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SOCIAL WORK STUDENTS PREPAREDNESS WHEN WORKING WITH MIXED-STATUS FAMILIES

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SOCIAL WORK STUDENTS PREPAREDNESS WHEN WORKING WITH
MIXED-STATUS FAMILIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Delia Ann Pacheco
Brenda Carolina Pacheco
June 2019

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Approved by:

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ABSTRACT

This study focuses on the preparedness, and perception of Bachelor and Master of Social Work students in a California State University when encountering with clients in mixed-status families. The students were contacted via school email and provided with a questionnaire that inquired their preparedness when assisting undocumented clients, and their families. The results of the study concluded that majority of the students have encountered working with mixed-status families either in a personal or professional setting. Though, the data collected indicated that there are several factors that have impacted their knowledge of how to assist and provide linkage to other resources to undocumented individuals, and their families. The majority of respondents reported having an insufficiency knowledge of resources on the topic. These outcomes suggest that the Schools of Social Work should consider literature on Mixed-status families for Social Work students to provide appropriate services for them. A quantitative method was used to analyze and collect information from the students.

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Participants

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CHAPTER ONE

INTRODUCTION

Currently it is estimated that 5.5 million children belong to a mixed status family; they either are undocumented themselves or have a parent that is undocumented. Mixed status families are nuclear families that have at least one undocumented person in their family (Suarez-Orozco & Yoshikawa,2013). In the current times, mixed status families feel that they are living cautiously day by day, and they are constantly living in fear due to the fact that their undocumented family member may be deported. Parents are less likely to go to the hospital for themselves or their children for fear of being detained by Immigration and Customs Enforcement (I.C.E) officials (Salas, Ayon, & Gurrola, 2013). Mixed status families have a higher risk of not getting the necessary preventable treatment that they need to stay healthy. This can be detrimental to the family unit because they can die if they do not get the necessary medical attention needed, or when they do finally get the medical attention needed, it might be too late. Children growing up in a mixed status family have a different experience than other children that belong to families where everyone has legal status. Children experience external stressors and anxiety because they are scared that a family member is going to be deported, and they are constantly on high alert whenever a parent leaves the home for fear they will not come back (Salas, Ayon, & Gurrola, 2013)

Policy Context

The current policies and administration have created an epidemic of fear among the undocumented/ mixed status population. Hinojosa and Echavarria (2017) described I.C.E under the Trump administration as having its muzzle removed, and currently have the freedom that they have never had before. The new administration has empowered I.C.E to create a fear that all people of color who are undocumented should be expected to be deported in the near future. Six months into President Trump's presidency undocumented immigrants who were not a priority for deportation are now at risk of being deported because President Trump expanded the priorities for deportation (Hinojosa & Echavarria, 2017). This means everyone who is undocumented living in the United States can be deported even if they have no criminal history and have not broken any laws other than entering the country illegally. The current policy has created a mass hysteria among the undocumented population.

Current immigration laws like, SB4 in Texas, creates a fear for the undocumented community to use local resources like their law enforcement because the law enforcement are forced to take on the duties of I.C.E agents, and ask people who they pull over for a traffic stop or someone who is reporting a crime if they have documentation (Hinojosa & Echavarria, 2017). This can be problematic to the undocumented and mixed status family because they are less likely to report a crime like domestic violence because they do not have legal status. SB4 makes law enforcement the enemy to mixed-status families, and it

accuses the victim of domestic violence of being a criminal for being undocumented.

Practice Context

Even though mixed status families and the undocumented community have always been a hot topic issue, little has been done to prepare social workers to better assist them in public agencies. There is no research done on the topic, so this study intends to find how best to provide resources to help and support the undocumented and mixed status family. Most of the research found was on utilization of resources, and their willingness to use services that are available to them and their children, even with their undocumented status. To assist families of mixed-status the social work profession would have to assist families and the undocumented/mixed status population at the macro and micro level.

On the Macro level, the social work profession advocates more when it comes to policy, it is necessary to for the undocumented population to have some type of protection and understanding of their rights while living in the United States. It would also be important if they had more clear rules and policies that they can abide by and know, and not just use the discretion of the I.C.E agent that is assisting them. The social work profession should also assist on the macro level of removing the stigma of utilizing services if they are undocumented or mixed-status. Many mixed-status families do not know what they qualify for

and would rather not use any services because they have the fear that if they do go to a public agency they will be deported. On the Micro level it is important to understand the cultural aspects, and differences that a mixed status family versus a legal status family have and understanding that a social worker would need to use their cultural humility when working with a mixed-status/ undocumented population.

Purpose of the Study

The main goal of the study is to examine the preparedness of social worker students when having to work with clients in mixed-status families. It is important for a social worker to understand how mixed status families cope and deal with stressors that are caused by having an undocumented family member. It is also important to understand if social workers can understand and humanize the families experience and struggles that come from being part of the undocumented community. Another area the study would analyze a social workers awareness of the resources that can be utilized by the undocumented/ mixed-status population. Analyzing a social workers preparedness when working with a mixed-status family can help social workers to understand what further training is needed, so social workers can better assist people that are part of this marginalized population.

Currently there is little evidence to suggest how prepared social worker students are when working with mixed-status families. It would be important to

understand a social work student's awareness of the family needs, and if they are aware of the different services that are needed by the family with mixed-status. The study could also analyze if social workers have current training or discussions with the agency that they work/intern for to help these types of families. It is also important to analyze social work student's awareness of the different resources like dental care, medical care, food pantries or other needs an undocumented/mixed-status family can utilize and qualify for. Since one or more family members in the family have undocumented status, they do not have access to the same resources other families can utilize, so it would be critical to understand a social workers awareness of the resources and needs.

