

Executive Summary

Course Title: Effective Engagement Strategies in Working with Asian and Pacific Islander Families

Trainer: Dr. Philip Tsui, LCSW, Psy.D.

Outline of Training:

The goal of this course is to provide human service professionals, child and welfare workers basic knowledge of cultural diversity issues within the Asian Pacific Islander (API) populations, highlighting the intergenerational differences in defining their cultural identities and their impact on their help seeking behaviors. It explains the cultural clash between generations within these communities and how the knowledge of such intergenerational cultural conflicts can assist the case workers in understanding and working with API families. It offers some insights on the psychosocial variables related to immigration and their impact on the mental health and cultural adjustment of immigrant clients, their families and children. This course also discusses issues such as the common pitfalls and errors in working with API families, effective strategies in providing culturally sensitive intervention and the appropriate use of interpreters in working with monolingual API clients and families bearing in mind that such families contain members with different levels of English proficiency.

Instructional Format:

This course involves a combination of lectures, small group discussions and analysis of case vignettes relevant to the content materials.

Target Audience: *Child welfare workers, case managers, human service professionals, social workers and mental health professionals.*

Outcome Objectives for Participants:

Participants will learn:

- 1. How to conduct culturally sensitive and clinically competent assessment of Asian/Pacific Islander (API) family systems.*
- 2. To assess the impact of discrimination, cultural differences and institutional barriers on API immigrants and API Americans in the access of social services.*
- 3. To use the knowledge of the factors affecting the differences in acculturation and cultural identities of different generations of API's in developing appropriate service plans for them.*
- 4. How to work with families balancing respect for their cultural traditions and the assimilation to their host society.*

5. *To identify current and potential problems that might disrupt the stability and undermine the integrity of the API families as a consequence of their traumatic immigration experience and/or cultural conflicts between generations.*
6. *To use interpreters appropriately and effectively in working with monolingual and bilingual API families.*

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

Supervisors can provide the leadership in working with staff to review the various issues related to working with API families and children that workers have encountered in their departments. Alert staff to prepare to make suggestions regarding changes in office procedures and policies based on the learning they gain in the training program.

AFTER the training

What can the supervisor do after the training to support the training? Meet with the participants of the training program individually and in groups to review what they have learned, identify cases where the application of the new learning will facilitate the improvement of services to such clients. They can also solicit input from participants for possible changes and modifications of policies and procedures in order to integrate the strategies they have learned into the delivery of services to the API populations.