APS Supervisor Core: Building Cultural Humility and Cultural Responsiveness

Instructor Led Training

TRAINER MANUAL

Academy
for Professional
Excellence

APSWI
Adult Protective Services
Workforce Innovations

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

Funding Sources

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Curriculum Developer, 2022 Amanda Lee, LCSW Introduction

Special Contributions Sara Kimber, LMFT

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Introduction

We are pleased to welcome you to **APS Supervisor Core: Building Cultural Humility and Cultural Responsiveness Trainer 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

Dawn Gibbons-McWayne, Program Director, APSWI

Academy for Professional Excellence

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

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Jennifer Spoeri, Executive Director, National Adult Protective Services Association (NAPSA)

https://www.napsa-now.org/

Paul Needham, Chair, NAPSA Education Committee

https://www.napsa-now.org/

Kim Rutledge, Adult Protective Services Liaison, Adult Protective Services Division

California Department of Public Social Services

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

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

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

Krista Brown, Former APSWI Leaders Institute Coordinator

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 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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National Adult Protective Services Association Education Committee

Curriculum Developer

Sara Kimber, LMFT

How to Use This Manual

This curriculum was developed as a virtual **3 hour 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 and Building Cultural Humility and Cultural Responsiveness are complementary and build upon each other. It is important that participants take Understanding Implicit Bias and Structural Racism, followed by this module.

The Pre-Training Assignment instructions for the Social Identity Wheel activity 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 **<u>underlined</u>**.

<u>Use of language:</u> Throughout the manual, staff is used most often to describe supervisees or units/teams. The broader term (APS) professional 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.

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

The trainer should be able to skillfully moderate sensitive topics of discussion. The trainer must be able to carefully and respectfully mediate conversations using strategies discussed in this module. Trainers should model and promote emotional self-regulation and a mutually respectful discourse amongst the trainees employing a trauma-informed approach. The trainer should focus on being inclusive and compassionate and should also be skillful at enforcing appropriate professional boundaries in a timely and responsive manner. The trainer should be able to 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. Trainers should 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. It is additionally helpful for the trainer to review and apply concepts from the article, "Motivational Interviewing: Reduce Student Reluctance and Increase Engagement in Learning Multicultural Concepts" (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".

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.).
- A Moderator/Co-Host Tip sheet is on Page 61
- 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	The following instructional strategies are used: ○ Lecture segments ○ Interactive exercises (e.g., breakout groups, chat box discussion, video demonstration, polling activities) ○ Question/answer periods ○ PowerPoint Slides
Materials and Equipment	**The following materials are provided and/or recommended:** ○ 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.**
  - o 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.**
  - o 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.**
  - o 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.**
  - o "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.**
  - o 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.**
  - o 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.**
  - o 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 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 in order to engage with attendees.

- **Be mindful of your space.**
  - o 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.
  - o It's important to reflect on questions of privilege, diversity and equity when thinking of your training space.

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:

- <u>Pre-Training Assignment</u>: Prior to the training, participants will be asked to complete the Social Identity Wheel. This activity will take approximately 10 minutes to complete. This <u>must</u> 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

Welcome, Introductions and Course Overview

Time Allotted: 15 minutes.

Associated Objective(s):

Method:

Slide #1: APS Supervisor Core: Building Cultural Humility & Responsiveness

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

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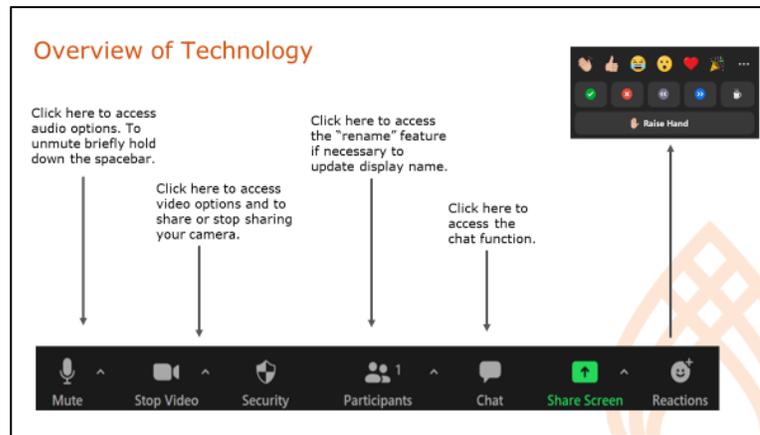
Explain: Many of you are pros at navigating through a virtual learning course like this one, while this may be less familiar for some. Therefore, we will review the various functions we will use during this course.

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.

- **<u>Explain</u>** <u>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.</u>

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

> **<u>Trainer/ Moderator</u> 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.**

Slide #4: Meet and Greet

> ### 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?

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

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/Jurisdiction for attendance and answer the question - What about this topic interests you? What about this topic do you find challenging?

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

Ask one or two participants to expand verbally on their answer.

Slide #5: Learning Objective

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.

Trainer: Review Briefly review learning objectives.

Inform participants that there is a glossary of terms in their Participant Manual for reference (refer them to their table of contents as it reflects the most up to date page number).

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 as comfortable and safe to share as possible, introduce group agreements on this slide and next to see if they resonate with participants. Consider having several volunteers from the group read a dot point or two out loud. This encourages active ownership of the agreements.

Slide #7: Group Agreements (Quote)

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."
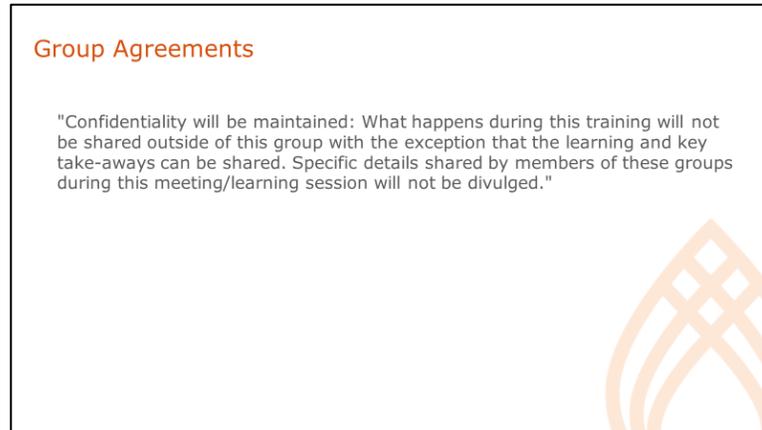
"Confidentiality will be maintained: What happens during this training should not be shared outside of this group with the exception that the learning and key take-aways can be shared. Specific details shared by attendees during this meeting/learning session should not be divulged. Let's agree to endeavor towards safeguarding and respecting one another's privacy."

Trainer: Ask learners for any additional group agreements to add to the list. *Do a final check with all learners.*

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

Create space and time for discussion should there be concerns or questions. This is a critical step and part of the work,

Thank everyone for upholding these agreements.

