Leadership Development for Social Work Educators & Trainers - Best Practices for Addressing Power, Privilege and Oppression when Teaching Topics of Diversity & Increasing the Intersectional Lens in the Classroom

Matthea Marquart, Beth Counselman-Carpenter, and Dawn Shedrick

Thursday, June 14, 2018, from 10:50-11:50 AM, in EBA 249 Classroom

AGENDA	
1	Welcome and agenda
2	Case study 1: Course on Racial Identity Development
3	Case study 2: Course on Gender & Sexuality
4	Best practices
5	Wrap-up and Q&A

What risks do we ask employees/trainees/students to take in trainings/classes?

What risks do we ask students to take in class?

We ask students to be vulnerable in front of others:
- Speaking in public
- Volunteering to have people look at them
- Admitting they don't know the answer
- Being wrong, being right, feeling judged either way
- Experiencing conflict / disagreement
- Sharing personal opinions, thoughts, experiences

The other people include:
- Potential crushes, exes, competitors, friends, peers
- The instructor who has power over them

What how might feeling vulnerable impact behavior in your training/class, particularly on topics of diversity?

Why is it important for students to take risks in the classroom?

"Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn."

HERBERT A. SIMON, one of the founders of the field of Cognitive Science, Nobel Laureate, and University Professor (deceased) at Carnegie Mellon University, from: *How Learning Works: Seven Research-Based Principles for Smart Teaching*
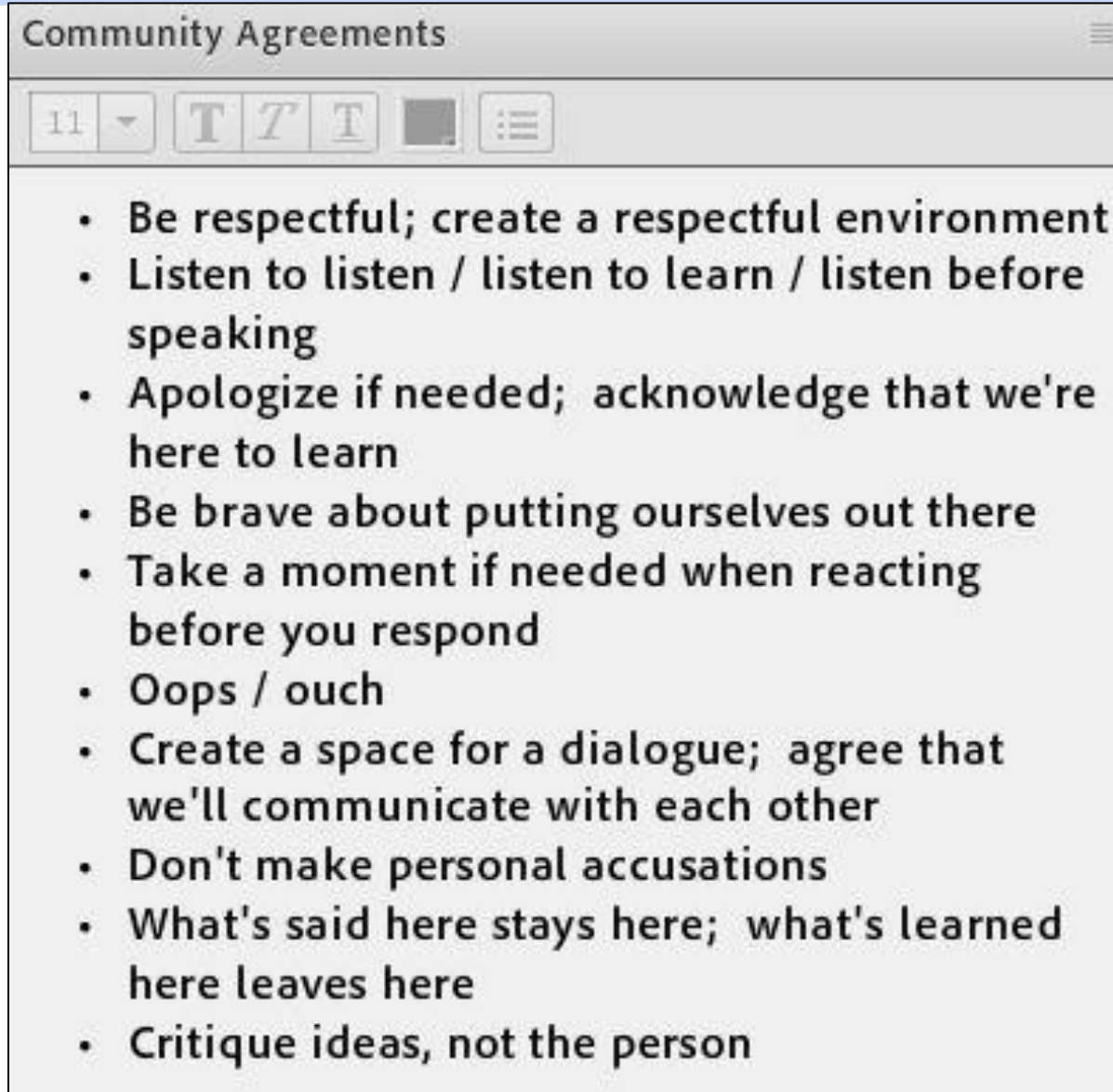
How can we create a classroom in which students feel comfortable taking risks?