Quantitative research design is ideal for the study because it will analyze the data to give an understanding of what variables contribute to a social work student being more prepared when working with mixed-status families. A survey design also allows for a larger sample of participants because of the survey's convenience. It will permit a clear understanding of the social work students at a California State University preparedness. Lastly, understanding if a social worker student's ethnicity or ability to speak multiple languages allows for social work students to have knowledge of the needs of mixed-status families. Using a survey design will allow for a larger sample to analyze what factors contribute to a social work students preparedness when working with mixed-status families.

Significance of the Project for Social Work

As social work students, it is necessary to advocate for the disenfranchised population in society. Mixed-status families are the most vulnerable population in the United States because they have limited protection and are usually targeted when it comes to policy (Vargas & Pirog, 2016). It is important for social work students to understand their experience as a mixed-status family, and the added stressors they face for fear of deportation. The finding of the study will help social work students understand better the stressors and anxiety mixed-status families experience, and they should use the information presented to help advocate for mixed-status families. It is also important for advocates to consider the emotional state a child is in due to the environment around them, so if a child is acting out in school, a social worker should not be quick to label the child, but to understand where the child is coming from (Brabeck & Sibley, 2015). It is important for social workers to understand that a child who belongs to a mixed-status family might have additional stressors and anxiety than other children. Social workers can assist the child by helping them build better coping mechanisms to help when they feel anxious or experience fear. A social work student understanding of the mixed-status families experience is an important topic to analyze. There is not much research that examined their experience because not many families are willing to share their experiences of being part of a mixed-status family. They usually are living in the shadows and hiding because of their fear of being separated from their family

due to deportation. Ensuring that their voices are recognized is essential because it allows them to be humanized and viewed as people who are disenfranchised and vulnerable. The findings of the study are significant regarding social work students practice because it allows for their voice to be heard. It will enable social worker students to advocate for their needs and recognize that mixed-status families are vulnerable population, and the children in these families should not be punished for having an undocumented parent, and they should receive the same kind of service other American born children receive. Social workers can be more empathetic, and provide better assistance to mixed-status families, if they understood their trauma. The study will also allow for a clear picture of the social work student's understanding of the needs that mixed-status families may have. Since limited research has been done in regard to preparedness of social work students, this study is important in hopes of creating curriculum to assist social work students to be better prepared to provide services to mixed-status families, and use cultural appropriation and humility to understand the added trauma that is part of being a member of a mixed-status family.

CHAPTER TWO

LITERATURE REVIEW

Challenges and Services Needs of Mixed-status Families

Mixed-status families experience trauma due to their parent's undocumented status, more so than children with parents that have legal status. Brabeck and Sibley (2016) examined the effects of having a parent with an undocumented status who have children from seven to ten years old. Their findings were that children from ages seven to ten years old were directly affected developmentally because of their parents undocumented status. They also were able to conclude that children who had experienced a parent being deported had developed mental health symptoms, such as anxiety, fear, depressed mood, and/ or acting out in the school setting. They wanted to note that children who had experienced this type of trauma should not be seen as a bad child, but as a child that is dealing with trauma. The theory that was used in this study was the developmental-contextual theory. This theory was used to address the child's environment, and how the child will react in a negative manner due to their environment. It also analyzed their behavior and outcomes, and how they were directly influenced by the events that occurred with their parents. The research was informative, but it would have been beneficial to hear the point of view of the children, but since the research was quantitative, their findings were more geared towards outcomes rather than experiences or point of view of the child.

In all the analysis that was explored a common theme was used (Brabeck & Sibley, 2016). The traumatization of being part of a mixed-status family for the children and the parents. The classification of being part of not belonging was concurrent with the literature that will be used in this research. Another common thread for mixed-status families is the constant fear of their undocumented parent being separated from their family. The fear of deportation creates stress and anxiety for the parents and child alike. Many of the parents that were used in the articles feared to go to the hospital or other government agencies because of the fear of being reported to immigration. Undocumented parents are less likely to utilize services that their American born children qualify for. It is also understood that mixed-status families need to have open communication with their child in case the parent is deported. It allows for the parent to be proactive and helps the child to be prepared. Further investigation is needed regarding the mixed-status family experience, and how they are able to handle when interacting with government agencies.

Salas, Ayon, and Gurrola (2013) identified that mixed-status families are traumatized by the effects of being undocumented. Parents feel the stresses of being undocumented under the new anti-immigrant legislation, and it makes them feel under attack and must constantly look over their shoulder at police officers or other government agencies. Children have experienced trauma since they witnessed their parents were taken into custody or have been in constant fear that their parents will not return home. They feared that they will not be able

to go to college or experience other life transitions due to their parents undocumented status. Many parents expressed their fear of going to the county hospital because they have seen other undocumented immigrants get detained by Immigration and Customs Enforcement (I.C.E) officials. They would rather save enough money to go to the self-pay clinic, but some immigrants have difficulties paying because they do not have it. Their children expressed their fear that their parent might die because they choose to avoid the hospital. The authors also concluded that many parents did not talk to their children about their immigrant status and did not have a plan laid out if one or both parents were deported. Further research is needed to understand why many parents do not discuss their undocumented status or have a plan for their child.

Mixed-status families are usually afraid to use services, such as hospital, welfare, or government assistances, that they qualify for because they are scared of being reported to I.C.E officials for receiving services. Using services allows them to be known by government agencies, and that could cause them to be found by immigration. Vargas and Pirog (2016) evaluated the effects of using WIC which stands for Women, infants and children, and how that can cause a mixed-status family to feel like they are more at risk of being deported if they use the services. WIC allows for pregnant mothers, infants, and children from age 5 to receive food like cereal, milk, cheese, fruits and vegetables, and other necessities to stay healthy. WIC does not discriminate against mixed-status families and provides basic needs to the families. Vargas and Pirog (2016)

concluded that if there is a risk of deportation recipients that qualify for WIC are less likely to apply. The outcome is probable in most scenarios, when a parent fears there is a risk of deportation from services; they are less likely to apply for services. It would have been critical to understand why parents felt the need to not apply for services even if they qualified. Further research is needed to understand why parents fear they might be deported because of utilizing these services would be beneficial to understand.

