RELEVANT CHILD WELFARE OUTCOMES

Safety 2
Children are safely maintained in their homes whenever possible and appropriate

Permanency 1
Children have permanency and stability in their living situations without increasing reentry to foster care

Permanency 2
The continuity of family relationships and connections is preserved for children

Well-being 1
Families have enhanced capacity to provide for their children’s needs

LEARNING OBJECTIVES

Knowledge:

K1. The trainee will be able to distinguish between the terms culture, race, and ethnicity, and recognize that race is a socially constructed concept with no supporting biological evidence.

K2. The trainee will be able to identify the open discussion of race, ethnicity and culture with the family as an essential component of accurate assessment and culturally relevant service interventions.

K3. The trainee will recognize that the definition of culture includes many different components, for example:
   a) Race,
   b) Ethnicity,
   c) Religion,
   d) National origin,
   e) Sexual orientation,
   f) Gender identity,
   g) Class,
   h) Geographic location (urban or rural),
   i) Disability,
   j) Family;

   and also includes both the intersection and individual expression of these components.
K4. The trainee will be able to identify how one’s history, culture and experiences affect one's beliefs about people from different cultural groups.

K5. The trainee will recognize that both conscious and unconscious beliefs about different cultural groups can lead to biased treatment, and that biased treatment can include discriminatory behaviors as well as favoritism.

K6. The trainee will be able to identify how multiple systems affect disproportionality in child welfare outcomes, and that disproportionate outcomes are not attributable to characteristics of families of color.

K7. The trainee will be able to identify basic techniques for multi-cultural practice, including ethnographic interviewing.

K8 The trainee will recognize the potential effects of racism, oppression, socioeconomic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare social workers and the children and families served by the Child Welfare System.

Skills:

S1. Given a case example or scenario, the trainee will be able to demonstrate a culturally sensitive initial conversation with a family that includes questions about:
   a) the family’s culture,
   b) barriers the family has faced, and
   c) culturally significant child-rearing practices.

Values:

V1. The trainee will value the importance of interacting with all families, foster parents, colleagues, service providers and stakeholders in a manner that is respectful of ethnic and cultural differences.

V2. The trainee will value the family as the best source of information about their culture.

V3. The trainee will value the importance of his or her role in facilitating effective cross-cultural communication.

V4. The trainee will value differences in cultural perspective and recognize the equal worth of all cultures.

V5. The trainee will value cross-cultural learning as an ongoing and evolving opportunity.

V6 The trainee will value recognizing and addressing individual and systemic stereotypes and practices that result in biased treatment of others.
RELATED TITLE IV-E CURRICULUM COMPETENCIES

The Title IV-E MSW competencies were developed for the M.S.W. specialization in public child welfare in California, a two-year full time graduate program. The MSW competencies may overlap with the common core competencies, but are primarily designed for a full MSW program. Learning objectives and competencies in the common core support the MSW Title IV-E competencies, but not all of the IV-E material can be delivered during an in-service training session. MSW Title IV-E competencies may therefore be linked to multiple topic areas of the common core.

1.1 Student demonstrates respect, fairness, and cultural competence in assessing, working with, and making service decisions regarding clients of diverse backgrounds.

1.2 Student demonstrates self-awareness and the ability to address and overcome personal bias in assessing and working with clients of diverse backgrounds.

1.3 Student demonstrates the ability to conduct an ethnically and culturally competent assessment of a child and family and to develop an effective intervention plan.

1.5 Student understands the importance of a client’s primary language and supports its use in providing child welfare assessment and intervention services.

1.6 Student understands the influence and value of traditional, culturally based childrearing practices and uses this knowledge in working with families.

2.5 Student demonstrates the ability to collaborate with individuals, groups, community-based organizations and government agencies to advocate for equitable access to culturally competent resources and services.

3.12 Student understands the inherent power differential in working with clients and can effectively manage and balance that power.

3.15 Student is aware of forms and mechanisms of oppression and discrimination pertaining to low-income, non-traditional, and culturally diverse families and uses this knowledge to provide equitable and effective child welfare services.

5.4 Student demonstrates understanding of the influence of culture on human behavior and family dynamics.

7.5 Student is able to work respectfully and effectively with clients and agency personnel in an environment characterized by human diversity.

2.2 Student is able to critically evaluate the relevance of commonly utilized assessment criteria and intervention models in terms of their usefulness with diverse ethnic and cultural populations.