Creating, using, and enforcing community agreements

Building community

These strategies can help establish a respectful, supportive environment that promotes participation & learning

Example community agreements: Racial Identity Development

Community Agreements

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

Example community agreements: Staff Development, Training, & Mentoring

- Argue the point, not the person
- Communicate respect even if you disagree
- Assume good will / don't take it personally
- One mic
- "Call them in, not out"
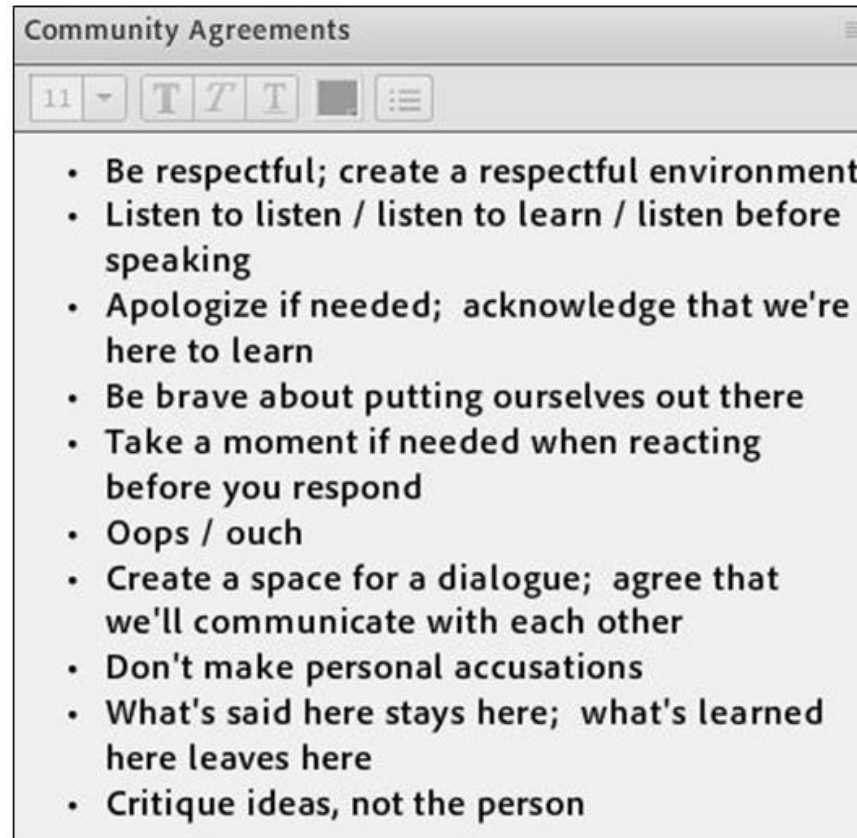- Share real world experiences
- Share ideas / be brave
- Don't be afraid to shift your mental model
- "Step up / step back"
- Share job opportunities / network