Slide #8: Poll Activity

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?

Trainer: Inform participants that you will be launching three polling**. Explain** that the polls are completely anonymous and that are no "right" or "wrong answers".

SHARE that you are inviting participants to be honest with their answers. **Emphasize** that the intention is not to shame anyone, and that everyone is welcome to respond in a manner that makes the most sense for where they are at. **Share** that this activity is about giving participants the opportunity to be honest about what they think and feel without judgment. This will help establish a baseline for everyone in their learning process for this workshop's focus.

Poll 1: " How comfortable do you feel practicing cultural humility and cultural responsiveness in your role as a supervisor?"

Answer Choices:
1. Extremely Comfortable
2. Somewhat Comfortable
3. Neutral
4. Somewhat Uncomfortable
5. Extremely Uncomfortable

Poll 2: "How skilled do you feel your staff is regarding implementing cultural humility and cultural responsiveness with the clients they serve?"

Answer Choices:
1. Extremely Comfortable
2. Somewhat Comfortable
3. Neutral

4. Somewhat Uncomfortable
5. Extremely Uncomfortable

Moderator: Launch poll. Wait for responses for 30-45 seconds, then close and allow all to see the responses.

Trainer: Share the results of the poll for each question and debrief by inviting a few comments. Explain that this will give participants a sense of where they are starting from with this work.

Defining Cultural Humility and Cultural Responsiveness Time Allotted

Time Allotted: 55 minutes.

Associated Objective(s):

Method:

Slide #9: Definition: Culture

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

Trainer: Explain that the Office of Minority Health, U.S. Department of Health and Human Services defines **culture** as:

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.

Trainer: Add that culture is complex and unique to everyone.

Slide #10: Elements of Culture

Elements of Culture

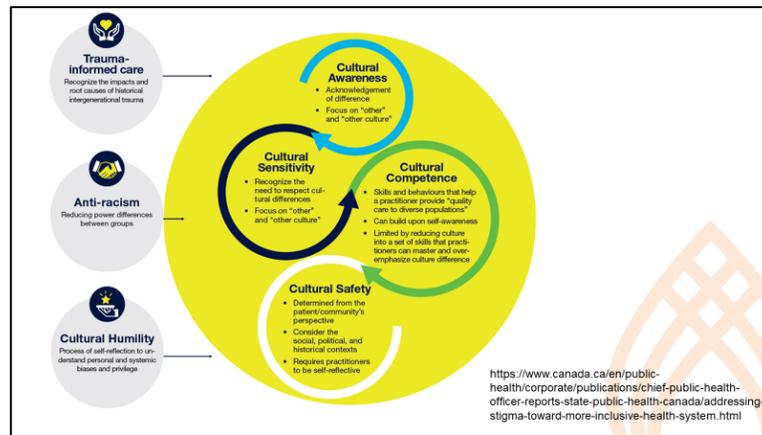|		
• Age	• Family and household composition	• Political beliefs
• Cognitive ability or limitations	• Gender identity	• Residence (ex. urban, rural, etc.)
• Country of origin	• Generation	• Sexual orientations
• Educational level attained	• Health practices	• Norms
• Environment and surroundings	• Linguistic characteristics	• Values
		• Race
		• Ethnicity

Trainer: Review the content of the above slide.

Ask participants to reflect and respond via chat to the following prompt:

What elements of a client's cultural background and experience should be considered when providing services as an APS professional?

Read some of the chat comments aloud.

Slide #11: Beyond Cultural Competence

https://www.canada.ca/en/public-health/corporate/publications/chief-public-health-officer-reports-state-public-health-canada/addressing-stigma-toward-more-inclusive-health-system.html

Trainer: Explain the terms "cultural competency", "cultural intelligence", "cultural proficiency" and "cultural knowledge" may be familiar. While these terms were meant to be a positive movement towards acknowledging the importance of understanding diversity in our work with clients, utilizing these terms can create a false sense of security.

For example, if you think you have enough knowledge about a culture, then you may assume that you can competently treat anyone from that background. The goal becomes collecting information about different cultures to become "competent" or all-knowing, which is an impossible task and encourages stereotyping.

In addition, cultural competence does not take into consideration the intersections of identity of both the client and APS professional, nor the unique dynamic created between the APS professional, and client based on their respective experiences and background.

The concept of "cultural humility", conversely, compels us to adopt a stance of curiosity while practicing and applying ongoing self-reflection and awareness. It is beneficial to understand cultural competency as a process (or journey) of ongoing learning about self and others rather than just a destination that you arrive at.

The image on the slide illustrates the interplay between the various aspects that go into culturally responsive practice. APS professionals should ground themselves in the practice and awareness of cultural humility, operate from a trauma-informed lens while recognizing and reducing the power differential that exists between themselves and their clients. The same concepts would apply to leaders practicing equity-minded and culturally responsive supervision of workers.

Trainer Note: You may select one or more of the questions below as examples to get the thoughts flowing.

Ask participants to share examples of the different components of culturally responsive care in the large group either by unmuting their microphones or sharing in the chat box.

- What is an example of being "culturally aware"?
  - Example: not being color blind, acknowledging that there are differences to each person's experience of the world.

- What is an example of "cultural sensitivity"?
  - Example: Offering clients the option of including their family members in discussions/planning, ensuring that a female colleague joins you for a meeting, if you are male-identified, and your client's cultural belief does not allow them to be in a space alone with a male who is not a family member.

- What does it mean to be "culturally competent"?
  - Example: Being aware that in some cultures, it is disrespectful not to take off your shoes when entering a person's home or it may not be appropriate to shake a client's hand or it is disrespectful to look them directly in the eyes; however, this may not be the case for every person within that culture. Some individuals may subscribe to other beliefs or practices.

- What is an example of "cultural safety"?
  - Example: Reflecting on whether your affiliation to the County (or government) affects how a client may see you, i.e. authority figure, and interact with you, i.e., fearful, avoidant, untrusting. Perhaps the client has suffered a traumatic experience in their country of origin in which they were targeted by governing officials. What an APS professional might initially see as non-compliant behavior could stem from mistrust of those who remind them of how their community has been harmed.
- How do they see themselves (or how would they support their team members with) incorporating these various aspects into their practice?
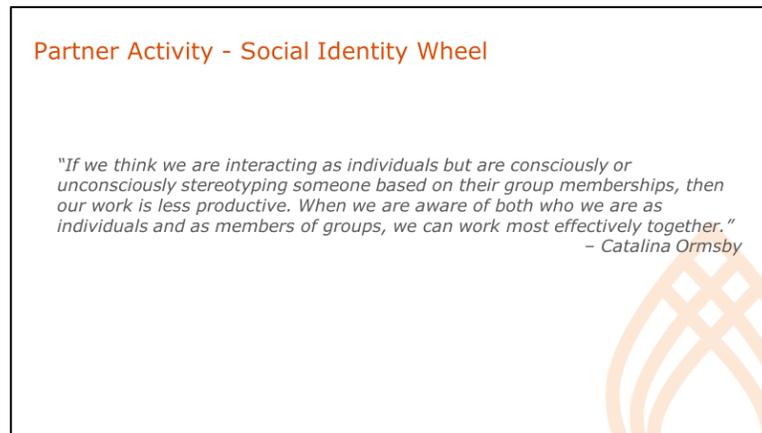
Slide# 12: Cultural Humility

