

# Boston Public Health Commission Racial Justice and Health Equity Initiative Professional Development Series

1-11-2012

## Facilitator Role Description

### Responsibilities:

#### *Facilitator Development*

- Attend Workshop Facilitator Orientation
- Participate in 10 days of facilitator preparation
- Participate in bi-monthly refreshers

#### *Workshop Facilitation (Prep & Delivery)*

- Foster a safe, respectful environment for shared learning
- With a co-facilitator, facilitate 1 Core Workshop and 1 Practice Workshop about every other month (6 Core Workshops and about 6 Practice Workshops every year)
- Follow a set curriculum and make adjustments to group needs within specified guidelines
- Prepare for workshops prior to each scheduled session, including meeting with co-facilitator and working with Series coordinator as needed

#### *Coaching*

- Provide ongoing coaching to programs/staff as needed after participants complete the workshops

### Qualifications:

#### *Knowledge*

- A. Basic understanding of key racial justice and health equity concepts (including race, all levels of racism, health inequities, root causes of inequities, social determinants of health, etc.)
- B. Basic understanding of one's own identity, power, privilege, and oppression, and how these influence one's experience and personal biases
- C. Willingness to engage in self-reflection, including sharing one's learning process and insights in group settings
- D. Enthusiasm; ability to motivate others

#### *Skills and Experience*

- E. Experience public speaking using strong communication and active listening skills
- F. Experience with group facilitation and/or training skills
- G. Excellent time management skills
- H. Ability to facilitate discussions and respond effectively to questions on challenging topics
- I. Ability to recognize and work with strong emotions in oneself and others, including managing one's own emotions while also attending to the needs of the group
- J. Demonstrated commitment to social justice
- K. Demonstrated experience working with people that vary according to race, ethnicity, national origin, religion, gender, sexual orientation, age, mental/physical ability, class, or other dimensions of diversity
- L. Demonstrated ability to work collaboratively

# Facilitator Competencies

## I. CONTENT KNOWLEDGE

1. Communicates one's understanding of one's own identity, power, privilege and oppression, and how these influence one's past and current experiences, biases and choices about when and how one takes action to advance racial justice.
2. Identifies the strengths, resistance and resources within and among racial/ethnic groups and their varying experiences with oppression.
3. Clearly explains key racial justice and health equity concepts (e.g. race, 4 levels of racism, health inequities, root causes of inequities, social determinants of health, oppression, privilege, implicit bias, racial justice and BPHC Health Inequities Framework) and the relationships among them.
4. Effectively illustrates key concepts with personal stories, stock stories, and examples of interventions from racial justice and public health work.
5. Explains connections of key concepts to socioeconomic demographics and history of Boston neighborhoods.
6. Demonstrates the relationship between key concepts and the practices, policies and procedures of the Boston Public Health Commission, its Bureaus, Departments, Divisions, and Offices.
7. Clearly explains and interprets data and relevance to understanding health inequities.

## II. WORKSHOP DELIVERY

### ***Methodology***

1. Engages in self-reflection and incorporates co-facilitator and participant feedback to develop and refine individual teaching styles while following curriculum guidelines.
2. Engages workshop participants in sharing responsibility for cultivating and maintaining group safety.
3. Actively models and upholds the use of equitable language (e.g. uses agreed upon language; avoids acronyms and jargon; defines new, vague or technical terms; reframes participants' use of terms such as "minority") to support participants in upholding values of the RJHE Initiative.
4. Guides discussions and provides participants with clear instructions for individual, small group and large group activities, using a variety of facilitation techniques (e.g. form-void, open-narrow-close, reframing, clarifying instructions) in order to meet participant needs along the Learning Pathway.
5. Identifies and effectively manages strategic moments to ensure the equitable use of power and to support participant learning.
6. Proactively responds to participants' needs before, during and after workshop delivery, including addressing those who are struggling to uphold established "Values in Action" in order to maintain group safety.
7. Celebrates participant learning and success throughout the workshop.

### ***Teamwork***

8. Shares responsibility for the successful delivery of the workshop (e.g. pre-workshop preparation; supporting co-facilitators with learning edges and strategic moments; ensuring the equitable use of power throughout planning, delivery and debriefing; assisting team

with setting up the room for delivery and take down; stepping-in and allowing co-facilitators to step-in as needed).

9. Identifies and manages potential problems and solutions during workshop delivery in collaboration with facilitation team.
10. Communicates with co-facilitators about one's own learning edges and personal triggers, clarifies ways co-facilitators can support one's growth and adjusts responses to participants in order to meet learning objectives.
11. Gives concrete and timely feedback to co-facilitators.

### **III. VALUES IN ACTION**

1. Shares one's learning process and insights about one's own values, assumptions, biases and dimensions of personal privilege with colleagues, and considers the implications for one's professional development and for workshop facilitation.
2. Establishes and maintains a safe, respectful environment for shared learning that upholds the values of the RJHE Initiative, PDS Facilitation Team and Masterful Trainer Principles.
3. Speaks from one's own life experience rather than for all members of an identity group.
4. Ensures equitable use of power among staff facilitators and participants throughout planning, delivery and debriefing of workshop.
5. Actively engages in ongoing learning about racial justice and health equity (e.g. attending ongoing learning community sessions, participating in Facilitator Team Discussion listserv, engaging in dialogue with colleagues, engaging in independent research and attending community events).

### **IV. RACIAL JUSTICE MODELING & COACHING**

1. Actively supports and promotes the Racial Justice & Health Equity Initiative throughout the Commission.
2. Applies and upholds values and principles of PDS to own program and service delivery across BPHC to initiate change.

*Additional competencies as identified by CHESJ.*