

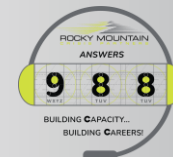


Providing Multicultural Supervision for Crisis Services

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Who is Rocky Mountain Crisis Partners?

- Statewide provider for Colorado Crisis Services Line and 988 in Colorado
- 24/7/365
- ~360 total staff and interns, no volunteers
 - 36 Crisis Supervisors
 - 7 Crisis Program Managers
- 10:1 supervisee to supervisor ratio

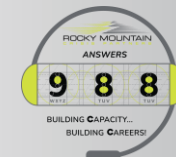


Who has specific multicultural supervision training at their organization?



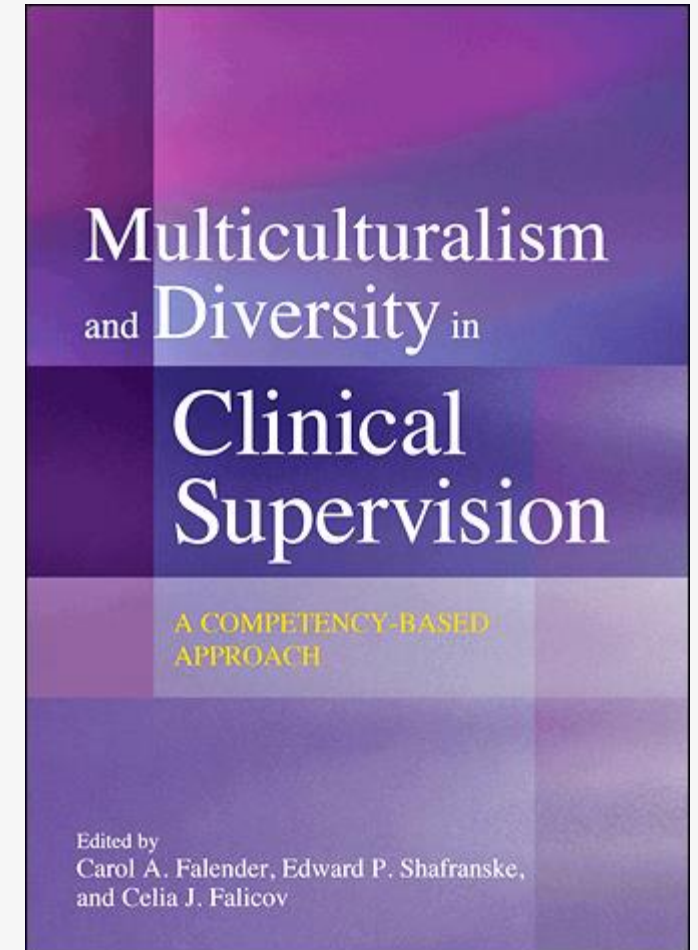
RMCP's Multicultural Supervision Training Outline

- Supervisor onboarding – introduces Multicultural Supervision (~30 mins)
- Multicultural Supervision Professional Development Pathway (~10hrs)
 - Pre/Post Survey
 - Broken down into 3 sections
 - Theoretical Frameworks
 - Developing Self Awareness
 - Conducting Multicultural Supervision
 - Associated Facilitator guide for Program Managers to review learning with Supervisors to increase retention.



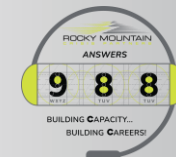
Basics of Multicultural Supervision

- Education on different identity status'
- Privilege and oppression
- Traits of multiculturally trained supervisors
- Traits of multiculturally incompetent supervisors and the related impact
- Challenges of multicultural supervision



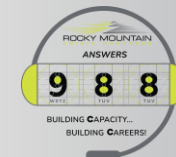
Multicultural Supervision Professional Development Pathway: Pre/Post Survey

- 1-5 Likert Scale
 - How knowledgeable are you about multicultural theoretical models?
 - How comfortable are you exploring your own identity statuses and how they relate to this work?
 - How comfortable are you exploring your own biases and how they relate to this work?
 - How comfortable are you having conversations about direct report's identity statuses and the impact in this work?
 - How familiar are you with the concept of cultural humility?
 - How confident are you at addressing microaggressions?
- Open ended question:
 - Pre: What are you hoping to learn from this training?
 - Post: What are your key take aways from this training?



