

**CEC LESSON**

*This lesson is designed specifically for Client Experience Contributors (CECs).*

# BYSTANDER INTERVENTION FOR CECS WORKING WITH BLACK MSM CLIENTS

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This lesson provides an overview of the ways in which those who serve Black men who have sex with men (BMSM) can ensure they are treated with cultural humility and respect through intervening in moments when such practices are not observed by colleagues. This lesson will review what such instances look like and how to intervene when witnessing the mistreatment of BMSM.

**FORMAT**

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Workshop

**TIME**

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120 minutes





# PREPARATION

The facilitator(s) should use this section to prepare for the lesson.

PREPARATION

## WHY THIS LESSON IS IMPORTANT FOR BLACK MEN

For many years, BMSM have endured forms of mistreatment in social or healthcare settings. When we talk about mistreatment, with specific to the BMSM community, we think about how BMSM drive the numbers of HIV prevention, media, and other outlets. While it sounds great that we are at the “forefront” and being seen, we also have to have conversations about the micro/ macro aggressions that we are faced with on a daily basis. When working with marginalized populations, as providers we have to realize that without that community, there would be no funding or services. Many may look at BMSM as a liability, but BMSM serve a purpose and mistreatments are a way to quickly and surely lose your clients.

### GOAL

Participants will increase their knowledge and learn skills necessary to engage their colleagues when observing biased behaviors between their colleagues and BMSM clients or patients.

### OBJECTIVES

By the end of this lesson, participants will be able to:

- Understand how incidences of mistreatment within organizations’ impacts BMSM clients
- Learn strategies for intervention when witnessing mistreatment by colleagues towards BMSM clients

### TIME

STEPS 1-5	Introductions and Opening Activity	20 min.
STEP 6	Mistreatment of BMSM: Historical Context, Expectations, and Occurrences in the Workplace	45 min.
—	Break	5 min.
STEPS 7-8	Intervention: Before, During, and After	35 min.
STEPS 9-11	Closing Activity	15 min.

## REQUIRED BACKGROUND KNOWLEDGE FOR EDUCATORS

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In order to effectively implement this lesson, the facilitator(s) should possess:

- A minimum of one year of working with LGBTQ+ populations
- At least one year of experience providing adult education
- Effective group management skills

## KEY TERMS

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**Bystander:** one who is present but not taking part in a situation or event.

**Intervene:** Come between so as to prevent or alter a result or course of events; to come between disputing people, groups, etc.; intercede; mediate.

**Mistreatment:** The action of mistreating or fact of being mistreated; ill-treatment; being cruel or thoughtless toward a person, animal, or even an object.

## SPECIAL CONSIDERATIONS

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This lesson is written to be delivered to groups of practicing client experience contributors ranging from 10–30 participants, with participants working in groups of five. If there are fewer than 10 participants, there is no need to create small groups.

The physical space needs to be able to accommodate 10–30 participants as one large group, accommodate small group break outs, and be inviting for individuals with various abilities and accessibility needs. The space should also be equipped with a screen, projector, internet connection, computer, and sound.

The lesson has been written for one facilitator, although it can be cofacilitated. Multiple facilitators can provide a variety of diverse perspectives. Be sure to assess the qualifications of each facilitator including discussing in advance about sharing the training floor appropriately.

It is not uncommon for discomfort to be present when discussing the topics mentioned in this lesson. Acknowledging, managing, and continuing the lesson through discomfort will be necessary.

## FACILITATION PREP

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The facilitator(s) should complete the following tasks before the lesson starts:

- ❑ This lesson includes a slide presentation, “Bystander Intervention for CECs working with BMSM Clients,” which can be found on the SWAG Toolkit website. Review the full presentation at least one day prior to the session to become familiar with its contents.
- ❑ Check your space 60 minutes in advance of the session to ensure that a computer, projector, screen, and speakers are available and in working order, and that the presentation can be seen and navigated properly. If you do not have access to technology, print out the presentation as a handout for each participant.
- ❑ Be sure there are enough tables and chairs for participants.
- ❑ Place paper and markers on the tables for the activities.

