



## **2006 Fairness & Equity Symposium**

### **Annotated Bibliography**

Child advocacy symposium. (1997). *University of Michigan Journal of Law Reform*, 31, 1-235.

Ethical issues in the legal representation of children.(1996). *Fordham Law Review*, 64, 1281-2132.

The perils of growing up for both children and the reform efforts of child protection laws: A symposium.(1992). *University of Pittsburgh Law Review*, 54, 129-324.

Altshuler, S. J. (2005). Drug-endangered children need a collaborative community response. *Child Welfare*, 84(2), 171-190.

The United States is facing an epidemic of the use of methamphetamine drugs. Child welfare has not yet addressed the needs of the children living in so-called "meth homes." These children are endangered not only from the chemicals involved, but also from parental abuse & neglect. Communities are recognizing the need for interagency collaboration to address the consequences of this epidemic. Spokane, Washington, has created a Drug-Endangered Children Project, whose mission is to implement a collaborative response among law enforcement, prosecutorial, medical, & social service professionals to the needs of drug-endangered children. This article presents the findings from the evaluation of the first year of the project, including a baseline

assessment of the needs of drug-endangered children & the extent of community-based collaboration achieved. This article makes recommendations for future community-based partnerships to improve the well-being of drug-endangered children. 4 Tables, 36 References. Adapted from the source document.

Ards, S., Myers, S., Jr, Malkis, A., Sugrue, E., & Zhou, L. (2003). Racial disproportionality in reported and substantiated child abuse and neglect: An examination of systematic bias. *Children and Youth Services Review*, 25(5/6), 375-392.

Using data from Minnesota for 2000, the authors show that measures of discrimination in maltreatment substantiation are inflated by a failure to disaggregate counties with large minority populations from those with small minority populations. Racial disparities in substantiation rates, conditional upon reports to child protective service workers, are not huge. Nonetheless, measures of discrimination--once one accounts for characteristics of victims, offenders, reporters, counties, and types of maltreatment--are non-trivial. For African Americans, they are higher in the state as a whole than in the counties that have the largest share of minority children. Although the discrimination measures do not vanish when disaggregated analysis is performed, findings suggest that caution should be displayed when reporting disproportionality statistics that include data from widely dispersed geographical areas. (This is one of seven articles in this special issue on racial disproportionality in child welfare.). (Journal abstract.)

Austin, S. (2005). Community-building principles: Implications for professional development. *Child Welfare*, 84(2), 105-122.

This article reviews a Think Tank meeting among child welfare practitioners at the 2003 Building Communities for 21st-Century Child Welfare Symposium. The Child Welfare League of America's focus on

community building is recognition of the vital importance of promoting & fostering collaboration with community members to enhance the well-being of children, families, & communities. The Think Tank participants responded to four questions concerning the knowledge, policies, & strategies that are needed for the development of strategies for community building & child welfare. This article highlights several of the findings of the preconference, which addressed the challenges & opportunities inherent in community-building practices & discusses the key principles that emerged from the Think Tank. The article emphasizes implications for professional education & cites selected examples of innovative community-building initiatives with families. 39 References. Adapted from the source document.

Bailie, Kathleen A., student author. (1998). The other "neglected" parties in child protective proceedings: Parents in poverty and the role of the lawyers who represent them. *Fordham Law Review*, 66(6), 2285-2331.

Ben-David, A. (1995). Family functioning and migration: Considerations for practice. *Journal of Sociology and Social Welfare*, 22(3), 121-137.

International migration is increasingly dominated by family considerations. Despite conflicts and tensions, the support system of the family is the main agent through which the adjustment to migration occurs. Social workers are in the front line in the treatment and acculturation of new immigrants. The present study explores how 145 social workers, comprising about 70 percent of those who treat new immigrants in the northern part of Israel, perceive family functioning in two very different migrant populations: arrivals from the former Soviet Union on the one hand, and from Ethiopia on the other. Results indicate that practitioners viewed families from the former Soviet Union and Ethiopia as less adaptive and more cohesive than the norm. Families from the former Soviet Union, however, were seen as more adaptive and

less cohesive than families immigrating from Ethiopia. Implications for culture sensitive practice are suggested. (Journal abstract, edited.)

Betancourt, J. R. (.), & King, R. K. (.). (2003). Racial/ethnic disparities: Contemporary issues and approaches. *Public Health Reports*, 118(4), 287-378.

Examines differences in access to health care and health outcomes in the US; 13 articles. Contents: Defining cultural competence, by Joseph R. Betancourt, Alexander R. Green, J. Emilio Carrillo, Owusu Ananeh-Firempong II; The human face of health disparities, by Alexander R. Green; Reducing diabetes health disparities through community-based participatory action research, by Aida L. Giachello, Jose O. Arrom, Margaret Davis, Judith V. Sayad, Dinah Ramirez, Chandana Nandi, and Catalina Ramos; A partnership to reduce African American infant mortality in Genesee county, Michigan, by Robert M. Pestronk and Marcia L. Franks; Black-White infant mortality disparity in the United States, by Willie J. Parker; A community approach to addressing excess breast and cervical cancer mortality among women of African descent in Boston, by JudyAnn Bigby, Linda K. Ko, Natacha Johnson, Michele M.A. David, and Barbara Ferrer; The complexity of finding solutions to racial/ethnic disparities in health care outcomes, by Kafui A. Demasio; Teaching physicians-in-training to address racial disparities in health, by Elizabeth A. Jacobs, Claire Kohrman, Maurice Lemon, and Dennis L. Vickers; Community-physician education partnerships, by Melanie Tervalon; Race and trust in the health care system, by L. Ebony Boulware, Lisa A. Cooper, Lloyd E. Ratner, Thomas A. LaVeist, and Neil R. Powe; Examining African Americans' mistrust of the health care system, by William D. King; Breastfeeding advice given to African American and White women by physicians and WIC counselors, by Anne C. Beal, Karen Kuhlthau, and James M. Perrin; A closer look at racial/ethnic disparities

in breastfeeding, by Suzette O. Oyeku. Mon Feb 27 14:42:01 EST 2006  
CSA Database: Criminology: A SAGE Full-Text Collection Query:  
evidence based practice

Bogolub, E. B. (1998). Infusing content about discharging legal responsibilities into social work practice classes: The example of mandated maltreatment reporting. *Journal of Teaching in Social Work*, 17(1-2), 185-199. from Social Services Abstracts database.

In social work education, legal content may be best conveyed through infusion, rather than specialized law/social work courses. Infusion will occur differently in each social work education sequence (practice, human behavior, policy, & research). When infusing content about discharge of legal responsibilities into a practice class, the instructor should choose a common legal topic & teach the relevant knowledge & skills. As the instructor generalizes from the topic presented, students learn that most legal topics affect practice in a complex manner. The example of legally mandated child maltreatment reporting is used to demonstrate knowledge, skills, & teaching methods. Implications are presented for social work literature, & for contact between social work faculty & field instructors. 30 References. Adapted from the source document.

Boyer, B. A. (1995). Jurisdictional conflicts between juvenile courts and child welfare agencies: The uneasy relationship between institutional co-parents. *Maryland Law Review*, 54, 377-431.

Boyes-Watson, C. (2005). Seeds of change: Using peacemaking circles to build a village for every child. *Child Welfare*, 84(2), 191-208.

Roca, Inc., a grassroots human development & community organization, has adopted the peacemaking circle as a tool in its relationship building with youth, communities, & formal systems. Circles are a method of communication derived from aboriginal & native traditions. In

Massachusetts, the Department of Social Services & the Department of Youth Services are exploring the application of the circle in programming with youth & families. By providing a consistent structure for open, democratic communication, peacemaking circles enhance the formation of positive relationships in families, communities, & systems. The outcome is a stronger community with greater unity across truly diverse participants. This article presents the theory & practice of peacemaking circles, the lessons & challenges of implementing circles in formal organizations, & the potential of the circle to support a strengths-based & community-based approach to child welfare. 20 References. Adapted from the source document.

Boyle, D. P., & Springer, A. (2001). Toward a cultural competence measure for social work with specific populations. *Journal of Ethnic & Cultural Diversity in Social Work, 9*(3-4), 53-71. from Social Services Abstracts database.

The notion that cultural competence is crucial to sound social work practice is widely accepted in the profession. However, there exists a gap between the achievement of the goal of developing culturally competent practitioners through social work education & the ability to measure such competence. A second gap exists between education & the providing of culturally appropriate services in everyday practice. These gaps are likely due to (1) the broad terms used to define cultural competence, (2) the slow evolution of instrumentation to measure cultural competence, & (3) the lack of culture-specific training & measurement techniques. This paper addresses the need for further refinement of the concept & suggests a new approach for the development of instruments to measure it. The authors provide an overview of the construct of cultural competence, analyze the conceptual & empirical foundations of four well-

known measures, & provide a rationale for the development of culture-specific instruments. 32 References. Adapted from the source document.

