

California Social Work Education Center

C A L S W E C

**CURRICULUM FOR THE WORKER
FACTORS IN THE
OVERREPRESENTATION OF
AFRICAN AMERICANS IN THE
CHILD WELFARE SYSTEM
RESEARCH PROJECT**

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ABSTRACT

This curriculum consists of five modules in PowerPoint format designed to be used by instructors in class sessions or assigned to students as web-based independent learning. Instructors may use and revise the presentations for their needs. Each module contains slides with narrative information and links to additional readings and relevant websites and will take 1-2 hours for students to complete. Modules typically include factual or reflection questions.

Module I informs students about the history and current status of the issue of overrepresentation of African Americans in child welfare. Module II centers on theories to explain overrepresentation and explains the background, methods, results, and recommendations from a recent CalSWEC-funded study on worker factors in overrepresentation. Module III focuses on African American family strengths, values, and norms. It includes an important reading on strengths-based practice with African American families, links to websites that are African American-centered, and ends with linking students to the Harvard University site to take the Implicit Associations Test. Module IV focuses on cultural competency and antiracism theory and reflective exercises. Module V contains abbreviated material from each of the four preceding modules.

CALSWEC PREFACE

The California Social Work Education Center (CalSWEC) is the nation's largest state coalition of social work educators and practitioners. It is a consortium of the state's 20 accredited schools of social work, the 58 county departments of social services and mental health, the California Department of Social Services, and the California Chapter of the National Association of Social Workers.

The primary purpose of CalSWEC is an educational one. Our central task is to provide specialized education and training for social workers who practice in the field of public child welfare. Our stated mission, in part, is "to facilitate the integration of education and practice." But this is not our ultimate goal. Our ultimate goal is to improve the lives of children and families who are the users and the purpose of the child welfare system. By educating others and ourselves, we intend a positive result for children: safety, a permanent home, and the opportunity to fulfill their developmental promise.

To achieve this challenging goal, the education and practice-related activities of CalSWEC are varied: recruitment of a diverse group of social workers, defining a continuum of education and training, engaging in research and evaluation of best practices, advocating for responsive social policy, and exploring other avenues to accomplish the CalSWEC mission. Education is a process, and necessarily an ongoing one involving interaction with a changing world. One who hopes to practice successfully in any field does not become "educated" and then cease to observe and learn.

To foster continuing learning and evidence-based practice within the child welfare field, CalSWEC funds a series of curriculum sections that employ varied

research methods to advance the knowledge of best practices in child welfare. These sections, on varied child welfare topics, are intended to enhance curriculum for Title IV-E graduate social work education programs and for continuing education of child welfare agency staff. To increase distribution and learning throughout the state, curriculum sections are made available through the CalSWEC Child Welfare Resource Library to all participating school and collaborating agencies.

The section that follows has been commissioned with your learning in mind. We at CalSWEC hope it serves you well.

ABOUT THE AUTHORS

Dr. Laurie Smith (MSW, PhD, Primary Investigator) is an Associate Professor in the School of Social Work, California State University, San Bernardino. In addition to other research projects and published articles, Dr. Smith has successfully carried out and disseminated findings from two Title IV-E funded research projects in the state of Nevada; one on youth who recently aged out of foster care, and a follow-up study on those youth one year later. In 2004, she developed *Independent Living: An Internet-based Training Module* based on her Title IV-E research. The training was offered for continuing education units throughout the state of Nevada, was available 24-hours-a-day for child welfare workers and social work students, and can be found at <http://cup.unlv.edu/trainingseries.htm>). She is also the co-author of an article that describes and evaluates this innovative delivery of child welfare research (Owens-Kane, Smith, & Brinson, 2005). Her post-master's direct practice experience includes working for a Family and Children's organization serving diverse populations.

Dr. Herb Shon (PhD, LCSW, Co-Investigator) Assistant Professor in the School of Social Work, California State University, San Bernardino assisted with the final report and curriculum development. As a field instructor for 5 years, Dr. Shon consistently received outstanding ratings from his interns and for the diverse and comprehensive training curriculum that he developed. Dr. Shon has also developed trainings for other professionals, paraprofessionals, and lay people in the area of Alzheimer's disease. Dr. Shon is published in the area of equitable access to healthcare services among minority

populations, and his research interests include culturally sensitive and relevant service delivery.

