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CULTURAL HUMILITY: RACIAL DISPARITY AND DISPROPORTIONALITY HOW IT RELATES TO CHILD WELFARE AND MANDATED REPORTER TRAINING AND PREPAREDNESS

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HOW IT RELATES TO CHILD WELFARE AND MANDATED REPORTER

TRAINING AND PREPAREDNESS

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Master of Social Work

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by

Ashley L. Castro

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ABSTRACT

The research problem was mandated reporters' in a public assistance setting and child welfare social workers' perception of cultural humility and cultural training. The research proposed that the lack of cultural humility training for both mandated reporters in public social service sectors and child welfare social workers has an impact of on the disparity and disproportionality in child welfare cases. A critical theory approach was adopted, and qualitative data was collected via face-to-face interviews. A snowball sampling strategy was used to select study participants. Study findings suggested that there is a cultural humility training provided to child welfare social workers, but it may lack substance and frequency, leaving the social workers feeling disengaged with their clients and community networks. The study also found that there is no training available to mandated reporters in public social services on cultural preparedness and awareness. This raises issues and implications for services to the clients. It is also suggested there may be a connection between the mandated reporter's hesitation when igniting their responsibility as a mandated reporter to report suspected abuse and their level of preparedness and understanding of cultural humility. All information found through the interviews and the common themes have been shared with both mandated reporters in a public social service setting and child welfare social workers encouraging them to act and advocate for additional training to improve practice and service. Copies of the research data will be made available to all Southern California inland

counties to raise awareness of the current concerns. Suggestions are to be

given to these inland counties regarding additional trainings and cultural humility

and cultural awareness practices.

DEDICATION

To my honey, Bill. Thanks for loving me, supporting me, encouraging me to achieve my dreams. Here's to riding lawnmowers. Love you, your babe, J.

I want to dedicate this project to my husband, Alfie. Thank you for putting up with me through this journey, encouraging me, and loving me.

We want to personally thank and acknowledge all the hard work and dedication to all front-line staff, mandated reporters and social workers, for all their work in their respective fields. It takes true grit to do the work that you do, and we personally thank you.

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CHAPTER ONE

ASSESSMENT

Introduction

This chapter describes the development of the research focus which is targeted toward the lack of training in diversity and cultural humility for mandated reporters employed by public social services departments and child welfare social workers. Since this study is a critical theory study, the ideological position is described, which is systemic, institutional racism exhibited by the lack of training for mandated reporters in county social service departments as well as in the county child welfare agencies. This lack of training affects oppressed populations who are clients of these agencies. The research project focused on the lack of training and how it affects the racial disparity and disproportionality in the child welfare agency and in county social service departments, both organizationally and within the community. Increased training and cultural preparedness can create a vigilant staff person and reduce implicit biases, therefore allowing staff to consider the culture and cultural norms of the clients they are serving. This potentially carries significant implications for the racial disparity and disproportionality of populations served. The paradigm chosen for this topic is the critical theory paradigm. The critical theory paradigm embraces the bias of the researcher and is subjective in nature. Critical race theory is the theoretical orientation outlined in this research. The literature review targeted research that has

been conducted in the past that promotes the ideological position of this research topic.

Research Statement/Focus/Question

The research problem was the connection between the limitations of department of public social services mandated reporters' and child welfare social workers' cultural humility training causing disparity and disproportionality in child welfare cases. This study focused on systemic, institutional racism as the ideological position and emphasize the lack of training in diversity and cultural humility with public social services mandated reporters and child welfare social workers.

This research was developed to identify needed training on cultural humility. Implementing training may result in child welfare social workers who are qualified, informed, and well trained in diversity and cultural humility. This could improve misrepresentation by child welfare social workers advocating for education on racial disparity and disproportionality, micro aggressions, and cultural humility.

The development of training potentially reduces the limitations in competent practice for department of public social services mandated reporters and child welfare social workers. It is possible to reduce the limited knowledge of public social services mandated reporters and child welfare social workers by implementing ongoing training on cultural awareness for employees of county human services departments. Child welfare social

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workers are hypothetically ill-prepared and ill-equipped with the knowledge necessary to work with all racial and ethnic groups. The department of public social services mandated reporters are potentially ill-prepared and equipped with sensitivity and the knowledge of cultural norms to work with all racial and ethnic groups. How does the lack of adequate cultural humility training impact the services provided to families within the child welfare system? How does the lack of cultural humility training impact the way child welfare social workers view and conduct required for investigations?

County social services departments enhance the quality of life in communities by providing economic support through issuing public assistance benefits. They are expected to carry this out with emphasis on integrity, respect, and service. Public social services' mandated reporters are required to report all cases of suspected child abuse and neglect. However, there is a problem of racial and ethnic disparity and disproportionality in the child welfare system. Minorities are largely over-represented in child welfare investigations. Native American/Alaskan Natives are .09% of the population but are 1.3% of children identified in the child welfare system. African Americans are 13.8% of the population in the United States and are 22.6% of children identified in the child welfare system. Asians are 4.8% of the population and .9% of children identified in the child welfare system (Children's Bureau, 2018). The Racial Disproportionality Index (RDI) shows that an RDI of over 1.0 indicates overrepresentation of a group and lower means a group is underrepresented.

White, Hispanic, Pacific Islander, and Asian families are at 1.0 and lower on the RDI compared to Native American/Native Alaskan at 2.4 and African families at 1.6 (Children's Bureau, 2018). Minorities served by county social services are largely overrepresented in child welfare causing oppression of these groups.

Child Welfare Social Workers are the boots on the ground social workers initiating investigations on child abuse. They work with families to provide services, assess the needs and strengths of families, and require an unbiased and well-rounded knowledge to provide quality service to families (NASW, 2017). It is no secret that the amount of foster youth child welfare agencies care for and disproportionality has been an issue for many years. The population that child welfare social workers serve is large and diverse and minorities are the ones who receive the most attention in this practice.

The ideological position of this study was systemic, institutional racism that perpetuates a lack of training for mandated reporters in county social services departments and for social workers practicing in county child welfare departments. It assumes there is a connection between the imbalance in reporting of suspected child abuse and neglect for minorities, and lack of training for employees of public social services and child welfare departments. The lack of cultural responsiveness and sensitivity by public social services mandated reporters can directly affect the amount of abuse and neglect referrals reported to county child welfare departments (Dettlaff, 2015; Boyd,

2015). The lack of cultural humility training for child welfare social workers prevents quality, unbiased investigations of child abuse and neglect in culturally diverse families.

