

APS Supervisor Core: Understanding Implicit Bias and Structural Racism

Instructor Led Training (Virtual Course)

PARTICIPANT 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

Amanda Lee, LCSW

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Introduction

We are pleased to welcome you to **Understanding Implicit Bias and Structural Racism Participant 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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California Dept. of Public Social Services

<https://cdss.ca.gov/Adult-Protective-Service>

Francisco Wong and Melinda Meeken, Co-Chairs, Protective Services Operations Committee of the County Welfare Director's Association

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

Krista Brown

Former APSWI Leaders Institute Program Coordinator,
APSWI Academy for Professional Excellence

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

Acknowledgements

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

Agencies

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

National Adult Protective Services Association

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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.

Continued

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	Section Total: 15 minutes
Poll Activity		5 minutes
DEFINITIONS AND KEY CONCEPTS OF IMPLICIT BIAS AND STRUCTURAL RACISM – PART 1	Slides 9-20	Section Total: 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
DEFINITIONS AND KEY CONCEPTS OF IMPLICIT BIAS AND STRUCTURAL RACISM – PART 2	Slides 20-24	Section Total: 30 Mins
Equality versus Equity		10 minutes
UNDERSTANDING THE IMPACT OF IMPLICIT BIAS AND STRUCTURAL RACISM ON MULTIPLE LEVELS	Slide 25-26	Section Total: 35 minutes

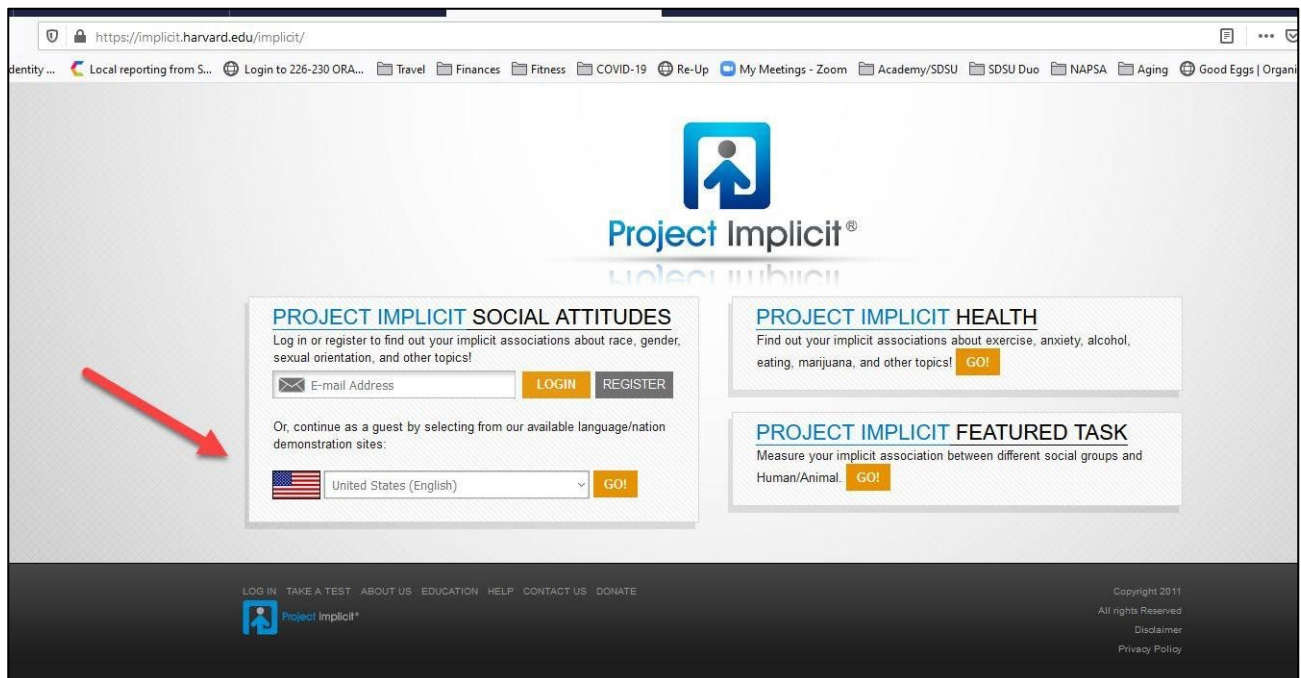
Discussion Questions		20-25 minutes
IMPLEMENTING ANTIRACIST PRINCIPLES AS SUPERVISORS	Slides 27-33	Section Total: 25 minutes
Resources	Handouts	
WRAP UP AND EVALUATION	Slides 34-36	Section Total: 15 minutes
TOTAL TIME (INCLUDING 15 min BREAK)		3.5 hours
Transfer of Learning Activity		60 minutes

