



Bridging Refugee Youth & Children's Services

CULTURAL COMPETENCY IN CHILD WELFARE PRACTICE: A BRIDGE WORTH BUILDING

Child Welfare Training Curricula for Staff Working with Refugees and Immigrants

1. Building Bridges: A Guide to Planning and Implementing Cross-Service Training.

Lutheran Immigration and Refugee Service (LIRS) United States Conference of Catholic Bishops/Migration and Refugee Services (USCCB/MRS) 35 pages. Baltimore, MD and Washington, DC: Bridging Refugee Youth and Children's Services (BRYCS) 2003.

Availability: Available in PDF on the BRYCS Web site Publications page at

http://www.brycs.org/brycs_resources.htm and in the BRYCS Clearinghouse from the full record of the publication.

Outlines a training program for service providers in the specific needs of refugee families, with an emphasis on coordination of services among public child welfare agencies, refugee-servicing agencies, and refugee community associations. Developed by Bridging Refugee Youth & Children's Services (BRYCS), this guide reinforces the concept of establishing mechanisms of ongoing communication and collaboration among all service providers through cross-service training, with the ultimate goal of creating and sustaining a comprehensive continuum of care for the refugee population. The guide covers key steps in the process of cross-service training, including: (1) determining how local resettlement agencies, mutual assistance associations, public child welfare agencies, and mainstream organizations interact with one another; (2) establishing a task force to spearhead the development and implementation of cross-service training; (3) defining the focus of the training itself; (4) estimating both timelines and budget needs; (5) outlining the training agenda and preparing materials; and (6) evaluating the training program. Also contains numerous charts, worksheets, and case studies as well as a list of background reading.

2. Child Abuse: Characteristics and Patterns Among Cambodian, Chinese, Korean, and Vietnamese American Families: An Empirically-based Curriculum. Rhee, Siyon, and Chang, Janet. California Social Work Education Center (CaLSWEC) 106 pages. Berkeley, CA: University of California at Berkeley, California Social Work Education Center (CaLSWEC) 2006.

Availability: This curriculum is available free on the Web at:

http://www.csulb.edu/projects/ccwrl/Rhee_module.pdf. The accompanying handout is available free on the Web at: www.csulb.edu/projects/ccwrl/Rhee_PowerPoint.pdf.

"The purpose of this research study was two-fold: first, to examine types of child abuse and socio-demographic and behavioral characteristics of child abuse victims and perpetrators in four major immigrant Asian communities (Cambodian, Chinese, Korean, and Vietnamese); and second, to identify some of the critical variables contributing to the selection of two types of placement (in-home and out-of-home) by child protective service (CPS) workers. Data were obtained by reviewing the 761 active case files (243 Cambodian, 222 Chinese, 172 Korean, and 124 Vietnamese) maintained by the Asian Pacific Unit of the Los Angeles County Department of Children and Family Services (LA-DCFS) during

July to September 2001.

Some of the major findings from this study are: a) immigrant Asian families are more likely to be reported to CPS for physical abuse and neglect, and far less likely to be reported for sexual abuse, in comparison with all other groups reported for abuse and neglect in the U.S. population; b) physical abuse occurred most frequently under conditions of family stress related to divorce, single parenthood or remarriage, or corporal punishment with intention to discipline their children; c) the majority of the victims were abused by their biological parents?mother (40.1%), father (28.9%), and both (15.5%); and d) The most frequent circumstance under which emotional abuse occurred among the Asian families was children?s witnessing domestic violence. The researchers also learned that the characteristics of child abuse differ among some Asian subgroups. Forexample, physical abuse is the most prevalent abuse type for Chinese, Korean, and Vietnamese families, while child neglect is the most frequently reported abusefor Cambodians. An additional finding was that emergency status, referral source, type of abuse, and duration of abuse were statistically significant in predicting out-of-home placement in immigrant Asian families." - Publisher's description

3. Child Welfare Practice in a Multicultural Environment. California Social Work Education Center (CaLSWEC) Berkeley, CA: University of California at Berkeley, California Social Work Education Center (CaLSWEC), 2001.