Focus on Racial Identity Development: Online course, First-year MSW students

- Community agreements reviewed:
  - At the start of each class session, with potential to edit / add to the agreements
  - Within each small group breakout discussion

- Community agreements enforced:
  - In grading rubrics for class sessions
  - In grading rubrics for online class discussion forums
  - In the moment during live class discussions

Example class slide (online)

Revisiting our Community Agreements

Community Agreements

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

Anything to add or change? If these are still ok with you and you still agree to follow them, please give us a green check.

Example online breakout group setup

SOCWT660B D40 HBSE B Racial Ident Dvlpmt Live Session (Content feedback) - Adobe Connect

Meeting   Layouts   Pods   Audio

Breakout Questions

Note: recorders, please don't write down private details; before starting to ask questions, check to see what the speakers feel comfortable having written down.

1. What was your experience like with the final paper? Were any parts particularly difficult?

2. What did you learn from the discussion forum about interview excerpts? Did your classmates have similar experiences with their interviews to the experience that you had?

3. If time: Feel free to discuss any final questions you'd like around race & racial identity
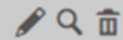
Sync

Community Agreements

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
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- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

Attendees (1)-Breakout 8

Active Speakers

End Breakouts

- Main Meeting (0)
- Breakout 1 (0)
- Breakout 2 (0)
- Breakout 3 (0)
- Breakout 4 (0)
- Breakout 5 (0)
- Breakout 6 (0)
- Breakout 7 (0)
- Breakout 8 (1)
  - Matthea Marquart

Chat 12 - Breakout 8 (Everyone)

Everyone

Notes 14 - Breakout 8

Group members:
Recorder:
Facilitator:
Reporter:

Example class participation rubric

HBSE B: Racial ID Dev - Live Session Participation Rubric (6)

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Arrived on time and ready to participate	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Present in session throughout (excluding any breaks) and stayed until the end	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Technology functioning as per online student agreement (no wifi, headset mic working, webcam working, etc.)	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Participated in the chat	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Participated in all of the polls	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Contributed to the group during breakout sessions (e.g. taking on the recorder or reporter roles, contributing to the group discussion, joined the group on webcam when reporting back, etc.)	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Responded to instructor requests (e.g. using status icons when asked, volunteering to participate on webcam and mic)	This area will be used by the assessor to leave comments related to this criterion.	1.0 pts
Behaved in a professional manner -- supportive of your colleagues and followed the community agreements	This area will be used by the assessor to leave comments related to this criterion.	3.0 pts

Total Points: 10.0

Example discussion forum instructions

In your discussion forum post, due on Monday at 11:59pm EST:

- Share who you'd like to interview, and why. Note: fake names are perfectly ok if there's a reason you'd prefer not to say, and you don't have to tell us it's a fake name.
- Share your list of 10 questions for your interviewee.

By Wednesday at 11:59pm EST, reply to at least two of your classmates. In your replies:

- Share something that resonated with you about their post, or that you found interesting
- Share feedback about the questions they plan to ask -- you can provide unlimited positive feedback, but you have a maximum of ONE piece of constructive feedback if you have something helpful to suggest, e.g. about the phrasing of a question, a tip about the overall approach, etc. So, think carefully about what you'd like to say.
- Engage with those who have responded to your post
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone, and remember to follow our community agreements

This discussion forum is worth 20 points. The points for this assignment will be for:

- Submitting your first post on time (2 points)
- In your first post, sharing who you'd like to interview and why (4 points)
- In your first post, sharing a list of 10 questions you'd like to ask your interviewee (4 points)
- Submitting your responses to two of your classmates on time (2 points)
- In your responses, following the instructions (4 points)
- Demonstrating professionalism and a supportive tone in your language, and following our community agreements (4 points)

Example discussion forum rubric

Rubric for discussion forum on who to interview & questions to ask ✏ 🔍 🗑
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Submitted first post on time	*This area will be used by the assessor to leave comments related to this criterion.*	2.0 pts
In first post, shared who you'd like to interview & why	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
In first post, shared a list of 10 questions you'd like to ask your interviewee	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
Submitted responses to at least two classmates on time	*This area will be used by the assessor to leave comments related to this criterion.*	2.0 pts
In responses, followed the instructions	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
Demonstrated professionalism and a supportive tone in your language, and following our community agreements	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts

Total Points: 20.0

How might you create & enforce community agreements in your course?

