

Culturally-Centered & Culturally-Resourceful Child Welfare Services:

Expanding the Family-Centered Perspective in Rural Missouri

Sponsored by The Missouri Training Program
for Rural Child Welfare Workers

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July 27, 2006

A Central Assumption of Culture and Cultural Competence

- We are all tattooed in the cradle with the culture of our tribes.
 - Oliver Wendell Holmes

Outcomes: The Participants Will:

- Define culture and identify the effects of their cultural backgrounds on services to culturally diverse children and their:
 - Biological families and/or
 - Foster care families
 - Apply two or more culturally-centered skills to enhance initial and on-going services to families in rural areas.
 - Understand five areas of organizational culture for assessing and brokering cultural resources in the CW system on behalf of those families.
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Workshop Modules:

- Module I: Effects of Child Welfare Workers' Cultural Backgrounds
 - Module II: Cultural Skills For Initial CW Services to Diverse Families and Children
 - Module III: Cultural Skills for Ongoing Services to Diverse Families & Children
 - Module IV: Effects of the Rural Child Welfare System's Organizational Culture on Services
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Module I:

- Effects of Child Welfare Workers' Cultural Backgrounds on Services to Diverse Families and Children in Rural Missouri

Definition: Culture is:

- A group's internalized traditions, values, beliefs, world views, language, art, food, relational patterns, and ways of being that lead to a common identity, meaning-making, and unity.

 - Divided into two related but different domains:
 - Internal Domain: 90% of culture
 - External Domain: 10% of culture
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Interacting Cultural Background Factors



- The relative weight or influence of these factors is situational:
 - Ethnicity, race, or national origin
 - Religion & spirituality
 - Gender
 - Sexual orientation
 - Age or generational issues
 - Disabling conditions
 - Location (e.g., rural)
 - Social Class

Cultural Awareness

Ice Breaker Exercise

- Purpose: To help participants become aware of how their cultural backgrounds can affect the cultural relevance of their CW services.

 - Instructions (Please work in pairs):
 - Identify two cultural background factors that are most important in your life currently (see slide #7).
 - Discuss any life transitions or events you are experiencing currently (or have recently experienced) that may have affected which cultural factors you identified as most important today.
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Cultural Filters or Red Flags: Background Factors Affecting Child Welfare Services

- A group's cultural values, beliefs, and assumptions tend to:
 - Screen in the members' preferred views and understanding of the world.
 - Screen out, distort, or limit understanding of other groups' culture; often in negative or stereotypical ways.