Availability: This resource is available free on the Web at:

<http://calswec.berkeley.edu/CaLSWEC/CurriculumMulticultural.html>.

This curriculum is part of the Standardized Core Curriculum for California Child Welfare Workers. It consists of a Participant's Guide, a Trainer's Guide, a Supervisor's Cookbook and VISA. The Cookbook is a tool that has been designed to assist the child welfare supervisor or mentor in guiding each newly hired social worker from their first introduction to the office, into a full-case-carrying social worker. The VISA is the trainee?s workbook. It coincides with the Cookbook. The VISA has a selection of On-the-Job-Training (OJT) exercises that will assist new workers transfer the theories they are learning in training into job performance. The Cookbook is designed to help supervisors implement and supervise the VISA exercises. - Publisher's description

4. Child Welfare Pre-Service Curriculum. Child Welfare Training Academy at the University of South Florida. Tampa, FL: Child Welfare Training Academy at the University of South Florida, July 1 2007.

Availability: This resource is available free on the Web at: <http://cwta.fmhi.usf.edu/public/cdown.cfm>.

This site includes downloads for the State of Florida's pre-service training curriculum and other training related resources.

The sections that may be most helpful to the child welfare staff helping immigrant and refugee children are the following:

- Case Planning
- Assessment
- Legal basis for child protection (SIJS)
- Investigative response
- Maltreatments (LG)

5. Community and Cultural Considerations in Child Abuse and Neglect Cases. The Permanency Planning for Children Department. 200 pages. Reno, NV: National Council of Juvenile and Family Court Judges, 2003.

Availability: This resource is available free on the Web at:

<http://www.ncjfcj.org/images/stories/dept/ppcd/pdf/CulturalCurriculum/culturalconsiderationscurricom>

[plete.pdf](#).

"This portion of the National Judicial Curricula Series focuses on judicial leadership and activities to enhance awareness of the various community and cultural considerations of children and families that appear before the court in dependency cases." - Publisher's description

6. Culturally Competent Practice with Latino Families. (A training manual for child welfare workers developed for the Georgia Division of Family and Children's Services(DHR)) Rice-Rodriguez, Tammy; Boyle, David. 69 pages. Atlanta, GA: Georgia Division of Family and Children's Services, 2006.

Availability: This resource is available on the Web at: http://dfcs.dhr.georgia.gov/DHR-DFCS/DHR_DFCS-Edu/Files/Latino%20Module%201%20participant%20guide%204-25-07.pdf.

"This curriculum provides participants with an introduction to the basic concepts of culturally competent practice, and specific skills and knowledge for culturally competent practice with Latino families. Upon completion of the training, participants will be able to identify the basic concepts of cultural competence, and understand the current demographics of Latino populations throughout the nation, the complexity of diverse Latino populations and the phases of the migration experience." - Publisher's description

7. "Developing Cultural Competence." In National CASA Volunteer Manual. National CASA Association. Revised edition. 22 pages. Seattle, WA: National CASA Association, 2007.

Availability: For those who are not affiliated with the CASA/GAL network but are interested in their materials, please contact the Training Department at the National CASA Association. Email staff@nationalcasa.org.

For the CASA volunteer in training the goals of this chapter are to become familiar with some of the current thinking regarding cultural competence, diversity, and the adverse effects of bias and discrimination; to better understand one's personal cultural influences and personal biases; and to strive to increase cultural competence. - Publisher's description

8. From We to Me : A Curriculum on Working with Transitioning Youth from the Perspective of Culture. Berdie, Jane. 121 pages. Denver, CO : Graduate School of Social Work, Institute for Families at the University of Denver. September 2003.

Availability: This resource can be ordered from the publisher's Web site at <http://basis.caliber.com/cwig/ws/library/docs/gateway/Blob/44072.pdf;jsessionid=A8AC2B7047D0184A714C08FF6BA0D7AB?rpp=10&upp=0&m=1&w=+NATIVE%28%27an%3D%27%27cd-41174%27%27%27%29&r=1>.