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

Trainer: Explain that cultural humility incorporates an ongoing commitment to self-awareness, evaluation, and critique. In addition, cultural humility invites us to recognize and **address power imbalances** that might exist due to implicit bias and structural racism. Cultural humility is a process of self-reflection and discovery to **build honest** and **trustworthy relationships**

Slide #13: Partner Activity - Social Identity Wheel

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

Trainer Note: Please be familiar with the Social Identity Wheel activity located in Appendix A of this manual. Participants were asked to complete the Social Identity Wheel Activity before the training and have accessible for this activity. If they did not complete it or have it accessible, please refer them to the table of contents in their Participant Manual as it reflects the most up to date page number. 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.

Trainer Note: This can be run as a large group process or small group breakout. The main thing to consider is having participants share their experience with this activity as they are comfortable.

Trainer: Review quote

"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

Inform participants that they will be put into breakout groups of 2-3 people to approx. 10 minutes to discuss what they learned from completing the social identity wheel activity.

Activity Instructions: In your group share what you learned from the experience of completing the social identity wheel. You will have approx. 10 minutes.

Trainer: Welcome participants back and ask how the activity went, not need to have them share details, just overall impressions.

Trainer: Explain that APS professionals can practice self-awareness by reflecting on their own experience while analyzing how their identity interacts with clients and impacts services. As supervisors, we must realize that this construct is not only applicable to working with clients, but with our staff as well. There is an inherent power imbalance that exists between supervisor and worker. Self-reflection is an active and ongoing process – it cannot be completed by being a passive recipient of information (such as thinking you have completed your learning on this subject after this training is over). In fact, your journey of learning to practice cultural humility has only just begun.

Slide #14: Cultural Responsiveness
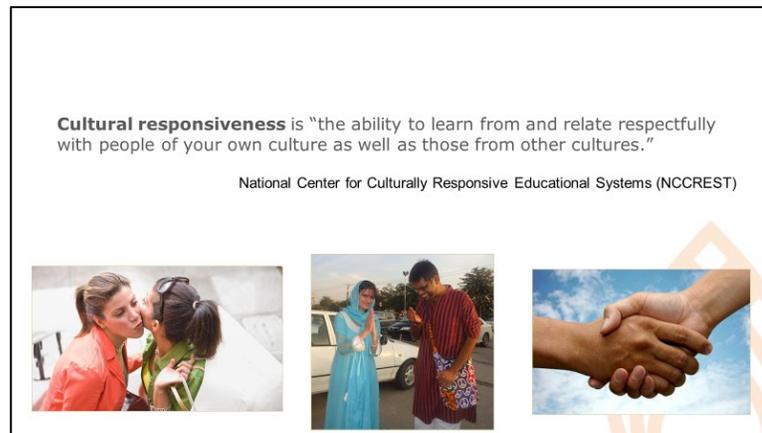
Trainer: Explain that as a person manages their wellness and safety and achieves their goals, they do so within the norms of their culture.

Whenever possible, services should be culturally grounded to meet everyone's unique needs.

- For example: The APS professional should actively determine which aspects of the client's culture are important in each unique situation. If a client identifies that their religion and religious beliefs provide them with a source of strength, you may consider offering resources and case management services that are faith-based to be responsive to this valued aspect of their culture.

APS professionals should be mindful about not to imposing their own culture, cultural biases, or culturally learned assumptions on others.

Some examples follow below:

- If the APS professional themselves values religion and attempts, with good intention, to ask a client experiencing grief and loss to pray with them, this could be an imposition on the client. The client may not be of the same religion or practice any religion at all. The APS professional would not be meeting that client where they are at. If an APS professional chose to speak loudly and slowly to an older adult who does not have a hearing or cognitive impairment or does the same to a client who is an immigrant from another country.

If an APS professional assumed that an older adult client does not have the capacity to make a decision for themselves just because of their age and related stereotypes – such as memory loss, etc.

Slide #15: Considerations

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.

Trainer: Explain that any intervention should be applied in a culturally responsive manner.

- Even with evidenced-based practices, there may be limitations to applicability to certain cultural groups as most of the research has not been conducted extensively, or in some cases, not at all, with marginalized or minority communities.
  - For example, Cognitive Behavioral Therapy (CBT) utilizes worksheets that require a client to be literate and able to read English. Also, many therapeutic constructs and concepts may not translate directly into another culture and language.
- Practice from the perspective that most of the clients receiving services will have been exposed to trauma in their life.
  - If you have not done so already, take APS Supervisor Core Module Understanding Trauma Informed Care for APS Supervisors.
  - Familiarize yourself with the Adverse Childhood Experiences (ACEs) Study and consider the myriad of trauma etiologies (i.e., trauma inflicted by colonialism and structural racism, refugee experiences, sexual abuse, war, genocide, intergenerational trauma, childhood trauma, etc.)

Visit ACESAware.org (https://www.acesaware.org/) for research, tools and free training.

Note to Participants: Case Example Historical Context

Beginning in the 1880s, Aboriginal children across Canada were removed, often forcibly, from their homes and placed in Indian Residential Schools. At the schools, students were forbidden to speak Native languages and practice their culture. Testimony from surviving former students presents overwhelming evidence of widespread neglect, starvation, extensive physical and sexual abuse, and many student deaths related to these crimes

- Trauma can be a barrier for some clients to feel comfortable with APS professionals because they are affiliated with the "government" and seen as an authority figure. Clients may find it difficult to feel safe with APS professionals if the root cause of their trauma is associated with aspects of oppression, humiliation, or abuse/discrimination from governmental systems here in the U.S. or abroad.

Trainer: ASK participants in the large group to comment (by either unmuting their mics or commenting in the chat) on concrete actions in the example that demonstrated the APS Professional's efforts to be culturally responsive. Building rapport and ensuring clients are as comfortable as possible prior to the interview process is a critical step. Below are some ideas APS professionals can use when working with clients who have experienced past trauma related to governmental entities.

Trainer Note: Here are some actions below participants may comment on:

- Ensure that the client is willing to speak with you at the time you arrive. Inquire if they would prefer to meet in a different location or at another time so they may feel more comfortable.
- Be transparent: Clearly explain your role and organization.
- Check for understanding. Be clear about their confidentiality and their right to privacy.
- Familiarize the client with exactly what you will be doing and asking. Prioritize consent and check in along the way to ensure they want to continue.
- Explain to clients they don't have to participate if they don't want to – and emphasize they don't have to respond to any questions that they don't feel comfortable answering.
- Provide examples of how you have helped others in similar situations.
- Allow the client to ask questions about the process before your interview begins.
- Avoid long interviews. Break the assessment up into shorter conversations over the course of days – if possible.
- Look for ways to give clients control/autonomy.