Xu, and Brabeck (2012) discussed and analyzed the experience of mixed-status families and the utilization of services that their American born children are entitled to. Many times, mixed-status families are fearful of using services because they fear of being deported for using services that their children qualify for. Xu and Brabeck (2012) also mentioned how parents were very resilient and are able to use social networks in order to obtain services for their children. They are more willing to go to an agency that offers free services if a family member or friend has already accessed those services. Xu and Barbeck (2012) concluded that mixed status families were less likely to enroll in welfare programs even if they are low income. They also concluded that children that are American born should not be affected by their undocumented parent's status when trying to receive services. Systems theory is used to analyze the data and helps to inform the parents of services they can utilize because of the different systems that they interact with. Further research is needed to understand what the policies for mixed status families are.

Experiences of Mixed-status Families

Guerrero and Burdford (2017) shared her personal story of being a child of undocumented parents that were deported and sent to Colombia. She explained how one day when she came home from school no one was there and explained the turmoil she felt of knowing that her parents were deported. She shared how the event of her parents being deported changed her life. This trauma forced her to grow up at a very young age. She thankfully had a family friend that she could stay with and finish her schooling, but once she became an adult, she could only rely on herself, and she did not have the family support most young adults have since her parents were in Colombia. As an adult she spiraled out of control and was experimenting with heavy drinking to numb the pain of the trauma; she also started to self-harm and avoided the consequences. During this time, she also separated herself from her parents, she felt that it was too painful to get close to them because they were far away. Her personal story reflects how many other children feel when they are forced to be separated from their family. Systems theory could be used in this scenario because her parent's deportation affected all the systems in her life, and the trauma affected how she coped with the trauma in a negative manner. Guerrero's point of view is from a child who has been separated from her parents due to deportation.

Hinojosa and Echavarria (2017) shared the experiences of a mixed-status family, the Martinez's, on their podcast. The Martinez family must deal with immigration check-ins. Immigration check-ins are used to keep tabs on

undocumented immigrants in the country. Mr. Martinez came to the United States in the 80's and had two American citizen children. Mr. Martinez has been going to check-ins for years, and each time he was able to get his deportation pushed back. Sadly, this last check-in he was not able to push it back, and he was detained. His daughter Maria expressed her sadness and shock of seeing her father being detained. Maria expressed that with the Trump administration her and her family feel like they are being attacked. Maria feels that even though she is an American Citizen she feels like she does not belong in the country or is not welcomed here because of where her parents come from. Hinojosa and Echevarria are able to portray the devastation that the family experienced because of deportation. Understanding a child's perspective and trauma when they experience a parent's deportation is important in understanding the child's perspective.

Hinojosa and Echevarria (2017) shared the experience of a family that is living without their mother because of deportation. The De La Rosa family lived on different sides of the border. The U.S citizen children lived in Tuscan, Arizona, and their mother lived in Nogales, Sonora. Due to the deportation and separation of the family, the De La Rosa children had to grow up quickly, especially Naomi, who filled in the role as the mother figure at nine years old to her little brother Bobby. Now at 15 she cooks, cleans, looks after her elderly father, and younger brother. She had filled in the mother figure to her little brother, and she stated she had to be strong for her family and feels that if she was not, her family would

fall apart. While each child is expressing the trauma, they experienced since their mother's deportation, the sadness, and stress is heard. This experience is not uncommon for children that have undocumented parents. It is important to get the point of view of the child who has been without a parent for many years.

Understanding how a parent can prepare a child for detention or deportation is needed to help the child not feel devastated because they do not know what to do when they are put in this situation. Parents should have a plan for their children if detained. Lykes, Brabeck, and Hunter (2013) noted that communication between the child and the parent is needed. They feel that even though this is an important topic to discuss, not much research has been done on this topic. They also found that immigrant activist groups do not have a pamphlets or information on how to communicate a plan of action in case a parent gets detained or deported. Lykes, Brabeck and Hunter (2013) are able to share how undocumented parents plan of action for deportation with their children. One way they do it is by showing them the parents place of birth and teaching them about their culture in their home country. Keeping them informed helps to not be as surprised when they must be relocated to their country of origin. They also found in their analysis that keeping open communication between parent and child about the potential deportation was being proactive. Understanding that the communication between parent and child is needed especially since there is a high probability that a parent can get deported. Further research is needed to analyze the outcomes of parents informing their children

and creating a plan, and how it was able to help the child when the parent is detained and deported.

Summary

There is a lack of research on how aware social work student with mixed-status families. Some social work students are not prepared to assist a client in a mixed-status family. When a social work student is not prepared, it is difficult for them to support the client because they would not understand the reason for the client's emotional struggles. The research is essential because it will give a better view on how prepared social work students from a California State University are before and after graduating with either their bachelor's or master's degree. The information obtained can demonstrate if social work student needs training or more information on how to better provide services to mixed-status family clients.

CHAPTER THREE

METHODS

Introduction

The study will explore the preparedness of social work students when it comes to working with mixed-status families. It is important to understand the preparedness and knowledge that social workers have of mixed-status families and understanding their needs. This section will address the study design, sampling, data collection and instruments, and procedures, protection of human subjects, and lastly data analysis.

Study Design

The purpose of the study is to evaluate the preparedness of social work students and their awareness of mixed-status family's needs. It is important for social workers to understand mixed-status families dynamics and the cultural aspects that are part of the family system. Mixed-status families have a different dynamic and added stressors that regular families do not have, so it is essential for this study to examine social workers preparedness when working with mixed-status families and their ability to know how to meet their needs.

