

Executive Summary **Child Welfare Practice in a Multicultural Environment**

Course Description

The Child Welfare Practice in a Multicultural Environment Training provides an overview of the culture and culturally sensitive practice in child welfare. The training will focus on the many ways that culture plays a part in 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, case studies, small group interaction, and case scenarios to help participants integrate the information.

Target Audience

This training is appropriate for new workers. New workers will be exposed to multicultural information in order to begin effective case work with children and families.

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.