## MATERIALS

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The facilitator(s) should have the following materials for the lesson:

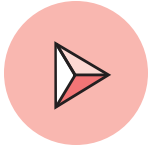
- ❑ Blank sheets of 8.5” x 11” paper (*enough for the group activities in the lesson*)
- ❑ Markers (*enough to distribute 2–3 markers for the group activities in the lesson*)
- ❑ “Bystander Intervention for CECs working with BMSM Clients” slide presentation
- ❑ LCD projector, screen, and connector cables
- ❑ Speakers
- ❑ Access to the internet

## HANDOUTS

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Each participant should be provided with the following printed materials:

- ❑ End-of-Session Evaluation



# PROCEDURE

The facilitator(s) should follow the steps in this section to facilitate the session, and use the margin for notes and prompts.



## Introductions and Opening Activity

### STEP 1

Welcome participants to your session, and thank them for coming. Conduct brief introductions (name, pronouns) with the group. Review all established group agreements and reaffirm consent from the group. If group agreements have not been completed, please create them at this time (*use the Community Agreements lesson, if necessary.*)

### STEP 2

Introduce the session topic by informing the group the lesson will explore how participants can intervene and engage their colleagues when witnessing their colleagues mistreating BSM.

### STEP 3

Share with participants the next few minutes will be used to engage in an icebreaker. Instruct participants to get into groups of five in order to engage in the activity. After they are each in their small groups, instruct participants to briefly share one thing they have witnessed a fellow practitioner say or do that they believe makes clients feel welcomed, included, and respected (i.e. smile, extend a hand to shake or offer a high five, ask if their client or patient is comfortable or would like some water, appropriately compliment a client, etc.)

### STEP 4

After you observe that each person in the group has shared, ask a volunteer from each group to share aloud 2–3 examples shared in the group.

### STEP 5

Close the activity by encouraging participants to remember what they observed and how it impacted them, as much of the lesson today will discuss observation, impact, and intervention.



## Mistreatment of BSM: Historical Context, Expectations, and Occurrences in the Workplace

### STEP 6

Open the slide presentation included with this lesson, Slides S1, “Bystander Intervention for CECs Working with BSM Clients”. Proceed through the slides as follows:



#### SLIDE 1 Title Slide

Introduce that participants will be learning about how to intervene with their colleagues when they witness the mistreatment of BSM in their care. Ask them to also stay in their groups for a few more minutes.

#### SLIDE 2 What Is Mistreatment?

Explain to participants they will create a group definition of mistreatment. Ask them to identify a recorder and a reporter in the group. Instruct participants to take a few minutes to discuss what mistreatment means to them and to come up with a definition of the term. The recorder will write the definition using the paper and markers, and the reporter will share it with the larger group. After you observe that groups have written down their definitions, call the attention of the entire group of participants and ask the reporters to share what their group came up with. At the conclusion of this activity, highlight any overlap you noticed in their definitions. Thank everyone for their participation.

#### SLIDE 3 Mistreatment Defined

To encourage continued engagement, ask for a participant to read the definition of mistreatment aloud. If no one volunteers, proceed to read the definition aloud.

Before moving on, ask participants if there is anything they would change to the definition provided. As you allow additional thoughts, thank them for sharing and remind them that this is the definition that will inform the workshop.

#### SLIDE 4 Growing Up Black: A Mistreatment Historical Context



Play the video, “[A Conversation About Growing Up Black | Op-Docs | The New York Times](#)”. After watching the video, ask participants to answer one of the following questions:

- “What did you hear or see that surprised you?”
- “What was difficult for you to watch or hear and why?”
- “What was shared that you’ve seen or heard in your own organization?”

Allow 3–4 responses.