"Understanding the cultures that influence a young person is one way to better understand what motivates them and how they can best use help. Culture is the "we" of a youth's world. The youth as an individual within the culture is the "me". Understanding the youth within the context of his or her cultures can give the adult some new ways to think about how to frame interactions and interventions to help the young person move successfully on the path towards becoming a young adult." - Publisher's description

9. Immigration and Language Guidelines for Child Welfare Staff, 2nd edition. New York City Administration for Children's Services (ACS) 20 pages. New York: New York City Administration for Children's Services (ACS) 2004.

Availability: This resource is available on the Web at: http://www.nyc.gov/html/acs/downloads/pdf/immigration_language_guide.pdf.

The New York City Administration for Children's Services wrote this booklet to offer an overview of immigration and language issues to best serve the child welfare issues for the city's immigrant

community.

10. Immigration and Naturalization Resource and Practice Guide. Santa Clara County Department of Family and Children's Services. 19 pages. San Jose, CA: Santa Clara County Department of Family and Children's Services, May 2006.

Availability: This resource is available free on the Web at:
<http://www.f2f.ca.gov/res/ImmigrationGuidebook.pdf>.

The Santa Clara County Department of Family and Children's Services modeled this booklet after the one written by the New York City Administration for Children's Services titled Immigration and Language Guidelines for Child Welfare Staff, 2nd edition. The booklet was written to offer an overview of immigration and language issues to best serve the child welfare issues for the county's immigrant community.

11. Information Packet: Cultural Sensitivity With Immigrant Families and Their Children. Feldman, Inga. 18 pages. New York: City University of New York (CUNY), National Resource Center for Family-Centered Practice and Permanency Planning at the Hunter College School of Social Work, April 2003.

Availability: This resource is available free in PDF format on the Web at:

<http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/cultural-sensitivity-with-immigrants2.pdf>.

Provides basic information on incorporating cultural sensitivity in interventions with immigrant families and children. Social workers, child welfare professionals, and related professionals get: (1) a fact sheet on cultural perspectives on child rearing, which emphasizes the importance of taking into account a family's background and culture in order to avoid misinterpreting behaviors and making inappropriate interventions; (2) best practice tips for promoting a climate of cultural sensitivity, understanding, and mutual respect and also for ensuring the preservation of the child's unique cultural identity; (3) definitions of such terms as culturally competent agencies and systems, ethnocultural diversity, and organizational reflectiveness; (4) a list of model programs and Web-based resources, including the Alliance for Children and Families, the Child Welfare League of America, and the National Resource Center on Child Maltreatment; (5) a summary of policies and procedures regarding cultural sensitivity, including organizational structure and procedures as well as agency training curricula; and (6) a list of suggested reading on topics related to cultural competency and sensitivity. Using these resources, social workers and child welfare professionals can work with immigrant families to understand cultural differences and find ways to bridge them.

12. Training Resource on Legal Residency for Juveniles within the Child Welfare System: Special Immigrant Juvenile Status & the Violence Against Women Act. Becker, Irene. Version 1.0. 9 pages. Berkeley, CA: University of California at Berkeley California, Social Work Education Center (CalSWEC) , September 2007.

Availability: This brief training resources is available free on the Web at:

http://calswec.berkeley.edu/CalSWEC/00_Training_Resource_SIJS_MgrsSupes.doc.

This resource is available free on the Web at:

<http://calswec.berkeley.edu/CalSWEC/OtherTraining.html>.

"This brief training resource is designed to inform child welfare staff on the Special Immigrant Juvenile Status (SIJS) and Violence Against Women Act (VAWA) and the applicability of these laws to undocumented immigrant youth who are in the child welfare system due to abuse, neglect, and/or abandonment. These laws provide guidance for supporting youth who are in need of pathways to permanent legal residency. Additionally, these laws seek to provide these youth with documents that permit being lawfully employed within the United States. The training resource can be used to orient managers and supervisors. " - Publisher's description

Supplemental handouts are provided on the following:

The What and Why of Special Immigrant Juvenile Status (SIJS) & the Violence Against Women Act (VAWA)

Immigration Options for Undocumented Immigrant Children--A Collection of Fact Sheets

Understanding the SIJS and VAWA

Action Plan for Changing Practice for Child Welfare Managers and Supervisors

Name the Missing Element

Action Plan for Changing Practice for Child Welfare Workers