By implementing cultural humility and sensitivity training for public social services mandated reporters and child welfare social workers, or improving existing training, the disparities and disproportionalities in child welfare could be reduced (Dettlaff, 2015; Boyd, 2015; McPhatter & Wilson, 2015). Public social services mandated reporters and child welfare social workers could provide better services to the minority families by improving cultural awareness (McPhatter & Wilson, 2015;Council on Social Work Education, 2015). The research focus is to build on existing materials that are available to employees, establishing training materials, bringing positive change in agencies and communities, and reducing micro aggressions, stereotypes, and bias through improved training, and ultimately, in reducing systemic, institutional racism. By bringing the issue of systemic, institutional racism to light it will create a pathway for public and social service organizations that train mandated reporters and child welfare social workers in public human services departments to act and create change in best practice social work and in the best interest of the children and families served. This is meant to challenge the way each organization operates and empower public social services mandated reporters and child welfare social workers to create change through personal empowerment.

Paradigm and Rationale for Chosen Paradigm

Critical theory is the paradigm that was adopted in this study. Critical theory states there is an objective reality that is unknown because it is viewed through an ideology. The ideology and focus of study made explicit statements about power and oppression. The data is qualitative and gathered to document the impact of the ideology on the oppressed and identify steps to empower those who are oppressed (Morris, 2014).

The rationale for the chosen paradigm is that the power relationship between mandated reporters and minorities is historically imbalanced. This paradigm allows for racial disparity and disproportionality to be talked about not only through the statistics of foster youth but also through personal experience and interaction between and provided by child welfare social workers. Critical theory requires that the researcher openly describes the ideology that is influencing the definition of the research problem. It assumes that objectivity is clouded by that ideology. Critical theory accepts the systemic, institutional racism ideology and objective reality of racism in the lack of diversity and cultural humility training for public social services mandated reporters and child welfare social workers. In the critical theory paradigm, the researcher is able to interact with the person in environment, using a teaching/learning process, coming to a shared conclusion about limitations of public social services mandated reporters and child welfare

social workers, by developing and facilitating solutions in an oppressive system.

Critical theory allows the research to focus on identifying marginalized and the oppressed and take-action to end oppression. Morris wrote, "…critical, indigenous, and anti-oppressive approaches to research that foster social justice need no longer to be marginalized but can be at the center of the debate" (Morris, 2014). In a teaching and learning style, participants and researcher interact and collaborate to address the oppression directly and take-action. The end result of the study is to empower public social services mandated reporters and child welfare social workers to deliver appropriate services in culturally sensitive ways.

By including a study group comprised of a sampling that reflects the demographic diversity in the inland regional area of Southern California, it allows participants to advocate for members of their own racial, ethnic, and cultural community. Child welfare social workers and mandated reporters in public social services make decisions for families based on safety and well-being of a child. There are several cultural norms and several different population groups that are served. Inclusion of study participants reflecting that diversity is important in order to develop a reasonable understanding of the demographics of communities and populations served.

Literature Review

The literature review discusses how systemic, institutional racism impacts the over-representation of ethnic minorities in reports of child abuse and neglect to child welfare agencies and children in the foster care system. The literature review will discuss disproportionality and disparity with evidence in the Racial Disproportionality Index (RDI). Also, to be discussed is systemic, institutional racism regarding disproportionality and disparity in poverty with evidence from the United States Census regarding ethnic minorities receiving public assistance.

The literature review will discuss the link between systemic, institutional racism and disproportionality and disparity and the lack of diversity, cultural humility training for mandated reporters in county social services, and relation to critical race theory. Because of the critical theory approach to be taken, there will be two literature reviews completed. One will explain the ideological position of systemic, institutional racism relating to disproportionality and disparity in poverty with evidence supporting ethnic minorities receiving public assistance and the impact of racism on child welfare. The second literature review discusses the disproportionality and disparity, and the lack of diversity and cultural humility training for mandated reporters and social workers in relation to the readiness to work with diverse populations.

Disproportionality and Disparity in Child Welfare

There is a significant over-representation of minority families in reports of child abuse and neglect to child welfare agencies. There is some evidence that this is because of systemic, institutional racism causing implicit bias and socialization normalizing poverty and exclusion of racial minorities. The Racial Disproportionality Index (RDI) compares the percentages of children by race and ethnicity versus the racial and ethnic make-up in the child welfare system (Children's Bureau, 2018). There is a distinct over-representation of minority children in the child welfare system.

Culture is not only about the population served; it also is about the child welfare social workers themselves. Many people believe that initial social worker training does not meet the requirements for the growing population group leaving the child welfare social workers underqualified in an overpopulated area (Turcotte, 2008).

There is a direct link to the lack of training and understanding of cultural norms in public social services mandated reporters and child welfare social workers resulting in the institutional, systemic racism becoming the normal climate in human services agencies. Cultural norms are considered the learned behavior and standards by which people live by in personal, social, and professional environments (Wright & Novotny, 2008).

There is a lack of knowledge in diverse cultural practices within the community that adversely impacts the mandated reporting practices by public

social service employees and child welfare social workers by facilitating destructive standards of practice within human services (Wright & Novotny, 2008). Child welfare social workers and public social services mandated reporters make decisions for families based on safety and well-being of a child.

There are numerous cultural norms reflected in diverse population groups served. Public social services mandated reporters and child welfare social workers have rich, intimate knowledge of their lack of training, and the compulsory knowledge about the diverse populations served and the necessitated training and resources to provide quality services to children and families served within their communities (Wright & Novotny, 2008).

Research conducted for Latino and African American communities shows that due to the internal and external inequities for Latino families, they remain in the child welfare system for longer periods of time (Thomas, 2010; Dettlaff, 2015). Specifically, in the Latino and African American communities, families are fearful of child welfare social workers that come to their home as they have experienced social workers who do not understand their culture and mannerisms resulting in them 'holding back' and fearing judgement (Thomas, 2010; Riley, 2018; Dettlaff, 2015). Latino and African American child welfare social workers indicated that problems arise within the agency they serve when there is a misunderstanding of appropriate cultural norms leading to an impact of service to the families (Thomas, 2010; Riley, 2018).

Disproportionality and Disparity in Public Assistance

Race and culture are central in the development of policies that impose

systemic, institutional racism. Research shows that poverty is a major factor

in child abuse, child welfare referrals because of suspected abuse, and

removal of children from the care and control of their parents (Marcenko, et al.,

2012). According to the US Census, there are about 52.2 million people in the

United States receiving public assistance including food assistance and cash

grants for families with dependent children. This is about 21% of the total

population in the United States. Of those receiving assistance in 2015, 41.6%

of all recipients of public assistance were African American. African

Americans are 13.8% of the population and yet are 41.6% of all people

receiving welfare in one form or another (Census, 2015). By keeping

minorities in deep, abject poverty, we are preventing them from becoming

empowered, self-sufficient, and fully equal partners in society.