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.




APS Supervisor Core: Understanding Implicit Bias & Structural Racism

Instructor Led Training

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



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






Overview of Technology

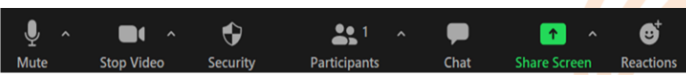
Click here to access audio options. To unmute briefly hold down the spacebar.

Click here to access video options and to share or stop sharing your camera.

Click here to access the "rename" feature if necessary to update display name.

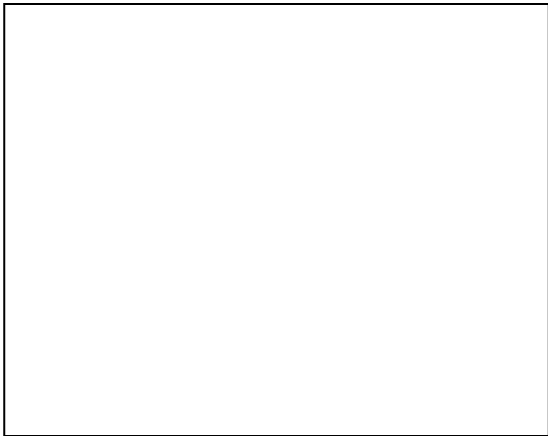
Click here to access the chat function.

Raise Hand





Meet and Greet

- Trainer Introduction
- Introduce yourself in the chat box
 - Name
 - Title
 - County/Jurisdiction




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.



Group Agreements

<ul style="list-style-type: none">• Supportive: Encouraging/Strengths-Focused• Non-Judgmental & Respectful• Permission to share only what I feel comfortable sharing	<ul style="list-style-type: none">• Ask for clarification when needed• Accountability - your role in implementation• Acknowledge diversity of attendees• Self-care
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Group Agreements

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



Poll Activity

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?



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.

Continue

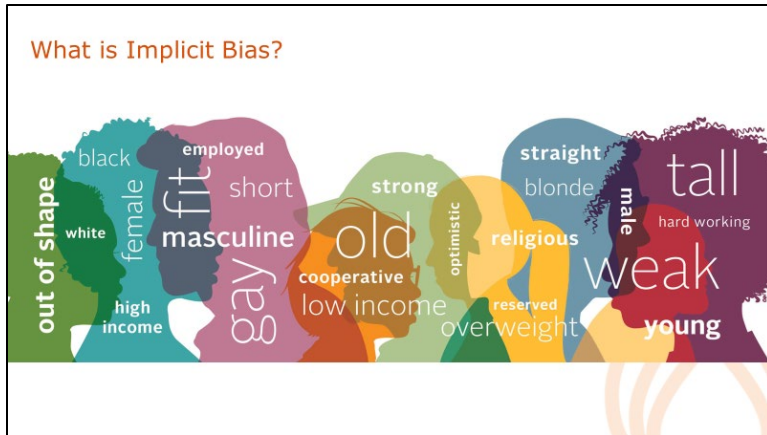
Race Equity: the condition where one's race identity has no influence on how one fares in society

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.