- Keep clients focused on the here and now. If they begin to show signs of distress, keep the conversation light, focusing on things in your
- surroundings. For example, you can complement them on a family photo hanging on the wall and ask them to tell you about the people in it.
- Do not ask the client to retell the story of their traumatic experience with other governmental entities.
- Do not ask the client to retell the story of their traumatic experience with other governmental entities.

Have resources available for them, such as trauma hotlines or culturally relevant supports.

Slide #16: Trauma in the Context of Culture
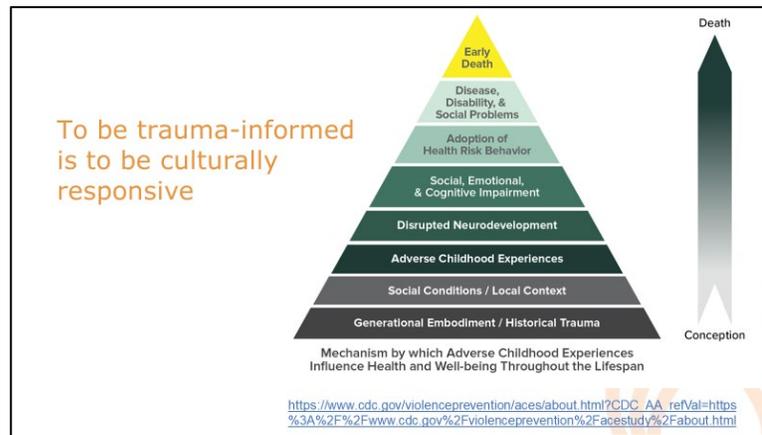
Trainer: Explain that according to the Centers for Disease Control and Prevention (CDC), some populations are more vulnerable to experiencing Adverse Childhood Experiences (ACEs) because of the social and economic conditions in which they live, learn, work and play, as well as the presence of any underlying historical trauma.

The pyramid graph on the slide is a visual representation of the concepts. The ACEs Study has uncovered how ACEs are strongly related to development of risk factors for disease, disability and social problems throughout the life course.

APS supervisors should consider that not only clients, but also APS professionals, have experienced trauma in the context of ACEs, or historically, and reflect on how this may manifest as "burn out" or compassion fatigue. It is important to acknowledge that common trauma dynamics and themes affects staff as much as clients. A trauma-informed workforce benefits from a leadership that values everyone's well-being.

Slide #17: Discussion Questions

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?

Trainer Note: This activity can be delivered as a large group process or as a pair breakout activity if time allows.

Activity Instructions: In your pair, discuss the following questions. Please choose a spokesperson to report out. To locate these questions please direct participants to their table of contents in their participant manuals for the most accurate page number. You have 15 minutes.

Trainer: Bring pairs back and ask participants to respond using the chat box or unmute to answer for approx. 10 minutes.

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

Trainer Note: You may also add your own reflections on the prompts above based on your experience with clients and team members, or consider the following examples:

Trainer: For team members, normalize the fact that the nature of the work is challenging and may be activating for some. Many of us enter this line of work because we care about helping others; however, the clients served by APS are the most vulnerable. As a supervisor, communicate to your team members your sincere concern for their well-being from the start, and consider having an "open door policy" where they can feel comfortable coming to you to consult or "check-in ".

- Be prepared to listen, and to offer, if appropriate, relevant resources, such as an Employee Assistance Program, peer support, additional training opportunities on using a trauma informed approach, structural racism, implicit bias, and race-based traumatic stress (RBTS). There is a fine line between providing supervision and guidance to our team members and therapy. It is important that we recognize what to do within our scope as a supervision and to facilitate appropriate help-seeking.
- As a supervisor, you should be familiar with your agency's policies and procedures for workplace safety and incident reporting. Depending on the situation/harm, the staff person may need to have additional support in the field (i.e. having you or a colleague go into the field with them) or have the case/client reassigned.
- Using a framework of *Awareness, Acknowledgment, Learning, Support* will be helpful. 1) Make the space for them to come to you and share their experience. 2) Listen to their experience and acknowledge it and the feelings. 3) Ask them what they think would be most helpful for them given the situation. 4) Provide the support and advocacy they need to heal and perform their job.
- Formal trauma assessments: providing opportunities to process difficult experiences/cases either in supervision or team meetings; modeling and encouraging self-care and taking time off; referrals to EAP; looking at caseload sizes and case assignments; setting realistic performance expectations; training; peer coaching; etc.
- Organizational structure/hierarchy, policies, or practices (or the lack thereof) may be "baked" in for Black, Indigenous, and People of Color 9BIPOC) staff. They may also have the added experience of race- based traumatic stress (RBTS) and situations experienced on the job may exacerbate secondary trauma.
- Clients displaying a guarded stance, having low engagement, or refusing to engage, expressing anger/hostility, becoming emotionally overwhelmed, etc.
- It is important to acknowledge the inherent power differential that exists between the worker and client, and that there may be a history of trauma. Provide as much control and input to the client as possible, providing a clear explanation of your role and the purpose of your visit, and being as transparent as possible.
- Think about your language, avoiding jargon and acronyms. Think about how you introduce yourself, agency, services. Start with a conversation before pulling out a laptop or paperwork.
- Engage with clients with respect and let them know that you/APS are here for them to then maintain their safety, well-being, and independence.
- Start with safety - can use a tool like the *Briefest Safety Screen Ever* developed by Gabriella Grant for the County of Ventura (2015). This

screening consists of three main questions: "Do you feel safe speaking to me today?" "Do you feel safe at home today?" "Did you feel safe in your home as a child?" If the client says "no" to any of these questions, there are then follow up questions: "What would help you feel safer?" "How does your childhood affect you today?" "How can we come up with safety strategies in the moment, for the coming days, or weeks, and for your future?"

Consider when and if you must go into the field with law enforcement the role they will play in the interaction. Is there a way to communicate with the officers beforehand about a plan that will take the client's identity and needs into consideration?

Applying Cultural Responsiveness and Cultural Humility as a Supervisor

Time Allotted: 55 minutes.

Associated Objective(s):

Method:

Slide #18: Navigating your Role as Supervisor

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

Trainer: Share that since participants now have a good working understanding of the concepts of cultural humility and cultural responsiveness, the next section will explore how they can promote these concepts within their organization in their role as supervisors.

