



Virginia Department of
Behavioral Health &
Developmental Services

**WORKBOOK: PRE- AND
POST-LEARNING**

Safety

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Pre-Work

Please read the following information and complete the activities prior to the *Safety* course. We will discuss these topics in further detail during the class.

Note: Anything you write in the activities is confidential. You do not need to share the specifics unless you want to do so.

Local Policies and Procedures

In order to ensure you are adhering to all appropriate safety measures and protocols, it is important that you know and understand the measures and protocols that are in place for your local office and jurisdiction. Keep in mind that some of these “policies” may be informal practices, not hard-written policies. Please talk to your supervisor about these issues and ask the following questions.

1. What specific policies, procedures, or practices do we have in place to help ensure the safety of our Mobile Crisis Responders (MCRs) and other staff?

2. What specific policies, procedures, or practices do we have in place to help ensure the safety of the youth with whom we work?

3. If formal policies, procedures, or guidance are not in place. What do you recommend should be policies, procedures, and/or guidance that should be developed?

4. What is our relationship with local law enforcement/emergency response teams?

5. How can we strengthen law enforcement relationships to become trusted community partners in diverting mental health crisis to trained behavioral health mobile crisis responders?

6. What guidelines have we established locally about asking law enforcement for assistance when we are working with youth in crisis?

7. What are the circumstances in which we would want to involve law enforcement? When should we call 911 to request assistance? What types of situations would require law enforcement involvement?

Continue to ask any other questions you think of around these topics.

Cultural Competence

As an MCR, it is important that you recognize the influence culture has on the way people think, act, and react in a crisis. It is important for you to be fully appreciative of cultural differences, including your own. You deliver crisis response mental health support to culturally diverse youth and families who all possess different beliefs, values, and experiences within their identified sociocultural, racial, ethnic, economic, religious, and gender groups. It is important for you to strive towards a higher level of cultural competency to be proficient in the delivery of crisis response mental health support to diverse families.

Cultural competency is a set of behaviors, attitudes, and policies that, together, work effectively in cross-cultural situations. Simply put, cultural competence is the ability for you to understand and appropriately interact with those from other cultures and within a provider's cultural group.

Becoming culturally competent is a developmental process and a lifelong commitment. To help you get started, it is a good idea to assess your own cultural competence.

Cultural Competence Self-Assessment Checklist

The *Self-Assessment Checklist for Personnel Providing Services and Supports to Children and Youth with Special Health Needs and Their Families* was developed to heighten awareness and sensitivity to the importance of cultural diversity and cultural competence in human service settings. This instrument was developed by Tawara D. Goode of the Georgetown University Center for Child and Human Development.

This tool can be used to identify professional development needs and prioritize areas for improvement. Please take the assessment to see how you rate on matters of cultural competence. To access this tool, click the following hyperlink:

<https://www.ncbi.nlm.nih.gov/books/NBK248429/bin/appc-fm1.pdf>.

You will need to download the tool from the link. You may then print it or view it online.

Remember: Your answers are confidential and are simply a starting point for conversation.

Reflection

Make note of the areas in which you responded "C" on the assessment. These are areas where you may want to work to promote a more culturally diverse and competent response when working with youth.

Cultural Competence Personal Reflection Checklist

Another tool that can help you reflect on your own cultural competence is the *Cultural Competence Checklist* from the American Speech Language Hearing Association. This tool was developed to heighten your awareness of how you view individuals from culturally and linguistically diverse populations. To access this tool, click the following hyperlink:

<https://www.asha.org/siteassets/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf>.

Remember: Your answers are confidential and are simply a starting point for conversation.

Reflection

Make note of the areas you rated 5, 4, or 3 on the checklist. These are areas where you may want to work to promote a more culturally diverse and competent response when working with youth.

Post-Work

Complete this portion of this workbook after attending the *Safety* course.

Reflection

What are your key takeaways around personal safety, youth safety, and self-care from the Safety Class?

Local Policies and Procedures

Look back at the policy and procedure questions you answered before you attended the *Safety* course.

- Are there any additional questions you would like to ask based on information you learned in class?
- Are there any policies about which you would like to obtain additional clarification?

If so, write them in the space that follows. Then, go back to your supervisor to ask these additional questions or for further clarification.

Cultural Competence Action Plan

Look back at the action plan you started in class to improve your cultural competence. Finish building out your action plan using the following steps.

1. Review what you said you need to work on and how you want to improve. Write that into a goal. Your goal should be specific and measurable. For example, if you want to work on improving your ability to understand Spanish to work with youth more easily in your community, you might write a goal such as, *"Spend 15 minutes per day practicing Spanish using Babble or Duolingo."*
2. Assign dates to each item in your plan. When do you want to start? When do you believe you will be finished? Make sure your timeframe is achievable. You do not want to stress yourself out by making your goals too aggressive. At the same time, you want to not stretch the goals out so long that they are never finished.

Post this plan somewhere you will see it regularly to remind you to keep working on it, or share it with someone who can help hold you accountable. And, when you achieve a portion of your plan, celebrate your success!

Cultural Competence Action Plan

What I Want to Work On	Goal	Start Date	End Date

Self-Care Personal Identification and Action Plan

To help combat compassion fatigue, it is important to monitor your stress levels and have a plan in place to relax, unwind, and destress.

Look back at the action plan you began working on in class. Finish building out your action plan using the following steps:

1. Review the signs you notice when you are feeling too much stress or burned out.
2. Make a complete list of things you can do when you experience these symptoms.

Post this plan somewhere you can find it when you are feeling overwhelmed. Share this plan with anyone in your support system, so that person will also know what signs to look for and how best to help you when you need it.

Make some time to discuss your plan with your supervisor. Share what you learned about how to notice when you are feeling too much stress or burned out, and what you can do to cope with those situations. Ask for your supervisor's support in your plan.

Self-Care Action Plan

When I Notice I Am Feeling...	I Will ...	I Will Know This Helped Because...