Disproportionality and Disparity and Critical Race Theory

There is a connection to the over-representation of minorities involved

with child welfare agencies and the number of recipients in the public

assistance system because of institutional, systemic racism. One of the

possible explanations of this disproportionate and disparate representation in

the child welfare system is linked to higher rates of poverty (Children's Bureau,

2018). Socio-economic factors are the number one indicator of child abuse

and neglect and higher reporting rates (Children's Bureau, 2018; Drake, Lee, & Jonson-Reid, 2008). In 2018, the overall poverty rate in the United States was 11.8% (Semega, et al., 2019). By race or ethnicity, the poverty rate in the United States for African Americans was 22%, Hispanic families 19%, American Indian and Native Alaskans 24%, Asian or Pacific Islanders 11%, and Caucasians 9% (Kaiser Family Foundation, 2018). In 2014, the rate of child welfare reports identifying 22.6% of African American children as victims of abuse and neglect, and an almost identical poverty rate, this paints a clear picture of how there is an increased chance of exposure to the child welfare system because of interaction with public social services mandated reporters (Children's Bureau, 2018).

With this link, there is a lack of training and material available to mandated reporters in public social services and child welfare departments on diversity, cultural humility, and the when it is appropriate to make a report of suspected abuse or neglect to child welfare agencies. Research exists indicating that initial training does not meet the requirements for the growing population groups, leaving the child welfare social workers underqualified in overpopulated areas (Turcotte et al., 2008). Child welfare social workers are interacting with these vulnerable populations, relying on personal experience and knowledge to provide quality service to overrepresented populations.

Currently, the training in most counties in the inland regions of Southern California are through the Public Child Welfare Training Academy. The

populations are diverse, and yet, the lack of training in diversity and cultural humility can impact overrepresentations in the child welfare system and entitlement programs distributed by public social service agencies. Yet, there remains a connection between disproportionate and disparate amount of racial and ethnic minorities in deep poverty and experiencing involvement in the child welfare system (McPhatter & Wilson, 2015).

There is a significant over-representation of minority families in reports of child abuse and neglect to child welfare agencies. There is a direct link to the lack of training and understanding of cultural norms in public social services mandated reporters and child welfare social workers. Race and culture are central in the development of policies that impose systemic, institutional racism. The populations are diverse, and yet, the lack of training in diversity and cultural humility can impact overrepresentations in the child welfare system. There is a connection to the over-representation of minorities involved with child welfare agencies and the number of recipients in the public assistance system because of institutional racism.

Theoretical Orientation

Critical race theory (CRT) examines how race and racism influence society and cultural interpretation and perception of race and inequality (Groves Price, 2018). This means that those who make the rules and control all the power will construct the system of rules to oppress those who have less power or are in the minority. This results in exclusionary systemic racism,

which permeates society through lack of cultural understandings of race. CRT emphasizes the importance of recognizing how as individuals we understand, perceive, and react to race and racism. Institutional racism pervades society through policies and regulations that build and establish inequality (Kolivoski et al, 2014). This is evidenced by disparity and disproportionality in public social services and child welfare system extending from reports generated at the hotline through open child welfare cases resulting in children in foster care. CRT provides theoretical framework for social workers to promote, advance, and facilitate the changes needed for reducing institutional racism and social inequalities (Kolivoski et al, 2014).

Social work is constantly striving to achieve social justice and with CRT, there is understanding of race and racism in human services. The disparity and disproportionality in child welfare should not be as pervasive if public social services mandated reporters and child welfare social workers were adequately trained in cultural humility and sensitivity.

In 1962, Dr. Kempe first identified child abuse and neglect in his paper *The Battered Child Syndrome* (The Kempe Foundation, 2020). Laws were implemented in 1962 following the amendments to the Social Security Child Welfare Act after the Kempe article called to attention that child abuse and neglect was and is a rising public safety concern. In having a way to identify and diagnose child abuse and neglect, this also caused a system to be developed for reporting abuse and neglect. The first mandated reporting laws

were enacted in 1963 in California defining who is required to report and what must be reported (California Office of the Attorney General, 2013). The policy designates who must report suspected child abuse and neglect and potentially contributes to establishing dominance in the public assistance and child welfare systems. Among those required to report are public social service employees. There is minimal training, and this contributes to the disproportionalities and disparities experienced by racial and ethnic minorities due to biases and stereotypical beliefs held by public social service mandated reporters. In public social services mandated reporting, lack of established policy contributes to creating dominance and imbalance in the public assistance and child welfare systems over racial and ethnic minorities. CRT helps with the understanding of racial disparity and disproportionality in terms of training public social service mandated reporters and child welfare social workers but also serves as a tool to change practice policy and procedure on a macro level. CRT is a helpful tool in researching the correlation between policies established by ruling elite majority in relation to powerless minorities and establishing dominance and submission.

Contribution of Study to Micro and/or Macro Social Work Practice

The study contributes to both macro and micro social work practice. On the macro level, research completed impacts policy and training by providing evidence that there is a direct connection between the lack of training in diversity, cultural humility, and mandated reporters employed at public social

services departments and disproportionality and disparity in child welfare

cases. On the micro level, the research could affect social work practice to

reduce the disproportionality and disparity in child welfare cases for individuals

and families. This is done by raising awareness of the personal biases of

public social services mandated reporters and child welfare social workers and

the need for training in cultural humility.

On the macro level this research can contribute to the level of training

provided to child welfare social workers. This will provide insight to the change

needed to equip child welfare social workers with cultural humility education to

provide cultural awareness. The micro and macro level interlock in this

research. With the knowledge of training needed a child welfare social worker

can then change the way service is provided to families solely based on their

knowledge of cultural norms. Ultimately affecting and reducing the racial

disparity and disproportionality statistics of ethnically and culturally diverse

children in the child welfare system.

Summary

Chapter one explains there is a clear issue with systemic, institutional

racism within the child welfare and public social services departments. It is

further discussed that the focus of research and how the lack of training in

diversity and cultural humility results in the oppression of minorities, causing

disparity and disproportionality in child welfare cases. The development and

improvement of training will empower mandated reporters employed by public

social services agencies and child welfare social workers to reduce the institutional racism experienced by minorities through disparity and disproportionality. Focus will be on improving and reducing oppression through implementation of ongoing training of cultural awareness for employees of county social services and child welfare departments. The theory chosen for this paradigm is critical race theory, which has a foundation of advocacy for social change. Finally, this chapter reflects the correlation between macro and micro social work practice and how the two systems interlock when it comes to racial disparity and disproportionality, showing connection between minorities experiencing deep poverty and finding possible solutions to reducing the culturally accepted norm that in some way people are deserving of losing their children because they are a poor minority. Chapter one concludes with the need for the social workers and public social service mandated reporters to act and become empowered to end the oppression experienced by clients that are served.

