

## Discussion regarding Fairness and Equity

*Bulleted items below the questions are symposium participants' responses.*

1. Do a brief round of introductions. (5 min)
2. Ask for three volunteers, one to facilitate the group, one to record the information and report out, and one to be the timekeeper. (3 min)
3. If you were a child and/or family in need of services, how would you know you were in a Fair and Equitable child welfare agency? How would it feel? (10 min)
  - Same resources provided to me as to other clients
  - Is respected
  - Ideas accepted/listened to
  - Given the latest resources and materials
  - Talked to in my language
  - Family concepts/customs/individuality respected
  - People who looked like me
  - Client centered
  - Needs are met: placement, counseling, etc are sensitive to ones culture and accessible.
  - Agency insight – dual direction of issues
  - No assumptions - I am who I am
  - Child sees outcome and fairness around them and their family. E.g. not all poor African American kids in this poverty group home and white kids in a more luxurious home in a better location.
  - Feel safe, valued, supported, positive about self, engaged in process and understood.
  - Inquiring of ME not a template
  - Matching my family's needs to services
  - Workers can build a relationship with me with respect
  - Workers treat me as an equal
  - Workers provide me with the knowledge I need about planning
  - The workers in the agency work well together.
  - The workers validate my basic parenting skills
  - The workers respect each other, regardless of level of education.
  - As if someone cared
  - Would provide hope for me
  - I feel listened to
  - I feel that I am treated as an individual
  - The client and worker areas are comfortable and welcoming
  - The worker tries hard to get services for me
  - Sit down with a blank sheet of paper, not a CMS form
  - Providers have a balance between cultural considerations and CWS concerns.
  - Services are accessible

- Deal with power issues i.e. CWS is perceived as authority to break down
  - Listen to my stories, workers need to demonstrate that they heard.
4. List three components/characteristics of a culturally competent case plan? (10 min)
- Must have client and extended family input
  - Ask family for current service provider information, and what they feel is needed to aid them.
  - Family centered
  - Input
  - Specific
  - Services are resources and culturally specific and sensitive and most of all accessible.
  - Community partners have input, participation and advocacy.
  - Tell me about your culture
  - Asking family what there needs are
  - Asking family about their supports in their families and their community
  - Put the case plan in a user friendly letter, and send to the family
  - Tuning in – meeting where client is – at all degrees sensitive to realistic expectations.
  - Prioritize tasks based on strengths of individuals and his/her culture whatever that means to the client. Not that we (CWS) prioritizes.
5. When reviewing case plan documentation, list three ways you can identify whether a culturally competent case plan was conducted? (10 min)
- Is it in client language?
  - Incorporates culture/tradition
  - Tailored for a specific family
  - Family conferencing was conducted
  - Expresses demographics
  - Acknowledges culture
  - Unique – not “boiler plate”
  - Contains items specific to family that take culture in to account
  - Providers are balanced in regards to cultural issues and CWS concerns
  - Specific cultural/religious activities in the case plan
  - Do the case plan in the family’s language
  - Plan reflects family values and is balanced with CWS standards
  - Plan grapples with cultural norms
  - Document the “good work” that is done
  - Asking families their own strengths
  - Documentation that there was a team meeting, including participants and the family being present.
  - Reviewing services – are they accessible and appropriate?

6. Contra Costa County has instituted a cross-cultural communication series that has impacted training awareness in staff. What would you recommend as next steps, to integrate cultural competency in to practice? (10 min)
  - Tool kit for supervisors to assure awareness is being utilized – to apply
  - Survey clients for accomplishments
  - Training to continue
  - Policy/procedures to reflect knowledge learned
  - Economics/Resources are we making adequate measures – lobbying/advocating re- Ethnic placements
  - Services provided in languages of client to assure understanding
  - Conduct a PDSA, train group fully and track practice change
  - Peer reviews
  - Train from the start
  - Case conference; bring up issue of culture and bias from a supervisor perspective.
  - Integrating family conferences with TDMs for more detailed case planning
  - Use the curriculum designed for parents that Casey has developed as a compliment to F2F
  - Training idea – Address the culture of blended families/custody issues
  - Unit discussions, regarding past and present practices
  - Management buy in and promote looking at Fairness and Equity issues
  - Incorporate into forms/policy change/ evaluations/awards and recognitions. Encouragement from the heart
  - Do role plays
  
7. What are some ideas regarding how to help individual’s assess their own casework decisions for Fairness and Equity? And their own need for professional growth? (10)
  - Get people to keep talking
  - Give permission for people to share
  - Face clarity of staff – some situations may not be “what you think you see”
  - Peer reviews
  - Management buy in and promote look at fairness and equity issues
  - Supervisors – need to become aware of staff needs.
  - Regional training, accessible, specific, on the same page
  - Diverse promotions of all ethnic groups.
  - Workers could do a self assessment tool (take the agency out of the tool – and put in I) , this tool could be used in supervision
  - Infuse in the culture (not an “add on”) – do Real social work – not just investigations, substantiations, etc
  - Case reviews at unit meetings
  - Inform staff of relationships with community partners and noting progress
  - Peer review
  - Supervisor aware of staff needs
  - Ask families directly
  - Open conversation – Just ask

- Use data

Some larger issues raised in this discussion included:

- Need to look at the Title IV-E program. Are social workers being trained in the fundamentals of social work? Or just to be child welfare workers, and losing some of the other skills, of “talking and listening” to families.
- Need to address the disconnect between MSW and BSW
- Need to match curriculum snapshots with in-service training

#### REPORT OUT

1. Share a sentence or phrase that describes the exchange in your group
2. Spend 1-2 min answering each question