The research method that will be used for this study is a quantitative survey design administered through online surveys that will be distributed to the School of Social Work at a California State University. It is important to

understand social work student's awareness of current issues related to mixed-status families. In the study, it is essential to find a relationship between social work preparedness and other variables that can influence a social workers awareness of working with mixed-status families.

The limitations of this study are the lack of participants willing to participate. Since many of the participants are students, who have hectic lives, many might forget to open their email to fill out the survey. In addition, social work students may not be truthful when filling out the survey. Participants may not be as truthful as they should be because of various factors that have to do with the survey. One factor, they did not understand the question asked. Questions on the survey need to be as clear as possible since the researchers will not be able to clarify any questions because the survey will be completed online. Another factor, they do not want to share their opinions or biases on the survey. Lastly, since this is a quantitative study, researchers will not be able to ask to follow up questions to the participants because the participants are anonymous.

Although there is no current research to understand social worker students' knowledge and awareness of mixed-status families, it may be possible that social worker students are not prepared to work with mixed status families for numerous reasons. Social worker students have not had hands-on experience working with mixed status families because they are less likely to ask for services because of their undocumented status. Social worker students have

not had the proper training to better serve undocumented or the mixed-status population. Lastly, social worker students are not aware that there is a mixed-status population that needs services from their agency.

Sampling

Participants for this study will be recruited from the School of Social Work at a California State University. An ideal number of participants to get a clear understanding of the social work students' view of the needs of mixed-status families would be around seventy-five participants. For this study, it would be ideal to have participants be a diverse group that would have ranges in ages, ethnicity, socio-economic class, and gender. Having a diverse group of participants allows for a more realistic sample of the population and allows the researchers to understand the preparedness of social worker students. Seventy-five participants would be the desired sample size with the time given for the study and resources available.

Since the participants are social work students and are not part of any vulnerable population, it should be simple to get permission from the Director of the School of Social Work. Upon approval from the director, we will be allowed to administer the survey to the student. Since the study is asking general questions about students' understanding and preparedness of mixed-status families, all the students in the social work program qualify as being participants of the study.

Data Collection and Instruments

The data will be collected through a self-administered questionnaire that will be created for this study. The data will be collected through an online database, where the students will take the survey. The instrument will be created by the researchers since there is no current instrument or data that deals with social workers and their preparedness of working with mixed-status families. A strength of having a survey to gather the data for this study is that students can fill it out on their own time. College students are very busy, so being able to fill out the survey when they have time is ideal for people that are busy. A limitation of this survey is participation in taking the survey, but the researchers will try to communicate with the different classes in the social work program to have more students participate in the survey. The general questions that will include demographics of the students, their awareness of mixed-status families, their awareness of services available to mixed-status families, previous experience working with mixed status families before, and level of comfort when working with mixed-status families and providing services. Further questions will be created to ensure the study has an ideal perception of student's awareness of mixed-status families.

Procedures

The survey questionnaire will be a self-administered question sent to the BSW and MSW student's school emails. The researchers will receive approval from the School of Social Work Director to obtain MSW and BSW student's email information. Once the MSW and students receive the questionnaire in the email inbox, the MSW and BSW student participants can start to complete the questionnaire. The participants will complete their questionnaires on their electronics, such as their tablets, computers, or cell phones. The survey should not take more than 15 to 20 minutes to complete in one sitting.

The MSW and BSW participants are requested to sign an informed consent form, and a confidentiality statement attached to the survey, via email. The informed consent will include who is conducting the survey, their supervisor information, and the purpose and description of the research. Also, the form will inform participants that the survey is voluntary, the estimated time of the survey, risks, and benefits. The participant will click the option on agreeing or disagree with the consent form. The consent form will be sent back along with the survey. Whether if they decide to participate, or not, in the study, participants will not receive an incentive. The data collection will occur between January 2019 to April 2019. The researchers, MSW and BSW students, will be collecting the data.

Protection of Human Subjects

Throughout the research, the participant's personal information is not needed. The researcher will not ask information regarding the participant's personal life. They will be anonymous participants. The questions will include age, gender, ethnicity, language, education, training, income, Interest in learning about mixed-status families, and social work student's awareness and knowledge into working with mixed-status families. Moreover, every MSW and BSW student participant will be requested to sign a consent form along with completing the survey.

Although no questions will ask about the participant's personal information, they will be asked to sign a consent form for IRB requirement purposes.

The information obtained from the participants will be reviewed and inputted by a limited number of individuals. Three individuals will look over the information, faculty advisor, and the researchers. Once the survey completed, returned, and received the researchers will destroy the participant's private information, e-mail, by the researchers.

Before participating in the survey, researchers will inform the participants that the survey is voluntary, so they can decline to take part in the survey. In addition, they can refuse to answer certain questions. Also, if the participant decides to part take in the survey, the participant can stop at any time. The participants will be informed that their answers given will be confidential. The data will be stored and dealt with after the study is completed.

Data Analysis

The research will use quantitative data analysis techniques. Descriptive statistics including frequency distributions, measures of central tendency (e.g. mean), and measures of variability (e.g. standard deviation) will be used to summarize and describe the demographics of the participants. An inferential statistic such as chi-square test, T-tests, and Pearson's correlation coefficients will be used to find relationships between the variables. In addition, it will show the relationship of how many social work students (dependent variable) are prepared to support the mixed-status families (independent variable).

Summary

The research method that will be practiced in this research will be a quantitative method. The participants will be recruited by obtaining the list of the BSW and MSW student emails at a Cal State University. The questionnaire survey will be created with questions pertaining to BSW and MSW students' awareness of how mixed-status families are impacted, how to assist them in time of need, demographics, training, and level of education. The questionnaire will provide information on how many Master of Social Work and Bachelor students are aware of the stressors mixed-status families are experiencing. The statistical data acquired from the survey will be collected and analyzed by the investigators.

