

# Executive Summary

## Culture in Child Welfare Practice

### Course Description

Culture in Child Welfare Practice will examine the intersection of culture and culturally sensitive practice child welfare practice. The training will focus on the many ways that culture plays in the decision making process and how those decisions affect the lives of children and families. The training will also provide the opportunity to explore the trainee's own culture and reactions to other cultures in order to gain awareness as to how their background and reactions can impact child welfare practice. The course utilizes lecture, small and large group interactions and case scenarios to help participants integrate the information.

### Target Audience

This training is designed for anyone who is interested in learning about culture and child welfare.

### Outcome Objectives

1. Distinguish between the terms culture, race, and ethnicity and recognize that there is no scientific standing for the concept of "race."
2. Recognize that the area of commonality between human behavior, individual uniqueness and culture is the basis of accurate assessments and culturally appropriate interventions.
3. Describe culture as an individual's unique guiding behavior and belief system developed from their own experiences and interpretations and how their experiences, history, cultural norms and practices affect their professional and personal beliefs about families, colleagues, and collaterals that are different than themselves.
4. Recognize that disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color while recognizing the potential effects of racism, oppression, socioeconomic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.
5. Describe basic ethnographic interviewing concepts and given a case example, the trainee will be able to demonstrate how various communication styles and use of authority (including his or her own) may foster or inhibit communication with families, colleagues, and collaterals.

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

#### ***BEFORE the training***

1. Supervisors should ask list all of the different cultures the trainee has had interaction with in their life and to name one aspect of each culture that was defined as a cultural belief, ritual, or practice for that culture. Finally, ask the trainee how this belief, ritual, or practice could impact a family that became involved with the child welfare system.
2. Supervisors should ask the trainee to define culture, race, and ethnicity in their own words and write down to take to the training.

#### ***AFTER the training***

1. Supervisors should ask the trainee to verbalize 3 insights gained after participating in the training regarding multicultural practice and its implications for child welfare.
2. Supervisors should ask the trainee name one culture that presents the greatest challenge for the trainee either due to bias, ignorance, or some other factor (do not ask them to state why this is greatest challenge in order to help them feel safe enough to name it). Help the trainee to identify 2 strategies to overcome this challenge.