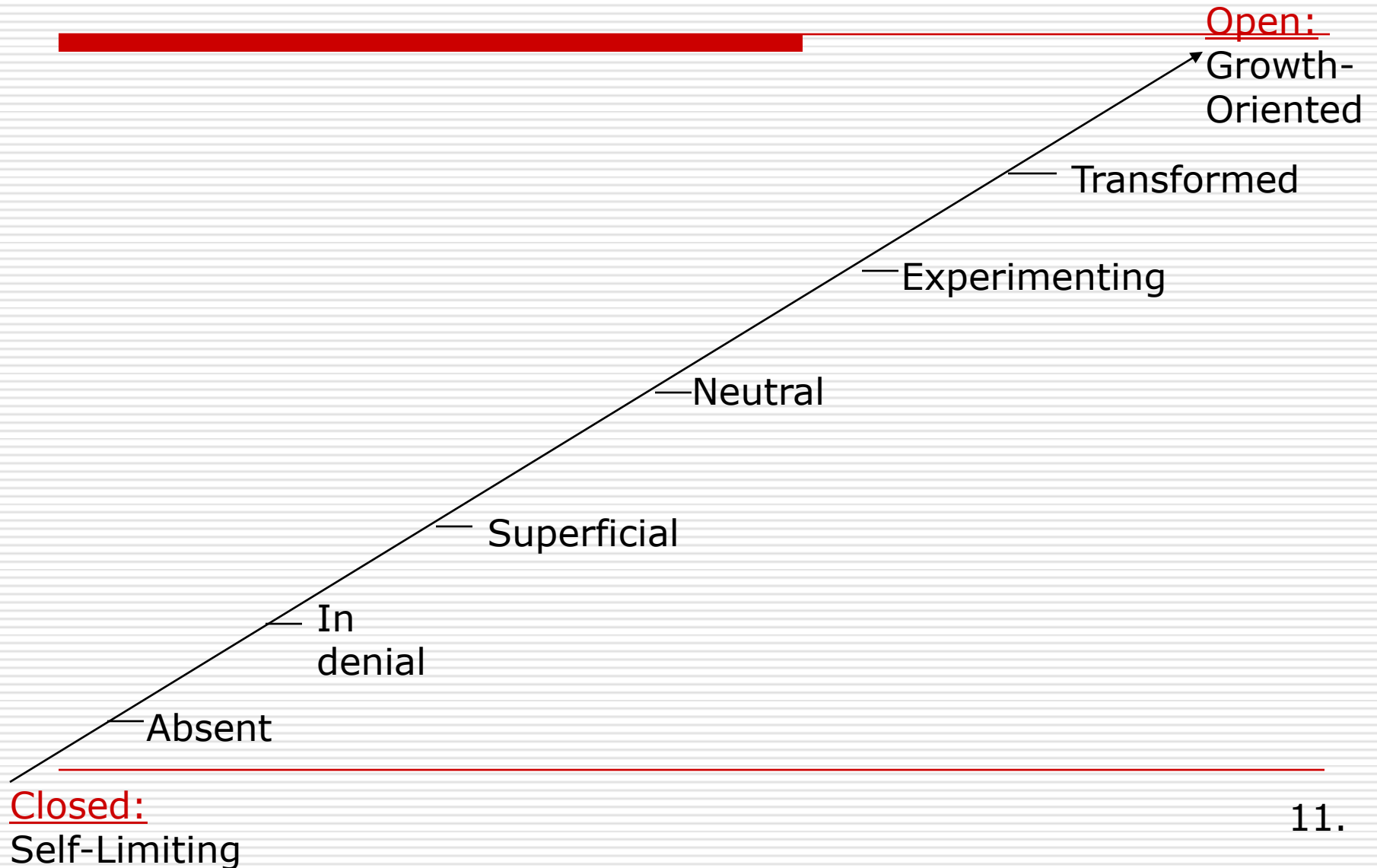
Cultural Tuning In Exercise

- Purpose: To help participants identify at least one of their cultural filters relevant to a recent client contact and the effects of their filter(s) on that contact.

 - Instructions:
 - Work with the same person with whom you completed the Ice Breaker Exercise.

 - Use the Cultural Tuning In Tool for this exercise (i.e., complete and discuss Sections 1-3 of the tool with your partner related to a cultural difference only).
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Summary: Staff Attitudes About the Effects of Their Culture on CW Services



Summary: Cultural Tuning-In Tool for Monitoring Cultural Background Factors

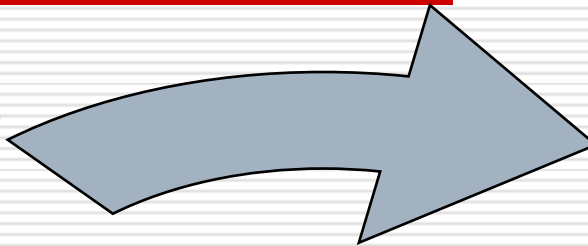
<p>1) Use as a structured journal entry for ongoing professional development: e.g., once monthly</p>	<p>2) Analyze services provided when a diverse family gives feedback that services were effective.</p>
<p>3) Use if a child welfare worker has concerns about the quality of services to a culturally diverse family.</p>	<p>4) Analyze services when a diverse family indicates directly or indirectly that services were ineffective.</p>

Module II

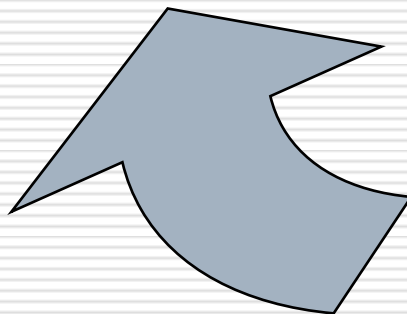
- Culturally-Centered Skills For Initial Services to Culturally Diverse Families and Children in Rural Missouri