CHAPTER FOUR

RESULTS

Introduction

Chapter four discusses the data gathered for this study using a Qualtrics questionnaire. The data gathered looks at the knowledge and experiences participants have with mixed-status families. The participants in the study consisted of 78 Master and Bachelor’s social work students that currently attend a California State University.

Presentation of the Findings

Table 1. Demographics

	Variable	(N)	Frequencies (%)
Age	21-45	29	37%
	26-30	20	25%
	31-35	8	10%
	36-40	13	16%
	41-45	3	4%
	46 & above	6	8%
Gender	Male	10	12.82%
	Female	68	87.18%
Ethnicity	Hispanic	51	65.18%
	White	15	19.23%

	African American	4	5.13%
	Asian/ Pacific Islander	2	2.56%
	Other	6	7.69%
Religion			
	Catholic	36	46.75%
	Christian	19	24.68%
	Protestant	0	
	Atheist	6	7.79%
	Other	16	20.78%
Marital Status			
	Not Married	49	62.82%
	Married	25	32.05%
	Divorced	4	5.13%
	Separated	0	
Social Work Program			
	Bachelor's	30	38.46%
	Master's	48	61.54%

Table 1 presents the demographics for our Study. The demographics of the study consisted of the participants age, gender, ethnicity, religion, marital status, social work program, number of languages spoken, and if the participants spoke Spanish. There were 78 participants in total, 37% of the participants ages were between 21-25, 24% ages were between 26-30, 10% of the participants ages ranged from 31-35, 16% of the participants ages ranged from 36-40, 4% of the participants ages were between 41-45, and 8% of the participants ages were 46 and above. The gender of the participants were 13% male and 87% female. The ethnicity of the participants was 65.38% identified as Hispanic, 19.23% identified as being white, 5.13% identified as being African American, 2.56% identified as being Asian or Pacific Islander, and 7.79% identified as being other.

The religion of the participants was 46.75% Catholic, 24.68% were Christian, 0% were Protestant, 7.79% were Atheist, and 20.78% were other. The participants marital status was 62.82% not married, 32.05% married, 5.13% divorced, and 0% separated. Out of the 78 participants 38.46% are in the bachelor's program and 61.54% are in the master's program. Participants that participated in the study 40% spoke one language, 58% spoke two languages, and 3% spoke three languages. When asked if the participants spoke Spanish 55.13% of the participants said they did speak Spanish, and 44.87% of the participants did not speak Spanish.

Table 2. Number of Languages

<i>Number of languages</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>One language</i>	31	40%
<i>Two languages</i>	45	58%
<i>Three languages</i>	2	3%

Table 2, participants were asked how many languages they spoke. Out of 78 participants, 40% reported to speaking only one language, 58% reported that they spoke two languages, and only 3% reported to speaking three languages.

Table 3. Speak Spanish

<i>Speak Spanish</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>No</i>	35	44.87%
<i>Yes</i>	43	55.13%
<i>Total</i>	78	

Participants in Table 3 were asked if they spoke Spanish. Participants who answered yes to speaking Spanish were 55.13%, and 44.87% reported that they did not speak Spanish.

Table 4. Define a Mixed-status Family

<i>Can you define what a mixed-status family is?</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>Yes</i>	70	89.74%
<i>No</i>	8	10.26%
<i>Total</i>	78	

Table 4 shows participants ability to define what a mixed-status family. Out of the 78 participants, 89.74% of the participants knew what a mixed-status family was, and 10.26% could not define a mixed-status family.

Table 5. Participants Experience Working with Mixed-Status Families

<i>Experience with mixed-status families?</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>No</i>	32	41.03%
<i>Yes</i>	46	58.97%
<i>Total</i>	78	

Table 5 discusses the participants experience working with mixed-status families in either internship or employment. Out of the 78 participants, 41.03% reported that they have not had any experience working with mixed-status families, and 58.97 of the participants reported that they have had experience working with mixed-status families in either employment or internship.

Table 6. Participants Prior History Working with Mixed-status Families

<i>What type of mixed-status have you worked with?</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>Undocumented parent(s)</i>	40	51.28%
<i>Undocumented child</i>	11	14.10%
<i>Neither</i>	27	34.62%
<i>Total</i>	78	

Table 6 presents participants experience working with mixed-status families. Out of the 78 participants, 51.28% of the participants reported to having experience working with undocumented parents, 14.10% report working with undocumented children, and 34.62% of the participants have not worked with mixed-status families.

Resources Available for Mixed-status Families

Table 7. Knowledge of Resources Available for Mixed-status Families

<i>Knowledge of resources</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>No</i>	24	30.77%
<i>Yes</i>	25	32.05%
<i>Unsure</i>	29	37.18%
<i>Total</i>	78	

Table 7 shows the participants knowledge of resources available to mixed-status families. The participants who reported that they did not know of resources available to mixed-status families was 30.77%, 32.05% of the participants did know of resources available to mixed-status families, and 37.18% are unsure of the resources available to mixed status families.

Table 8. Participants Knowing Someone who is Part of a Mixed-status Family

<i>Know someone part of Mixed-status family</i>	<i>N</i>	<i>Frequencies (%)</i>
No	12	15.58%
Yes	65	84.15%
<i>Total</i>	<i>77</i>	

Table 8 shows the participants knowing someone in their personal life that is part of a mixed-status family. The majority of the participants 84.42% answered yes, and 15.58% of the participants answered no.