Briar-Lawson, K. (2005). Advancing 21st-century child welfare through community building. *Child Welfare, 84*(2), 101-104.

An introduction to this special journal issue discusses the centrality of community building to effective child & family welfare service planning & practice. The Child Welfare League of America's (CWLA) National Framework for Community Action is cited as one of the first comprehensive measures to promote community building. The first national symposium on the issue sponsored by CWLA in 2003 is also reviewed. In this issue, contributors describe several tools, models, & conceptual frameworks for community building by both public & private sector providers. K. Hyatt Stewart.

Brooks, D., & James, S. (2003). Willingness to adopt black foster children: Implications for child welfare policy and recruitment of adoptive families. *Children and Youth Services Review, 25*(5/6), 463-489.

Little is known about racial disparities in adoption dynamics and pathways for foster children. Only a handful of studies have examined variables that could influence prospective adoptive parents' willingness to adopt children. But these studies generally have not focused on parents' willingness to adopt black foster children--a disproportionate number of whom are available for adoption. This study responds to gaps in adoption and foster care knowledge and was guided by two broad questions: What are the differences between parents willing to adopt black foster children and those who are not? What variables affect parents' willingness to adopt black foster children? Subjects in the study were 541 white adoptive parents participating in a longitudinal study of adoptive families. Data were collected using mailed questionnaires completed over the three waves of the study. Findings showed that parents who are

willing to adopt black foster children differ notably from those who are not, particularly with regard to attitudinal factors impacting their decision to adopt and their experiences with adoption workers and agencies. Results of the study have important implications for child welfare policy and recruitment of adoptive families. These implications, along with those for future research, are considered. (This is one of seven articles in this special issue on racial disproportionality in child welfare.). (Journal abstract.)

Caple, F., Salcido, R., & di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. *Social Work in Education, 17*(3), 159-170.

Whereas some specific knowledge of various cultural groups is essential for social work practice, competence in cross-cultural practice requires a conceptual formulation to assist the practitioner in making initial contacts that provide the basis for all subsequent work with these families and children. This study describes a practice model that can be used by school social workers when helping culturally diverse families. The model emphasizes the importance of building a perspective for understanding culture and presents a framework for cross-cultural practice that includes some basic skills for effective transactions. Suggestions are also provided on how to work with interpreters. (Journal abstract.)

Choca, M. J., Minoff, J., Angene, L., Byrnes, M., Kenneally, L., & Norris, D. et al. (2004). Can't do it alone: Housing collaborations to improve foster youth outcomes. *Child Welfare, 83*(5), 469-492.

Research documents that youth transitioning out of the foster care system experience a variety of negative outcomes, including homelessness. Housing collaborations, which aim to comprehensively address resource & service needs for transitioning youth, including permanent connections, education, & employment, have resulted in

innovative programming & forged new relationships among child welfare, social service & housing developers, & providers. This article describes the partners, models, & resources several collaborations used & their progress & outcomes; shares insights gained; & explores productive directions for future work. 3 Tables, 17 References. Adapted from the source document.

Christensen, C. (1992). Training for cross-cultural social work with immigrants, refugees, and minorities: A course model. *Journal of Multicultural Social Work, 2*(1), 79-97.

This paper describes the development, format, and procedures of a course designed to prepare social work students to work with immigrants, refugees, and minorities. Historical, sociopolitical, economic, and psychosocial factors are considered. The model emphasizes experiential learning in classrooms and community settings, which enables students to integrate theory and skills related to practice. Emphasis is placed on the development of self-awareness as a major aspect of training. (Journal abstract.)

Coakley, T. M. (2005). Assessing cultural receptivity in fostering: Scale development and validation. *Dissertation Abstracts International, A: The Humanities and Social Sciences, 65* (7), 2764-A. (Available from UMI, Ann Arbor, MI. Order No. DA3141803.)

A shortage of foster parents of diverse cultures coupled with the problem of an overrepresentation of children of minority cultures in the child welfare system has resulted in a dire need to place children in families that do not share cultures (i.e., transcultural placements). Children in foster and adoptive placements suffer the loss of their birth families and are at risk for losing knowledge about their past generations (Deberry, Scarr, & Weinberg, 1996; Thoburn, Norford, & Rashid, 2000). Children in transcultural placements are further at-risk for consequent loss of their

cultural heritages. Therefore, it is imperative for transcultural foster parents to promote positively and enhance children's cultural identities and help them remain connected with their cultures. It also is crucial for minority children to learn survival skills to live in a society that can be intolerant, indifferent, or hostile towards cultural diversity (McRoy, 1994; Vonk, 2001; Zuniga, 1991). This dissertation examines how prospective foster parents are prepared to understand the necessary cultural activities involved in transcultural parenting. It also addresses the importance of assessing their openness to and capability of providing culturally appropriate fostering. Additionally, this study is significant because it is believed that cultural receptivity is related to other foster parent characteristics that are considered to be indicators of overall quality fostering. Finally, this dissertation presents the procedures used to develop and evaluate the Cultural Receptivity in Fostering Scale (CRFS), an instrument developed by the present author to measure foster parents' openness towards participating in activities that promote children's cultural development.

Conlon, D. E., Porter, C. O. L. H., & Parks, J. M. (2004). The fairness of decision rules. *Journal of Management*, 30(3), 329-349.

Prior work on resource allocation has generally considered only a small number of allocation rules, usually reflecting equity or equality. We use a scenario study to examine the effect of eight different allocation rules (past performance, future performance, rank, random draw, chance meetings, business need, personal need, and political reasons) on recipient reactions to the gain or loss of three different kinds of resources in an organizational setting. We find evidence that allocations based on past performance and random draw rules lead to the highest fairness perceptions and the lowest expectations that the decisions made will lead to intragroup conflict. However, fairness judgments are also

influenced by a variety of other factors, such as the type of resource being allocated and whether the recipient is advantaged or disadvantaged relative to others in the workgroup (what we term the "egocentric interaction"). We discuss how our results might influence managers' allocation decisions. (PsycINFO Database Record (c) 2005 APA, all rights reserved) (journal abstract)

Connelley, D. L., & Folger, R. (2004). *Hidden bias: The impact of relational models on perceptions of fairness in human resource systems*. Lawrence Erlbaum Associates, Publishers, Mahwah, NJ: US.

(From the chapter) This chapter presents a valuable demonstration of the interpersonal tensions that arise when people bring discrepant relational models to bear on their interactions, this time in an organizational context. The chapter reports on a study of a conservative workplace's struggles with internal diversity, and how different groups of workers interpret the organizational culture in starkly different ways based on distinct relational models. The traditional core of White executives understands the nature of their relations to one another and to the company in a communal fashion, which conflicts with the egalitarian expectations of African-American workers and the meritocratic or equity-based preferences of many White women. The result, well captured in quotes from protagonists, is a picture of disharmony and a lesson to managers. The authors clearly show how relational discord can be grounded in intergroup differences, and raise the intriguing possibility that the relational models reflect, in part, discursive resources that can be deployed by people in ways that advance the interests of their social position. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Courtney, M., & Skyles, A. (2003). Racial disproportionality in the child welfare system. *Children and Youth Services Review (Entire Issue)*,

25(5/6), 355-358.

This special issue brings together much of the most recent conceptual and empirical scholarship that addresses the issue of racial and ethnic disproportionality in the child welfare system. The seven papers in this volume grew out of an ongoing effort by the Administration on Children and Families (ACF) of the US Department of Health and Human Services to better understand the reasons for disproportionality. (Editorial, edited.)

Courtney, M. (2000). Managed care and child welfare services: What are the issues? *Children and Youth Services Review*, 22(2), 87-91.

This introduction highlights attempts to reduce the number of children entering the child welfare system by placing more emphasis on child safety, timely decisions about whether to return children to their homes, and adoption incentives. In recent years managed care principles and practices from the health care field have been added to the mix of proposed solutions. The author presents five questions that children's services agencies should consider before moving to managed care.

Introduced are five articles in this special issue on managed care and child welfare services. (Introduction, edited.)

Courtney, M. (1998). The costs of child protection in the context of welfare reform. *The Future of Children*, 8(1), 88-103.

The financing structure of any large public service system both reveals the priorities held by policymakers and drives the delivery of services. Of the \$11.2 billion in public funds for child welfare services, somewhat less than half is federal. As this article explains, federal funds for child welfare overwhelmingly go to support out-of-home care (foster care and adoption services), and these costs have risen sharply in recent years. In contrast, federal funding for child protection investigations, prevention programs, and treatment services is more limited, and expenditures

have not risen apace with reports of maltreatment. The article compares the high cost of foster care with the lower per capita cost of cash assistance to poor families and the per-case costs of child protection investigations and service provision. Pointing out that the great majority of families served by the child welfare system are poor, the author argues that child welfare and cash assistance should be seen and analyzed as interrelated programs serving poor families. The article examines the varied ways in which the changes in cash assistance programs introduced by the 1996 federal welfare reform law may increase the need for child welfare services and drive up the costs of child protection. (Journal abstract.)