If You Have a Brain, You Have Bias...

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



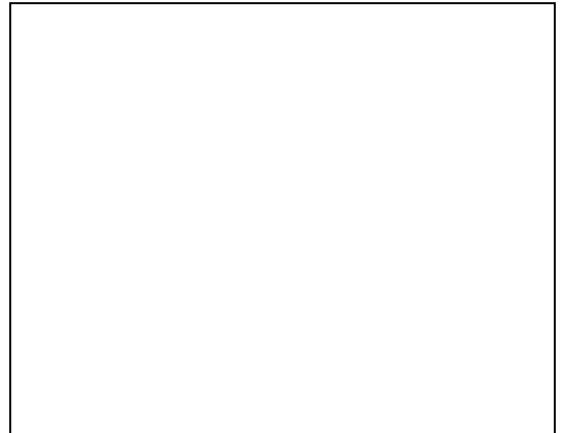
<https://journalistsresource.org/wp-content/uploads/2014/05/Brain-scan-iStock.jpg>



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).



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



How is an awareness of implicit bias useful in your role as a supervisor?



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).

Defining Structural Racism

- **Structural racism** is 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.

Equity in the Center. (2017).



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?



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,f_auto/v1532781004/1532780932.jpg

Equity in the Center.
(2017).

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).

Case Scenario Activity

"We are all diverse because we are unique in our own experiences."



Case Scenarios

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 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?**

Continued

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 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?**

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.

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

Relationship Between Implicit Bias & Structural Racism

When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water or less sun. You never blame the lettuce.

- Thich Nhat Hanh

Equity vs. Equality

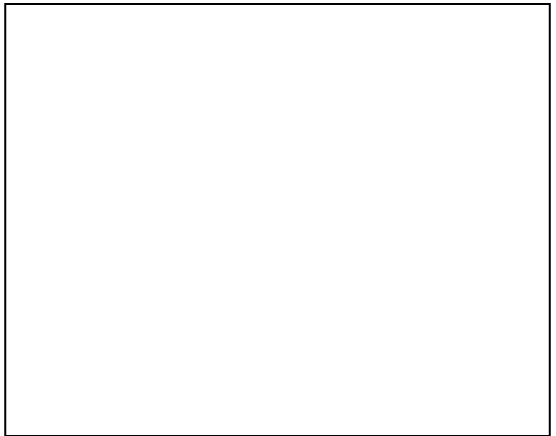
- Diversity
- Equity
- Inclusion

➔ Transformation

Race equity is the condition where one's race identity has no influence on how one fares in society.

Equity in the Center. (2017).

<https://blog.nationalequityproject.org/2019/06/14/dont-talk-about-implicit-bias-without-talking-about-structural-racism/>



EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Courtesy of Advancing Equity and Inclusion: A Guide for Municipalities, by City for All Women Initiative (CAWI), Ottawa



Impact of Implicit Bias & Structural Racism



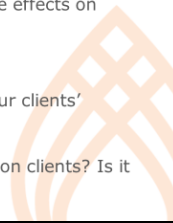
Discussion Questions

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?



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

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

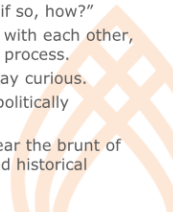


What Can You Do to Manage Biases?



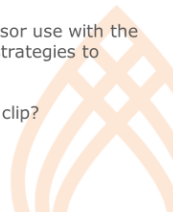
Strategies to Reduce Biases

- 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.



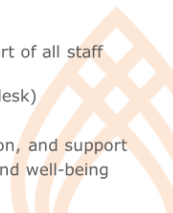
Video & Discussion

- 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?



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.)



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'?