Table 9. Literature on How to Assist Mixed-status Families in the Social Work

Program

<i>Read literature on how to assist mixed-status families?</i>	<i>N</i>	<i>Frequencies (%)</i>
No	67	85.90%
Yes	11	14.10%
<i>Total</i>	<i>78</i>	

Table 9 discusses literature that participants have read to assist them with working with mixed-status families in their current social work program. The majority of the participants answered no 85.90% report that they have not read

any literature in their current social work program, and 14.10% of participants answered yes to reading literature in their current social work program.

Table 10. Personal Interest in Receiving Training on Assisting Mixed-Status Families

Families		
<i>Interest in receiving training</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>No</i>	1	1.30%
<i>Yes</i>	72	93.51%
<i>Unsure</i>	4	5.19%
<i>Total</i>	77	

Table 10 discusses participants interest in receiving training to assist mixed-status families. The majority of participants,93.51% reported that they would like to receive additional training, 5.19% of the participants were unsure, and 1.30% of participants reported that they would not to receive training to better assist mixed-status families.

Table 11. Learning about Mixed-status Families

<i>Interested in learning</i>	<i>N</i>	<i>Frequencies (%)</i>
-------------------------------	----------	------------------------

<i>No</i>	2	2.56%
<i>Yes</i>	72	92.31%
<i>Unsure</i>	4	5.13%
<i>Total</i>	78	

Table 11 shows participants interest in learning more about mixed-status families. Most of the participants 92.31% reported that they were interested in learning more about mixed status families, 5.13% reported to be unsure, and 2.56% reported that they would not like to learn about mixed status families.

Table 12. Trainings to Assist Mixed-status Families

<i>Is there a need of trainings?</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>No</i>	1	1.28%
<i>Yes</i>	73	93.59%
<i>Unsure</i>	4	5.13%
<i>Total</i>	78	

Table 12 discusses participants awareness for the need of trainings to assist mixed-status families. The majority of the participants 93.59% answered yes, 5.13% were unsure, and 1.28% of the participants answered that they do not see a need for training to better assist mixed status families.

Table 13. Comfortability working with Mixed-status Families

<i>Do you feel comfortable working with mixed-status families?</i>	<i>N</i>	<i>Frequencies (%)</i>
<i>No</i>	5	6.41%
<i>Yes</i>	61	78.21%
<i>Unsure</i>	12	15.38%
<i>Total</i>	78	

Table 13 reports on the comfortability of participants working with mixed-status families. The majority of the participants 78.21% reported that they feel comfortable working with mixed-status families. 15.38% of participants answered that they were unsure, and 6.41% of participants answered that they were not comfortable working with mixed-status families.

Summary

The study aimed to identify the participants current knowledge, views, and awareness of working with mixed-status families, who are current social work students in the bachelor's and master's programs at a California State University. Chapter Five will analyze the results of the data and discuss...

CHAPTER FIVE

DISCUSSION

Introduction

Chapter five of this study will discuss participants prior experience working with mixed status families, Literature taught in the social work program on mixed-families, participants ability to speak Spanish, insufficient knowledge of resources, participants view on trainings, and their comfortability working with mixed status families. Lastly, a discussion about recommendations for future social work research and the conclusion.

Discussion

Due to lack of literature and knowledge of social work student's preparedness of working with mixed-status families, this study explores social work students' views, knowledge and experiences when working with mixed-status families. In Chapter 5 we will examine six of the questions that were asked of participants in the questionnaire which were meaningful to this study and will be examined.

Prior Experience Working with Mixed Status Families

The first question that will be discussed is, "Do you have experience working with mixed-status families in the course of employment or in internship".

Out of the 78 participants, 41.03% answered that they do not have experience working with mixed-status families, and 58.97% of the participants reported that they do have experience working with mixed-status families. The results of this answer show that more than half of the participants that were questioned have had experience working with mixed-status families. Even though all of the participants who were questioned in this study are still students they already have had experience working with this population which could mean that mixed-status families are more willing to get services than previously suggested. It could be proposed that since most of the participants questioned live in California which is a known sanctuary state mixed-status family are more willing to ask for services than in other states because they are not as scared of being deported. It is also important that students get the proper education to better assist mixed-status families since more are asking for services. The high percentage of participants that have worked with mixed-status families might suggest that in the future there will be an even higher percentage of mixed-status families who will need a social workers assistance. The overall understanding for this question is that more participants have had experience working with mixed-status families, so it is important for social worker students to have a better understanding on how to assist this population.

Literature on Mixed-Status Families

The next question that will be discussed is if the participants have read literature on how to assist mixed-status families in the social work program. The

overall majority of the participants 85.90% responded that they have not read any literature in the social work program to better assist mixed-status families, and 14.10% of the participants responded that they have read literature to better assist mixed-status families. The lack of literature that has been provided to students in the social work program could suggest that the school is not up to date on the current issues that are affecting this population, or do not have an understanding that specialized training is needed to better assist this population, and It can also suggest that the topic of mixed-status families is being neglected by the social work program since most of the participants have not had any exposure through literature on this topic. There Lastly, it could also be indicated that the lack of literature that is being provided to students by the social work program could be because of the lack of knowledge of the administrators who create the curriculum for the social work program. It is important for the social work program to provide literature about mixed-status families, so they have an overview of the problems and added stressors that children that are part of a mixed-status family go through. Explaining the current dilemmas that mixed-status families face because of the family members undocumented status will allow for students to become more empathetic and aware of the added stresses that they have. The lack of education of mixed-status families in the social work program allows for students to have a lack of knowledge and unpreparedness. Mixed-status families are not able to receive the same kind of services that other families are able to receive because of their family member's undocumented

status, so it is important that students have access to literature that helps them to understand how to better assist mixed-status families.