Courtney, M. (1997). The politics and realities of transracial adoption. *Child Welfare, 126*(6), 749-779.

Transracial adoption (TRA) has had a prominent place in recent debates over the frequent failure of the child welfare services system to provide permanency for children of color placed in out-of-home care. Much of this debate has focused on the purported impact of TRA on children adopted transracially. But TRA can also be evaluated in terms of its potential to move a significant number of children out of care. An examination of available evidence suggests that TRA is unlikely to have much of an impact on the number of children of color experiencing long stays in out-of-home care. Moreover, the focus on TRA may serve to detract attention from efforts to address more pressing problems in the child welfare system and the social problems that contribute to the large-scale removal of children of color from their families. (Journal abstract.)

Courtney, M., Barth, R., Berrick, J., Brooks, D., Needell, B., & Park, L. (1996). Race and child welfare services: Past research and future directions. *Child Welfare, 75*(2), 99-137.

A review of child welfare research suggests that children of color and

their families experience poorer outcomes and receive fewer services than their Caucasian counterparts. The relationship between race and the outcomes of child welfare services is confounded, however, by the relationships among race and other contributors to poor child welfare outcomes. Child welfare researchers should take explicit account of race and ethnicity in designing and carrying out their studies. Service approaches intended to meet the special needs of children of color and their families should be developed and rigorously evaluated. (Journal abstract.)

Courtney, M., & Collins, R. (1994). New challenges and opportunities in child welfare outcomes and information technologies. *Child Welfare, 73*(5), 359-378.

In spite of longstanding concern on the part of child welfare policymakers, researchers, and practitioners, there is still a lack of basic information about the outcomes of child welfare services. This study describes the limitations of current efforts to generate data on child welfare outcomes, presents certain principles for the development of child welfare management information systems for the 21st century, and suggests steps to be taken to get from here to there. Particular attention is given to recent federal initiatives that provide an immediate opportunity to make a fundamental leap in our ability to understand the outcomes of child welfare services. (Journal abstract, edited.)

Courtney, M., Dworsky, A., Piliavin, I., & Zinn, A. (2005). Involvement of TANF applicant families with child welfare services. *Social Service Review, 79*(1), 119-157.

Few studies examine the relationship between welfare and child welfare populations in the wake of welfare reform. This article compares child welfare services involvement between 1996 Aid to Families with Dependent Children entrants and 1999 Temporary Assistance for Needy

Families (TANF) applicants in Wisconsin. Results suggest that there is considerable overlap between welfare applicant and child welfare populations, that this overlap has increased significantly since welfare reform, and that, as state TANF caseloads decline, they may be increasingly composed of families that face significant problems in balancing the demands of work and parenting. (Journal abstract)

Courtney, M., Needell, B., & Wulczyn, F. (2004). Unintended consequences of the push for accountability: The case of national child welfare performance standards. *Children and Youth Services Review, 26*(12), 1141-1154.

The ongoing push at the federal level to monitor performance of social programs calls for continuing attention to the lessons that can be learned from the implementation of the resulting monitoring efforts. The authors critique the national standards used in the relatively new Child and Family Service Reviews being conducted by the federal government to assess state child welfare programs. Provided is a historical perspective on current federal policy and a description of the new performance measurement system. The authors point out the conceptual limitations of the current national standards and use empirical evidence to illustrate some of these limitations. The study concludes with recommendations for new standards and additional efforts that will be necessary to ensure that state performance can improve. (Journal abstract, edited)

Cowles, T. B. (2005). Ten strategies for enhancing multicultural competence in evaluation. *The Evaluation Exchange, 11*(2), 12, 19. from none database.

Daniels, D. (1997). Race in family therapy: "unnoticeable" or relevant? *Journal of Family Psychotherapy, 8*(1), 55-60.

Cross-cultural issues in mental health are an emerging field. Presently, theorists and therapists are investigating the influences of culture on

human behavior, the family life cycle, and in the therapeutic process. Specifically, the importance of racial matching for clients and therapists in the therapeutic process has been a continually debated issue in clinical and counseling psychology literature. To further understand cultural issues in therapy, this study draws upon clinical and counseling psychology and family therapy theories in an attempt to more fully describe and develop a more comprehensive understanding of cross-cultural and intracultural therapeutic relationships with minority therapists.

Day, P., Gallegos, J., Wilson, L., Norton, C., Dodson, A., & Bruce, E. Beyond cultural awareness: Preparing child welfare workers for ethnic-sensitive practice.

The goals of a workshop were to affirm the importance of cross-cultural training for child and family service workers, to equip participants with models for teaching and providing training in ethnic-sensitive practice, and to introduce a procedure for applying one or more of these training approaches in agencies and schools. A six-month follow-up indicated that participants found the workshop valuable. Seventy-one percent of the respondents considered the learning objectives to have been more than adequately met, and 76 percent thought that the program activities had helped them to meet the learning objectives. The respondents found the most useful aspects of the program to be the ethnic-identity exercises, the presentation on translating training concepts into practice, and consultation with resource people. Negative comments concerned the need for more details about translating the model into practice and the unmet expectation of learning specific content rather than a conceptual model.

De Cremer, D., & van Dijk, E. (2003). Fairness and ethics in social decision making. *Social Justice Research, 16*(3), 191-194.

Introduction to special issue: Fairness and ethics in social decision-making. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Delano, F. (2004). Beyond cultural diversity: Moving along the road to delivering culturally competent services to children and families. *Journal of Child and Youth Care Work, 19*, 26-30.

The key to delivering culturally competent services to the children & families we care for lies in accepting that just being "diverse" is not enough, & that we never really can become fully culturally competent. We, as individuals & agencies, must accept that cultural competence lies at the end of a road on which we should constantly be moving forward by learning about others & accepting how our potential biases & strong core values might affect our ability to be culturally competent. This paper looks at some of the key questions we should be asking to assist in helping us move along the road to cultural competence while acknowledging of the obstacles & challenges along this road. The paper presents a model to aid in the quest to continue to be more diverse & accepting of diversity, & at the same time using the journey on the road to cultural competence to achieve the most important goal: how to link the diversity & the achieved level of cultural competence to the delivery of more culturally competent services to children 2 References. Adapted from the source document.

Delva-Tauili'ili, J. (1995). Assessment and prevention of aggressive behavior among youths of color: Integrating cultural and social factors. *Social Work in Education, 17*(2), 83-83-91.

The effectiveness of interventions to prevent violence among young people of color is limited by the failure to consider social and cultural factors affecting oppressed groups. This study discusses how school social workers can incorporate the social and cultural experiences of

varied ethnic groups into the assessment and prevention of aggressive behavior. (Journal abstract.)

Elrod, L. D. (2003). Raising the bar for lawyers who represent children: ABA standards of practice for custody cases. *Family Law Quarterly*, 37(2), 105-129.

Faulkner, A., Roberts-DeGennaro, M., & Weil, M. (1994). Diversity and development. *Journal of Community Practice*, 1(1), 1-8.

Each of the seven articles in this volume highlights concerns and issues related to cultural diversity and community development. Together they provide significant guidance for further work in theory construction and curriculum development, and offer direction for effective practice and research. Leadership development, self-help, and empowerment practice approaches are presented for work in communities of color and neo-gemeinschaft communities. Effective methods and strategies for working with diverse populations in changing social and economic times are provided for community practitioners and faculty. (Journal abstract.)

Fluke, J., Yuan-Y-, Y., Hedderson, J., & Curtis, P. (2003). Disproportionate representation of race and ethnicity in child maltreatment: Investigation and victimization. *Children and Youth Services Review*, 25(5/6), 359-373.

Disproportionality of racial and ethnic representation in investigation and disposition of child maltreatment was examined using National Child Abuse and Neglect Data System (NCANDS) data for more than 700,000 children in five states. State disproportionality representation indices (DRI) and disparity indices (DI) were constructed for children who were the subject of an investigation of child abuse and neglect and for children who were found to be victims of maltreatment by child protective services agencies. In all five states and for both indices, African American children were overrepresented and white children consistently

underrepresented at the stage of investigation for each of the states. At the determination of victimization, results for African Americans and whites using the DRI varied greatly from county to county, but demonstrated little disproportionality. (This is one of seven articles in this special issue on racial disproportionality in child welfare.) (Journal abstract.)

Fong, R., & Mokuau, N. (1994). Not simply "asian americans": Periodical literature review on asians and pacific islanders. *Social Work, 39*(3), 298-305.