ACKNOWLEDGEMENTS

We gratefully acknowledge the cooperation of the administrators in the counties we surveyed and are likewise grateful to the many social workers who participated in our study. The support from the CalSWEC staff has always been timely, generous, and appreciated. Our consultant, Dr. Sandra Owens, provided ideal expertise.

INTRODUCTION

RATIONALE FOR THE CURRICULUM

This module provides many tools to address the issue of overrepresentation of African Americans in child welfare. The authors believe that the rich material including an historical context, current statistics, theories, findings from a recent study, strengths-based material on African Americans (which typically gets the short shrift), and cultural competency will make a powerful impact on students and encourage them to practice with cultural competency and social and cultural justice.

The PowerPoint format was selected to encourage maximum use of the curriculum material. Instructors can simply download and upload the units to provide this educational material to their students.

BACKGROUND

The overrepresentation of African American children in the U.S. and in California is a crisis. The problem has grown larger as the overall number of children in care has grown. Since the early 2000s the problem of overrepresentation has been documented; however, we still have no clear explanation for it or universally agreed upon methods to address it. This curriculum and research study adds to the efforts to educate students about the problem and possible interventions as they prepare to become the new work force in social work.

LITERATURE REVIEW

There is significant and current concern about the overrepresentation of African Americans in the child welfare system. Using census and AFCARS data from 2000, Hill

(2005) documents that while the U.S. African American child population is around 15%, African Americans comprise nearly 37% of out-of-home placements. The magnitude of overrepresentation is even more pronounced in California where African Americans are only 7.5% of the general child population yet account for 31% of the foster care population (Hill). In fact, California is listed among states in the nation with “extreme disproportion” (Center for the Study of Social Policy, 2004). Many frontline child welfare organizations such as the Annie E. Casey Foundation, the Child Welfare Information Gateway, and the Southern Area Consortium for Human Services (SACHS) have prepared material to raise awareness of the issue of racial/ethnic disproportionality in recent years (Chibnall et al., 2003; Gibson, 2006; Roberts, 2002).

Overrepresentation, specifically of African Americans, has long been documented in virtually every process in the child welfare system: referrals to the system, entry or reentry into the system, and time spent in the system (Courtney et al., 1996; Fluke, Yuan, Hedderson, & Curtis, 2003; Needell, Brookhart, & Lee, 2003). Conversely, African American children in out-of-home care receive fewer mental health services (Garland, Landsverk, & Lau, 2003) and African American youth are less likely to be adopted (Courtney et al.).

Different terms may be employed to indicate different aspects of overrepresentation. As often used, overrepresentation refers to a greater proportion of a subpopulation in some negative status than their proportion in the greater population. The term *disproportionality* may be used when comparing the proportion of children of one ethnicity in care to the proportion of children from another ethnicity in care (Roberts,

2002). The term *disparity* may be used when comparing ethnic groups in care (Needell et al., 2003), yet is sometimes used to indicate the inferior provision of services to an ethnic/racial group (Garland et al., 2003). Regardless of the specific term used, comparison made, or the point in the child welfare system at which it occurs, the overrepresentation of African Americans in the child welfare system in the U.S. as a whole, and in California in particular, raises questions about the fairness of the child welfare system to particular racial groups. The questions are important because over-involvement with child welfare organizations can erode family bonds and, when concentrated geographically, can diminish the capacity of communities to socialize children (Roberts, 2002).

Theories on why African Americans are overrepresented in the child welfare system include individual and family factors, community factors, child welfare system factors, and social policy factors (Minnesota Department of Human Services, Children's Services Administration, 2002; Needell et al., 2003). Overrepresentation might be explained if the relatively disadvantaged position of African American families in the U.S. resulted in greater rates of neglect and abuse. However, analysis of national data finds no evidence that African American families abuse or neglect children at higher rates than European American families (Sedlak & Broadhurst, 1996).

Community and social policy factors likely do play a role in disproportionality given that rates vary from state to state and also by regions or counties within states (Fluke et al., 2003). Brown and Bailey-Etta (1997) have argued that the impoverishment of many communities in which African American families live contributes to their

overrepresentation in the child welfare system. Nybell and Gray (2004) found that organizational behavior was heavily influenced by issues related to race or ethnicity in three child welfare organizations studied. Some states have assumed that policy and worker factors influence overrepresentation and have developed policies and agency trainings to counteract agency or worker biases contributing to overrepresentation. However, little empirical research has been conducted to test the various explanations, including worker factors.

