

APS Supervisor Core: Building Cultural Humility and Cultural Responsiveness

INSTRUCTOR LED TRAINING

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.

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Introduction

We are pleased to welcome you to **APS Supervisor Core: Building Cultural Humility and Cultural Responsiveness Participant Manual**, 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 with the goal of revolutionizing the way people work to ensure the world is a healthier place. Our services integrate culturally responsive and recovery-oriented practices into our daily work to promote healing and healthy relationships. Providing around 70,000 learning experiences to health and human service professionals annually, the Academy provides a variety of workforce development solutions in Southern California and beyond. With five programs, three divisions and over 100 staff, the Academy's mission is to provide exceptional learning and development experiences for the transformation of individuals, organizations and communities.

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.

APSWI partners with state and national organizations and experts in the older adult and adults with disabilities professions to empower APS professionals and those they serve to live safely, peacefully and in a world that is free from abuse and neglect.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) and the National Adult Protective Services Training Center (NATC)
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)
- California's Curriculum Advisory Committee (CAC) Committee and NAPSA's Supervisor Curriculum Advisory Committee (SCAC)

Partner Organizations

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Academy for Professional Excellence

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

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Academy for Professional Excellence

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California Department of Public Social Services

<https://www.cdss.ca.gov/adult-protective-services>

Melinda Meeken and Carey Aldava, Co-Chairs, Protective Services Operations Committee of the County Welfare Director's Association (PSOC)

<https://www.cwda.org/adult-protective-services>

Acknowledgements

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and line staff 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

Building Cultural Humility and Cultural Responsiveness

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

Virtual Training:

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

Course Requirements:

- Pre-Training Assignment: Prior to the training, participants will be asked to complete the Social Identity Wheel. This activity will take approximately 10 minutes to complete. This must be completed prior to attending the training. 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 Understanding Bias and Structural Racism first, followed by this module.

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

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

BEFORE the training

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

Supervisors are also encouraged to reflect on the impact of implicit bias and structural racism, concepts that were introduced in the first training of this series.

AFTER the training

Supervisors can engage in the following activities:

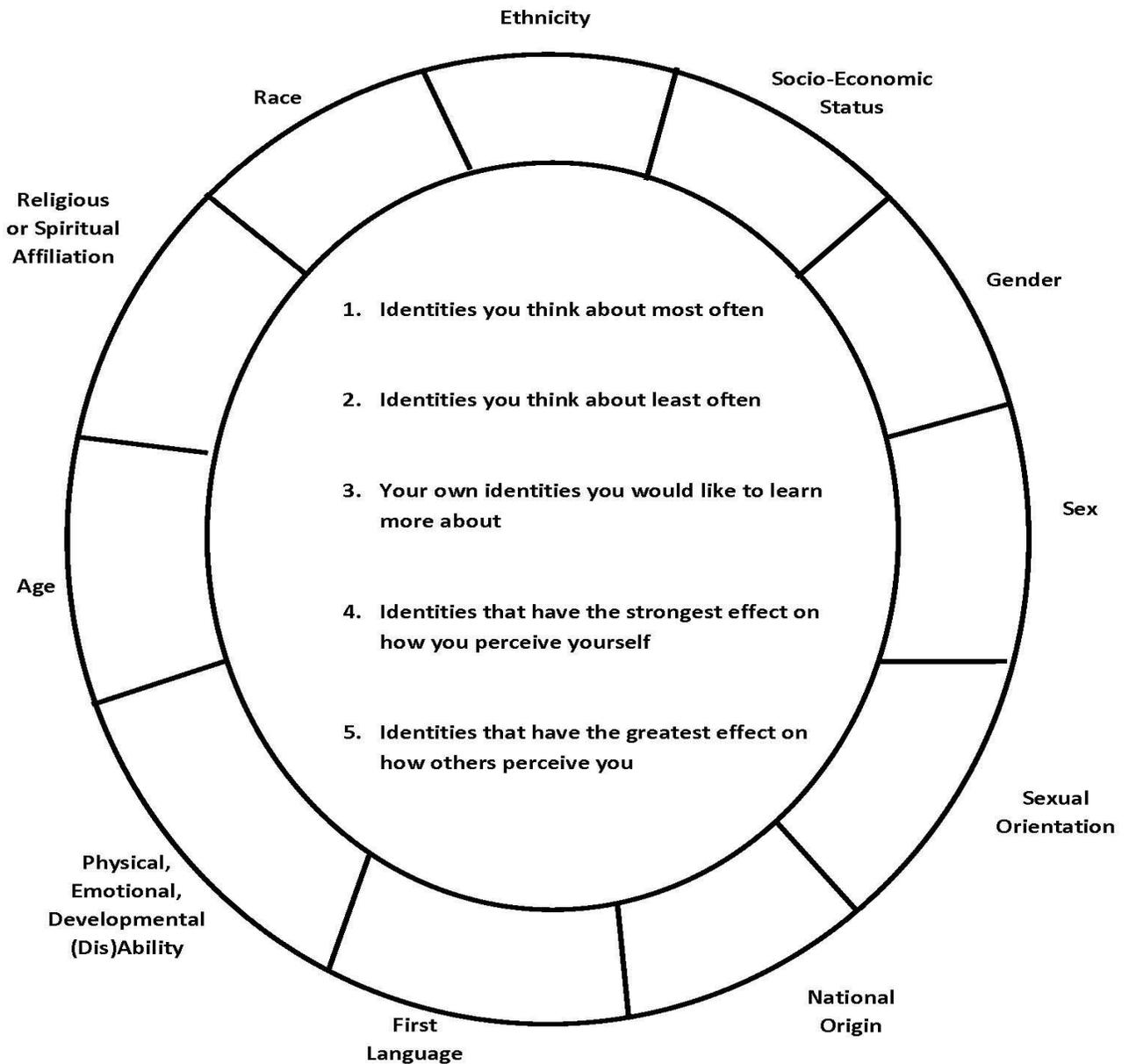
- Use the Social Identity Wheel activity with your team to help them consider how their own identities critically and reflect on how their experience influences their work within APS.