Asians and Pacific Islanders together constitute the fastest-growing minority group in the United States, yet there is a lack of responsiveness by the social work profession to the needs of these populations. This article surveys the literature in four major social work journals on direct practice with Asian and Pacific Islander populations. Findings highlight gaps in six areas in the literature: (1) distinguishing between Asian Americans and Pacific Islanders, (2) separating Asian Americans into different ethnic groups, (3) distinguishing between immigrants and refugees, (4) considering lifespan developmental differences in age, (5) focusing more on gender differences in the various ethnic groups, and (6) strengthening the practice focus on communities. (Journal abstract.)

Galowitz, P. (1999). Collaboration between lawyers and social workers: Re-examining the nature and potential of the relationship. *Fordham Law Review, 67*(5), 2123-2154.

Garland, A., Landsverk, J., & Lau, A. (2003). Racial/ethnic disparities in mental health service use among children in foster care. *Children and Youth Services Review, 25*(5/6), 491-507.

Children in foster care show elevated need for mental health services, and there is some evidence of greater unmet need among racial/ethnic minority youth compared to Caucasian youth. This paper reviews the

evidence for racial/ethnic disparities in mental health service use among children in foster care, including previously published data, as well as new, unpublished data, and examines the extent to which the disparities persist when the effects of other service use predictors are accounted for. Potential explanations for racial/ethnic disparities in service use are also explored, including cultural differences in help seeking and factors associated with decision-making processes in child protective service systems. (This is one of seven articles in this special issue on racial disproportionality in child welfare.). (Journal abstract.)

Gould, K. (1995). The misconstruing of multiculturalism: The stanford debate and social work. *Social Work, 40*(2), 198-205.

The current social discourse on multiculturalism represents one of the most acrimonious public exchanges on the subject. Even the social work field has been polarized. This article asks if the profession, with its long-term commitment to cultural diversity, has any better grasp of the complex and subtle dimensions of the concept of multiculturalism than the recent participants in the controversy at Stanford University. To set the issues and illustrate how the complexity of the multicultural perspective has been lost in the ideological dispute surrounding the term, the article examines the definition of multiculturalism in the literature on intercultural communication that provides the rationale for an alternative model. The author uses this perspective to evaluate social work's history in implementing a multicultural curriculum. Similarities in conceptual dilemmas suggest that a first step in developing a meaningful dialogue might be a paradigmatic shift from viewing multiculturalism as merely a practice extension of a minority perspective to a framework that can help all groups in society orient their thinking at a transcultural level. (Journal abstract.)

Grant, D., & Haynes, D. (1995). A developmental framework for cultural competence training with children. *Social Work in Education, 17*(3), 171-182.

This article presents a developmental framework for cultural competence training with children. Formulated from psychosocial and ecological theories, the framework recommends as a basis for competence training that social workers synchronize training with children's developmental levels and cultural learning readiness in cognitive, affective, and behavioral areas. The article also examines the historical roles of public schools in cultural competence training and the characteristics of training approaches. This article builds on existing knowledge by translating multicultural practice theory into concrete skills and methods that social workers can use in their partnership with schools. Examples of strategies are provided for each developmental level. Using the proposed framework, the objective is to train children to be knowledgeable about their own and other cultural similarities and differences, to be other-aware and empathic, to be highly skilled in intergroup interaction, and to integrate their experiences toward social activism. (Journal abstract.)

Gustavsson, N. S., & MacEachron, A. E. (1999). Teaching diversity through the Indian child welfare act. *Arete, 23*(3), 85-92.

Offers a teaching strategy, using student groups, to enhance appreciation of culturally specific knowledge in understanding broad policy issues. The content of a 3-hour teaching module is provided to illustrate this process. Indian child welfare policy & history are used as a specific context for student exploration of diversity. 34 References.

Adapted from the source document.

Haralambie, A. M. (1998). In whose best interest? *Trial, 34*(6), 42-47.

Harris, M., & Courtney, M. (2003). The interaction of race, ethnicity, and family structure with respect to the timing of family reunification.

*Children and Youth Services Review, 25(5/6), 409-429.*

This exploratory study examines the impact of the interaction of race/ethnicity and family structure on the timing of family reunification of three groups of children in the California foster care system: African American, Caucasian, and Hispanic children. Race/ethnicity had a different estimated effect on family reunification in two-parent families than in single-parent families. Specifically, in single-parent families, being African American was associated with a significant disadvantage with respect to the likelihood of family reunification relative to being Caucasian or Hispanic. In two-parent families, being Hispanic conferred a significant advantage in the timeliness of family reunification compared to being African American or Caucasian. These findings suggest that the association between race/ethnicity and family reunification cannot be accurately understood without taking into account family structure. (This is one of seven articles in this special issue on racial disproportionality in child welfare.). (Journal abstract.)

Holdaway, S. (2003). The final warning: Appearance and reality. *Criminal Justice, 3(4), 351-367.*

Findings from the Home Office funded evaluation of the Pilot Youth Offending Teams, whose work preceded the full introduction of the Crime and Disorder Act 1998, will be considered in this article. More specifically, the article analyses data from the evaluation of the introduction of the final warning. It is argued that academics' criticisms of the final warning have been premature. A notion of social action has been absent from their critiques. They have failed to make a distinction between law and policy as they are written and law and policy in action. Final warning provisions have been refracted through the assumptions of the police and of youth justice workers, whose working cultures differ from the assumptions of the Act and Home Office guidance.

Howell, J. C., Kelly, M. R., Palmer, J., & Mangum, R. L. (2004). Integrating child welfare, juvenile justice, and other agencies in a continuum of services. *Child Welfare, 83*(2), 143-156.

This article presents a comprehensive strategy framework for integrating mental health, child welfare, education, substance abuse, & juvenile justice system services. It proposes an infrastructure of information exchange, cross-agency client referrals, a networking protocol, interagency councils, & service integration models. This infrastructure facilitates integrated service delivery. 22 References. Adapted from the source document.

Imbrogno, S. (1996). A syncretic construct to a multicultural program. *Journal of Multicultural Social Work, 4*(1), 21-34.

Problems of social inequality and social inequity due to gender, race, and ethnicity have become critical areas of study in social work education and practice. A number of competing paradigms have emerged. A syncretic construct was introduced as a means to unravel the complex nature of value conflicts and value dilemmas that are inadvertently produced by isolated and fragmented paradigms of cultural diversity and cultural plurality. The integration of humanism and a syncretic construct served as the organizing principle for advancing cultural inclusiveness. This was viewed as a fundamental policy goal for multicultural social work education and practice. A multidimensional model is designed to embrace a syncretic construct with humanism in a social work multicultural perspective. (Journal abstract.)

Johnson, J. A. (2004). Organizational merger and cultural change for better outcomes: The first five years of the new york state office of children and family services. *Child Welfare, 83*(2), 129-142.

Since its creation, New York State Office of Children & Family Services (OCFS) has used child & family development research to bridge the

chasm between child welfare & juvenile justice policy & practice. OCFS's major challenges have been to help the staff & stakeholders of the merged child welfare & juvenile justice agencies develop a common culture & design new financial & programmatic infrastructures to promote better outcomes for children & families. 1 Figure, 4 References. Adapted from the source document.

Johnson, P., & Cahn, K. (1995). Improving child welfare practice through improvements in attorney-social worker relationships. *Child Welfare*, 74(2), 383-394. from Social Services Abstracts database.

The relationship between social worker & attorney in the child welfare system is discussed, with focus on termination of parental rights (TPR) proceedings. A training project, "Children Can't Wait," was designed by the Northwest Resource Center for Children, Youth & Families in WA to reduce delays in TPR proceedings & make improvements to the system. Seminars brought attorneys & social workers together, which improved relationships by clarifying the roles of each, & fostered collaborative efforts, cross-training was seen as an essential first step. Causes of delay in the court system were discussed, & action plans unique to the particular community produced. Collaborative efforts attest to the success of the program. 12 References. A. Cole.

Johnson, P., & Cahn, K. (1992). Improving child welfare practice through improvements in attorney-social worker relationships. *University of Pittsburgh Law Review*, 54, 229-238.

Jonson-Reid, M. (2004). Child welfare services and delinquency: The need to know more. *Child Welfare*, 83(2), 157-173.

This article describes the need for a better understanding of the moderating effects of child welfare services on delinquency. Although juvenile delinquency is a commonly studied issue, researchers have paid little attention to the degree to which child welfare services may be

associated with changes in subsequent delinquency rates. Emerging evidence suggests that for certain groups of maltreated children, such as children of color & females, certain child welfare services are associated with variations in risk of delinquent outcomes. The article discusses key methodological, theoretical, & policy implications that help guide further research in this area. 1 Figure, 46 References. Adapted from the source document.