Although worker factors are unlikely to be the only explanation for overrepresentation of African Americans in the child welfare system, there is reason to examine the possibility that worker bias related to the ethnicity of clients is a contributing factor. In their data, Eckenrode, Power, Doris, Munsch, and Bolger (1989) found that race was the only variable that could account for greater physical abuse substantiation rates for African Americans. Fletcher (1997), studying only African American social workers, found interactions between the gender of the social worker and the gender, race, and age of clients when workers were asked about their expectations for the hypothetical clients. Teasley (2005) found that African American social workers in school settings perceived their cultural competence as better than Whites. The race/ethnicity of the social worker, professional development, and the number of cultural competence workshops attended accounted for 31% of the variance in perceived cultural competence. Pellowe (1990) found interactions between worker ethnicity, client ethnicity, and perceptions of client cooperativeness.

Zellman (1992) did not find that race was a factor in the decision to file a report when social workers were given hypothetical vignettes with differing characteristics (e.g., race, age, and gender). However, the findings may have been influenced by the method of giving each worker five vignettes at once, thus emphasizing the artificial nature of the study. In contrast, a study conducted by MSW students at California State University, San Bernardino (Owens & Roushion, 2006) found that child welfare intake workers were more likely to assign a higher risk of neglect and abuse to an African American family in hypothetical vignettes where only family ethnicity differed. Each participant received only one vignette which was constructed to resemble an actual report.

Addressing worker factors and race/ethnicity in the field of social work centers on the concept of cultural competence. As defined in the NASW's *Social Work Speaks* (NASW, 2000), "cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations" (p. 61). Noting the number of African American children in out-of-home care, Brown and Bailey-Etta (1997), among others, urge increased cultural competency to serve these children and their families. Further, Dupper and Evans (1996) and Allen-Meares and Dupper (1998) found that, for school settings, current education and training in cultural competence are insufficient to prepare workers for interactions in high-need minority communities. Thus, even though the social work profession expects cultural

competence, researchers have found that education and training efforts may be inadequate to assure it is attained.

We do not know the extent to which worker factors influence overrepresentation of African American children in child welfare nor the factors that may be associated with worker decisions that lead to overrepresentation. This information is needed, especially in the state of California. The current study replicated the study by Owens and Roushion (2006) with a larger sample and measured more independent variables as suggested by the literature (e.g., worker ethnicity and perceived extent of cultural competency education and training), to bring greater insight into the role that worker factors play in overrepresentation. The research will provide guidance on how to address the factors to reduce racial/ethnic bias in decision making through policy and practice recommendations and the development of relevant curricula.

CURRICULUM OVERVIEW

OBJECTIVES

The objectives of the curriculum are to:

- Give students a clear understanding of the problem of overrepresentation of African Americans in the child welfare system including historical, statistical, and theoretical material;
- Present the findings of a CalSWEC-funded research project;
- Present strengths-based information on African American families and culture; and
- Provide high-quality material on cultural competency.

INTENDED AUDIENCE

- Undergraduate and graduate students in social work programs.

DESCRIPTION OF HOW CURRICULUM IS ORGANIZED

The curriculum is comprised of four independent modules as described above and one module presenting abbreviated information from the four independent units.

The units can be used in a classroom or assigned as independent learning for students when posted on an Internet site. Each PowerPoint module contains narrative information, reflective questions, and links to readings and other relevant Internet sites.

TIME ESTIMATE TO CONDUCT EACH MODULE

- 1-2 hours

TIPS ON CONDUCTING TRAINING SESSIONS

The PowerPoint format can be altered to fit training needs. Instructors may select to use Modules I, II, and III only. Or perhaps their needs will be met by Modules I and

IV. Likewise, the presentations themselves can be altered to fit instructor needs (with credit given as appropriate).

SUGGESTED TOOLS AND MATERIALS

We intend for instructors to download Modules and use them as PowerPoint presentations in the classroom or post the files on their class websites (while citing this document as the source). All needed materials are in the presentations.

MODULE I

FAIRNESS AND EQUITY IN CHILD WELFARE: DEFINITIONS AND HISTORICAL PERSPECTIVES

LEARNING OBJECTIVES

- Be familiar with the history of child welfare services to African American families.
- Know the definition of *overrepresentation*, and similar terms, as they apply to minorities in child welfare.
- Understand the different *intervention points* at which overrepresentation occurs.
- Become aware of statistics and trends on overrepresentation of African Americans in child welfare in the U.S. and California and know where to get reliable statistics.
- Know the main theoretical perspectives used to explain overrepresentation.