Participants Defining a Mixed-Status Family

Participants were asked if they were able to define a mixed-status family. Out of the 78 participants, 89.74% stated that they were able to define a mixed-status family, and 10.26% of the participants were unable to define a mixed-status family. This shows that students that are in the social work program have some awareness of the mixed-status family's awareness and are able to understand that for a family to be a mixed-status family there needs to be at least one family member that is of undocumented status. This also suggests that participants are more knowledgeable about the topic of mixed-status families than previously thought, but they do not know how to provide services to mixed-status families. It can also indicate that participants have brief knowledge of what a mixed-status family is, but do not understand how to help mixed-status families. Lastly, it could be led to believe that participants who are able to define a mixed-status family have awareness through personal experiences since 84.42% of the participants also reported that they personally knew someone that is part of a mixed-status family. This shows that even though the participants do not have knowledge on how to properly assist mixed-status families they are aware of the challenges they face because of their personal experience of knowing someone that is part of a mixed-status family. The benefit of asking participants if they could define a mixed-status family assisted to determine that

the majority of the social work student are aware of what a mixed-status family is, but it can also be determined that even though they have high awareness they are unable to provide resources due to lack of knowledge.

Insufficiency Knowledge of Resources

Participants were most likely not sure the resources availability for mixed-status families, which suggests that resources are facing natural boundaries to get the word out. Social work students are not requested to seek information on undocumented status individuals unless directed to research on a subject of their interest. There is a handful of students who will choose to take their time to search for information on policies, or services for undocumented individuals or mixed-status families. Therefore, they have no knowledge of resources for mixed-status families unless they educate themselves, someone close to them provides information, or information is promoted via social media.

There is a lack of promotion for resources for mixed-status families due to current political administration and agencies that provide to mixed-status are less likely to advertise. Many of the community-based organizations assist mixed-status families, and they collaborate with other community-based organizations. Also, several mixed-status families interact with faith-based organizations. They trust or know someone who is involved with the church that has access to assist them. In addition, the organizations take their services to the mixed-status homes instead of a social service agency. Mixed-status families have a fear of enrolling in social service programs because they believe immigration will obtain their

information. The highly committed would need to go out and inform their community.

The Desire for Training

In the social work micro practice, it is essential for current and future social workers to explore how to guide mixed-status families. In question 17, 93.59% of MSW and BSW student participants reported that they see a need for training to assist mixed-status families better. These results suggest that MSW and BSW students lack the knowledge to assist mixed-status children, and families. If MSW and BSW students were provided with a sufficient amount of training or education, their mixed-status client's treatment would not be delayed due to lack of knowledge of how to assist them.

We suggest future and current MSW, and BSW students attend cultural competency training and participate in collaborations dedicated to immigration or mixed-status families. The cultural competency training can help social workers develop the knowledge and skills to communicate well with people with a different culture. When a current or future MSW and BSW understand the history of their mixed-status client, and family's assessment, planning, and linkage to other services would not be an issue. Also, when a social worker participates in collaborations dedicated to mixed-status families or immigration issues, the social worker is educated, and aware of the barriers her or his client is encountering. Also, the social worker will have the ability to advocate or counsel the client and family appropriately.

A significant number of participants are requesting a need to expand their skills through added training, and exposure. The results should be taken into consideration for the current or future social work students who have little to no experience working with mixed-status families. Social workers are dedicated to work with a diversity of people and help them with their social problems. Social workers are soon to encounter with someone who is having difficulties with their status or living with someone undocumented. With training and exposure to how to work with mixed-status family, it will benefit the social workers and make their clients experience not difficult. Even though one participant responded that they do not see a need for additional training to assist, it is a social worker's responsibility to assist these families since they are disenfranchised population.

The Level of Comfortability

The score for comfortability with working with mixed-status families indicated high responses from the social work students who would not have issues assisting mixed-status families. The majority of the participants reported that they feel comfortable working with mixed-status families, and the other participants did not or were not sure. There can be several factors to why the participants who did not or were unsure of their comfortable when working with a mixed-status family. A factor could be because they have never had exposure to working with an undocumented individual or their family. Another factor could be that a participant had a problematic experience with mixed-status family. Determinative factor, the participants would not know how to assist the mixed-

status family. However, it is essential for a social worker to be respectful towards their clients, knowing their differences. The responses demonstrate that the mixed-status families are human beings no matter their documentation status.

Although mixed-status families have at least one undocumented individual, their worthiness should equal to other members in their community. Many undocumented individuals and their families have a difficult time seeking assistance due to fear of being turned over to immigration. They feel unworthy because many individuals out in society do not feel mixed-status families are worthy of living in the United States. Because of the lack of information provided by many individuals who have a negative perception of undocumented individuals or their families. A social worker must treat any individual with worthiness, despite their status.

Recommendations

It is important to note that there is no research that has been done to understand the preparedness of social workers or social work students when working with mixed-status families. Most of the literature gathered for this study was about personal experience and hardships which mixed-status families face, but no research was found on mixed-status families with relation to social worker. It is important to have some kind of research to help other social workers and social work students have awareness on how to meet the needs of mixed-status families or have some kind of study to assist with best practice in regard to

mixed-status families. Further research can assist social workers in the micro, mezzo, and macro level of social work to have an understanding on how to better assist mixed-status families on all levels of social work, and to explore through research how families are affected by policies, institutions, and receiving one on one care.

Conclusion

This chapter discussed in detail the six main questions that were asked of participants using a questionnaire. The purpose of the study was to find out the preparedness of social work students when working with mixed-status families. The findings provided an understanding of the social work students perception of defining a mixed-status family, speaking more than one language, speaking Spanish, their experience working with mixed-status families in a professional and personal setting, their knowledge of resources available to mixed-status families, their education that they received on mixed-status families in their social work program, and their interest in learning additional information and training on how to better assist mixed-status families. The findings of the study concluded that social work students are aware of what a mixed-status family is. They have experiences in their personal and professional life working with or knowing someone that is part of a mixed-status family. Yet, they are not aware of resources that are available to mixed-status family, and do not get exposed to literature on mixed-status families in their social work program. Lastly,

participants did see a need for additional exposure on how to meet the needs of mixed-status families through trainings, and awareness of resources that assist mixed-status families. Overall, the study provides an understanding of the importance of having additional knowledge to better assist mixed-status families.