Teach back what you learned in Understanding Implicit Bias and Structural Racism and Building Cultural Humility and Cultural Responsiveness. Utilize the articles and the videos outlined in the Transfer of Learning Activity with your team members to facilitate discussion on how to identify and address implicit bias and structural racism, and how to apply the concepts of cultural humility and cultural responsiveness.

Course Outline

CONTENT	MATERIALS	
WELCOME, HOUSEKEEPING AND INTRODUCTIONS	Slides 1 - 9	15 minutes
Poll Activity		25 minutes
DEFINING CULTURAL HUMILITY, CULTURAL RESPONSIVENESS	Slides 10 - 18	55 minutes
Partner Activity: Social Identity Wheel	Appendix A	15 minutes
Discussion Questions		25 minutes
STRETCH BREAK		10 minutes
APPLYING CULTURAL RESPONSIVENESS AND CULTURAL HUMILITY AS A SUPERVISOR	Slides 19 - 27	60 minutes
Discussion Questions		20 minutes
Scenario Activity		15 minutes
CLOSING AND EVALUATION	Slides 28 - 31	15 minutes
Transfer of Learning Activity		
TOTAL TIME (INCLUDING BREAK)		180 minutes

PRE-TRAINING ASSIGNMENT SOCIAL IDENTITY WHEEL



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

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



APS Supervisor Core: Building Cultural Humility & Cultural Responsiveness

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.



San Diego State University

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.

ACADEMY PROGRAMS



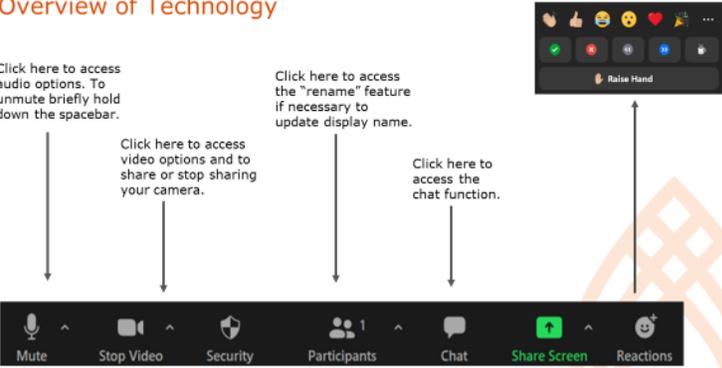
Overview of Technology

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.