PUBLIC CHILD WELFARE COMPETENCIES ADDRESSED

Ethnic Sensitive and Multicultural Practice

- Student demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.
- Student demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.
- Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.
- Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.

Core Child Welfare Practice

- Student is able to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
- Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income and single-parent families and uses this knowledge in providing appropriate child welfare services.

Human Behavior and the Social Environment

- Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.
- Student demonstrates understanding of the influence of culture on human behavior and family dynamics.

Workplace Management

- Student is able to seek client, organization, and community feedback for evaluation of practice, process, and outcomes.

AGENDA

- Brief history of the interaction between African American families and communities and child welfare. Includes excerpts from *Shattered Bonds* (Roberts, 2003) and *African American children in the child welfare and kinship system: from exclusion to over inclusion* (Smith & Devore, 2004)
- Statistics and definitions of overrepresentation
- Links to and explanations of major organizations working on the issue of overrepresentation (government and foundations that all child welfare students should be aware of)
- More material on the different interventions points at which overrepresentation occurs

MATERIALS NEEDED

- Instructors just need the PowerPoint presentation and a computer, may want a website such as Blackboard or Web CT to post the presentation.

PRACTICE EXERCISES, VIGNETTES, AND QUESTIONS FOR CLASS DISCUSSION

- This unit contains many review and reflection questions built into the presentation.

MODULE II

A STUDY ON WORKER FACTORS IN THE OVERREPRESENTATION OF AFRICAN AMERICANS IN CHILD WELFARE

LEARNING OBJECTIVES

- Know the theoretical perspective used for the CalSWEC-funded study on worker factors in the overrepresentation of African Americans in child welfare
- Know the research questions from this study
- Be familiar with the method used for this study
- Know the findings from this study and their implications

PUBLIC CHILD WELFARE COMPETENCIES ADDRESSED

Ethnic-Sensitive and Multicultural Practice

- Student demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.
- Student demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.
- Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.
- Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.

Core Child Welfare Practice

- Student is able to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
- Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income and single-parent families and uses this knowledge in providing appropriate child welfare services.

Human Behavior and the Social Environment

- Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.

- Student demonstrates understanding of the influence of culture on human behavior and family dynamics.

Workplace Management

- Student is able to seek client, organization, and community feedback for evaluation of practice, process, and outcomes.

AGENDA

The presentation goes through the standard areas of a research report:

- Background and Literature Review
- Method
- Results
- Discussion and Implications
- Conclusions

MATERIALS

- Instructors just need the PowerPoint presentation and a computer, may want a website such as Blackboard or Web CT to post the presentation.

PRACTICE EXERCISES, VIGNETTES, AND QUESTIONS FOR CLASS DISCUSSION

- This unit is intended to be presented as in a conference. Students may have follow-up questions which they could email to the researchers.

MODULE III AFRICAN AMERICAN FAMILY LIFE

LEARNING OBJECTIVES

- To learn about values, customs, norms, strengths and diversity within African American families
- To learn how experiences of racism affect African Americans
- To take the *Implicit Associations Test* and interactive tool to identify implicit associations with ethnic groups

PUBLIC CHILD WELFARE COMPETENCIES ADDRESSED

Ethnic-Sensitive and Multicultural Practice

- Student demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.
- Student demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.
- Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.
- Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.

Core Child Welfare Practice

- Student is able to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
- Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income and single-parent families and uses this knowledge in providing appropriate child welfare services.

Human Behavior and the Social Environment

- Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.
- Student demonstrates understanding of the influence of culture on human behavior and family dynamics.

Workplace Management

- Student is able to seek client, organization, and community feedback for evaluation of practice, process, and outcomes.

AGENDA

- A reading and reflection questions on the use of a strengths-based model in working with African American families
- A reading and reflection questions on African American family reunions
- Students' choice of websites to explore African American news sites, health, beauty, music, and history.
- Have students take the *Implicit Associations Test* and reflect on the results. This is a self-administered test created by researchers at Harvard that uses a unique method to test for automatic or unconscious preferences regarding ethnicity.

MATERIALS NEEDED

- Instructors just need the PowerPoint presentation and a computer and may want a website such as Blackboard or Web CT to post the presentation.

