

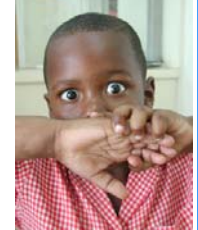
Infusing issues of Fairness and Equity in training curriculum

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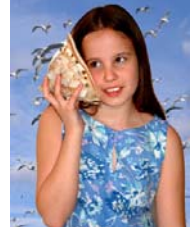
GOALS OF THIS WORKSHOP

- ◆ **The participant will reflect on how Fairness and Equity issues can be incorporated into training materials.**
- ◆ **The participant will use new concepts discussed during the symposium to identify potential training areas for future workshops**



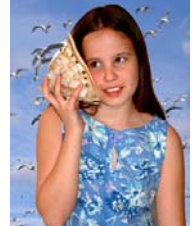
GOALS CONTINUED

- ◆ **The participant will understand challenges to incorporating Fairness and Equity values into their training**
- ◆ **The participant will engage in an interactive process to infuse fairness and equity into sample training materials**



Ground Rules

- ◆ **Let's agree for the rest of this workshop that we will**
 - learn from one another
 - allow people to talk without judging the “political correctness” of what they say
 - Listen to one another and not do the blaming defensive game
 - To get the most information for each other limit discussion points to three minutes each in the large group.



THE VISION

All child welfare trainers in California will be knowledgeable about issues of Fairness and Equity, be comfortable discussing these issues in the training room and skilled at integrating the material seamlessly.



What is it really???

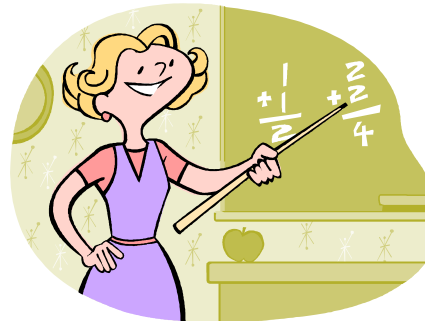
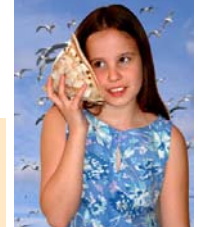
- ◆ My experience is that even when we know what should be in training material we often don't do it and sometimes for very good reasons.



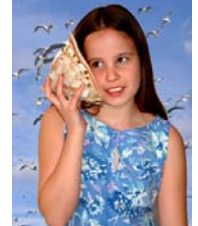
In your small groups I want you to give me the top three reasons NOT to infuse Fairness and Equity “learning” in your training, specifically vignettes.



What do Trainers really want? How is our success measured?



How do we know if cultural considerations have been integrated into training material?



Cultural Considerations

- ◆ **How does the family identify themselves culturally?**
- ◆ **Who in the family makes decisions regarding the children?**
- ◆ **Is the family religious? Are they multicultural and have affiliations from more than one culture?**

◆ Adapted from Common Core Assessment of Safety, Risk and Protective Capacity August 2005.



Language Considerations

- ◆ **What is the primary language of the parent, child, extended family?**
- ◆ **What language is spoke in the home?**
- ◆ **What language does the parent and child speak to one another in?**
- ◆ **Can the family read/write in their primary language?**
- ◆ **Can the family read/write English?**
- ◆ **Is the caregiver deaf and requiring interpreter services?**



Acculturation issues

- ◆ **Has the family recently immigrated?**
- ◆ **Does the family come from a country in which government is feared or hated?**
- ◆ **Does the family have legal citizenship?**
- ◆ **Is the family Native American? Are they connected with a tribe?**

- ◆ Adapted from Common Core Assessment of Safety, Risk and Protective Capacity August 2005.



Consider other “cultures”

- ◆ **GLBTQ**
- ◆ **Disabilities**
- ◆ **Political**
- ◆ **Socio-economic**
- ◆ **Gender**
- ◆ **Values & beliefs about child-rearing & child development, cultural styles of communication**
 - (e.g., eye contact, spatial distance, attitudes toward communicating with people outside the family), cultural values regarding authority (e.g., deference or wariness)



Cultural Protective Capacity

- ◆ **Does the cultural make-up of the family's neighborhood support family functioning?**
- ◆ **Does the family's values and beliefs about seeking help present barriers to accessing supports or participating in services?**
- ◆ **Do the family's kin, including unmarried parents of the child, godparents, cousins and non-relative adults, provide resources and support for the child?**
- ◆ **Comprehensive Assessment Tool (Questions designed for Santa Clara County)**



Issues to consider

- ◆ **Training materials need to role play best practice, not a colorblind approach. By not being concise this may lead to bias e.g. people's names and geographical locations connote stereotypes**
- ◆ **Time for the full discussion needs to be incorporated into the lesson plan.**
- ◆ **Should there be a separate section for Fairness and Equity in curricula?**



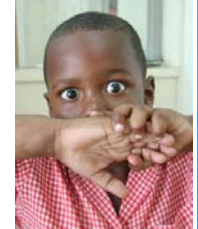
Vignette. E.G. 1 and 2

Please Read Vignette 1 and tell me:

1-what ethnicity this family is

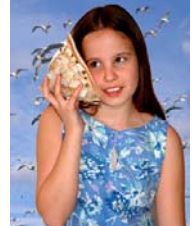
2-what your initial safety determination is, And

3-please highlight the areas that discuss “culture”



Vignette Two

- ◆ **Please Read vignette two and have a discussion with your group if this has changed your opinion in any way.**
 - In areas where I inserted some cultural language did it change your mind?
 - What are the risks of doing it this way?
 - The vignette developers dilemma – to stereotype or not?
 - What are the potential issues the trainer will need to address when training this vignette?



How can we do that?

- As a trainer how would you handle these questions?



Lets Try It Out

- ◆ **As a small group please review Vignette 3, and Infuse issues of Fairness and Equity one per table for me to collect (and use later!)**
- ◆ **How did it feel and what did you do?**