Katner, D. R. (2000). Coming to praise, not to bury, the new ABA standards of practice for lawyers who represent children in abuse and neglect cases. *Georgetown Journal of Legal Ethics*, 14(1), 103-137.

Kearney, R. C., & Sellers, H. T. (1997). Gender bias in court personnel administration. *Judicature*, 81, 8-14.

Lamertz, K. (2002). The social construction of fairness: Social influence and sense making in organizations. *Journal of Organizational Behavior*, 23(1), 19-37.

Explores how the social relationships employees have with peers and managers are associated with perceptions of organizational justice. These relationships are theoretically modelled as the conduits for social comparison, social cues, and social identification, which are sources of sense making about fairness "in the eyes of the beholder." It is argued that perceptions of procedural and interactional justice are affected by this type of social information processing because (1) uncertainty exists about organizational procedures, (2) norms of interpersonal treatment vary between organizational cultures, and (3) interpersonal relationships symbolize membership in the organization. A structural equations model of data from workers in a telecommunications company showed that an employee's perceptions of both procedural and interactional fairness were significantly associated with the interactional fairness perceptions of a peer. In addition, employees' social capital, conceived as the

number of relationships with managers, was positively associated with perceptions of interactional fairness. In the structural model, both procedural and interactional justice were themselves significant predictors of satisfaction with managerial maintenance of the employment relationship. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Lau, A. S., McCabe, K. M., Yeh, M., Garland, A. F., Hough, R. L., & Landsverk, J. (2003). Race/Ethnicity and rates of self-reported maltreatment among high-risk youth in public sectors of care. *Child Maltreatment, 8*(3), 183-194.

This study examined rates of youth-reported maltreatment history and the association between youth-reported maltreatment and foster care history across four racial/ethnic groups in a public system of care. Interviews were conducted with 1,045 youth (European Americans, African Americans, Hispanic Americans, and Asian Pacific Islanders) and their primary caregivers, sampled from one of five service sectors (alcohol/drug services, child welfare, juvenile justice, mental health, and special education) in San Diego. Overall, racial/ethnic differences in youth-reported maltreatment were minimal. However, in the child welfare sector, African American youth self-reported maltreatment less frequently than other youth. There were significant racial/ethnic differences in foster care history, with African Americans far more likely to have been placed, even after controlling for youth-reported maltreatment, income, age, and gender. Furthermore, maltreatment history was associated with placement for all youth except African Americans. These results suggest that the overrepresentation of minority children in child welfare does not stem from greater rates of maltreatment.

Lee-M-, Y., & Greene, G. (1999). A social constructivist framework for integrating cross-cultural issues in teaching clinical social work. *Journal of Social Work Education, 35*(1), 21-37.

This article describes a teaching framework that combines culturally sensitive and culturally competent perspectives in preparing students for cross-cultural clinical social work. Both content and proven instructional methods are presented for the framework's three components: (1) an overview of social constructivism; (2) an exploration of culture and self, which encourages students to develop openness to cultural diversity; and (3) a social constructivist approach to the help-seeking process of clients, which provides students with guidelines for exploring the culture-specific content of clients' problem-solving efforts. This framework helps students to understand clients' social realities nonpresumptuously and to engage in respectful clinical social work intervention. (Journal abstract.)

Lopes, J., & Fletcher, C. (2004). Fairness of impression management in employment interviews: A cross-country study of the role of equity and machiavellianism. *Social Behavior and Personality, 32*(8), 747-768.

This study focused on the use of Impression Management (IM) in employment interviews from the perspective of interviewees and investigated possible antecedents of their perceptions regarding what is fair interviewee IM. Its rationale was largely based on the tenets of equity theory (Adams, 1963; 1965). Data from 163 potential interviewees (college students) approached in the UK and Portugal showed that, as expected, they tended to perceive as fair interviewee IM those IM tactics they also saw as fair for interviewers to use. Gender did not predict IM fairness perceptions, but IM use by the organization, Machiavellianism and Country did. Results regarding the influence of experience of job interviews were inconclusive. Finally, based on these findings, suggestions are made for further research and for the education

of both interviewees and interviewers regarding behavior in the employment interview. (PsycINFO Database Record (c) 2005 APA, all rights reserved) (journal abstract)

Madden, R. G. (2000). Legal content in social work education: Preparing students for interprofessional practice. *Journal of Teaching in Social Work, 20*(1-2), 3-17. from Social Services Abstracts database.

Argues that if the social work profession is to be in control of its future, it must become committed to the role of exerting influence on the legal system through education, advocacy, & proactive legal policy development. A call is made for increased attention by the social work profession to legal scholarship & the development of legal knowledge related to social work practice. A model is presented for social work educators to integrate legal content across the social work curriculum, focusing on both the knowledge of legal concepts & systems as well as the skills to practice in legal environments & to influence the decisions of the legal system as they affect social workers & clients. 2 Tables, 31 References. Adapted from the source document.

Malmgren, K. W., & Meisel, S. M. (2004). Examining the link between child maltreatment and delinquency for youth with emotional and behavioral disorders. *Child Welfare, 83*(2), 175-188.

This study examined service delivery & risk factors for 93 youth with emotional & behavioral disorders who were served by one jurisdiction's child welfare, juvenile justice, & special education agencies. The researchers collected data through an archival review of agency records. The article discusses findings as they relate to the link between maltreatment & delinquency for youth with emotional & behavioral disorders & includes recommendations for integrating early intervention efforts. 1 Table, 12 References. Adapted from the source document.

Mannes, M., Roehlkepartain, E. C., & Benson, P. L. (2005). Unleashing the power of community to strengthen the well-being of children, youth, and families: An asset-building approach. *Child Welfare, 84*(2), 233-250. Search Institute's decade-plus emphasis on the elements of positive human development & community approaches to asset building can make a meaningful contribution to the field of child welfare. The institute's framework of developmental assets identifies a set of interrelated experiences, relationships, skills, & values that are associated with reduced high-risk behaviors & increased thriving behaviors. Its community-building work emphasizes the human relations & developmental infrastructure children, youth, & families require for their health & well-being. 1 Table, 3 Figures, 28 References. Adapted from the source document.

McPhatter, A. (1997). Cultural competence in child welfare: What is it? how do we achieve it? what happens without it? *Child Welfare, 76*(1), 255-278.

The over-representation of minority children in the child welfare system is well-documented. Providing culturally relevant and effective medical and psychosocial services in the field, while an enduring goal, still remains elusive. This article asserts that before significant progress toward achieving these goals can be made, what constitutes cultural competence must be elucidated. A Cultural Competence Attainment Model, comprising a grounded knowledge base, affective dimensions, and cumulative skill proficiency, is described for use by child welfare practitioners. The effects of cultural incompetence are also addressed. (Journal abstract.)

McRoy, R., Freeman, E., & Logan, S. (1986). Cross-cultural field supervision: Implications for social work education. *Journal of Social Work Education, 22*(1), 50-56.

An exploratory study examined racial and power dynamics that may affect supervisory relationships. The sample consisted of 42 student-field instructor dyads from social work programs at three universities. Questionnaire data revealed that although most students perceived their field instructors as sensitive to cultural differences, they were reluctant to confront their instructors with problems. The students also tended to be hesitant to discuss problems they had experienced in cross-cultural relationships with clients. The study concluded that schools of social work must (1) promote more active ongoing relationships between students and field instructors, (2) continue to present a consistent and integrated curriculum regarding racial and ethnic issues throughout the student's academic training in both the classroom and the field, (3) aggressively seek out and establish linkages and educational contracts with agencies administered by nonwhites in communities serving minority clients, (4) recruit, hire, and use, where possible, more minority field instructors, and (5) offer workshops and opportunities for continuing education that focus on issues in cross-cultural field supervision and practice.

Merchant, M., & Haslett, D. (2000). Educating for cultural competence via collaborative groups: A tale of two programs. *The Journal of Baccalaureate Social Work*, 6(1), 95-107.

The use of collaborative groups to teach cultural competence to social work students is illustrated through core courses in two undergraduate programs. Students work in small groups to raise an ethnic child from infancy to old age, applying traditional and alternative theories, biopsychosocial developmental and ecological perspective (HBSE). Students, through use of structured exercises, assess their own ethnicity, diversity awareness, and identification of culturally influenced behavior (Practice II). The authors discuss recent research on

collaborative groups, examine the utility of these groups in teaching cultural competence, and address strategies to avoid common pitfalls associated with collaborative group learning. (Journal abstract.)

Mitchell, G., Tetlock, P. E., Newman, D. G., & Lerner, J. S. (2003).

Experiments behind the veil: Structural influences on judgments of social justice. *Political Psychology, 24*(3), 519-547.