Handout #1: Organizational Self-Care Tips

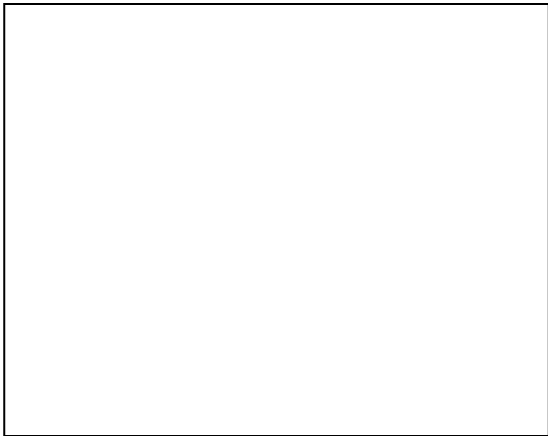

Interventions to Consider:

- 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.)

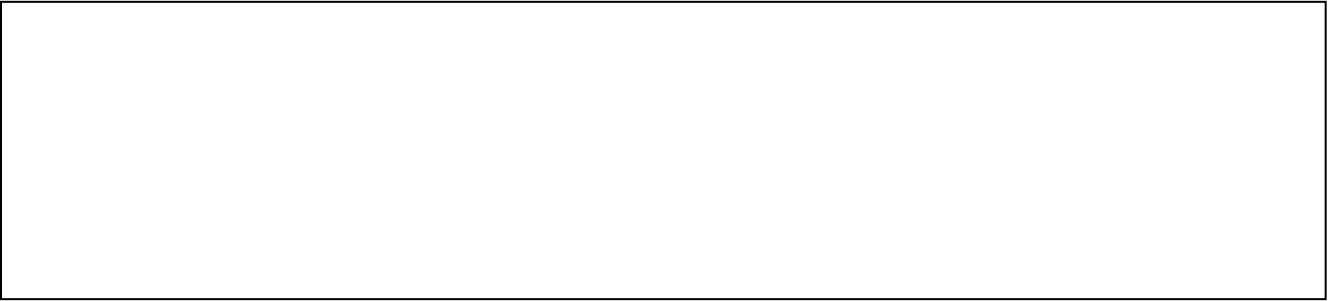
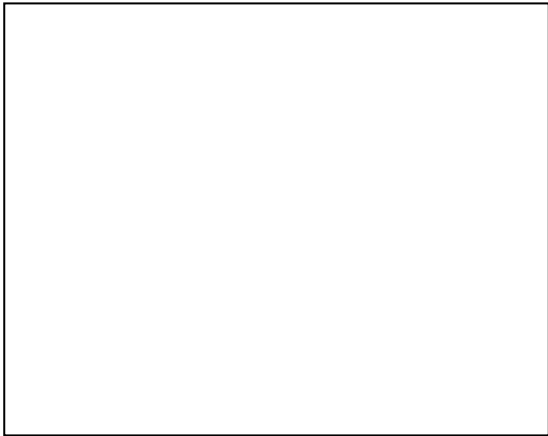

Closing Thoughts

- Questions?
- Reflections?
- Takeaways?



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



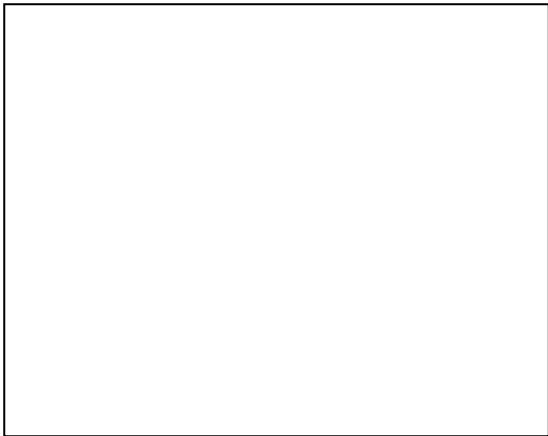
Thank You!

We envision a world where the quality of life for individuals, organizations, and communities is transformed into a healthier place.

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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. Metz
- *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://www.diverseeducation.com/opinion/article/15106837/how-to-respond-to-racial-microaggressions-when-they-occur>

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

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 Sheet

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 perceived

Continued

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

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