Multicultural Supervision Part 1: Frameworks

- Stages of Change model and relation to readiness to talk about culture/ diversity
- Identity Development models:
 - Sue & Sue's Racial/Cultural Identity Model
 - Helm's White Identity Development Model
 - Berry's Theory of Acculturation
- Reflection Questions:
 - Consider where a supervisee might be in this model
 - What observations support them being at that stage
 - What interventions might you try in supervision with someone at that stage



Multicultural Supervision Part 1: Self Awareness

Cultural Competence Self-Assessment Checklist

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Value Diversity	I view human difference as positive and a cause for celebration				
Know myself	I have a clear sense of my own ethnic, cultural and racial identity				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Safety: My supervisor makes me feel safe to speak about anything that is impacting me, personally or professionally	1	2	3	4	5
Security: My supervisor makes me feel secure in my job	1	2	3	4	5
Collaboration: My supervisor works collaboratively with me to develop my performance goals	1	2	3	4	5
Mutuality: My supervisor does not exert power/dominance over me.	1	2	3	4	5
Empowerment/Choice: My supervisor provides the support I need to empower me to make the decisions for my career path	1	2	3	4	5
Voice: My supervisor allows me to voice my concerns or opinions	1	2	3	4	5
Trust: My supervisor embodies trustworthiness	1	2	3	4	5
Transparency: My supervisor is transparent with information that may impact me	1	2	3	4	5
Communication: My supervisor communicates in a respectful manner	1	2	3	4	5
Protected Time: Supervision happens at a regular, consistent & protected time	1	2	3	4	5
Reflection: Supervision includes time for me to reflect on my feelings regarding the work and how it is impacting me	1	2	3	4	5
Coach: My supervisor is a coach for me on my career journey	1	2	3	4	5
Consultant: My supervisor is my consultant of choice on my cases	1	2	3	4	5
Teacher: I consider my supervisor to be a great teacher	1	2	3	4	5
Accountability: My supervisor has difficult, safe and nurturing conversations with me about challenges in my performance	1	2	3	4	5