PRACTICE EXERCISES, VIGNETTES, AND QUESTIONS FOR CLASS DISCUSSION

- Reflection questions are built into the presentation. These could be used in class, as written assignments, or as posts to an electronic bulletin board.

MODULE IV CULTURAL COMPETENCY AND ANTIRACISM

LEARNING OBJECTIVES

- To understand the definition of and responsibility for being culturally competent
- To understand and be able to implement the action steps at the micro, mezzo, and macro levels of practice with clients
- To create a personal and organizational multiculturalistic, antiracism plan
- To implement on-going analyses of agency practices and agency data in order to ensure social and cultural justice

PUBLIC CHILD WELFARE COMPETENCIES ADDRESSED

Ethnic-Sensitive and Multicultural Practice

- Student demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.
- Student demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.
- Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.
- Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.

Core Child Welfare Practice

- Student is able to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
- Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income and single-parent families and uses this knowledge in providing appropriate child welfare services.

Human Behavior and the Social Environment

- Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.

- Student demonstrates understanding of the influence of culture on human behavior and family dynamics.

Workplace Management

- Student is able to seek client, organization, and community feedback for evaluation of practice, process, and outcomes.

AGENDA

What Is Cultural Competence?

- Definition(s)
- Cultural competence is an ethical responsibility of social workers
- NASW Code of Ethics
- NASW Standards for Cultural Competence in Social Work Practice
- Competency I: Becoming aware of one's own assumptions, values, and biases about human behavior
- Competency II: Understanding the worldview of culturally diverse clients
- Competency III: Developing appropriate intervention strategies and techniques
- Competency IV: Understanding organizational and institutional forces that enhance or negate cultural competence
- Measuring cultural competence in systems and organizations

Barriers to Cultural Competency

- Culture-bound values
- Class-bound values
- Language barriers
- Generalizations and Stereotypes

Subtle Racism

- Definition
- Professionals' responsibility to be aware of subtle racism

Cultural Competence Videos

- Three youtube.com videos help you review and reinforce some of the major themes and concepts of this presentation, plus a few additional ones. To access the videos, click on the highlighted links.

[#1](#)

[#2](#)

[#3](#)

Self Assessment: Meeting the Learning Objectives

MATERIALS NEEDED

Needed materials include access to a computer, Microsoft PowerPoint and Word programs, a pdf reader, and internet connectivity.

PRACTICE EXERCISES

This module contains review questions of the provided material, and self-reflection questions aimed at having the participants become more aware of their own biases, values, beliefs, worldviews, and perceptions of others who differ about culture, class, language, and the proclivity to generalize and stereotype others.

VIGNETTES AND QUESTIONS FOR CLASS DISCUSSION

There are no case vignettes, however, there is ample material designed to elicit class discussion about participants' biases, values, beliefs, worldviews, and perceptions of others who differ about culture, class, language, and the proclivity to generalize and stereotype others.

MODULE V

OVERREPRESENTATION OF AFRICAN AMERICANS IN THE CHILD WELFARE SYSTEM: OVERVIEW

LEARNING OBJECTIVES

- Knowledge of definition and statistics on overrepresentation of African Americans in Child Welfare
- Knowledge of theoretical perspectives to account for overrepresentation
- Knowledge of results of a study on worker factors in overrepresentation
- Knowledge of African American family and cultural strengths
- Knowledge of the concept of cultural competency, models for cultural competency, personal and organizational strategies for cultural competency, and antiracism.

PUBLIC CHILD WELFARE COMPETENCIES ADDRESSED

Ethnic-Sensitive and Multicultural Practice

- Student demonstrates sensitivity to clients' differences in culture, ethnicity, and sexual orientation.
- Student demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan.
- Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.
- Student demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services.

Core Child Welfare Practice

- Student is able to gather, assess, and present pertinent information from interviews, case records, and other collateral sources required to evaluate an abuse or neglect allegation.
- Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income and single-parent families and uses this knowledge in providing appropriate child welfare services.

Human Behavior and the Social Environment

- Student demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior.
- Student demonstrates understanding of the influence of culture on human behavior and family dynamics.

Workplace Management

- Student is able to seek client, organization, and community feedback for evaluation of practice, process, and outcomes.

AGENDA

A review of the major themes, research findings, literature, and resources in each of the four curriculum modules.

MATERIALS NEEDED

Instructors just need the PowerPoint presentation and a computer, and may want a website such as Blackboard or Web CT to post the presentation.