CHAPTER TWO

ENGAGEMENT

Introduction

Chapter two discusses study sites and locations. Services offered at

the study site are discussed. Also, discussed are possible participants and

locations of the groups. Phases of engagement are discussed and how

participants are engaged. This chapter highlights the avenues of engagement

with these participants and discusses the ethical and political issues

associated with this study. Also, included in this chapter are the plans and

preparations for the research study, ethical concerns, and political issues the

study will introduce. Any technology and its role will be introduced during this

phase.

Research Site

The study sites for this project are two counties in an inland region of

Southern California. Due to the diverse and multicultural population of the

region, the sampling of the study group shows the diversity of regional

characteristics. In the inland regional counties, the population is comprised of

46.9-50% white (non-Hispanic), 7.4-9.4% African American, 1.9-2.1% Native

American/Native Alaskan, 2.1-7% Asian, .4-7.6% Pacific Islander, and 34.8-

46.9% Hispanic (Quick Facts by County, 2018). We are sampling child welfare workers and public social service mandated reporters via personal and professional networks.

Child welfare social workers and public social service mandated reporters come from a wealth of different backgrounds and education. When they are hired to do one of the most difficult jobs, they are expected to be able to have the knowledge to conduct quality investigations and make decisions about child abuse and neglect rather quickly. Population groups are rapidly growing and everchanging. The cultural diversity is not only about the population served; it also is about the child welfare social workers themselves.

In 2014, the Pew Research Center projected Hispanic populations to be the largest racial and ethnic group in California, as 39% of the population (Lopez, 2014). The United States Census indicates that California has a Caucasian population of 37.2% (Census, 2018). California's other racial and ethnic demographics include 15.2% Asian or Pacific Islander, 6.5% African American, and 1.6% Native American (Lopez, 2014). These are the same people working in child welfare and public social services and the same being served in the inland regional area of Southern California.

Public social service departments employ approximately 6,000 staff members in over 100 classifications. These classifications include line staff administering Medi-Cal, CalFresh, General Assistance or General Relief Programs, and CalWORKs/TANF (FY 18/19 Budget Sumary, 2019). Child

welfare agencies employ approximately 5,500 social workers across the inland

region of Southern California (Community Indicators Report 2017, 2018).

Medi-Cal is the California Medical Assistance program is California's

Medicaid program for low income individuals including individuals and families

with income at or below 138% of the Federal Poverty Limit (FPL) and is

financed by the state and federal government (Medi-Cal, 2019). CalFresh is

California's Supplemental Nutrition Assistance Program (SNAP) formerly

known as Food Stamps, assisting low income individuals and families to

purchase food (What is CalFresh, 2019). General Relief or General

Assistance is a temporary cash assistance program funded by the individual

counties in California for adults without dependents and do not qualify for any

other assistance programs. General assistance or general relief is a loan

program (General Assistance or General Relief, 2019). California Work

Opportunity and Responsibility to Kids (CalWORKs) is a California public

assistance program providing cash assistance to eligible families with

dependent children in the home who are deprived of parental support or care

because of absence, disability, death, or unemployment. Temporary Aid to

Needy Families (TANF) is the federal equivalent to CalWORKs (CalWORKS,

2019).

Poverty levels in the inland regions of Southern California are 13-16%

of the population (Quick Facts California, 2018). The region is first among

metropolitan areas across the United States and the unemployment rate is

approximately 18% (Quick Facts California, 2018). Approximately 26% of all

children in the inland regions experience deep poverty, housing, and food

insecurities. Of these children, approximately 72% are minorities (Community

Indicators Report 2017, 2018). Historically, the same children served by

public social service agencies also are served by child welfare agencies.

Families experiencing deep poverty have a significantly higher chance of

experiencing crisis leading to child welfare investigation. The trends of abuse

in child welfare are often predicted by participation in poverty assistance

programs. Of these children experiencing deep poverty, there is a historical

disparity and disproportionality and over-representation of non-Hispanic

African Americans, Native Americans, and Hispanic children. Almost half of all

children removed by child welfare agencies experience environmental

difficulties, such as factors contributing to abuse and neglect of children,

bringing attention to public social service agency mandated reporters

(Community Indicators Report 2017, 2018) (Children's Bureau, 2018).

Engagement Strategies for Gatekeepers at Research Site

There are no real gatekeepers for the study since the approach is a

general activist approach with no specific agency as the focus. The goal was

to engage with fellow social workers in personal and professional networks.

Utilization of current personal networks, and those associated with the NASW,

aids in the gathering of insight into the current policy for child welfare social

workers in regards to their lack of awareness by educating and encouraging

change in policy through empowerment and through a teaching-learning approach. The examination of current policy requirements for child welfare social workers regarding cultural humility training assesses the effectiveness of current practices in child welfare agencies in the inland regions of Southern California. In this context both line workers and customer care providers can be motivated to take-action and want to demonstrate cultural awareness in the field they serve. Line workers and support staff are ready and willing to complete any task and work with any population group. An elite team of social workers is created and infused by readiness and sensitivity to customers and clients throughout Southern California.

Engaged are individuals addressing the current policy requirements for mandated reporters who work in public social service agencies regarding cultural competency, diversity, and inclusion by assessing the effectiveness of current training practices. With buy-in of the eligibility workers, clerks, and other line staff, the group is utilized by understanding their position and training deficiencies, educating and encouraging change in policy to better serve the populations served through empowerment in a teaching-learning process. This is an inspiring, top down call to action, demonstrating cultural humility and sensitivity, and improving the services provided to the families served.

This invites child welfare social workers and public social service mandated reporters, through empowerment, to exercise self-determination

through their learning and work experience. They provide insight into their

preparedness and elicit much needed call to action response. This is

prompted through shining a light on the lack of training currently practiced

when handling oppressed members of society; challenging them to respond,

react, and advocate for the oppressed, by displaying empowerment and

unification. Implementation of ongoing training for employees on diversity and

cultural humility, will decrease disparity and disproportionality in reports to

child welfare agencies. Existing policy and procedure can be adapted and

improved to reduce unfair mandated reporting practices based on racial and

culturally normative practices to improve the quality of service and support

provided to the families in the community. Social workers and public social

service mandated reporters will benefit by having well-rounded education and

training by employing sensitivity and readiness to serve diverse populations.

Self-Preparation

In preparation to do this research, it was most important to become

informed. Researchers became informed about the topic of institutional

racism, racial disparity and disproportionality in the workplace since it was

central in understanding the views of others. By being informed on tact and

sensitivity when approaching the study group allowed for rapport and open,

honest communication development. Also central to self-preparation, was a

general knowledge of the cultural atmosphere in the inland regions of

Southern California. By being informed about what trainings were available

and already practiced, showed how researchers can empower a community of social workers to provide better service to clients. Researchers were able to present the teaching and learning opportunity to the study group through self-preparation.