APPENDIX A
INFORMED CONSENT FORM



California State University, San Bernardino
 Social Work Institutional Review Board Sub-Committee
 APPROVED 3/14/2020 REVOKED AFTER 3/13/2020
 IRB# SW1929 CHAIR *[Signature]*

College of Social and Behavioral Sciences
 School of Social Work

INFORMED CONSENT

The study in which you are asked to participate is designed to examine the preparedness and knowledge of social work students when working with mixed-status families that are attending California State University of San Bernardino School of Social Work Program. The study is being conducted by Della A. Pacheco and Brenda Pacheco, MSW students under the supervision of Dr. Thomas Davis, professor in the School of Social Work, California State University, San Bernardino. The study has been approved by the Institutional Review Board Social Work Sub-Committee, California State University, San Bernardino.

PURPOSE: The purpose of the study is to evaluate the preparedness and knowledge of social work students who will work with families that are of mixed-status.

DESCRIPTION: Participants will be asked questions regarding their personal and professional knowledge of mixed-status families, their knowledge of what mixed-status family's needs are, and what kind of services and resources they can provide to mixed-status individuals and families.

PARTICIPATION: Your participation in the study is voluntary and not a requirement from the School of Social Work. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain anonymous and data will be reported in group form only.

DURATION: It will take 15 to 25 minutes to complete the survey.

RISKS: There are no foreseeable risks to the participants in the study. However, if you feel the need to discuss any feelings of distress, please contact the CSUSB Psychological Counseling Center (909) 537-5040

BENEFITS: No direct benefits are expected to occur for completing this survey.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Thomas Davis at 909-537-5000 (email: tomdavis@csusb.edu)

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks (<http://scholarworks.lib.csusb.edu>) at California State University, San Bernardino after December 2019.

909.537.5501

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

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APPENDIX B
DEBRIEFING STATEMENT

To Whom It May Concern,

My understanding of the procedure that Delia A. Pacheco and Brenda Pacheco will follow in their data collection is as follows:

The survey questionnaire is to get an understanding of the knowledge MSW and BSW students have about mixed-status families. It will be a self-administered questionnaire sent to the MSW students' school emails during February 2019 to April 2019. The researchers will receive approval from School of Social Work Director to allow MSW students to receive the questionnaire in their email inbox. The participants may complete their questionnaires on their electronics, such as tablets, computers, or cell phones. The survey should not take more than 15 minutes to complete and may be completed in one sitting. The MSW students that participate in the survey will remain confidential. No identifying information will be asked of participants.

Here is a sample of the questions that will be asked on the questionnaire;

1) What is your age? 2) What is your ethnicity? 3) What is your religion? 4) What is your present marital status? 5) What Social Work program are you in? 6) How many languages do you speak? 7) Do you speak Spanish? 8) Can you define what a mixed-status family is? 9) Have you ever had experience working with mixed-status families in the course of employment or in an internship? 10) Do you know resources are available for mixed-status families? 11) What type of mixed-status families have you worked with, if any? 12) Do you know anyone that is a part of a mixed-status family? 13) Have you read literature on how to assist mixed-status families in the Social Work program? 14) Are you interested in receiving training on how to assist mixed-status families? 15) Are you interested in learning about mixed-status families? 16) Do you see a need for trainings to better assist mixed-status families? 17) Do you feel comfortable working with mixed-status families?

Thank you for your time,

Delia A. Pacheco and Brenda Pacheco

APPENDIX C
INSTRUMENT

1) What is your age?

A. 21-25 B.26-30 C. 31-35 D. 36-40 E.41-45 F.46 & Above

2) What is your gender?

A. Male B. Female C. Other

3) What is your ethnicity?

A.Hispanic B. White C. African American D. Asian/ Pacific Islander. E. other

4)What is your religion?

A.Catholic B. Christian C. Protestant D. Atheist. E.Other

5) What is your present marital status?

A. Not married B. Married C. Divorced E.Separated

6) What Social Work program are you in?

A.Bachelor B. Masters

7) How many languages do you speak?

One language B. Two Language C. Three language

8) Do you speak Spanish?

A.Yes B. No

9) Can you define what a mixed-status family is?

A.Yes B. No

10) Have you ever had experience working with mixed-status families in the course of employment or in an internship?

A.Yes B. No

11) Do you know resources are available for mixed-status families?

A. Yes B. No C. Unsure

12) What type of mixed-status families have you worked with, if any?

A. Undocumented parent(s) B. Undocumented child C. Neither

13) Do you know anyone that is a part of a mixed-status family?

A. Yes B. No

14) Have you read literature on how to assist mixed-status families in the Social Work program?

A. Yes B. No

15) Are you interested in receiving training on how to assist mixed-status families?

A. Yes B. No C. Unsure

16) Are you interested in learning about mixed-status families?

A. Yes B. No C. Unsure

17) Do you see a need for trainings to better assist mixed-status families?

A. Yes B. No C. Unsure

18) Do you feel comfortable working with mixed-status families?

A. Yes B. No C. Unsure

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ASSIGNED RESPONSIBILITIES

This was a two-person project where the authors collaborated throughout the development. The authors shared all the responsibility in completing the following sections; introduction, literature review, methods, results, and conclusion. Both authors shared the responsibility of creating the questionnaire, gathering the data, and getting the appropriate approvals to complete the research project.