- What's worked for you in the past? (as a student or instructor/facilitator)
- How might you react when someone breaks a community agreement?

Examples of community-building strategies
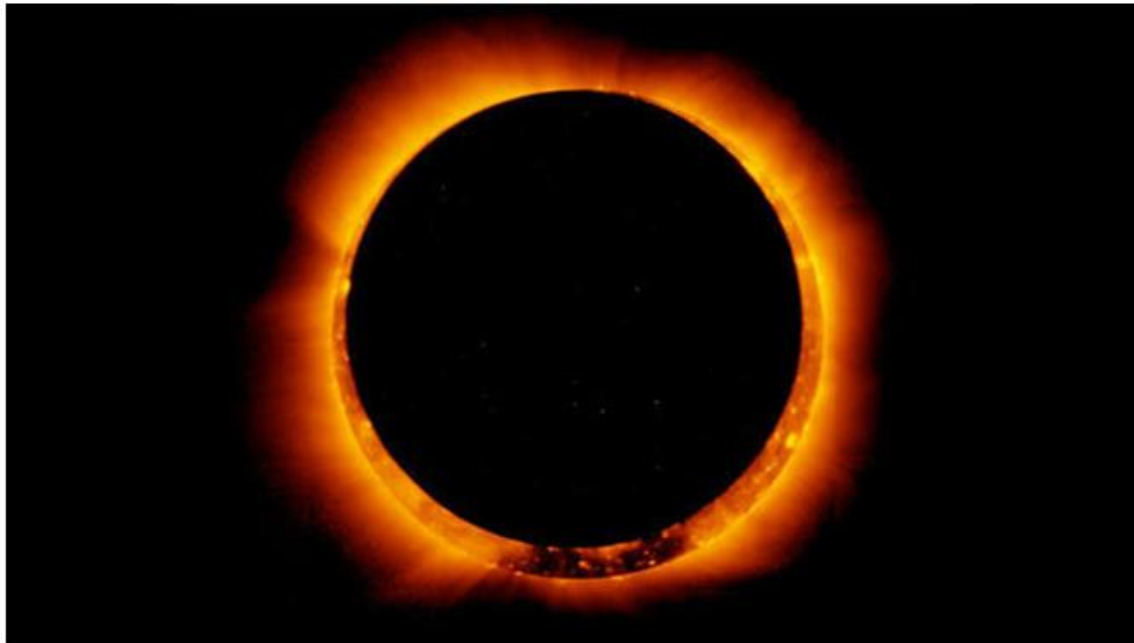
Community-building discussion forums

Class celebrations/ congratulations

Ask students to tell each other what they appreciate / respect / will miss about each other

Share fun or personal music / videos / images before class or during breaks

Example class slide

Happy Eclipse Week!

Example discussion forum

Getting acquainted - Building community by getting to know what we have in common

Mar 3 at 4:51pm

70 | 190

In this course, we are going to have some personal conversations, and we'll be coming from all sorts of different perspectives. Therefore, before we get into conversations about race, I'd like us to take a little time to connect with each other as human beings and colleagues. The goal is to start to build a supportive community.

In your discussion forum post, due on Tuesday at 11:59pm EST:

- Tell us where you're from and where you live now, and something you like about each place.
- Share 1-2 things that you care about or love, and why. This should be general enough that other people can relate.

By Wednesday at 11:59pm EST, reply to at least 3 of your classmates. In your replies:

- Share something that resonated with you about their post, or that you have in common.
- Engage with those who have responded to your post.
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone.