- A supervisor who leads with cultural humility recognizes that it is not the power they possess that makes them effective in their role. Rather, it is their *awareness of how to appropriately use that power* to create an environment to foster culturally responsive practices. As a supervisor, using that power appropriately may simply be to set aside 15 minutes from each team meeting to acknowledge current events and their potential impact on team members, the communities they and their family members identify with, and the clients they serve. At the time of the development of this training, one example is how the COVID-19 pandemic is affecting Black and Brown communities and older adults disproportionately. To give "airtime" to issues and concerns that matter to marginalized communities is to "see" and "hear" those individuals.
- Supervisors have the responsibility to *model* cultural humility for their staff. The self-reflection that is central to the practice of cultural humility can be modeled by supervisors through external processing. A supervisor who is willing to model vulnerability, giving voice to and prioritizing their own examination of personal and systemic biases and privilege, encourages their team members to do the same.
- Cultural humility is a *tool* that supervisors can use to *build effective working relationships*. For example, providing the space for an APS professional to process their personal reactions to working with a client that is
- from a particular cultural background, and what would be the
- best way to engage and work with that client.
- Recognize and be mindful of their own biases, power, and privilege and the impact on their relationships with team members. Supervisors should work

to mitigate any potential effects that could lead to negative outcomes in the workplace. Accountability facilitates healing and hope.

Appreciate and have self-compassion for their limits. There is only so much that can be done within certain parameters set by those above. Explore the organization's priorities and consider ways to challenge unequitable policies and practices. Again, supervisors should use their power and privilege when and where they can, but they must also realize that they cannot do it alone.

Slide #19: Implementing Culturally Responsive Services

Trainer Note: This slide uses animations

Trainer: Explain that as leaders, participants are in a unique position to be accountable and promote these values within their organization. They should create an environment where their team members are involved in assessing, evaluating, and implementing culturally responsive practices. If supervisors attempt to do this work from a "top down" approach, they risk imposing their values and views and missing the mark.

Ask participants to respond to the questions using the chat or by unmuting.

- What can you do to implement culturally responsive services?
- What is your organization doing well currently in applying culturally responsive services? Where are the challenges?

Read some answers aloud and add from the list below anything that is missing.

Potential responses - What can you do to implement culturally responsive services?

- Offer staff training in cultural and linguistic variations.
- Provide printed information in languages other than English and/or text heavy resources that are not accessible for those with limited literacy (or small font).
- Target outreach to distinct cultural groups, seek to engage trusted leaders from those communities to partner with.
- Promote services that are informed by the cultural norms/beliefs/practices of the communities served.

- Advocate for use of certified interpreters, do not place the burden of access on family members or other informal supports.
- Ensure there are adequate services for the blind and deaf or hard of hearing and individuals with intellectual or cognitive difficulties.
- Compile a directory of culturally relevant resources available in the community through consultation with respected members of that community.

Slide #20: Teamwork

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!***

Trainer Note: This slide uses animations.

Trainer: Explain that participants should work collectively with their team to:

- Assess current practices and "blind spots" as part of routine program evaluation.
  - o An assessment should address the attitudes, behaviors, policies, structures, and practices of an organization, including all levels of management and staff. It should also elicit the perspectives and experiences of diverse individuals and communities served.

- 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.
- Utilize the Cultural Humility Scale
  - o A tool developed for an organization to learn about clients' perceptions of staff's cultural humility. Some possible ways to utilize the tool, other than administering the tool with clients, may be to review the tool in a supervisory meeting to spark discussion or as a guide for training. Note: See Recommended Resources section for tool link.

Remember: You Don't Have To Have All The Answers, Nor Should You!

Slide #21: RESPECT

https://www.thebluediamondgallery.com/handwriting/images/respect.jpg
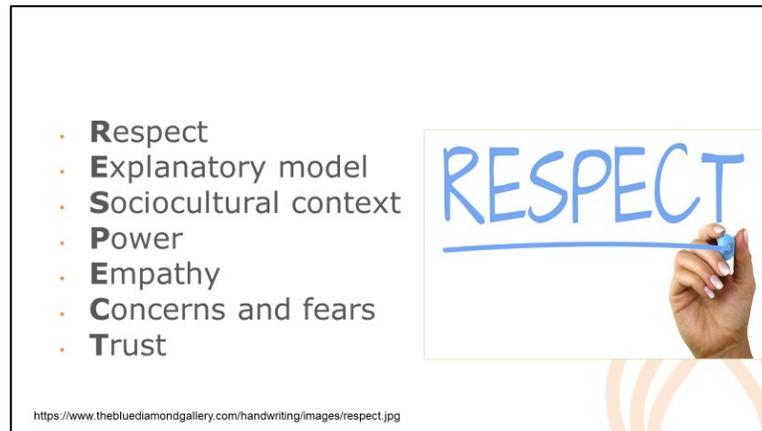
Trainer Note: This slide uses animations.

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

Trainer: Inform participants that the "RESPECT" tool is included in their Participant Manual, please refer them to their table of content as that has the most accurate page number.

Review the following points of the "RESPECT" tool with participants:

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

- **E**xplanatory 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?

- **S**ociocultural 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.

- **P**ower—Acknowledge the power differential between clients and APS professionals.

- **E**mpathy—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.

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

Ask What do you like about this tool? What aspects of the tool are you already using with your team? Which strategies are new or less familiar to you that you would like to try? Are there also applications for work with clients as well as staff?

Encourage participants to take themselves off mute to share verbally, or to use the chat to share their responses.

Trainer Note: You may also add your own reflections on the prompt above or consider the following examples to help spark the conversation. For aspects of the RESPECT tool that examples are not provided for, invite participants to practice providing their own examples.

Overall, acknowledging that past and/or current exposure to trauma may make clients fearful or mistrusting of accessing services.

Example #1: You are the supervisor for a worker who has been assigned to follow up with a 67-year-old Black transgender female client. The worker laughs nervously, stating that they are feeling uneasy about working the case and that they don't know how to interact with "he/she". Applying the RESPECT tool, how would you use it to help the worker reinforce culturally responsive attitudes and behaviors towards this client?

Respect – Explore with the worker how they typically show respect towards a client, and what they might do differently or in addition to show respect for this particular client and why. For example, they could ask the client what their preferred name and pronouns are rather than assuming.

Explanatory Model – Review any details provided on the client in the case file that may aid in the worker's understanding of the client's presenting problem, particularly how the client may view it themselves. The client lost many loved ones during the height of the AIDS epidemic and experienced how members of the LGBTQIA+ community were blamed and ostracized at that time. The client has a mistrust of health providers for this reason, finding it difficult to disclose their sexuality for fear of ridicule and treatment as a second-class citizen.

Sociocultural context – Also review the case file for any information providing how class, race, ethnicity, gender, education, socioeconomic status, sexual and gender orientation, immigrant status, community, family, gender roles, etc. may impact the client's presentation. For example, the fact that it was not until 1973 that the American Psychiatric Association (APA) removed the diagnosis of "homosexuality" from the second edition of its Diagnostic and Statistical Manual

(DSM) has perpetuated stigma. Those seeking gender affirming surgery must first go through an evaluation process that physicians are the gatekeepers for.

Have participants think about and share an example for "Power", "Empathy" and "Concerns and fears"? Participants could be sent to breakout rooms in pairs to discuss and then report back to the larger group.