Researchers developed a real understanding of bias as an employee of the agency, and the bias of coworkers is a result of socialization, prejudices, and acceptance of departmental norms. Researchers were able to use these biases to develop strategies and policy change to end oppression in the agencies because of unfair training and reporting practices. Researchers obtained technology needed to record interviews and other research data. Researchers also prepared to hear views that differed from ours. Researchers were doing this with cultural and racial sensitivity because of the inflammatory nature of the research.

The developed skills of public social service mandated reporters and child welfare social workers facilitated the teaching/learning process; the researchers compared existing training to knowledge of staff. Researchers also evaluated the reality of training inadequacies with staff and evaluated their attitudes about training needs to improve quality of services provided. Researchers then established a realistic view of suggestions to improve quality of services provided. Researchers assessed the needs of staff and established specific objectives in order implement a plan of action to empower public social services mandated reporters and child welfare social workers.

Diversity Issues

The diversity issues of the study are primarily ethnic and economic disparities experienced by the populations served. Diversity issues are addressed through a critical theory approach to empowerment.

The social workers and public social service mandated reporters power differential and power of influence are considered in this study. The division and boundaries of client and worker relationship was viewed as an aspect of this study and preparations were made to ensure this study was subjective to the lack of awareness of cultural aspects.

The study participants focused on those in a public social service mandated reporter position that provide financial support to children and families throughout the inland regions of Southern California. These individuals have a higher education level at a bachelor's degree or greater in Sociology, Psychology, Criminal Justice, or other related field of study. Participants interact with multi-cultural populations and have knowledge of various family systems and sub-systems. There are no limitations in the study group and a wealth of different cultures are welcome as participants, provided they have knowledge and experience to contribute.

Another aspect considered in this study is the participant's time served in child welfare and public social services agencies, what period of time served, the dynamic of the agency of origin they worked for, what type of exposure to training and culture they experience, and in what area the training

was received. It is important to also consider what level of exposure the workers have with clientele and their time spent with different population groups. We consider experience as a diversity issue within each position as it correlates with the amount of reports and investigations conducted within their respective positions.

The study participants, child welfare social workers and public social service workers, need to be directly in field practice with the community. The community is the population seeking assistance for finances, medical, and any other public support. The population is richly diverse in economic status, gender, ethnicity and culture, and work history. The other portion of the community served are those being referred by any concerned party to a child welfare agency. There are no limitations to this community. The study participants work with these populations in this type of position to be considered for this research. Additionally, their employment must be active within these settings as it would not benefit the research if their employment were historical or they had potential at a position.

Ethical Issues

The NASW Code of Ethics states that as social workers, we carefully considered possible consequences to participants in research. We obtained written informed consent of all study participants. There was no penalty for declining to participate in the study group. If a participant was unwilling or

unable to give informed consent, they were excluded from the study and explanation why they are excluded is provided.

The protection and well-being, privacy, and confidentiality of the participants is a primary focus of ethical concern and issues. At all times identity was protected and anonymity guaranteed. The study anticipated and minimized harm to participants by continually practicing informed consent, maintaining moral, ethical, and competency values, and protecting privacy and confidentiality of participants. Utmost priority and emphasis was placed on integrity and sensitivity in working with study participants. The main ethical dilemma was to maintain the participant's natural human rights and maintain their confidentiality as requested. This type of research is raw and entices conversation and is needed to maintain the participant's right to remain confidential; limits to confidentiality was discussed with participants. Also, the participant's right to informed consent, and maintaining social work values and ethics with regards to the study participants, was of constant consideration. The researchers maintained an ethical responsibility to the wellbeing of participants by ensuring self-determination, informed consent, displaying competence, understanding culture and its function in human behavior and society, and avoided conflicts of interest that interfered with discretion and judgement. The researchers respected participant privacy and confidentiality, allowing access to records, and avoided unethical conduct by carefully considering possible consequences to participants.

Participants were informed of their right to withdraw from the study group at any time and steps taken to provide supportive services as needed. Priority was placed on participant protection and emphasis was placed on do no harm or distress. Information gathered from participants was for professional use only and is to be distributed to professionals concerned with the research data. All identifying information was eliminated from final report. Steps were taken to ensure findings, evaluations were reported accurately, and no falsification of data guarantees results free of errors. Dual relationships and conflicts of interests were avoided. Responsible research was emphasized with study groups and colleagues. Given this is an action study, participants discussed sensitive and politically charged topics, anonymity and confidentiality of participants and the data obtained is priority. Participants were informed of the limits of confidentiality. Any documentation or records with identifiable information were destroyed prior to dissemination of study. All steps and responsible action necessary was taken to ensure that all opinions expressed were done in a safe environment.

Political Issues

The political issues faced when developing the research are a main consideration with the study because of the inflammatory and activist approach to the project. This project is approached with critical theory paradigm and by nature is political and problematic. The research defines the power relationship, the systemic and institutional racism, and the oppressed,

and then openly criticizes the oppression and power imbalances. The biggest political issue is the inflammatory and emotional nature of the research focus. Part of the political focus is a collective plan to reduce emotional trauma and minimize the negative impact of the study for participants and researchers alike.

Initial contact with participants was unbiased and neutral when discussing cultural competency and racial disparity and disproportionality as it is an ongoing matter that is discussed in child welfare and public social services. The conflict will come when data is presented with the consensus of lack of quality training and preparedness of mandated reporters employed by public social services agencies and child welfare social workers, as it may not be received in a positive light. Another issue may arise when, and if, this research is presented and nothing is changed in the agencies, child welfare social workers may continue to feel alienated and lack of service will continue to be provided to families despite knowledge of the ongoing and growing issue.

The second political issue encountered is maintaining informed consent with participants. In the initial engagement of gatekeepers and participants, full cooperation of line staff, supervisors, managers, and administrators was expected. As the study developed and became focused on the lack of training and resources available to child welfare social workers and public social service mandated reporters, this presented a conflict regarding informed

consent. Confidentiality is paramount. The reputation of the researchers is to be protected within the social work community.

The Role of Technology

The role of technology was the use of computer for data collection, analysis, and communication. Signed consent forms were collected from participants electronically by use of website or email. Technology was used in the forms of a laptops and phones. Telephones were used to make needed calls to set up meetings and initiate interviews. The computer was used to transcribe the data from the interviews and run analysis. Stressed was the importance of gaining consent from the participants prior to completing interviews.

Summary

Chapter two highlights the stakeholders, gatekeepers, and participants in this research study. Also discussed are the locations and important meetings held regarding this topic. This chapter also discusses the ethical, political, and diversity issues regarding the research conducted and how it is designed to combat these issues. Finally, this chapter discusses the technology used when engaging participants.