Cultural Competence Triad Approach: Three Main Assumptions

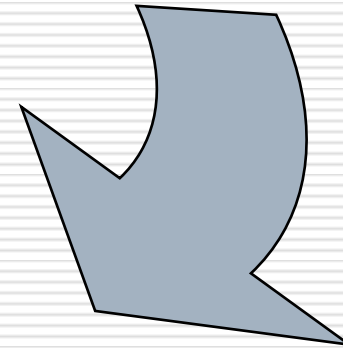
1) Culture of staff and the system affect cultural relevance of CW services



2) Families' culture affects their strengths, reasons for CW services, and service outcomes



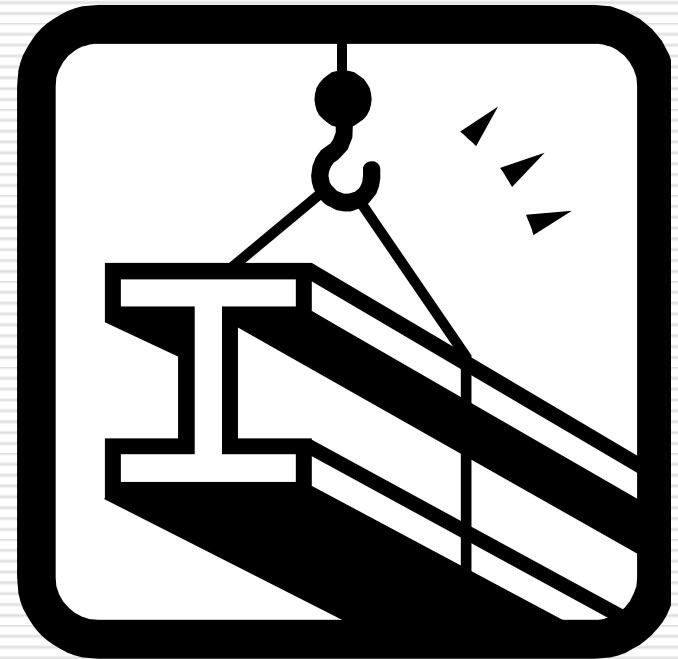
3) Families value/use their cultural resources; their trust & responses to formal CW services depend on the cultural relevance of those services



Initial Cultural Skills: Engage/Build Cross Cultural Rapport with Diverse Families

- ❑ Acknowledge cultural differences in significant areas
- ❑ Bridge important cultural similarities →
- ❑ Use meaningful cultural validation statements

Cultural Context
Of Families



Engagement and Rapport Building

Exercise:

- **Purpose:** To help participants analyze or practice using engagement and rapport building skills with diverse families.

 - **Instructions:**
 - Work in small groups of 6-8 members for this exercise. Use a recent initial contact a group member had with a culturally diverse foster or biological family.
 - Have the group member describe how engagement and rapport building occurred during this contact.
 - Discuss whether the group member in this contact used either acknowledging differences or bridging similarities (on the Engagement and Rapport Building Tool) by identifying specific skill steps he/she completed during the contact.
 - If neither skill was used during this contact, practice using/role play the skill the group member could have used during the contact (i.e., the skill steps for the skill).
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Summary: Using Initial Cultural Skills Effectively is Linked to Staff Attitudes

- Pre-Awareness (absent)
- Foreclosed (in denial or superficial)
- Open (neutral, experimenting, or transformed)
- Unaware of situations where these skills should be applied
- Doesn't see skills as relevant, won't use them or uses them ineffectively or haphazardly
- Willing to use skills, uses them tentatively and applies feedback to improve own use, and supports use by others

Module III

- Culturally-Centered Skills For Ongoing Services to Culturally Diverse Families and Children in Rural Missouri

Overview:

Cultural Coaching & Debriefing Tool:

□ Purpose:

- To establish a supportive supervisory or peer coaching process for enhancing cultural skills in ongoing CW services to diverse families.