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CALSWEC QUESTIONNAIRE

Thank you for participating in this study.

There are two brief parts to this study—Part A (Assessment) and Part B (Background).

These parts are completed separately. Please fold and place Part A in the provided envelope when completed. When Part B is completed, also fold and place it in the envelope.

PART A, SECTION 1

Please read the following scenario CAREFULLY. After reading the scenario, please answer the following questions. Answer the questions as though you have complete control over the outcome of the case as described in the scenario.

REPORT DATE: 10/25/05

REPORTING PARTY: Anonymous neighbor

VICTIM(s):

Dante Williams	AGE: 4 years	ETHNICITY: Black	SEX: Male
La Shaun Williams	AGE: 10 months	ETHNICITY: Black	SEX: Female

ALLEGATION(s): General Neglect and Physical Abuse

ALLEGED PERPERTRATOR(s):

De Marcus Williams	AGE: 26
Shante Williams	AGE: 24

RELATIONS TO VICTIM(s): Mother and Father

NARRATIVE:

On 10/25/05 De Marcus Williams (26) and his wife Shante Williams (24) were reported to the Child Abuse hotline for allegations of general neglect and physical abuse. The caller alleges that there are small children present in the home: Dante (4) and La Shaun Williams (10 months) and that the home is filthy. Caller stated that there is trash on the floor, minimum food in the refrigerator, and the kitchen is filthy with dirty dishes everywhere. The caller alleges that the mother yells at the 4-year-old and does not spend time playing with or holding the baby. Caller states that the baby stays in the playpen for several hours. The father, De Marcus, has a history of alcohol abuse and it is unknown if he currently drinks. The caller stated that the mother often spansks the 4-year-old. When asked if the caller observed any marks or bruises on the child, she stated: "No, but I think she hits him too hard." The caller stated that she is concerned for the safety of the children and that the parents do not seem to take good enough care of the children.

PART A, SECTION 2

Please read the following scenario CAREFULLY. After reading the scenario, please answer the following questions. Answer the questions as though you have complete control over the outcome of the case as described in the scenario.

REPORT DATE: 10/25/05

REPORTING PARTY: Anonymous neighbor

VICTIM(s):

Kyle Roberts	AGE: 4 years	ETHNICITY: White	SEX: Male
Megan Roberts	AGE: 10 months	ETHNICITY: White	SEX: Female

ALLEGATION(s): General Neglect and Physical Abuse

ALLEGED PERPERTRATOR(s):

Steve Roberts	AGE: 26
Linda Roberts	AGE: 24

RELATIONS TO VICTIM(s): Mother and Father

NARRATIVE:

On 10/25/05 Steve Roberts (26) and his wife Linda Roberts (24) were reported to the Child Abuse hotline for allegations of general neglect and physical abuse. The caller alleges that there are small children present in the home: Kyle (4) and Megan Roberts (10 months) and that the home is filthy. Caller stated that there is trash on the floor, minimum food in the refrigerator, and the kitchen is filthy with dirty dishes everywhere. The caller alleges that the mother yells at the 4-year-old and does not spend time playing with or holding the baby. Caller states that the baby stays in the playpen for several hours. The father, Steve, has a history of alcohol abuse and it is unknown if he currently drinks. The caller stated that the mother often spansks the 4-year-old. When asked if the caller observed any marks or bruises on the child, she stated: "No, but I think she hits him too hard." The caller stated that she is concerned for the safety of the children and that the parents do not seem to take good enough care of the children.

A1. In what time frame would you respond to this case?

1. Evaluated out (EVO)
2. Immediately
3. TT (within 3 days)
4. 10 days

**A2. How would you describe your perception of the father prior to contact?
Circle all that apply.**

1. Abusive
2. Inappropriate
3. Appropriate
4. Negligent
5. Nurturing
6. Unfit
7. Other (please specify)_____

**A3. How would you describe your perception of the mother prior to contact?
Circle all that apply.**

1. Abusive
2. Inappropriate
3. Appropriate
4. Negligent
5. Nurturing
6. Unfit
7. Other (please specify)_____

A7. What is your greatest concern regarding this case?

1. The condition of the house
2. Minimal food
3. Corporal punishment of the 4-year-old
4. Attachment issues with the 10-month-old
5. History of substance abuse
6. Age of the parents
7. Overall safety and well-being of the children
8. Other (please specify)_____

THIS ENDS PART A

PLEASE FOLD AND PLACE PART A IN THE PROVIDED ENVELOPE

PART B: BACKGROUND

In this section you will be asked a series of demographic and other background questions. **Please write in or circle your answers.** All of your answers will remain confidential.