CHAPTER THREE

IMPLEMENTATION

Introduction

The implementation phase of the study was the actual engagement of study participants at study site. The primary data gathered were qualitative interviews completed at study site with individual interviews to ensure accuracy of data collected. The participants were mandated reporters employed by public social service agencies and social workers employed by child welfare agencies. First to be discussed are study participants and how the selection of participants took place. This is followed up by data gathering, the phases of data selection, data recording and analysis, termination and follow up, and finally the communication of the findings and the dissemination plan.

Population of Potential Study Participants

The population from which participants were selected were child welfare field social workers with direct access to clients, providing services to families daily, and public social services line staff who are mandated reporters. Those participants are the parties impacted most by this research project. Study participants hold imperative roles in relation to racial disparity and disproportionality in the child welfare and public assistance fields.

This research project includes an array of participants from different cultural, educational, and diverse backgrounds. Those who were included are participants with different positions in the agencies providing a diverse and objective opinion on the issue from different hierarchal levels in the agencies. The primary diversity issue includes a diverse, multi-cultural, and multi-racial panel of participants.

The study group consisted of public social service workers. Workers provide support to individuals and families in the form of public assistance financial grants, nutritional assistance programs, medical assistance through issuance of paid healthcare benefits, and program assistance in obtaining employment. These employees are mandated reporters who are required to report suspected child abuse and neglect. Employees are as diverse as the populations they serve. The study group included male and female participants that specifically hold positions in a public social service setting providing direct support to the community.

The second study group consisted of child welfare social workers who conduct investigations regarding child welfare and make crisis level decisions about child safety and well-being. This agency also provides services to families including mental health, substance use, financial assistance, housing, food, and court level interventions.

It is important to note that the client population is diverse in both the child welfare agency, as well as the public service sector. Having a well-

rounded and well-immersed social worker is only part of the need for cultural humility training. The population is growing rapidly, and new cultural systems and cultural norms continue to develop in society leaving the social worker to become constantly educated and involved in the community through an evolving system. This study group will be open to male and female participants.

The study group focused on those in a child welfare position providing direct support to children and families in the child welfare agencies. Specifically, these individuals had a higher level of education at a bachelor's degree or greater in a social work, criminal justice, counseling, psychology, or other social science related field. The participants interact with multi-cultural populations and have knowledge of various family systems and sub-systems. There were no limitations in the study group and a wealth of different cultures were welcomed as participants, providing they had knowledge and experience to contribute.

The study group focused on those in a public social service mandated reporter position that provide financial support to children and families throughout the inland regions of Southern California. These individuals had a higher education level at a bachelor's degree or greater in sociology, psychology, criminal justice, or other related field of study. Participants interact with multi-cultural populations and have knowledge of various family systems and sub-systems. There were no limitations in the study group and a

wealth of different cultures were welcomed as participants, providing they have knowledge and experience to contribute.

The social worker and public social service mandated reporters power differential and power of influence were considered in this study. The division and boundary of a client and worker relationship was viewed as an aspect of this study and preparations were made to ensure this study was subjective to the lack of awareness of cultural aspects.

Another aspect considered in this study was the participant's time served in child welfare and public social services agencies, what period of time served and the dynamic of the agency of origin they worked for, what type of exposure to training and culture they had, and in what area the training was received. Also considered was what level of exposure the workers had with clientele and their time spent with different population groups. We considered experience as a diversity issue within each position as it correlated with the amount of reports and investigations conducted within their respective positions.

Study Participants

There was a total of 10 participants in the study. Of the 10 participants, five were social workers practicing in the field of child welfare and five were employed by department of public social services in differing capacities, and all participants were mandated reporters. Of the participants interviewed, nine were female and one was male. Only one participant identified as part of the

LGBTQIA+ culture. Three participants identified as African American, five identified as Hispanic, and two identify as Caucasian. The ages of the participants were half between 25 and 40 and half were 41 and above. Half of the participants were in their position five years or less and half were in their positions six plus years. Of all the participants, only two identified their religious culture. One stated they identify as Catholic and one identified as Christian.

Purposive sampling is a non-probability sampling selected based on characteristics of a certain population that is selective. The approach was used to identify individuals or groups of people who have experience in social phenomenon (Morris, 2014). Patton's snowball sampling is a way for the researcher to understand and use existing personal and professional networks to identify key people related to study focus and to identify and utilize the personal and professional networks of participants to identify other study participants with relevant experiences related to study focus (Morris, 2014).

Patton's snowball approach to sampling was used for selection of participants and methodology in the study. In snowball sampling, we used our personal and professional networks identifying study participants. In using snowball sampling, it supported the call to action approach of critical theory that is the basis for the study. Snowball sampling was completed by asking participants to pass along information for researchers to other potential participants. This minimized the risk for breach of participant personal

confidentiality. Maintaining confidentiality and personal privacy was a continuous focus of the snowball sampling and study.

Participants were selected based on their knowledge, skills, and willingness to participate in the study. Participants were selected based on the position they held in the agency and their willingness to provide insight into the topic. Study participants were selected based on their desire to participate in the teaching/learning approach, desire to become empowered, and empower others through the research process.

Data Gathering

Data gathered was based on individual qualitative, empathy interviews. Data was gathered from the individual interviews with all participants. There were three main goals in data gathering including looking at developing the ideological analysis, organizing and implementing action, and evaluating the impact of action (Morris, 2014). Data gathering and collection included the development of plans, assigning tasks, and keeping time to maintain deadlines.

The interviews with key informants were designed to collect the participant's perception of cultural humility training inadequacies in public social services and child welfare agencies and how this is relevant to them. Effective listening, relevant questioning, and reflection was used to encourage the teaching and learning process, which is the combined process where researchers assess the needs of participants while establishing learning

objectives and development of understanding of participants. Participants were encouraged to communicate, share, and reflect in order to explore the power relationship. By doing so, we were actively looking for patterns that were a direct result of the lack of training in cultural humility that would result in disparities and disproportionality in the child welfare system.

We utilized the three main categories of questions to explore the participant understanding of the research. These were descriptive, structural, and contrast questions. These were used to establish general opinion and thought, expansion of understanding in relation to participant responses, and to develop the inclusion or exclusion of data by grouping or sorting through contrast questioning (Morris, 2014). Questions addressed were the level of knowledge about cultural populations served, training provided by agencies regarding culture, personal participant feelings regarding culturally diverse members of the community (See Appendix A).

<center>Phases of Data Collection</center>

The initial phase of data collection was to engage in open conversation with personal and professional contacts. Researchers then moved into formal, individual interviews based on interest shown in the research and those who provided professional input and insight. The phases of data collection used during interviewing were engagement, development of focus, maintaining focus, and termination (Morris, 2014).