In two experiments, participants judged the fairness of different distributions of wealth in hypothetical societies. In the first study, the level of meritocracy in the hypothetical societies and the frame of reference from which 140 undergraduate participants judged alternative distributions of wealth interacted to influence fairness judgments. As meritocracy increased, all participants became more tolerant of economic inequality, particularly when they judged fairness from a redistribution frame of reference that made salient transfers among socioeconomic classes. Liberal participants, however, placed a greater emphasis on equality than did conservative participants across all conditions. In the second study (96 undergraduates and 36 community residents), reactions to income transfers depended on the efficiency of the transfers and the identity of the groups receiving the benefits, but conservatives placed a greater emphasis in their fairness judgments on tying benefits to workfare requirements, whereas liberals did not distinguish between unconditional welfare transfers and workfare transfers. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Mitchell, L. B., Barth, R. P., Green, R., Wall, A., Biemer, P., & Duerr Berrick, J. et al. (2005). Child welfare reform in the united states: Findings from a local agency survey. *Child Welfare, 84*(1), 5-24.

Efforts to improve the public welfare & child welfare system sparked an unprecedented amount of federal legislation in the 1990s, including the Adoption & Safe Families Act of 1997 (ASFA), the Multiethnic Placement

Act of 1994, & Interethnic Adoption Provisions of 1996 (MEPA-IEP), & welfare reform. Such reforms allow an unprecedented degree of flexibility, but little is known about their implementation. Researchers administered the Local Agency Survey to the first national probability sample of public child welfare agencies from 1999 to 2000. Findings indicate that ASFA has had the most effect on child welfare service delivery. Welfare reform has had less effect, & MEPA-IEP seems to have had little effect at all. 25 References. Adapted from the source document.

Montalvo, F. (1999). The critical incident interview and ethnoracial identity. *Journal of Multicultural Social Work, 7*(3/4), 19-43.

The Critical Incident Interview is a technique used to help social work students assess the client's ethnic and racial identity development. Students gain confidence exploring sensitive ethnic issues with clients from contrasting cultures when they focus systematically on specific events that made informants aware of being ethnically different. Using examples from student interviews, the author presents the steps involved in teaching the Critical Incident Interview, which includes guidelines for selecting and interviewing informants, analysis of critical incidents and the interview process, three scales to help assess ethnoracial identity, the students' narrative report, and classroom discussion to provide closure. A brief review of the students' favorable evaluation of the assignment is provided. The paper ends with suggestions for improvement and further uses of the technique in education and practice. (Journal abstract.)

Morelli, P. (1998). Cross-cultural considerations for social work practice: A teaching module utilizing the "international pilot study of schizophrenia (IPSS): Five year follow-up findings" (Ieff, sartorius, jablensky, korten & ernberg, 1992). *The Journal of Baccalaureate Social Work, 4*(1), 75-85.

The multiple facets of work involving culturally diverse individuals with severe mental illness challenge social work faculty to prepare students with salient, useful knowledge and skills. This teaching module, which uses the "International Pilot Study of Schizophrenia: Five-Year Follow-Up Findings" (Leff et al., 1992), is applicable to practice, human behavior in the social environment, and policy courses. The module examines the findings of a large scale, longitudinal study of individuals diagnosed with schizophrenia in nine countries. The learning process encourages students to think critically about the cross-cultural applicability of western diagnosis, treatment, and service provision models, to learn more about cultural constructions of illness and well-being, and to explore the nature of systemic and other barriers that prevent individuals with severe mental illness from obtaining services. (This is one of six articles in a special section on mental health curriculum modules.) (Journal abstract, edited.)

Morland, L., Duncan, J., Hoebing, J., Kirschke, J., & Schmidt, L. (2005).

Bridging refugee youth and children's services: A case study of cross-service training. *Child Welfare*, 84(5), 791-812.

Bridging Refugee Youth & Children's Services(BRYCS), a public-private partnership between the federal Office of Refugee Resettlement, Lutheran Immigration & Refugee Service, & the United States Conference of Catholic Bishops, provides national technical assistance to public child welfare. After a series of "community conversations," BRYCS identified a lack of knowledge among child welfare staff about newcomer refugees, negative stereotypes, & a fear of child protective services among refugees. BRYCS initiated a number of technical assistance initiatives, including a pilot cross-service training project in St. Louis to strengthen collaboration between child welfare & refugee-serving agencies. This article details the lessons learned from this training &

recommends changes in policy & practice. 27 References. Adapted from the source document.

Murphy, S. M., & Bryant, D. (2002). The effect of cross-cultural dialogue on child welfare parenting classes: Anecdotal evidence in black and white. *Child Welfare, 81*(2), 385-405.

The child welfare system indicates that evidence of successful completion of parenting classes is instrumental in determining whether parents are actively engaged in the process of permanency planning. Such classes vary in length & intensity with topics ranging from "How to Raise Healthy Families" to "How to Discipline Your Child." Two social workers (one white & one black), who initially disagreed about the format of a parenting class, chronicle their efforts to collaborate & create a class format that recognizes the psychosocial &, more specifically, the cultural influences inherent in facilitating these classes. The juxtaposition of the clinical concepts of projection & projective identification are evaluated against the backdrop of the social concepts of empowerment & diversity. 2 Figures, 12 References. Adapted from the source document.

Nash, M. (1993). The use of self in experiential learning for cross-cultural awareness: An exercise linking the personal with the professional. *Journal of Social Work Practice, 7*(1), 55-61.

This article explores the facilitation of experiential learning and valuable personal work through the use of coursework in a New Zealand college. The article argues that the learning involved is relevant in all social work courses where there is an emphasis on teaching cross-cultural sensitivity and anti-oppressive practice. The assignment is designed to deepen students' understanding of what family means both to them and others. This understanding is important if the students are to appreciate the principles that underpin the legislation pertaining to children in New Zealand. Most of the examples of student issues are taken from the

mature distance students the author taught for four years. The students' honesty and determination to relate their studies to their own lives brought out the complexity and value of this assignment. The students invariably expressed a depth of learning that they demonstrated by the quality of their work and their desire to produce something of future value to their families. (Journal abstract, edited.)

Nybell, L., & Gray, S. (2004). Race, place, space: Meanings of cultural competence in three child welfare agencies. *Social Work, 49*(1), 17-26. Despite a consensus of the need to take culture into account in social services delivery, remarkably little data are available on the processes of culturally competent organizational development. This article addresses how workers, supervisors, and managers involved in culturally competent organizational change perceive the goals and dilemmas of these efforts during the initial stages. Data are drawn from three nonprofit child and family agencies in one metropolitan area. The data demonstrate that cultural competence means disparate and conflicting things to differently positioned members of each organization. The authors argue that conflicts may be inherent in the process of culturally competent organizational development, particularly to the extent that such efforts attempt to redistribute power in the workplace. Efforts to develop cultural competence must identify, surface, and renegotiate these conflicts. (This is one of 12 articles in this issue on social work in a multicultural society.). (Journal abstract.)

O'Connor, L. A., Morgenstern, J., Gibson, F., & Nakashian, M. (2005). "Nothing about me without me": Leading the way to collaborative relationships with families. *Child Welfare, 84*(2), 153-170. This article discusses the National Center on Addiction & Substance Abuse's CASA Safe Haven, an evidence-based, community-driven intervention program for children & families in child welfare whose lives

have been adversely affected by substance abuse, & for staff in the agencies that work with them. CASA Safe Haven builds collaborative relationships that feature a blend of multidisciplinary teams that share responsibility for helping families; family group conferencing, in which families are equal & welcome participants in designing & driving a service plan; & the influence of family court to hold families & service providers accountable for progress. CASA Safe Haven is a framework for collaboration. 35 References. Adapted from the source document.

Overby, L. M., Brown, R. D., Bruce, J. M., Smith, C. E. J., & Winkle, J. W., III. (2005). Race, political empowerment, and minority perceptions of judicial fairness. *Social Science Quarterly, 86*(2), 444-462.

Objective: Recent studies of the impact of black elite electoral success on the system-supporting attitudes of black citizens have yielded mixed, but generally unimpressive, empirical results. We extend this limited research by examining the effects of the presence of black judicial officials on public attitudes toward a state judicial system. Methods: We employ data from a telephone survey of citizens in Mississippi and develop multivariate models to test for the effects of black judges on citizens' evaluations of the fairness of judges, equity in sentences, and overall impartiality of the state judicial system. Results: We find no systematic evidence that the election of black judicial officials ameliorates the suspicions of the black public regarding the fairness of the state courts. Conclusions: Our findings are in line with other recent studies on the limited effects of black elite electoral success on the attitudes of the black public and generally support a "political reality" model of political trust rather than an "empowerment model." (PsycINFO Database Record (c) 2005 APA, all rights reserved) (journal abstract)

Owen, C. L., & English, M. (2005). Working together as culture brokers by building trusting alliances with bilingual and bicultural newcomer

paraprofessionals. *Child Welfare*, 84(5), 669-688.