Example #2: You are the supervisor for an APS professional in New York City who has been assigned a case involving an 82-year-old Chinese female living in a SRO in Chinatown during the height of the COVID-19 pandemic that required an immediate in-person response. The worker requests to consult with you because they are anxious and uncertain about making a visit to this client. The worker expresses anger because they heard in the news that the virus originated in Wuhan, China, and they are unsure about working with this client. Applying the RESPECT tool, how would you use it to help the worker reinforce culturally responsive attitudes and behaviors towards this client?

- **Respect**—Offer the APS professional an opportunity to explore ways to interact with the client respectfully through role-play/practice that also addresses their concerns about personal safety when working in the community.
- **Sociocultural context**—Offer, for the APS professional's consideration, information regarding the recent rise in anti-Asian hate and discrimination since the onset of the pandemic. The supervisor could even consider sharing online resources such as STOP AAPI Hate, Stand Against Hatred and Right to Be's Bystander Intervention Training Against anti-Asian Hate and Xenophobia to raise the APS professional's awareness of the social cultural context.
- **Power**—Review/Discuss what the role of APS is, which is to help vulnerable adults. Sometimes reviewing the "Why" with someone you supervise can be a powerful reminder of the purpose of why they are serving in the role. Have an upfront discussion around expectations of the role, pointing out that withholding services because of personal biases is unethical and would have disciplinary consequences. As a supervisor, you can strive towards reinforcing autonomy and creating a safe space for the APS professional to explore their biases towards the identified group. You can be mindful that the goal is not to shame or forcefully convince the APS professional, but to help them identify potential barriers and how to overcome them should they choose to do so, or if not, what the consequences may be. You can reference the NAPSA Code of Ethics and the responsibilities of an APS worker towards their work with clients.
- **Empathy**—You can strive to create a safe space for the APS professional to feel supported and heard regarding their concerns, while also helping the APS professional to increase their empathy by considering the client's experience. For example, a client of Chinese descent during this time may

be dealing with the burden and fear of having people scapegoat them for the pandemic. They may also experience shunning by society due to their ethnicity and association with the purported origin of the virus. The elderly client, as part of one of the most physically vulnerable groups to the virus themselves, may in turn be worried about being infected by the worker making contact. You can remind the APS professional of ways that they can mitigate the risk of transmission and put the client more at ease by following health and safety guidelines such as using PPE, practicing physical distancing and offering to meet the client outdoors, if it is safe to do so.

Have participants think about and share an example for "Explanatory model" and "Concerns and fears" Participants could be sent to breakout rooms in pairs to discuss and then report back to the larger group.

Trainer REMIND participants to refer to their Participant Manual's Recommended Resources' list for national resources addressing hate crimes and civil rights violations. Please refer them to their table of contents as it reflects the most accurate page number.

- U.S. Department of Justice [Get Help or Report a Hate Crime](#)

- U.S. Department of Justice [Find Out How the Department of Justice Can](#) [Support You](#)

- [Victim Connect Resource Center](#)

- U.S. Department of Justice [Civil Rights Division](#)

- [STOP AAPI HATE](#)

- [Stand Against Hatred](#)

- [NAPABA](#) may be able to provide pro bono (free) legal assistance to you if you have been the victim of a hate crime or hate incident.

- [Right To Be](#)

Slide #22: Language Matters

Trainer: Explain that how we speak towards and about clients and our team members shapes narratives and sends messages. How often have you heard a colleague repetitively utilize terms such as "crazy" or "lazy" or jokingly say, "I wanted to shoot myself."

Unfortunately, this type of casual commentary is not uncommon and adds to further stigmatization. These words and sayings can also be a trauma activator for some, and harmful. Of course, humor is a coping strategy that many of us turn to for strength and endurance in this work, but it must be appropriate and never at the expense of others, nor used to perpetuate shame and stigma.

It requires reflective effort, grounded in the practice of cultural humility, to be intentional about the language we use to communicate effectively with those we are working with, rather than censorship. It is the application of the Golden Rule, speaking to people the way you hope to be spoken to.

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.

Provide the following examples for consideration:

- Asking clients how they would like to be addressed.
- Ask about a person's pronouns.
- Be aware of assigning stereotypical gender roles.
- Avoid labeling a person by their health and/or mental health diagnosis, e.g. "He's demented" or "She's a borderline."
- Referring to someone as a person with a substance use disorder vs. as an "addict, junkie, or druggie."
- Being mindful of how to talk about someone's age (i.e., "you look so good for 80") or their level of acculturation or education (i.e., "your English is so good").

- Do not make assumptions about age or disability. (i.e. assuming that a person cannot do something, but they can).
- Avoid using professional jargon, and ensure the terms used are accessible in understanding.
- Emphasize abilities and strengths, not limitations.
- Reflect unconditional positive regard.

Slide #23: Addressing Shame and Guilt

Trainer: Explain that shame can be a powerful emotion that often arises when exploring sensitive issues around race and culture. Shame can be counterproductive to personal evaluation and development. Shame can also inflict trauma, silence the conversation, and effectively immobilize and thwart all efforts to move forward in a productive manner.

Shame should <u>not</u> be used as an educational tool or a vehicle for change, nor should it be the burden of marginalized individuals to help those who feel shame to mitigate it.

Supervisors should instead consider addressing sensitive topics from a place of compassion and curiosity. Supervisors can adopt the mindset that it is valuable to work through discomfort and view mistakes as learning opportunities, allowing space for all the feelings that come up. It is OK to not know all the answers, even as a supervisor.

We should be mindful of emotions that come up for us in these situations and be mindful of how we choose to react. We could shut down, become frustrated or even defensive, or we could use the experience to engage in personal growth and a meaningful dialogue with others to gain greater awareness.

Slide #24: Discussion Questions

Trainer Note: this activity can also be done as large group process if time is limited. The main thing to consider is having participants share their experience with this activity as they are comfortable.

Moderator: For virtual delivery with small group breakouts, you will need to create groups of 3-4 participants via your platform and list the instructions in the chat box prior to sending them to breakout groups. Assign one question per group and give them 10min to discuss and then 10 minutes to debrief in large group.

Activity Instructions: In your group, discuss the assigned question. Please choose a spokesperson to report out. The questions can be found in the Participant's Manual, please refer them to their table of content. You have 10 minutes.

Trainer: Bring groups back and ask participants to respond using the chat or unmute to answer for approx. 10 minutes.

- 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 insensitive or hurtful, even though that is not your intention?

Trainer Note: You may need to provide an example to encourage further sharing. The following examples are provided for your consideration:

- Without really thinking, making the comment "That is so gay" in front of a group of co-workers, and one of them calls you out for making a discriminatory comment.
- Using the incorrect pronouns with someone or misgendering the individual and having them correct you.

Slide #25: Ongoing Learning, Assessment, and Implementation

Trainer Note: This slide uses animations.