The engagement process began with asking essential questions specific to the research focus. These questions were rapport building and non-threatening. Then transitioned into extra questions which were essential, follow up questions that were rephrased. Throw away questions were next and were general or demographic questions to establish the tone of the interview. Probing questions followed. These questions expanded participant thoughts and encouraged their elaboration on their thoughts or opinions. Development of focus and maintaining focus phases of data collection used probing questions to clarify the focus of research and kept participants on task. Termination allowed for reflection and summary of interview. It also brought understanding and clarity to interview and data collection. Personal and emotional comfort of the participant was vital consideration of the interview due to the sensitive political focus of research. Questions addressed were how participants feel about their level of preparation to interact with culturally diverse populations, did they feel prepared to work with culturally diverse populations, and how they feel about the agencies adequately preparing them to work with culturally diverse populations (See Appendix A).

In the early phases of the study, participants were surveyed using in depth interviews with a multi-stage questionnaire that allowed for individual feedback (McMillan, King, & Tully, 2016). There was a preset list of questions and utilization of flexibility allowed for other questions to be included in data collection. By focusing on the political function of interviews and data

collection, interview experience transformed for participants through empowerment and a teaching-learning process (Morris, 2014). In a teaching-learning style, participants and researcher interacted and collaborated to address the oppression directly and take-action. The result of the study was to empower public social services mandated reporters and child welfare social workers to deliver appropriate services in culturally sensitive ways. The researchers completed this through collaboration with study participants and dialogue, conversation, and reflection.

Data Recording

When conducting a qualitative study, recording the data is significant. It is central to pick up on the participant's words, gestures, and non-verbal communications. Since the passion and perspective of each participant is fundamental in this study, record keeping was completed in multiple ways. One way that was used was to record the interviews, with consent of the participant, for the most accurate transcription. Record keeping was done through audio recording in face to face interviews and written/typed record keeping. The interviews were then transcribed to a laptop and transferred into Atlas.ti for further analysis and theme connection. It was also helpful to keep journals as a researcher to add comments about tones and gestures that were not noted in the verbal communication. Accuracy in data collection was established immediately. Sound recording was the ideal method of data

collection because it was minimally invasive and most accurate in recording

the data. This was used in addition with note taking to record non-verbal cues.

Two research journals were used during research. The first research

journal was a narrative account of the study from beginning to end. This

included descriptions of discussions that occurred during assessment,

engagement, and planning. Also included is data gathered during

implementation including observations and notes (Morris, 2014). The second

was a reflective journal describing the processes and rationale of developing

the ideological position. Recorded were ideological statements, evaluation

decisions, and action strategies. Each stage was reflected on in this journal to

maintain perspective, clarity, and direction of research (Morris, 2014).

Data Analysis

After the interviews were completed, the data was transcribed into

Atlas.ti. Common themes in language and content were identified and color

coded creating eleven open codes. After the common themes were identified,

relationships between the codes were identified describing how they are

connected and what that implies in this research. A core theoretical statement

based on the open and axial coding was created describing all the findings,

this process is known as selective coding. Based on all the findings, there

needed to be further analysis of the breakdown of power structures,

implications on personal, community, and agency, and identification of key

stakeholders that can make changes based on the data, this process is known

as the conditional matrix analysis. The action plan is created based on the information found through the conditional matrix analysis and created to be carried out by the interviewers and researchers.

In the Critical Theory Paradigm, data is constantly reviewed to determine the future interviews. The data opens conversation and follow up questions to illicit more information. The information was gathered qualitatively and then separated into categories by response. This was completed by considering what information was gathered, how the information would change in future interviews, confirmation for suppositions, and emerging themes. In completing this, summary data was formed into units of analysis, which were then sorted into categories through content analysis. At this point, repetitions and similarities were identified in the data.

There were three different phases of analyzing data during this study. The first phase was understanding the role and power each individual holds in their position. Identified was the role of power and influence each public social service mandated reporter and child welfare social worker possesses within their realm of influence and how much power they have in making the change toward ending oppression. This expanded to identify the level of power each individual possessed and then expanded to the level of power their organization must exude power and control over the community.

Identified was the power of each individual in their current position as either a mandated reporter role in public social services or as a child welfare

social worker. We considered strategies of change from the common themes that emerged from the power of each individual and organization (Morris, 2014). In this analysis, themes were identified on how individuals can prompt change in their organizations regarding individual training and organizational policy. Individuals can identify good action plans and create ideas on solutions. The third way to evaluate the data is to monitor the action plan created in phase two.

The interviews were transcribed and uploaded into the Atlas.ti program and coding was conducted. Common themes were identified; trends and transcribed themes from the participants were used to create a chart showing response and theme connection. There were two sets of data evaluated. The first set of data were the transcribed interviews with Child Welfare Social Workers and their responses to self-preparedness and quality of service provided to clients. The second set of data were the responses from the mandated reporters employed in a public social service sector. Both sets of responses were tracked and coded in Atlas.ti to identify common responses to cultural preparedness and their beliefs of self-preparedness. When both sets of data were transcribed and coded based on their own themes and connections, they were then compared and coded to each other. The goal was to equip the public social service sector and the child welfare sector with themes regarding racial disparity and disproportionality and to add the themes of the public services as a whole and their perception about their own

positions to eliminate oppression. The development of a realistic plan of action for public social services mandated reporters and child welfare social workers to carry out was the focus.

Summary

Chapter three discussed the implementation of the study. The implementation, engagement, and data collection methodologies were discussed. Chapter three also discussed the selection of study participants and how the data will be gathered from participants. Phases of data collection and data recording were discussed. Data analysis and dissemination of results were discussed. In this chapter it is also discussed on how the interviews will be transcribed and how the participants will have access to the results of the data collection. Termination is also a vital part of this chapter in which presenting the information and making suggestions is discussed and follow-up of study with participants and stakeholders.

CHAPTER FOUR

EVALUATION

Introduction

Chapter four describes the methodology used by researchers engaging in the data analysis of this study. Content analysis of data was performed that started with open coding, then axial coding analysis, selective coding was completed to identify the theoretical statement, and finally, the conditional matrix was completed. These methods helped guide the researchers in developing and recording common themes. This chapter also discusses the researchers' data interpretation as well as the implications of the findings and implications for micro and macro practice.

Data Analysis

A "Bottom up" analysis procedure was carried out. According to Glasser and Strauss (1967), the sociological "bottom up" approach generates theories from the data analysis and generates empirical data (Morris, 2006). The data analysis involved was open coding process where interviews were narrowed down into themes based on keywords (Morris, 2006). Recurring themes were isolated and the relationships between them were identified by utilizing open and axial coding. The themes were filtered down into sub-themes using selective

coding and ascertained the theoretical statement. Study participants provided demographic information; participants were then interviewed through an inclusive process by asking 20 open-ended questions where all relevant themes were identified, and relevant data as gathered from public social services mandated reporters and child welfare social workers.