#### SLIDE 5 BMSM: Expecting Mistreatment



Play the videos, “[James Baldwin - On Being Poor, Black, and Gay](#)”, and “[What It's Like To Grow Up Gay And Black](#)”. After watching both videos, ask participants to answer the following questions:

- “What types of mistreatment did you hear about and how did it impact you?”
- “What does the interviewer’s statement to James Baldwin ‘You must have thought to yourself, geeze could I be anymore disadvantaged?’ suggest about the identity of BMSM?”
- “What similarities did you notice among all three videos?”
- “What was shared that you’ve seen or heard in your own organization?”

Allow 3–4 responses.

#### SLIDE 6 Mistreatment in Your Workplace

Instruct participants to break into groups of five again, but not the same groups as before. Instruct them to identify a recorder for the group who should take notes on what is shared and a reporter to share with the larger group what was discussed. Tell participants to keep the previously viewed videos in mind, and answer how mistreatment of BMSM may show up in their organization as it pertains to what is on the slide, keeping in mind regarding religion, those who

may work at religious affiliated hospitals or organizations, the impact of religion can be pervasive in policies, procedures, and practices or what is not addressed as a form of mistreatment. After what seems an appropriate amount of time, ask the recorded in each group to share what their small group discussed.



### Break

Announce that there will be a five-minute break. Encourage participants to use the restrooms, stretch, etc. Remind them to return in five minutes.



### Intervention: Before, During, and After

#### STEP 7

Welcome participants back to the session. Resume the slide presentation.

#### SLIDE 7 Before You Need to Intervene

Read the statement on the slide aloud. Remind participants they can proactively set a culture in their organization that exemplifies how to treat BMSM clients well.

#### SLIDE 8 Why Intervene?

Read the question on the slide aloud. Solicit 3-4 responses from participants about why to intervene when witnessing the mistreatment of a BMSM client.

#### SLIDE 9 Why Not Intervene?

Read the question on the slide aloud. Solicit 3-4 responses from participants about why to not intervene when witnessing the mistreatment of a BMSM client.

#### SLIDE 10 How to Intervene

Read the slide aloud. (You may choose to engage participants by asking volunteers read the slide aloud.)



**SLIDES 11–15** Intervention Options

Review the bullet points on each slide aloud. (You may choose to engage participants by asking volunteers to read the slides aloud.)

**SLIDE 16** After You Witness or Intervene

Review the bullet points on the slide aloud. (You may choose to engage participants by asking volunteers read the slide aloud.)

**SLIDE 17** An Intervention in Action

Explain to participants they will spend the next few minutes practicing through role play how they would intervene when witnessing mistreatment in their workplace using the scenario on the slide. Share that the scenario is a template and those in the role of Quincy may add to the character as they see fit.

**STEP 8**

Instruct them to break into triads for the role play. During the first three minutes, one person will assume the role of Quincy; one the role of the offending CEC; and one the role of the intervening CEC. In three minute intervals, ask the group to switch until everyone has had the opportunity to play each of the three roles.

After the appropriate time has elapsed, call the larger groups attention to process the activity using the following questions:

- “What did the intervening CEC say or do that communicated they were there to assist you?”
- “How did the intervening CEC express respect for the offending colleague, while also intervening on behalf of the client?”
- “What was it like as the intervening CEC to intervene?”
- “What was it like to be approached by a colleague while with a client?”
- “What was it like as a client to be mistreated but to have another professional step in?”



## Closing Activity

### STEP 9

Ask if anyone has any outstanding questions about the lesson. Respond to these as necessary. Distribute a copy of the End-of-Session Evaluation to each participant. Allow participants 5–7 minutes to complete the evaluation, and collect them as they are completed. After five minutes, invite any participants who have not completed the evaluation to do so after the next activity.

### STEP 10

Conclude by asking each participant to reflect upon their experience in this lesson. Instruct each participant to answer the following question:

- “What is one intervention strategy you are likely to use if you witness mistreatment at your organization?”

Encourage all participants to answer.

### STEP 11

Once everyone has shared, thank the participants again for participating and then adjourn the session.