B1. Your gender

1. Male
2. Female

B2. Your present age _____

B3. In terms of ethnicity, please check one category

_____ Hispanic or Latino _____ not Hispanic or Latino

B4. How do you identify yourself in terms of race?

1. African American or Black
2. American Indian/Native American/Alaska Native
3. Asian
4. Native Hawaiian/other Pacific Islander
5. White/ Caucasian
6. Some Other Race (specify) _____
7. Two or More Races

B5. Is English your second language?

1. Yes
2. No

B5a. If yes, what is your first language? _____

B6. What is the highest level of your formal education?

- | | |
|-----------------|--|
| 1. High School | 6. MSW degree |
| 2. Some college | 7. JD |
| 3. BA/BS Degree | 8. PsyD |
| 4. BSW Degree | 9. PhD (field related to social work?) |
| 5. MA/MS degree | yes ____ no ____ |
| | 10. Other; please specify _____ |

B7. If you graduated from one of the schools below, please enter its two-digit code. (Enter 00 for any other school) ____ ____

UC Berkeley = BE
 Chico State = CH
 Bakersfield = BA
 CalState East Bay = EB
 Fresno State = FR
 Humbolt = HU
 Loma Linda = LL
 Long Beach = LB
 CSU Los Angeles = CL
 Northridge = NR
 Sacramento = SA
 San Bernardino State = SB
 San Diego State = SD
 San Francisco State = SF
 San Jose State = SJ
 Stanislaus = ST
 UCLA = LA
 USC = SC
 Other School=00

B8. If known, what is the four-digit code for your RTA (regional training academy)/IUC? ____ ____ ____ ____ (Enter 0000 if unknown)

Bay Area Academy	Central RTA	Northern RTA	IUC	Southern
BAA1	North: CEN1 Central: CEN2 Southern: CEN3 Coast: CEN4	Humboldt: NOR1 Redding: NOR2 Davis: NOR3	CSULB: IUC1 CSULA: IUC2 UCLA: IUC3 USC: IUC4	Riverside: SOU1 Oceanside: SOU2 Imperial: SOU3 CSUSB: SOU5

B9. What is the two-digit code for your county of employment? __ __

Orange: 30

San Bernardino: 36

B10. Answer this question ONLY if you have an MSW degree: (If you do not have an MSW degree, please skip to B11)

Did you participate in the Title IV-E Child Welfare Financial Aid Program where you received a stipend or tuition support to obtain your MSW?

_____yes _____no

If **YES**, was it through ____CalSWEC or ____Los Angeles County IUC

B11. Did you work in the field of child welfare prior to your Present position?

_____yes _____no

B11a. If yes, how long did you work in that field? _____

B12. Were you a county employee prior to completing the MSW?

_____yes _____no

B13. Income

___ Less than \$15,000 per year

___ \$15,001-25,000 per year

___ \$25,001-35,000 per year

___ \$35,001-50,000

___ \$50,001-75,000

___ \$75,001-100,000

___ Over \$100,000

B14. Total years of experience in child welfare: _____years

B15. What is your job title? _____

Please provide the unique code below that will link your responses to this survey with responses made to other CalSWEC surveys (e.g., the New Graduate Survey) you may have completed during or following your graduate studies.

By doing so, you will be giving CalSWEC consent to link your responses on those surveys. However, as with this survey, your responses are confidential and your identity protected. Your name will not be placed on any of the surveys. Only aggregate data will be presented in any dissemination of findings. No participants or their personal information will be identified in any reports.

<i>To set up YOUR CODE NUMBER, please fill out the following fields.</i>
1. What are the first three letters of your mother's <i>maiden</i> name? _____ _____ (example: If her name is/was Alice Smith, the letters are SMI).
2. What are the first three letters of your mother's <i>first</i> name? _____ [example: If her name is/was Alice Smith, the letters are ALI. (If the name has fewer than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right)].
3. What are the numerals for the DAY you were born? _____ (Please use "0" before the number for numbers less than 10) [Example: If you were born on November 29, 1970, the numerals would be 29. If your birthdate is the 1st through the 9th, please put 0 in front of the numeral (example: 09)].

THANK YOU FOR YOUR PARTICIPATION!!

Please fold and place in envelope