cultivate a sense of belonging
- ii. Set working agreements
- iii. Be clear about confidentiality
- iv. Establish a common language
- v. Protect all voices
- vi. Determine a decision-making method

Working through issues:

- i. Get people talking early in the meeting
- ii. Use prepared resources
- iii. Create a safe environment
- iv. Make data accessible
- v. Validate the work of the group
- vi. Stay on track
- vii. Use appropriate humor, but never at anyone’s expense
- viii. Work to strengthen the competency of all
- ix. Wrap it up
- x. Encourage confidential feedback

RESOURCE 3 - COMMUNITY AGREEMENTS

- **Speak from the “I” perspective**
 - Avoid speaking for others by using “we,” “us,” or “them.”
- **Listen actively: Listen to understand, not to respond.**
 - Sometimes we are tempted to begin formulating what we want to say in response, instead of giving 100 percent of our focus to the speaker. Let’s do our best to make sure we are listening 100 percent. (Parallel process for APS professional with client.)
- **Step up, step back**
 - If you usually speak up often or you find yourself talking more than others, challenge yourself to lean in to listening and opening up space for others.
 - If you don’t usually talk as much in groups and do a lot of your thinking and processing in your own head, know that we would love to hear your contributions, and challenge yourself to bring your voice forward in the conversation.
- **Respect silence**
 - Don’t force yourself to fill silence. Silence can be an indication of thought and process (Parallel process for APS professional with client).
- **Share, even if you don’t have the right words**
 - Suspend judgment and allow others to be unpolished in their speaking. If you are unsure of their meaning, then ask for clarification.
- **Uphold confidentiality**
 - Treat the candor of others as a gift. Assume that personal identities, experiences, and perspectives shared in this space are confidential unless you are given permission to use them.
- **Lean into discomfort**
 - Learning happens on the edge of our comfort zones. Push yourself to be open to new ideas and experiences even if they initially seem uncomfortable to you.

Adapted from LSA Inclusive Teaching Initiative, University of Michigan. *Social Identity Wheel*. Retrieved from

<https://sites.lsa.umich.edu/equitable-teaching/social-identity-wheel/>

Transfer of Learning Activity

Part 1 - Reducing Implicit Bias on an Individual Level

The Institute of Healthcare Improvement cites six strategies to reduce implicit bias:

1. Stereotype replacement: Recognize that a response is based on a stereotype and consciously adjust the response
2. Counter-stereotypic imaging: Imagining the individual as the opposite of the stereotype
3. Individuation: Seeing the person as an individual rather than a stereotype (e.g. imaging or learning about their personal history and the context that brought them to your services)
4. Perspective taking: "Putting yourself in the other person's shoes"
5. Increasing opportunities for contact with individuals from different groups: Expanding one's network of friends and colleagues or attending events where people of other racial and ethnic groups, gender identities, sexual orientation, and other groups may be present
6. Partnership building; Reframing the interactions with others as a collaboration between equals, rather than between a high-status person (i.e. supervisor or treatment provider) and a low-status person (supervisee or client)

Exercise Questions:

1. What are some strategies you are interested in trying with your staff? What are your reasons for picking these strategies?
2. Are any of the strategies above ones that you haven't tried before or were not aware of previously?
3. Can you think of the last time you recognized that you had a response based on a stereotype? How could you have consciously adjusted that response?
4. Think about an APS case you have worked on in the past in which you or someone you supervised may have stereotyped that client (either in the language they used to describe them or their actions based on that stereotype). Imagine what would have been different if they were

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perceived as the opposite of that stereotype. How would the experience have been different for the person providing services as well as the person receiving services?

Part 2 - Formulating Long-term Action Plans

Training alone on these topics is not enough to create lasting individual and systemic change. Passively consuming information does not lead to meaningful results. As supervisors, you are responsible for guiding your staff and organizations through actionable plans.

Working towards equity requires us to identify and mitigate bias AND make structural changes. Utilize this format to create long-term action plans to implement change. Applying a [Racial Equity Impact Assessment \(REIA\)](#) helps to examine how different racial and ethnic groups could be impacted by proposed plans.

Read the sample questions from [raceforward.org](#) to help you consider the questions below. Space is provided under each number to allow you to write in ideas of how to apply each concept to your organization.

1. Support the identification and resolution of internal equity issues

- Support and advocate for colleagues who are impacted by issues of equity and inclusion
- Champion a culture of feedback and training for all staff, adjusting accordingly to individuals experiences

2. Develop consistent communication and feedback mechanisms and practices

- Ensure you are able to identify, discuss, and address equity issues internally

3. Assess outcomes and adjust as necessary

- Recognize that whatever the outcomes, positive or negative, simply provide information on how to adjust our strategies
- Commit to ongoing plans and be accountable to the work

Reference: Wyatt, R., Laderman, M., Botwinick, L., Mate, K., & Whittington, J (2016). *Achieving health equity: A guide for healthcare organizations*. Institute for Healthcare Improvement. <https://www.ihl.org/resources/white-papers/achieving-health-equity-guide-health-care-organizations>

OUR WHY:

REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.



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