Meet and Greet

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



Learning Objectives

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



Group Agreements

<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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GLOSSARY

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

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

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

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

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

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

Group Agreements

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



Poll Activity

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



Definition: Culture

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

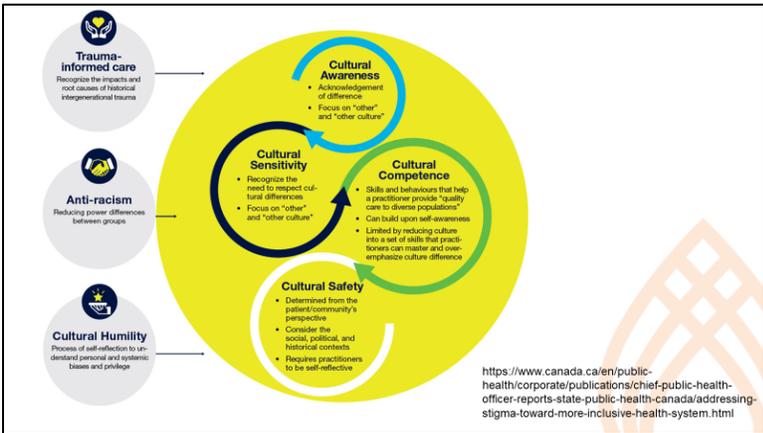
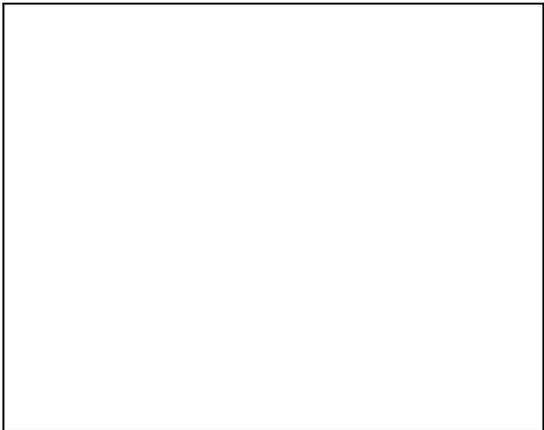
- Office of Minority Health, U.S. Department of Health and Human Services