The authors' reflect on the challenges & rewards of partnering as casework supervisors with bilingual & bicultural newcomer paraprofessionals in resettlement work with refugee youth. Such individuals are generally recruited for their linguistic abilities & cultural knowledge, but they can lack formal clinical training or licensing credentials. Drawing on their own experience as supervisors of bilingual & bicultural newcomer paraprofessionals from Cambodia, Laos, & Vietnam, the authors compare their early attempts to establish trust & communication with insights gained in more recent supervisory experiences. Recommendations are offered that promote mutual understanding between newcomer paraprofessionals & their Western-trained supervisors. 12 References. Adapted from the source document.

Parsons, E. C. (2001). Using power and caring to mediate white male privilege, equality, and equity in an urban elementary classroom: Implications for teacher preparation. *Urban Review*, 33(4), 321-338. Although students from diverse backgrounds may have access to equal educational opportunity by occupying the same classroom space, they do not necessarily enjoy equal and fair access to the same quality of experience within that classroom. The inequalities and inequities that are partially the a result of privilege, an advantage afforded to individuals because of their similarity to the norms operating in the classroom. In this article, the ways in which the White male students in a diverse, urban fourth grade classroom exercise privilege are identified and the White teacher's approach to mediating White male privilege, equality, and equity is examined. The teacher's approach is evaluated in terms of fairness via the White male students' perceptions of the classroom environment, viewed in relation to power and caring and is discussed

with respect to implications for teacher preparation. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Pinderhughes, E. (1997). Developing diversity competence in child welfare and permanency planning. *Journal of Multicultural Social Work, 5*(1/2), 19-38.

Competence in interaction with culturally and socially different others, particularly where such others may be coworkers, colleagues, students or clients, is now mandatory in the fields of business, education, and human services. Preparation to acquire the skills needed to work with diverse populations involves (1) knowledge about the dynamics of difference and power and how they operate in human functioning and (2) the capacity to apply this knowledge to the entire intervention process, which includes the client and his or her problem, the practitioner, and the intervention process, from engagement to evaluation of outcome. This paper examines concepts explaining difference and power as they apply to the development of cultural competence in child welfare service delivery and permanency planning.

Powell, L. A. (2005). Justice judgments as complex psychocultural constructions: An equity-based heuristic for mapping two- and three-dimensional fairness representations in perceptual space. *Journal of Cross-Cultural Psychology. Special Issue: Cross-Cultural Variations in Distributive Justice Perception, 36*(1), 48-73.

A technique is developed for visually portraying the multidimensional-complex structure of perceptions of distributive justice within any society, based on theoretical assumptions of equity theory. This article outlines a spatial heuristic designed to facilitate cross-cultural exploration and comparison of the fairness maps people use in making contextual judgments about the relative contributions, rewards, and needs of perceived groups within their society. The technique is illustrated using

plots of perceptual judgment data from a sample of 5,393 undergraduates, across 19 different cultural contexts. Variations in perceptions of fairness regarding different occupational groups, age categories, social classes, genders, and ethnic groups are explored. Judgments of fair and unfair and equitable and inequitable relationships are operationally defined, consistent with propositions of equity theory, and illustrative comparisons are made between the distributive equity patterns observed in several of the Cross-Cultural Variations in Distributive Justice Perception (CVDJP) cultural samples: Jamaica, Turkey, Estonia, and Taiwan. (PsycINFO Database Record (c) 2005 APA, all rights reserved) (journal abstract)

Quinn, T. L. (2002). Sexual orientation and gender identity: An administrative approach to diversity. *Child Welfare, 81*(6), 913-928. Research indicates that gay, lesbian, bisexual, transgender, & questioning (GLBTQ) teens in the care of a northeastern child welfare department do not receive adequate services due to the workers' homophobic attitudes. These teens are at high risk for alcohol & drug abuse, homelessness, prostitution, & suicide. A training module was developed for administrators. Pretest & posttest instruments measured their education & support of GLBTQ issues before & after the training. 1 Table, 16 References. Adapted from the source document.

Roberts, D. (2002). Shattered bonds: The color of child welfare (Basic Books/Civitas: paperback 2003).

Roberts, D. (2005). Black club women and child welfare: Lessons for modern reform. 2004 Mason Ladd Lecture. *Florida State UniversityLas Review. (32)*. 957-972.

Roberts, D. (2003). Kinship care and the price of state support for children. Symposium on the structures on of care work. *Chicago-Kent Law Review*. (76). 1619.

Roberts, D. (2000). Is there justice in children's rights?: The critique of federal family preservation policy. *University of Pennsylvania Law Review* (2). 112.

Rodwell, M., & Blankebakker, A. (1992). Strategies for developing cross-cultural sensitivity: Wounding as metaphor. *Journal of Social Work Education*, 28(2), 153-165.

Developing cross-cultural sensitivity currently is a primary challenge for social work educators. In this article, the authors propose the use of an analogy between child abuse and cultural wounding to provide a metaphorical understanding of minority cultures. From the overtly physical wounding of castration to the more subtle forms of psychological wounding that occur through denying the importance or value of one's culture, the range of cultural wounding that occurs as a result of oppression, devaluing or stigmatizing is presented. It will be shown that the use of the child abuse metaphor will allow the student to understand the feelings and behaviors of those oppressed, and through a new level of empathy, learn to join the oppressed in a different type of problem-solving effort. (Journal abstract.)

Salcido, R., & Cota, V. (1995). Cross-cultural training for child welfare workers when working with mexican-american clients. *Journal of Continuing Social Work Education*, 6(4), 39-46.

Although cross-cultural training has been used as a strategy for developing cultural sensitivity, little has been written on how to design workshops to train child welfare workers to work with Mexican-American clients. The study describes training curriculum guidelines and evaluation results that included both quantitative and qualitative measures. The

evaluation results provide some evidence that the instructional material was adequate and that most of the respondents found the training to be useful. (Journal abstract.)

Salcido, R., Garcia, J., Cota, V., & Thomson, C. (1995). A cross-cultural training model for field education. *Arete, 20*(1), 26-36.

This article describes the results of a study on the efficacy of a cross-cultural training model that was used in integrative seminars in field education. The purpose of the study was to examine the effectiveness of the curriculum that included both a training video and an experiential practice component. The model can be used as a pedagogical method to teach students about sensitive cross-cultural interactions. (Journal abstract.)

Scott, D. G. (2003). Spirituality in child and youth care: Considering spiritual development and "relational consciousness". *Child & Youth Care Forum, 32*(2), 117-131.

In response to the identification of spiritual development as part of children's lives in both the United Nations Convention on the Rights of the Child (1991) & the Assoc for Child & Youth Care Practice's document: Competencies for Professional Child and Youth Work Practitioners (Mattingly & Stuart, 2001), this paper considers a theoretical model of children's spirituality, "relational consciousness," as proposed by Hay & Nye (1998). The paper encourages the introduction of a framework for understanding & exploring spiritual development in child & youth care research & practice that respects the cultural & social diversity of both religious & nonreligious settings & the lifespan developmental processes of children. 19 References. Adapted from the source document.

Sherraden, M. S., & Segal, U. A. (1996). Multicultural issues in child welfare. *Children and Youth Services Review, 18*(6), 497-504.

Introduces a special journal issue on cultural diversity in child welfare

services (see related abstracts). Four main themes are outlined: (1) understanding the language & culture of diverse groups; (2) assessing contexts within which cultural differences arise; (3) developing a deeper understanding of how people define their own experiences; & (4) approaching child welfare research from an international perspective. Focusing on the implications of cultural differences & historical experiences for intrafamilial relationships & social services utilization, contributions identify & address the issues of diverse cultures. 18 References. M. Wagner.

Steves, L., & Blevins, T. (2005). From tragedy to triumph: A segue to community building for children and families. *Child Welfare, 84*(2), 311-322.

In 2000, more than 60 nonprofit agencies, health care providers, government officials, & community advocates in Tarrant County, Texas, came together to work for systemic change in the mental health care system. The coalition, known as the Mental Health Connection, began working toward a "No Wrong Door" approach to mental health services, which required aggressive coordination between federal, private, & nonprofit resources. The result is a five- to six-year plan for implementation of a new system of care model for children with severe emotional disturbances & their families. The Mental Health Connection also focuses on legislative advocacy to bring about necessary policy changes at the local, state, & federal levels. Finally, the coalition focuses on developing sustainable revenue streams that will allow the new systems to remain in place once the group accomplishes the initial mission of the Mental Health Connection. 1 Table, 2 Figures, 2 References. Adapted from the source document.

Stobart, G. (2005). Fairness in multicultural assessment systems. *Assessment in Education: Principles, Policy & Practice, 12*(3), 275-287.