The points for this assignment will be for:

- Submitting your first post on time (1 point)
- In your first post, answering the questions (1 point)
- Submitting your responses to three of your classmates on time (3 points)
- In your responses, following the instructions (3 points)
- Demonstrating professionalism and a supportive tone in your language (2 points)

Example class slide

Breakout Instructions: Intros & finding things in common

This activity builds on our Getting Acquainted discussion forum. In the discussion forum, you had the chance to find out what you had in common with individuals in our class. Now, let's see what you have in common with a group of your classmates.

1. Unmute your mics & introduce yourselves
2. Choose a recorder to take notes (only one person can write on the note pod at a time)
3. Choose a facilitator who will make sure all voices are heard in the discussion
4. Choose a reporter to share with the whole group when we come back together
5. Discuss which option below you will do, and then do it:
   - Option 1: List as many things as you can that you <u>all</u> have in common
   - Option 2: Find 1-2 really unique things that you <u>all</u> have in common

Example class slide

Breakout Debrief

- Full group on webcam

- Reporters – share

  1. Which option did your group choose, and why did you choose it?

  2. How did you go about finding out what you had in common?

  3. What's one thing you'd like to share from your list?

Example class slide

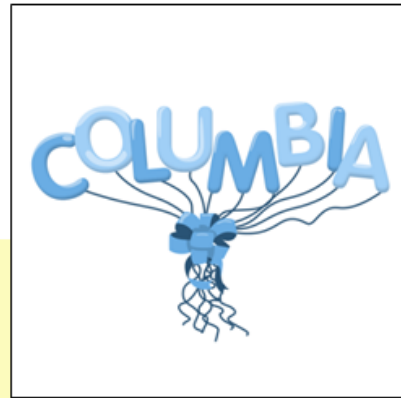

Congrats on nearing the end of your first year at CSSW!
Sooner than you know it, you'll be here!

Example class slide

Some class celebrations

___ – Happy birthday!

___ – Happy 3-year anniversary & upcoming marriage!

___ – Congratulations on your summer fellowship!

___ – Happy 2nd birthday to your daughter!

Anything else to celebrate? Please type into chat.

Example class slide

Example class slide

Pre-breakout chat question

Chat

What's something that you respect about your colleagues in this class?

Example class slide

Review: What's something that you respect about your colleagues in this class?

- being brave
- everyone's attention to detail :)
- ability to listen
- willing to have a conversation about race
- Thoughtful, considerate listeners
- Everyone is open-minded and committed to social equity
- listening!
- consideration for everyone else
- They are intelligent, respectful, and supportive
- Willingness to be present and listen
- being able to handle this subject
- everyone seems open to changing their mindset
- being respectful of peers, openness, diverse experiences

- respect each other's opinion even if they do not always agree
- I respect people's ability to open up and ask questions regarding their gaps in knowledge on race
- Open to other viewpoints
- open-minded
- considerate and respectful
- willingness to be honest and brave
- Willing to learn, open minded, willing to change
- Their dedication to constantly strive towards excellence within themselves, and applying that same passion to helping those in need through evidence based social work practice.

Time to Reflect

1. In your organization/field, what kinds of risks are employees/trainees/students asked to take in trainings/classes on diversity?

2. How might you support employees/trainees/students to take these risks?

LEADERSHIP DEVELOPMENT FOR SOCIAL WORK EDUCATORS AND TRAINERS:
BEST PRACTICES FOR ADDRESSING POWER, PRIVILEGE AND OPPRESSION WHEN TEACHING TOPICS OF DIVERSITY AND INCREASING THE INTERSECTIONAL LENS IN THE CLASSROOM

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CEO | FOUNDER: JENTEX TRAINING & CONSULTING

A SEMESTER-LONG CASE STUDY…

- Human Behavior in the Social Environment: Gender & Sexuality graduate course

- An exploration of how the social environment impacts the development of our gender and sexual identities

- Also examine how our gender and sexual identities relate to and intersect with other aspects of our identity: race, ethnicity, social and economic class, (dis)ability