Trainer: Explain that building a work environment dedicated to providing culturally responsive services will require support from all levels. Supervisors provide one of those levels of support by:

- Identifying their own beliefs about all aspects of culture, including aging and disabilities
    o Research shows that negative views of aging can impact our health and shortens the lifespan
    o Be mindful that the work of APS is predominantly focused on the "problems" that accompany aging and disability. This is <u>not</u> a holistic view of the adult and aging population.
    o Acknowledge *where you are as a supervisor* in your learning and development of building culturally responsive practices, seek consultation with colleagues you can trust

- Modeling for Staff
    o Acknowledge when you make mistakes
    o Acknowledge when you do things well
    o Demonstrate a commitment to identifying your areas for growth and seek out educational experiences
    o Stay curious and build on your expertise
        ▪ What resources do we need?
        ▪ How do we train staff to provide culturally responsive services?

Encourage participants to review the Recommended Resources list in their participant manual for ongoing learning resources (refer them to their table of contents as it reflects the most up to date page number).

Slide #26: Scenario Activity

Trainer Note: This is an optional activity that can be processed as a large group or used for a breakout activity. Refer participants to Scenario 1 & 2 in their participant manual, have them review their table of contents as it reflects their most up to date page number.

Trainer: Ask for a volunteer to read the scenario and discuss the questions.

Scenario #1:

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

Scenario #2:

You pass by the desk of a Black female worker who joined your team less than six months ago, and you overhear her muttering an expression of frustration as she hangs up the phone with a client. She

heaves a heavy sigh and holds her head in her hands. You approach her desk, concerned, and ask her "how she is doing" and if you can assist with anything. Initially, she shakes her head and is reluctant to share, but you add that you noticed that she appears distressed by the phone call she just had and are concerned for her well-being. She looks up at you

briefly, hesitates before responding, but eventually tells you that she is feeling upset and burnt out because the client she just spoke to accused her of having a "threatening tone". She looks at you again, almost as if she is checking to see what your reaction will be. You thank her for trusting you with how she is feeling and invite her to tell you more about the situation if she feels comfortable doing so. You can see that the accusation has had an impact on the worker, and you share this observation, convey your concern, and ask her if she would prefer to meet somewhere with more privacy. She nods, and when you close the door to your office, she reveals that it takes a lot of emotional labor for her to monitor herself and her reactions all the time because of being a Black woman and not wanting to come across as the "angry black woman". She does not even know if it is safe to bring things up like this with a supervisor, and she is afraid that no one would believe her side of the story. She confides that is has been especially difficult for her personally with the social and racial injustices happening in our country.

Discussion Questions:

- How can supervisors create a "safe space" for team members to feel comfortable sharing their experiences in doing this work, the work of addressing inequities?

- How would you have responded to this worker if you were their supervisor, and why?

- What aspects of your own personal identity or experience might influence how you respond?

Ask for 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 to share their responses.

Share the following examples with the participants if needed:

- For Scenario #1: Have an "open door policy" and reinforce healthy behaviors like help seeking and consultation. Listen with impartiality, seeking to validate the APS professional's experience and help to redirect their energy towards their original goal, in this case, examining her privilege, implementing anti-racist practices and learning how to be an effective ally. Normalize that addressing our own implicit bias, privilege and structural racism is challenging and will take long term investment for desired change. For Scenario #2, the supervisor demonstrates proactiveness in checking in with the APS professional by acknowledging their distress while reinforcing their autonomy by first seeking permission to provide support to the APS professional. The supervisor also offers to speak in a more private location to respect the APS professional's privacy and vulnerability. The supervisor also does not immediately focus on the potential client care issue but allows the opportunity for the worker to first share their experience and what might be contributing to their distress.

- How the supervisor identifies may influence what they are able to offer in terms of experience and insight.

  o If the supervisor's identifications afford them with more privilege than the worker, then the worker may or may not be comfortable telling the supervisor what is going on with them, and if the APS professional does, they may experience being shut down or dismissed if the supervisor is not aware of the APS professional's experience moving through the world or has not reflected on how their own identifications may influence their dynamic with the APS professional. It is also important to consider that a client's worldview may also be biased towards staff as in the second scenario above. It is helpful if a supervisor avoids generalizing or assuming that they know what the APS professional's experience is, and rather, seeks to understand them through genuine concern and respectful curiosity. This is a parallel process to trust and rapport building with a client and meeting the client where they are at.

  o If the supervisor identifies similarly to the APS professional, i.e. also holds a certain amount of privilege, they might be able to empathize with staff and offer examples of, or resources on, how they have

overcome similar challenges as encouragement. For example, in Scenario #1a supervisor might say something like, "I've also found it challenging to know how to do this work. Sometimes, I feel like I might say the wrong thing, but I remind myself that it's not a "one and done" type of training or learning experience. I try to keep an open mind and seek consultation and feedback just like when you came to me to share what you were experiencing."

o If the supervisor identifies differently, i.e., holds less privilege than the APS professional, then they may be able to recognize and reinforce the APS professional's desire to become an ally, and to not
o allow shame to undo that. For example, in Scenario #1 a supervisor's awareness of the potential for the interaction to lead to an undue mental/emotional burden for themselves may be key in self-care, and for the supervisor to also remember to rely on available resources that they can redirect the APS professional to utilize. In Scenario #1, the supervisor may also point out that the APS professional's own experience of disappointment and frustration could be used to generate empathy and understanding for marginalized communities whose daily reality is riddled with those emotions. In Scenario #2, the supervisor can be aware of the socio-political context, stressors in the environment such as micro and macroaggressions that pummel marginalized individuals daily and during key events.

Share, for consideration, that we all have a stake in this work of transforming the current system built on structural racism, and that Anti-racist practices are the foundation for equity for all of us, regardless of race or other identifications.

Wrap Up and Evaluation

Time Allotted: 15 minutes.

Associated Objective(s):

Method:

Slide #27: Transfer of Learning Activity

Trainer Note: You can find the transfer of learning activity Appendix B of this manual. Refer participants to the table of content in their participant manual to follow along since it will reflect the most accurate page number.

Trainer: Review Transfer of Learning Activity Parts. It's recommended they complete Steps 1 & 2 within 2-3 weeks of taking this training.

Step 3 can be completed 4-6 weeks from taking this training.

Remember 90% of learning occurs when a learner can teach it back to someone.

New Slide - Poll Activity:

> **Trainer:** Inform participants that will be two polls**. Remind** participants that the polls are anonymous and that it is important that they are honest with their answers.

> **Poll #1:** How comfortable do you feel practicing cultural humility and cultural responsiveness in your role as a supervisor?

Answer Choices:

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

Poll #2: How important is it for you to support your staff in implementing cultural humility and cultural responsiveness with the clients they serve?

Answer Choices:

1. Extremely Important
2. Somewhat Important
3. Neutral
4. Somewhat Unimportant
5. Extremely Unimportant

Trainer: Share the results of the poll for both questions.

Invite participants to share with the large group what aspects of the training or other resources contributed to an increase in their comfort level around practicing cultural humility and cultural responsiveness in their role as a supervisor.