Culture is complex and unique to each individual



Elements of Culture

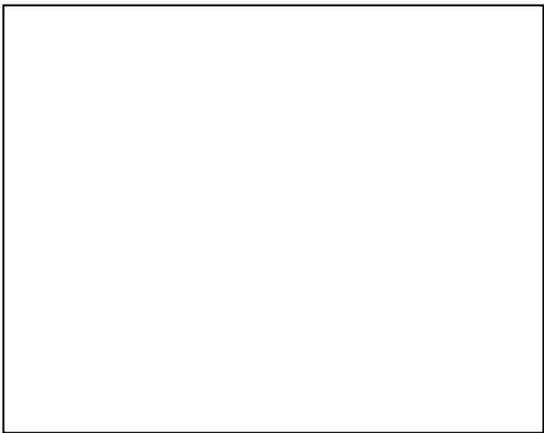
<ul style="list-style-type: none"> • Age • Cognitive ability or limitations • Country of origin • Educational level attained • Environment and surroundings 	<ul style="list-style-type: none"> • Family and household composition • Gender identity • Generation • Health practices • Linguistic characteristics 	<ul style="list-style-type: none"> • Political beliefs • Residence (ex. urban, rural, etc.) • Sexual orientations • Norms • Values • Race • Ethnicity
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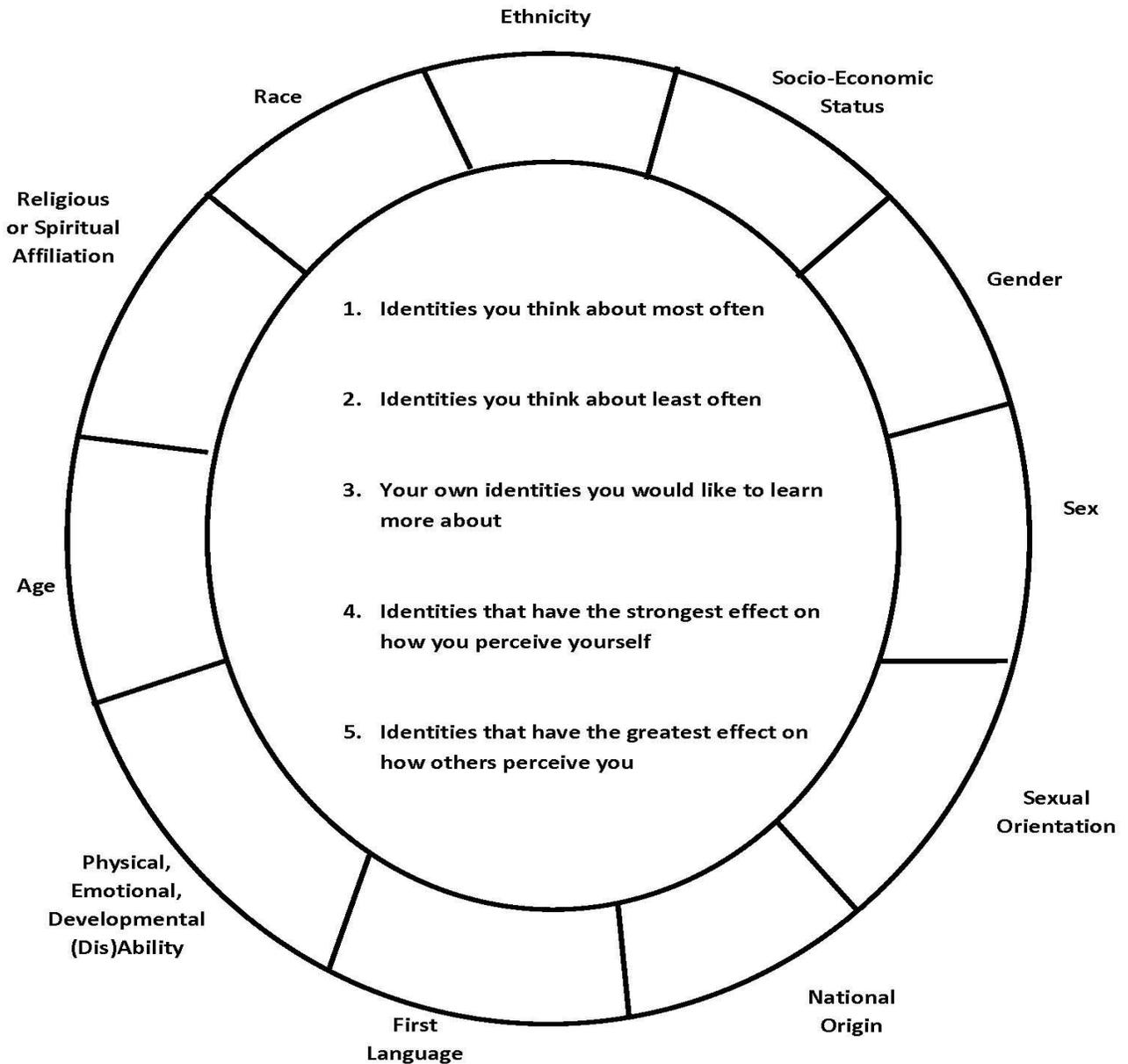
Cultural humility is "defined as having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual's cultural background and experience"



Hook, 2013



HANDOUT: SOCIAL IDENTITY WHEEL



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

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

Partner Activity - Social Identity Wheel

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



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

National Center for Culturally Responsive Educational Systems (NCCREST)

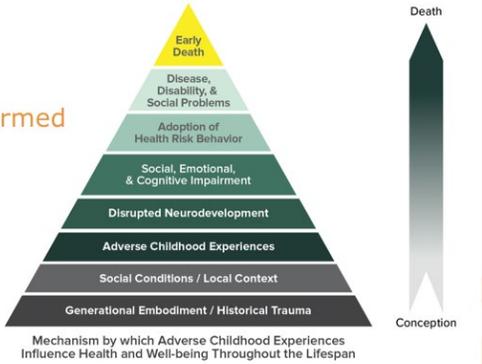


Considerations

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



To be trauma-informed is to be culturally responsive



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

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

Discussion Questions

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

Empty box for notes or additional discussion.

Navigating Your Role as Supervisor

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



Implementing Culturally Responsive Services

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



Teamwork

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

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



HANDOUT: RESPECT

Respect—Understand how respect is shown within given cultural groups. APS professionals demonstrate this attitude through verbal and nonverbal communications.

Explanatory model—Devote time to understanding how clients perceive their presenting problems. What are their views about the presenting issue? How do they explain the origin of current problems? How similar or different is the APS professional's perspective?