- **Spring 2018**: taught mini-sections of this course online and on-campus

CREATE A SAFE SPACE…

- Community agreements: students and instructor collaboratively develop a list of agreements to create space for exploration, authenticity and vulnerability

- Instructor acknowledges the course as an opportunity for my own learning and evolution; experienced, not an expert

- Instructor injects examples of my own exploration of power and privilege in a professional context

- Share a

- Use "Social Identity Wheel" in first class to set context of the course for all

- NOTE: I engage this process in professional/CE trainings as well as graduate courses

REALIZATION OF CISGENDER IDENTITY…

- After introducing the term/identity *cisgender (one whose gender identity is in alignment with their biological sex assigned at birth),* an older (self-identified) student continued to reference her gender identity as "normal", as opposed to cis, throughout the class and attributed it to her age.

  - Acknowledged her desire and effort to be affirming
  - Discussed the value of affirming people's identities
  - Referred back to Social Identity Wheel tool from 1st class
  - Rich class discussion about other aspects of affirming identity we all can relate to (ethnic and/or multi-syllabic names, age, etc)

CHALLENGING HETERONORMATIVITY…

- A white, cisgender, heterosexual male student questioned the existence of heteronormativity as evidenced by some social and legal advances of late (marriage equality, more queer people visible in pop culture)
  - Acknowledged his perspective in recognizing these shifts
  - Encouraged the entire class to identify examples of heteronormativity that are still prevalent (intake/registration/enrollment forms that only reference heterosexual relationships for demographic reasons; films/tv shows/literature that only feature heterosexual characters and relationships; someone assuming heterosexuality when learning you're in a relationship, etc.)
  - Discussed the social, health and economic impact of heteronormativity
  - The original student was deeply engaged in these discussions

MARGINALIZED PEOPLE DENYING ANY PRIVILEGE…

- A cisgender, queer student of color found it difficult to identify any privilege based on her primary intersecting identities:
  - Acknowledged her willingness to share this and discuss with the class
  - Affirmed the challenges for any marginalized people in recognizing any privilege
  - Discussed the contextual nature of our identities
  - Shared my own exploration and reflection on privilege in my travels abroad as an American woman (contextual); and as a cisgender woman
  - Referenced the Social Identity Wheel and intersectionality
  - Shared resources after class that were relevant to this discussion

MY PERSONAL REFLECTIONS AS A TRAINER AND EDUCATOR…

- Check in on my own experiences of marginalization, privilege and power and how they impact my work at any given time and in different contexts

- Create safe space for myself (support system, attend trainings, seek supervision and mentoring, read-read-read (and watch TED Talks!)

- Read the evaluations from each training/course and embrace all feedback

- Grounding rituals before, during and after each class/workshop/session

RESOURCES…

- Adams, M., & Bell, L. A. (Eds.). (2016). Teaching for diversity and social justice. Routledge.

- Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. Journal of Social Work Education, 45(2), 245-261.

- Bohmer, S., & Briggs, J. L. (1991). Teaching privileged students about gender, race, and class oppression. Teaching sociology, 154-163.

- Croteau, J. M., Talbot, D. M., Lance, T. S., & Evans, N. J. (2002). A qualitative study of the interplay between privilege and oppression. Journal of multicultural Counseling and Development, 30(4), 239-258.

RESOURCES…

- Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. Journal of Counseling & Development, 85(3), 317-324.

- Kishimoto, K. (2018). Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom. Race Ethnicity and Education, 21(4), 540-554.

- Tisdell, E. J. (1993). Interlocking systems of power, privilege, and oppression in adult higher education classes. Adult Education Quarterly, 43(4), 203-226.

- Varghese, R. (2016). Teaching to Transform? Addressing Race and Racism in the Teaching of Clinical Social Work Practice. Journal of Social Work Education, 52(sup1), S134-S147.