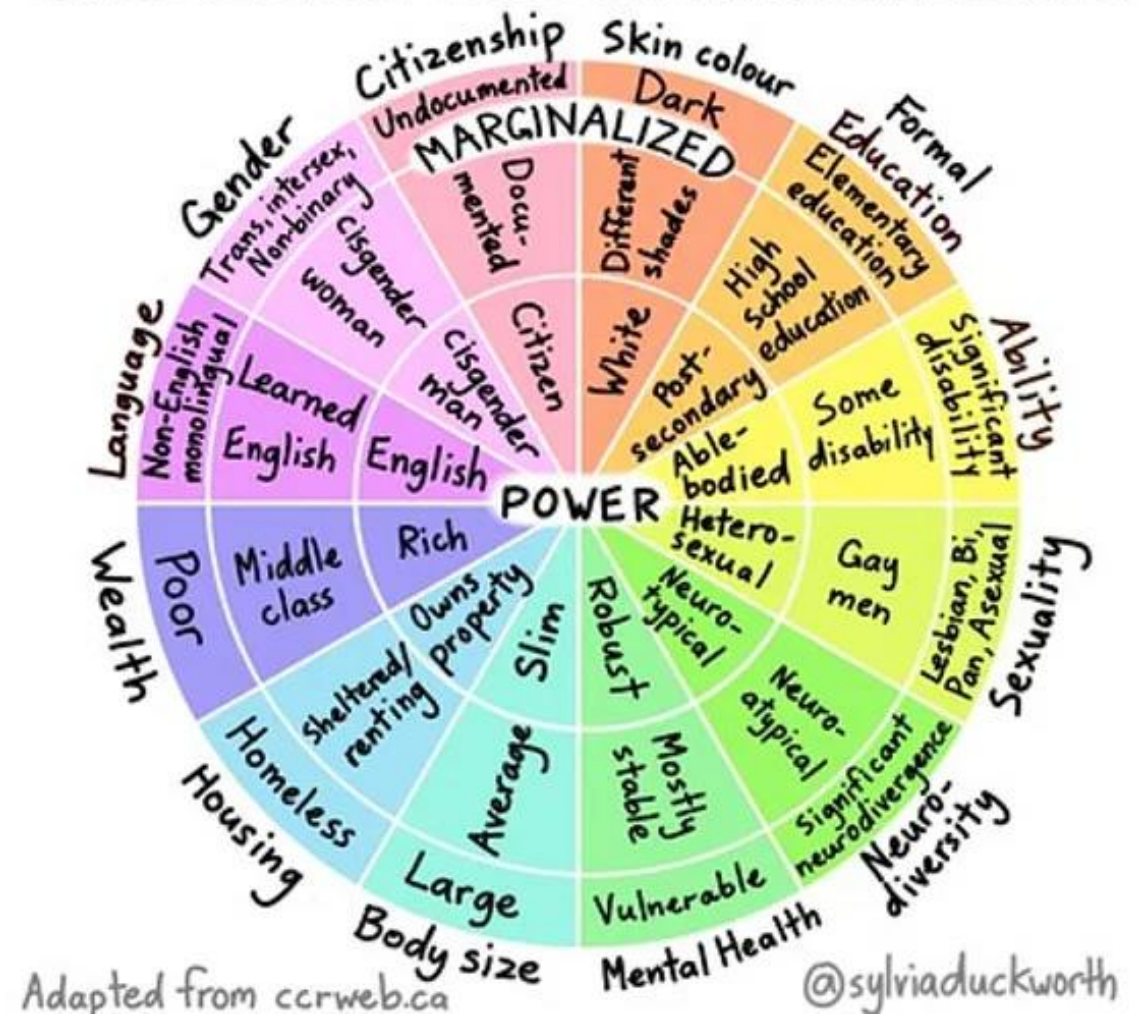
Multicultural Supervision

Part 1: Introducing Feedback tool – TIRO Supervisor Assessment

Multicultural Supervision Part 2: Developing Self Awareness

- Experiential exercise
- Why is it important and the impacts of self-awareness on our ability to practice multicultural supervision
- Cultural Humility and the HUMBLE Model (Lekas, Pahl, and Fuller, 2020)
- ADDRESSING Framework & Wheel of Power/Privilege

WHEEL OF POWER/PRIVILEGE



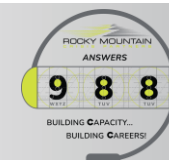
Multicultural Supervision

Part 2: Developing Self Awareness

- Normalized Implicit Biases
 - Complete 3 IAT tests
- How to overcome our biases
- White Dominant culture
- Becoming a better Ally in the workplace
- How to address microaggressions

What can you personally do to make a change, or pivot, from the **left column** to the **right column**? What can your organization do?

'NORM' of White Dominant Culture	PIVOT	SOMETHING DIFFERENT
<p>Either/or thinking Believing people are racist or not racist, good or bad. Seeing incidents of inequity as isolated events.</p>		<p>Systems and complexity thinking Understanding context and intersectionality. Seeing patterns, holding contradictory thoughts & feelings simultaneously.</p>
<p>Paternalism No consultation or transparency in decision making. Taking over campaigns, mediating and facilitating others.</p>		<p>Partnership Decision making is clear, affected parties are consulted. Evaluations include staff at all levels. Leadership of Frontline communities is respected and nurtured.</p>
<p>Competition Taking unearned credit for wins. Coopting local organizing efforts, or the work of other staff. Treating core campaign issues as more important than issues that other people are working on.</p>		<p>Collaboration Taking time to build relationships based on trust. Focus is on 'building a bigger pie' instead of fighting over a slice. Mutual support and promotion of each other's campaigns and issues.</p>
<p>Power hoarding Ideas from less senior people are treated as a threat, information and decision making is confidential. Holding on to resources, scarcity mindset.</p>		<p>Power sharing Ideas at all levels are valued for the positional expertise they represent, ideas from others are requested and space is made for them to be heard. Budgets are made available for viewing, providing input on, and resources are shared equitably and appropriately.</p>
<p>Comfort with predominantly white leadership Defaulting to all or mostly white leadership using urgency and lack of available, qualified people of color as</p>		<p>Leadership representative of the communities most affected by inequity Take time to weave into the fabric of the organization a</p>