Sociocultural context—Recognize how class, race, ethnicity, gender, education, socioeconomic status, sexual and gender orientation, immigrant status, community, family, gender roles, and so forth affect access to services.

Power—Acknowledge the power differential between clients and APS professionals.

Empathy—Express, verbally, and nonverbally, the significance of each client's concerns so that they feel understood by the APS professional.

Concerns and fears—Seek to understand clients' underlying concerns and apprehensions regarding help-seeking behavior and initiation of services.

Trust—Commit to behaviors that enhance the relationship; recognize that trust is not inherent but must be earned by APS Professionals.

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



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



Language Matters

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



Addressing Shame and Guilt

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

-John Amodeo, PhD



Discussion Questions

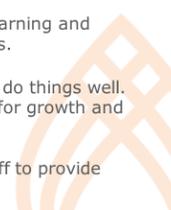
- What is an example of something you have heard said in the workplace that bothered you?
- How did you react, how did it make you feel, and what did you say?
- Are there things you say that could be hurtful, even though that is not your intention?



A large empty rectangular box intended for participant responses to the discussion questions.

Ongoing Learning, Assessment, Implementation

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



Handout: Scenarios

Scenario #1:

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

Scenario #2:

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

Scenario Activity

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



Empty rectangular box for notes or discussion during the Scenario Activity.

Transfer of Learning Activity

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



Empty rectangular box for notes or discussion during the Transfer of Learning Activity.

TRANSFER OF LEARNING ACTIVITY

Step 1. Videos

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

Process and Reflection Questions:

- 1) How does Lee Mun Wah embody the values of cultural humility?
- 2) Were there feelings that came up for you during the video? Explore them and ask yourself, "What would Lee Mun Wah say to me if I shared these feelings with him?"
- 3) What lessons does Lee Mun Wah teach that can apply to as APS supervisor?
- 4) How do we ourselves accountable for advancing cultural responsive practices?

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

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

Process and Reflection Questions:

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

Step 2 – Briefs

Read one or more NCEA briefs and reflect on how to apply the concepts of cultural humility and cultural responsiveness with the examples of marginalized communities described. Originally retrieved from and no longer available <https://ncea.acl.gov/Resources/Publications.aspx>

Originally retrieved from and no longer available

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

Step 3 - Teach back what you learned in Understanding Implicit Bias and Structural Racism and Building Cultural Humility and Cultural Responsiveness. Utilize the articles and the videos with your team members to facilitate discussion on how to identify and address implicit bias and structural racism, and how to apply the concepts of cultural humility and cultural responsiveness.

Closing Thoughts

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



A large empty rectangular box for participant reflection or notes.

Academy for Professional Excellence

Thank You!

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

APSWI
Adult Protective Services
Workforce Innovations

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RECOMMENDED RESOURCES

Websites

- **Cultural Humility Scale** https://www.thenationalcouncil.org/resources/ti-roc-cultural-humility-scale/?gad_source=1&gclid=Cj0KCCQjw-5y1BhC-ARIsAAM_oKlqRxcRXmsEgWz7Z_DJQ6jDFu970d63txoCpUco9KBS1Q0ej-quMjgaAj2VEALw_wcB
 this tool was developed for an organization to learn about customer’s perceptions of staff’s cultural humility. Some possible ways to utilize the tool, other than administering the tool with clients, might be to review the tool in a supervisory meeting to spark discussion or as a guide for training.
- **SAGE** (<https://www.sageusa.org/>)
- **Culturally and Linguistically Appropriate Services (CLAS)** (<https://thinkculturalhealth.hhs.gov/about>)
- **Increasing Access to Healing Services and Just Outcomes for Older African American Crime Survivors: A Toolkit for Enhancing Critical Knowledge and Informing Action within the Crime Victim Assistance Field** (<https://reachingvictims.org/resource/increasing-access-toolkit/>)
- **National Center on Elder Abuse (NCEA) Publications** (<https://eldermistreatment.usc.edu/national-center-on-elder-abuse-ncea-usc/national-center-on-elder-abuse-publications/>)

Books

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

Video

- Documentary *Blood Memory* (<https://www.youtube.com/watch?v=hIEiRTaGusM>)

TED Talk - The Secret To Changing, Lee Mun Wah - <https://www.youtube.com/watch?v=Hp5SNpCtiWk>

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