This paper is about fairness (equity) in large-scale assessment systems within multicultural societies. It makes the key assumptions that fairness is fundamentally a sociocultural, rather than a technical, issue and that fair assessment cannot be considered in isolation from both the curriculum and the educational opportunities of the students. Equity is defined as a qualitative concern for what is just. This involves, but is not the same as, equality of opportunity and of outcome. In relation to large-scale assessment four topics are addressed: the nature of the assessment system; recognizing experiences of different groups; cultural diversity; and monitoring group performance. The conclusion is that, while we can never achieve fair assessment, we can make it fairer. At the heart of this improvement process is openness about design, constructs and scoring which brings out into the open the values and biases of the test design process. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)

Taylor, K. I. (2005). Understanding communities today: Using matching needs and services to assess community needs and design community-based services. *Child Welfare, 84*(2), 251-264.

Matching Needs & Services (MNS) is a practice tool intended to help people who work with vulnerable children use rigorously assembled information on needs as a guide to design, implement, & evaluate more-effective services. To do this, MNS focuses on needs but links them to outcomes & thresholds before dealing with the services to achieve those outcomes. 5 References. Adapted from the source document.

Tharp, C. G. (2005). Employment with a human face: Balancing efficiency, equity and voice. *Human Resource Management, 44*(1), 109-111.  
Reviews the book "Employment with a Human Face: Balancing Efficiency, Equity and Voice," by John W. Budd (2004). The theme of the book is that the evolution of the employment relationship can be interpreted

through a framework that tracks the progression from a view of work as a purely economic activity (efficiency) to a view reflecting the broader social concepts of fairness and minimum standards of decent treatment and safety (equity) to a focus on the psychological needs of workers as active participants in helping to ensure the success of the company and to support their professional and personal growth (voice). At the most basic level, the employment relationship is characterized by a conflict between the property rights of employers and the labor rights of workers. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

- Tsang, A., & Bogo, M. (1997). Engaging with clients cross-culturally: Towards developing research-based practice. *Journal of Multicultural Social Work, 6*(3/4), 73-91.
- Social workers recognize that they must be knowledgeable and competent cross-cultural practitioners to be relevant and effective. While there is an extensive ideological, theoretical, and clinical literature about race and ethnicity, there is little empirical work to provide practitioners with specific and effective principles and/or procedures for use in actual practice. Outcome studies in social work, counseling psychology, and psychotherapy consistently demonstrate that a positive working relationship is associated with positive outcomes across models and that engagement in the initial phase of contact is of central significance. Using existing practice and research knowledge, an approach to cross-cultural engagement is presented. Two key processes in engagement are identified: negotiating compatibility and establishing trust. The role of these processes can be examined through systematic outcome and process research and contribute towards the development of a research-based, cross-cultural clinical practice model. (Journal abstract, edited.)
- Vonk, M. E. (2001). Cultural competence for transracial adoptive parents. *Social Work, 46*(3), 246-255.

Explores and defines the concept of cultural competence as it applies to parents who adopt across race or ethnicity; discusses racial awareness, multicultural planning, and survival skills; implications for social work; US.

Weaver, H., & White, B. (1997). The native american family circle: Roots of resiliency. *Journal of Family Social Work, 2*(1), 67-79.

This paper examines the structure, values, and identity of Native families. The study discusses the history and context of Native Americans and offers specific practice principles and interventions for enhancing one's work with Native people. (There are five other articles in this special issue on "Cross-Cultural Practice with Couples and Families, Part I."). (Journal abstract.)

Weinstein, J. (1997). And never the twain shall meet: The best interests of children and the adversary system. *University of Miami Law Review, 52*, 79-175.

Weisinger, J. Y. (2001). Web-based diversity resources for learning and teaching cultural competence. *Journal of Public Affairs Education, 7*(1), 41-47.

Reviews four Web sites identified through review of articles on cultural competence in health care, and through related links and Web searches; general description of each site, contents synopsis, description of unique features and content, and how the site may aid public affairs educators; 1990s. The American Medical Association's Cultural Competence Initiative (CCI) at: [www.ama-assn.org/ethic/diversity/index.htm](http://www.ama-assn.org/ethic/diversity/index.htm); [www.DiversityRx.org](http://www.DiversityRx.org), supported by the National Conference of State Legislatures, Resources for Cross Cultural Health Care, and the Henry J. Kaiser Foundation; The Cross Cultural Health Care Program at: [xculture.org](http://xculture.org); and The EthnoMed Web site at: [www.hslib.washington.edu/clinical/ethnomed](http://www.hslib.washington.edu/clinical/ethnomed)

Williams, C. (1997). Personal reflections on permanency planning and cultural competency. *Journal of Multicultural Social Work, 5*(1/2), 9-18. Achieving permanence and family stability for all children, but particularly children of color, is at a critical stage. An examination of the demographics of child welfare systems reveals that families served are increasingly more culturally diverse, and children of color are becoming the majority of children served by these systems. To deal effectively with the issue of permanence, a systemic perspective must encompass the ways in which children enter care, the availability of family support and family preservation services, the accessibility of reunification services, and the need for additional permanency options. This article provides an overview of this perspective and of cultural competence in child welfare.

Wilson, L., & Green, J. (1983). An experiential approach to cultural awareness in child welfare. *Child Welfare, 62*(4), 303-311. Presented is a report on an internship program designed to increase the effectiveness of a child welfare agency's efforts to serve ethnic minorities. Developed by the Casey Family Program in Seattle, Washington, the program is a multiethnic effort that involves the cooperation of black, Caucasian, Hispanic, Asian, and Native American social work professionals and clients. Using an interdisciplinary approach, the program draws on the resources of several agencies, a university, social workers, and a cultural anthropologist. It is concluded that training is not an end in itself, that cross-cultural awareness is not its own reward, and that training for social workers must lead to enhanced job performance with minority clients. (Author abstract, edited.)

Woodroffe, A., & Spencer, M. (2003). Culturally and ethnically diverse communities: Building blocks for working relationships. *Child Welfare, 82*(2), 169-183.

Acceptance of diversity in American society, as well as the will of diverse

populations to perpetuate their cultures, have created a need to understand building working relationships with & among diverse populations. This article discusses facilitating opportunities for a grounded knowledge base, building culturally competent relationships, facilitating discussion of stereotyping, & forming collaborative alliances with culturally & ethnically diverse communities as foundational strategic building blocks. Child welfare workers need to lay a foundation of excellence in these areas before moving to higher levels in pursuit of working relationships with culturally & ethnically diverse communities. The article presents child welfare workers & agencies as initiators who build relationships with these communities. 1 Figure, 31 References. Adapted from the source document.

Wulczyn, F. (2003). Closing the gap: Are changing exit patterns reducing the time African American children spend in foster care relative to Caucasian children? *Children and Youth Services Review*, 25(5/6), 431-462. Despite the persistent finding that African American children typically remain in foster care longer than similar Caucasian children, there has been little effort to understand whether the magnitude of the race effect varies for children admitted to care in different years. This paper presents three sets of findings: (1) data describing exit probabilities and placement duration for children admitted to care in 1990; (2) annual estimates of the conditional probability of exit for successive entry cohorts; and (3) results from stratified proportional hazard models. The data show that the magnitude of the race effect is age-, exit-, and cohort-specific, and that the so-called race effect grew smaller during the 1990s. With respect to adoption, in particular, the length of stay differential has diminished. The data also point to the need to better understand the role of relatives within the foster care system. Finally, the data suggest the kind of time horizon that is necessary to understand

the performance of the foster care system. (This is one of seven articles in this special issue on racial disproportionality in child welfare.). (Journal abstract.)

Yan, M., & Wong, Y. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. *Families in Society, 86*(2), 181-188.

The cultural competence approach has grown significantly in the North American human service professions. The reliance of social workers on cultural awareness to block the influence of their own culture in the helping process entails three problematic and conflicting assumptions, namely, the notion of human being as cultural artifact, the use of self as a technique for transcending cultural bias, and the subject-object dichotomy as a defining structure of the worker-client relationship. The authors contend that there are conceptual incoherencies within the cultural competence model's standard notion of self-awareness. The conceptualization of a dialogic self may unsettle the hierarchical worker-client relationship and de-essentialize the concept of culture. Cross-cultural social work thus becomes a site where client and worker negotiate and communicate to cocreate new meanings and relationships. (Journal abstract)

Young, R. (2004). Cross-cultural supervision. *Clinical Social Work Journal, 32*(1), 39-49.

A multicultural perspective is essential in the 21st century. It is projected that by the year 2010 twelve of our most populous states will have significant minority populations. Thus, the supervision triad of patient, psychoanalyst, and supervisor will most likely contain persons of differing racial-ethnic backgrounds who are confronting problems and concerns in a diverse social environment. This paper uses examples to illustrate how this diverse triad is played out. (Journal abstract.)