Multicultural Supervision Part 3: Conducting Multicultural Supervision

Considerations for Group Supervision

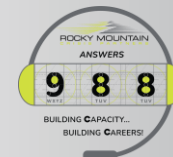
Individual Supervision Application

- Creating a safe space/ Psychological safety

Understand impostor syndrome and how to challenge it

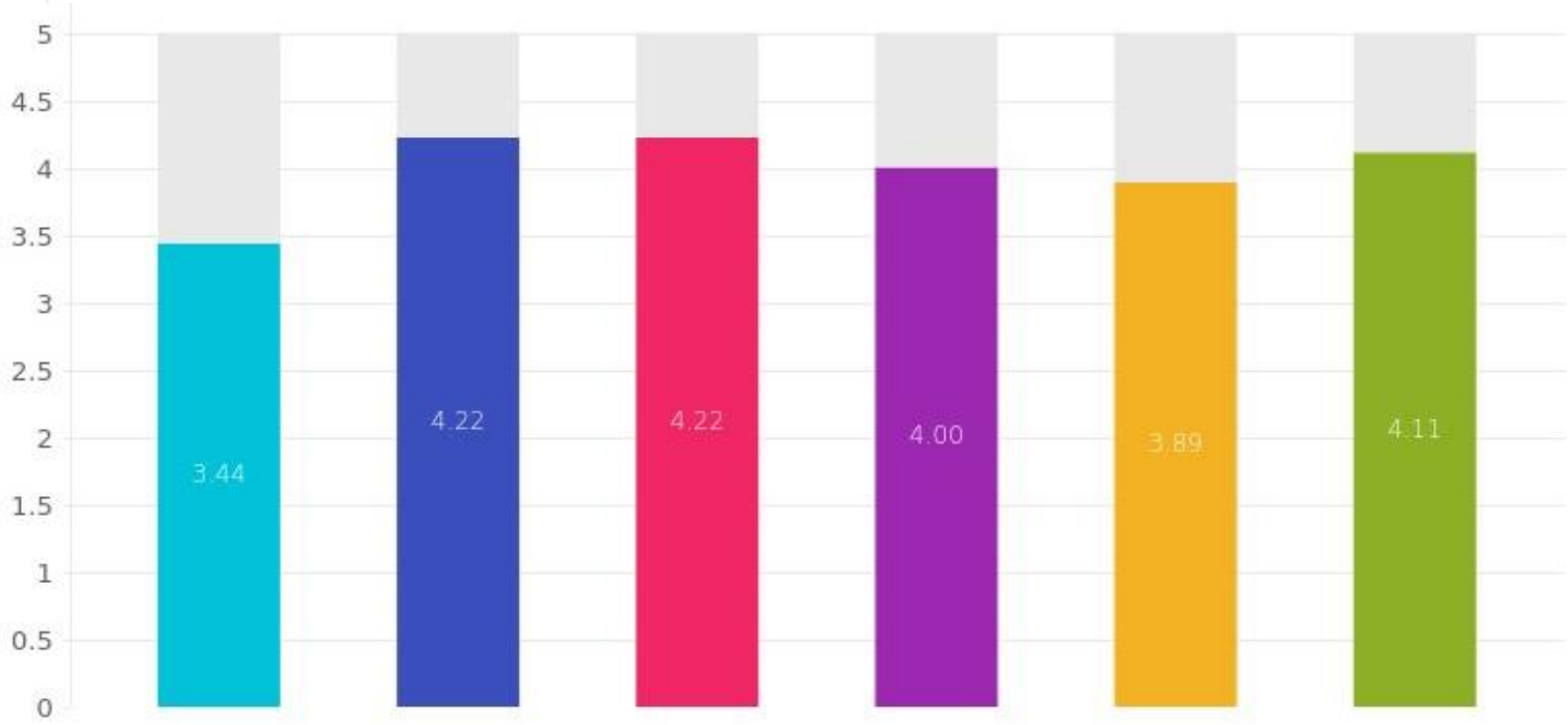
Read Multicultural Supervision Guidelines

Watch a panel discuss multiculturally competent supervision



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Denver, CO

Effectiveness of Training



● How knowledgeable are you about multicultural theoretical models?

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● How comfortable are you having conversations about direct report's identity statuses and the impact in this work?

● How familiar are you with the concept of cultural humility?

● How confident are you at addressing microaggressions?

Qualitative Data Themes— What are you hoping to learn from this training?



Seeking enhanced comfort/
competency



Deepen understanding/
knowledge



Personal growth/ enhanced
ability to detect personal bias



Staying up to date on emergent
research

Qualitative Data Themes – What were your key take aways from this training?



Enhanced understanding of
microaggressions



Importance of direct conversations



Enhanced understanding



Appreciation of self awareness building and
reflection opportunities



Importance of exercising vulnerability



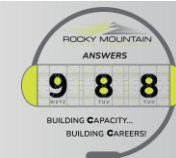
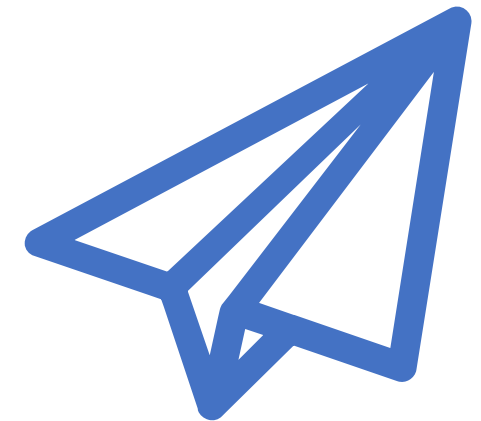
Applications for supervision

Q&A/ Discussion

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