BEST PRACTICES FOR ADDRESSING POWER, OPPRESSION AND PRIVILEGES

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THE ARCHITECTURE: CREATING A PLATFORM FOR MULTIPLE VOICES TO BE HEARD IN DIVERSITY TRAINING

- HELPFUL HINTS:
    - EVERYONE IS ON THEIR OWN JOURNEY AND IS AT A DIFFERENT STARTING POINT.
    - THE DEVIL IS IN THE DETAILS:
        - REMEMBER THAT A WELL-PLANNED WORKSHOP IS A WELL-EXECUTED WORKSHOP.
        - HAVE ACTIVITIES THAT INCLUDE THOSE WHO MAY HAVE ATTENDED MANY WORKSHOPS OR NEVER ATTENDED A WORKSHOP ADDRESSING PROP AT ALL.
        - AVOID BURDENING PARTICIPANTS WITH MARGINALIZED IDENTITIES.

DO: SET THE STAGE EARLY

- BE VERY CLEAR ABOUT WHAT THE TRAINING WILL INCLUDE AND WILL NOT INCLUDE.

- BE TRANSPARENT ABOUT YOUR IDENTITIES AND YOUR LEVEL OF KNOWLEDGE AND EXPERIENCE WITH THE MATERIAL. IN ANTI-OPPRESSIVE BASED LEARNING, USE THE LENS OF CO-CONSTRUCTION OF KNOWLEDGE RATHER THAN BEING THE EXPERT.

- SET GROUP RULES TO CREATE A BRAVE SPACE.

- KEEP AN OPEN MIND - DO NOT LET YOUR AGENDA SET PEOPLE UP TO FAIL.

- ONE HELPFUL TOOL IS TO ASSIGN THIS READING BEFORE THE WORKSHOP (DIFFICULT CONVERSATIONS).

DO: ACCOMMODATE DIFFERENT STYLES OF LEARNING

- NOT ALL DIVERSITY WORKSHOPS SHOULD COMPLETELY EXPERIENTIAL!

- INCLUDE CASE STUDIES, BREAKOUT GROUPS (SUCH AS THINK, PAIR, SHARE), MULTI-MEDIA CLIPS AND REFLECTIVE WRITING EXERCISES.

- USE WHITEBOARDS, FLIP CHARTS, MOVEMENT-BASED AND SEATED EXERCISES.

- ALL FOR BREAKS, AND ORGANIC COMMUNITY BUILDING SUCH AS GROUP COFFEE BREAKS IN THE ROOM, AND SHARING A MEAL TOGETHER (BROWN BAG LUNCH VERSUS GOING OUT INDEPENDENTLY).

DON'T: END THE CONVERSATION THERE!

- HAVE A LIST OF DOCUMENTARIES, ARTICLES, MOVIES, SHOWS, CLIPS, THOUGHT-PROVOKING ARTICLES AND BOOKS FOR PARTICIPANTS TO TAKE HOME AND EXPLORE LATER.

- ENCOURAGE PARTICIPANTS TO STAY IN TOUCH WITH YOU AFTER THE TRAINING AND TO SHARE WHERE THEIR JOURNEY HAS TAKEN THEM.

- CREATE ACCOUNTABILITY PARTNERS WHERE POSSIBLE – HAVE PARTICIPANTS STAY IN TOUCH WITH EACH OTHER ABOUT HOW THEY ARE USING AN ANTI-OPPRESSIVE FRAMEWORK MOVING FORWARD, OR TO CONTINUE REFLECTING ON HOW THE TRAINING HAS IMPACTED THEM.

HOW TO HANDLE DISSENT

- HAVE 2-3 FACILITATORS AT A MINIMUM:

  - 1 PERSON TO RUN THE ACTIVITY/DISCUSSION.

  - 1 PERSON TO KEEP AN EYE ON THE PULSE OF THE ROOM.

  - 1 PERSON TO LEAVE THE ROOM WITH SOMEONE THAT MAY GET TRIGGERED/GROUP DISRUPTOR.

- SHOULD THINGS BE DISRUPTED, BE PREPARED TO TAKE A BREAK, MEDIATE OUTSIDE THE WORKSHOP AND GAUGE WHETHER OR NOT THE GROUP NEEDS TO PROCESS THEIR DISCOMFORT TOGETHER.