Normalize for participants that some may feel more comfortable than others depending on where they are starting from in this process.

Slide #28: Closing Thoughts

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?

Trainer Note: As time allows, utilize the reflective questions.

Trainer: Ask participants to consider the following reflective questions and provide their responses out loud by unmuting their microphones or by typing in the chat pod:

- 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?

Invite participants to share their plan for becoming more comfortable/confident practicing cultural humility and cultural responsiveness in their role as a supervisor. Have them consider if this training or another resource has helped to increase their motivation to formulate a plan of action. Invite them to reflect on whether they believe/feel that it is both important and feasible. Also, invite them to share how they might feel stuck or uncomfortable.

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

Thank participants for their attention and participation today and hand over to the moderator for the evaluation.

Slide #29: Thank You!

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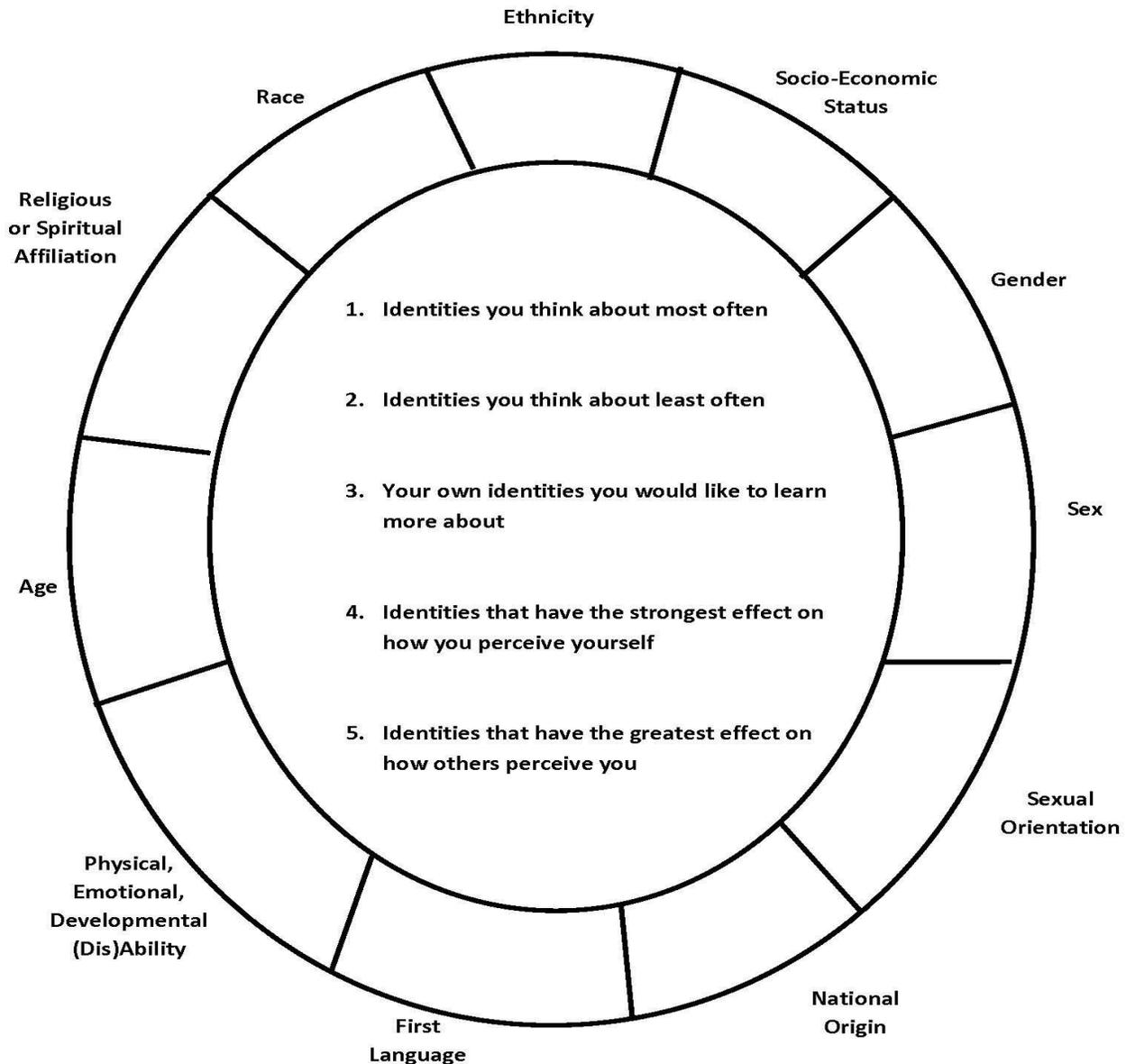Venner, K., & Verney, S.P. (2015). Motivational interviewing: reduce student reluctance and increase engagement in learning multicultural concepts. **Professional Psychology: Research and Practice, 46**, 116-123.

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APPENDIX A - PRE-TRAINING ASSIGNMENT SOCIAL IDENTITY WHEEL

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

Ethnicity
Socio-Economic Status
Race
Religious or Spiritual Affiliation
Gender
Sex
Age
Sexual Orientation
Physical, Emotional, Developmental (Dis)Ability
National Origin
First Language

1. Identities you think about most often

2. Identities you think about least often

3. Your own identities you would like to learn more about

4. Identities that have the strongest effect on how you perceive yourself

5. Identities that have the greatest effect on how others perceive you

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

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

APPENDIX B- TRANSFER OF LEARNING ACTIVITY

Step 1. Videos

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

Process and Reflection Questions:

1) How does Lee Mun Wah embody the values of cultural humility?

2) Were there feelings that came up for you during the video? Explore them and ask yourself, "What would Lee Mun Wah say to me if I shared these feelings with him?"

3) What lessons does Lee Mun Wah teach that can apply to as APS supervisor?

4) How do we ourselves accountable for advancing cultural responsive practices?

Watch *Module 5: Panel 3 Providing Trauma-Informed and Culturally-Responsive Services and Healing Supports* (https://fast.wistia.net/embed/channel/j5bp4edsuo?wchannelid=j5bp4edsuo&wm ediaid=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

- *[Mistreatment of Lesbian, Gay, Bisexual, and Transgender (LGBT) Elders (2020)](#)*
- *[Mistreatment of African American Elders (2020)](#)*
- *[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.

APPENDIX C- RECOMMENDED RESOURCES

Websites

- **Cultural Humility Scale**
  https://www.thenationalcouncil.org/resources/ti- roc-cultural-humility-scale/?gad_source=1&gclid=Cj0KCQjw-5y1BhC-ARIsAAM_oKlqRxcRXmsEgWz7Z_DJQ6jDFu97Od63txoCpUco9KBs1Q0ej- 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. Metzl
- *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=hIEiRTaGuM)
- TED Talk - The Secret To Changing, Lee Mun Wah - https://www.youtube.com/watch?v=Hp5SNpCtiWk

APPENDIX D- 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.

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