□ Uses:

- Direct indicators: critical feedback
 - Indirect indicators: withdrawal, in attendance
 - Routine use: Periodic, key situations, key issues
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Main Sections:

Cultural Coaching and Debriefing Tool

- Section 1:
 - Precipitating factors
 - Sections 2-3:
 - Analysis of cultural background info: Family members and worker
 - Sections 4-5:
 - Analysis of cultural interventions used & effects
 - Sections 6-7
 - Summary of the work:
 - Analysis of next steps
 - Lessons learned
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Brainstorming Exercise Method: Cultural Coaching & Debriefing Tool

- ❑ Large group resource pooling process
- ❑ All responses are valued
- ❑ Risk-taking preferred
- ❑ Parallel cultural coaching process

Peer Cultural Coaching Exercise: Ongoing CW Cultural Interventions

□ Purpose:

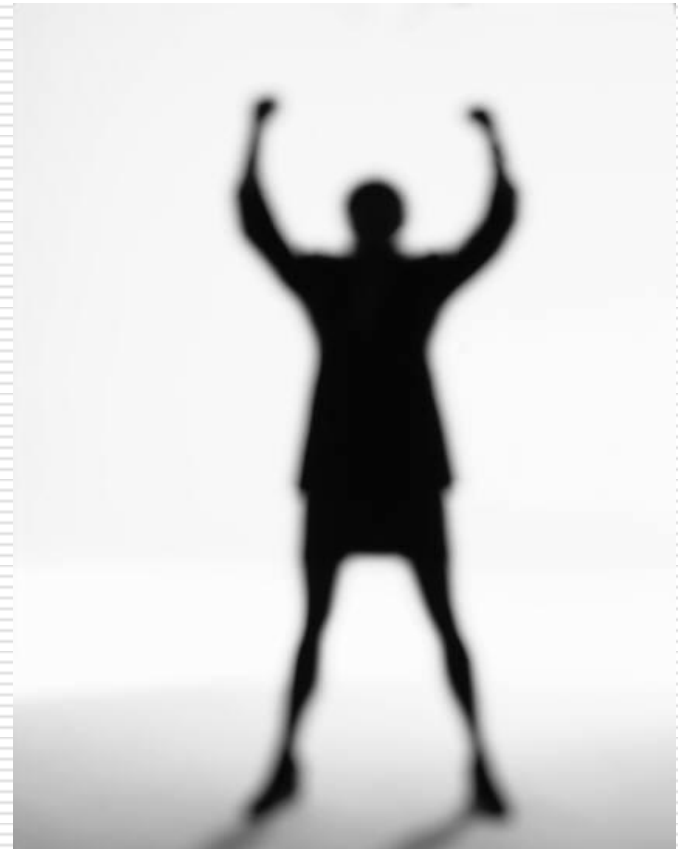
- To help participants practice analyzing cultural interventions based on clients' cultural strengths and challenges

□ Instructions:

- Work in groups of 6-8 participants for this exercise
- Use group discussion to complete the assigned task: i.e., identify either effective, ineffective, or future interventions for the Monroe family (See p. 3 of the case example)
- List the group's conclusions on flip chart pages

Summary: The Supervision or Peer Cultural Coaching/Debriefing Process Is:

- Respectful
- Reciprocal
- Reflective
- Reinforcing



Module IV

- Effects of the Rural Child Welfare System's Organizational Culture on Service Quality for Diverse Families

CW Organizational Culture: Assessing Programs and Brokering Resources

- ❑ Mission Statement
- ❑ Program service priorities and content
- ❑ Organizational policies and practices
- ❑ Communication patterns
- ❑ Underlying values

CW Organizational Culture: Assessing Administration and Brokering Resources

- Administrative & leadership styles
- System of rewards and sanctions
- Physical and psychological climate
- Legal roles and responsibilities

Summary on Organizational Culture: Transitional Services for Teens of Color

□ Cultural Maintenance:

- Cultural network-family connections
- Cultural identity development
- Cultural rites of passage

□ Cultural Survival:

- Cultural disparities education (systems)
 - Career development-world of work services
 - Health care
- Social responsibility education (systems)
 - Political
 - Community

Summary on Organizational Culture: Transitional Services for All Youths

- ❑ Independent living skills (IDL skills)
- ❑ Independent living subsidies
- ❑ Safe affordable housing
- ❑ Managing co-occurring disorders
- ❑ ~~Supported work opportunities~~

Workshop Summary:

Last Thoughts on Cultural Competence

□ What is the use of running if we are not on the right road?

□ German Proverb