<u>Open Coding</u>

The open codes identified were availability of training, importance of training, training received, training inadequacy, contributing to work experience, preparation for work duties, impact on services, importance of culture, race, and ethnicity, dismissed due to race, culture, and ethnicity, contributing to knowledge, and disproportionality and bias. Through the open coding process, there was an overall dissatisfaction identified with training in cultural humility and cultural sensitivity by both child welfare social workers and public social services mandated reporters.

<u>Availability of Training</u>

The code availability of training is defined as the participant's identification of opportunities for their growth and learning within their position and department to improve their skill and practice. They not only identified the gaps in training but the overall importance of the training availability to improve skills and services. Child welfare social workers felt value and confidence in the training they received. They felt that when training was available it bettered their practice. One child welfare social worker stated, "ICWA is the only training. What

about Japanese? White? Black? I attended a fatherhood engagement training but what about the mothers? The committee that Riverside County has for these issues is all African American members, no white people". Public social services mandated reporters also felt that training added value and quality to their practice. They felt that there is a relevance to the absence of training and how it adversely impacts their effectiveness in their position and the services they provide. A public social services' mandated reporter stated, "In my job they had one training when I first got hired. But I don't think it was ran very well. They constantly mention cultural competency but they don't have any effective trainings in my opinion".

<u>Importance of Training</u>

The code importance of training is how participants prioritized training with reference to their growth, learning, and competence within their position and department. Both child welfare social workers and public social service mandated reporters stated that the lack of training is central in the lack of appropriate services provided to consumers. One child welfare social worker stated, "Lack of cultural competency training impacts services because without the training populations cannot be serviced appropriately due to the services being tailored to one population like cookie cutter services instead of tailored for the family". A department of public social services' mandated reporter stated, "Quality training is important when providing quality services".

<u>Training Received</u>

The code training received is defined as what the participants identified as the in-service education and training provided by the department for the purpose of improving worker skill, knowledge, and performance in their position. Both child welfare social workers and department of social services' mandated reporters identified that there is a gap in the training received in the departments regarding cultural humility and sensitivity. One child welfare social worker stated, "I have had minimal training in regards to culture. The material was based on the recommendation we treat others with respect, patience, and acceptance. We are also required to provide language services and other accommodations, as deemed appropriate. Two additional trainings were provided on services and requirements to be provided to Native Americans".

<u>Training Inadequacy</u>

The code training inadequacy is defined as the participant in-service education provided by their department lacking sufficiency to meet the need of the worker to provide competent care to clients served. Child welfare social workers and public social services mandated reporters both indicated that due to the lack of cultural humility and sensitivity training, culturally competent care is lacking in case management and services provided. One child welfare social worker stated,

> I feel that the training is adequate to meet the needs of those we serve,
> but I think it comes down to the individual social worker to implement the

training learned and have it reinforced during consultation with supervisors.

A public social services' mandated reporter stated that trainings were not adequate, stating, "They only provide cookie cutter trainings…".

Contributing to Work Experience

The code contributing to work experience is defined as how the participants identified factors that improve or degrade the overall individual practice and satisfaction. Both child welfare social workers and public social services mandated reporters both indicated a reduced job satisfaction and lower quality of work experience overall when considering the lack of overall cultural humility and sensitivity training. One public social services' mandated reporter stated, "Yes, it can have an impact. It will provide a more positive outcome". A second public social services mandated reporter stated, "There is an undercurrent of resentment in the workplace… That comes from our own ignorance. It's a given".

Preparation for Work Duties

The code preparation for work duties is defined by the identification of worker preparedness in providing competent care to clients served. Child welfare social worker and public social services' mandated reporters identified their feeling that through meeting training needs in cultural humility and sensitivity, there will be an improved preparation for work duties performed. One child welfare social worker stated, "I think if we understand others, we can

provide better service. We need to know our clients below the surface level".

Another child welfare social worker stated, "I am a professional and I have a job

to do regardless…". A public social services' mandated reporter stated, "We can

all use better understanding of the clients. Maybe if we understood where they

came from, we would be able to help more".

<u>Impact on Services</u>

The code impact on services is defined as how training or lack of training

influences the quality of services provided to clients within the community. The

overwhelming consensus of both child welfare social workers and public social

services mandated reporters indicated that without adequate training in cultural

humility and sensitivity, the outlook in providing quality services is dismal at best.

One public social services' mandated reporter stated, "Like I said, minorities are

trapped because they don't understand or have access to some resources.

Training would even things out and make it fairer". A child welfare social worker

stated, "I believe it is a high priority to provide effective work… But there is so

many missed opportunities to provide quality service to workers and clients".

<u>Importance of Culture, Race, and Ethnicity</u>

The code importance of culture, race, and ethnicity is the bearing that

culture, race, and ethnicity influence the quality of services provide to clients.

The services provided by workers due to the lack of training in cultural humility

and sensitivity reduces culturally competent care and practice in both child

welfare and public social services. One child welfare social worker stated, "It is

very important. It is a horrible thing to not be able to service families appropriately". Another child welfare social worker stated, "Quality training is important when providing quality services. Like I said before it would help ensure all clients have a respectful experience as well as the same opportunities as other clients".

<u>Dismissed Due to Race, Culture, and Ethnicity</u>

The code dismissed due to race, culture, and ethnicity is how participants identified their professional experiences in relation to being dismissed because of their cultural, racial, or ethnic identification. Many of the child welfare social workers felt they were dismissed when they had attended a training regarding culture in the beginning of their careers. They made suggestions for other cultural training at the end of those trainings and nothing transpired based on their requests for additional information and resources. Both child welfare social workers and public social service mandated reporters felt that they were targeted based on their own identification of race, culture, and ethnicity by being assigned cases that were reflective of their own cultural identity. The male social worker felt that he was assigned the more dangerous cases based on gender. African American child welfare social workers and public social services mandated reporters felt they were assigned cases identifying as African American because of their own racial identity. Hispanic workers felt they were assigned Spanish speaking cases based on their personal racial, ethnic, or cultural identity. The implication here is that there is no well-rounded training and the cases are

assigned on assumption of cultural identification. A child welfare social worker

said regarding feelings about experiences due to cultural identification, "All the

time. It makes me feel pissed mostly. People say things that imply I am stupid

because of my race". A public social services' mandated reporter stated, "I am a

black woman. Of course, I have been dismissed. It happens all the time. It

makes me feel upset".

Contributing to Knowledge

The code contributing to knowledge is how the participants identified the

direct importance of cultural humility and sensitivity training to their overall

professional growth, learning, and competence within their position and

department. Both child welfare social workers and public social services

mandated reporters indicated that in there is a contribution to knowledge and

skills in regards to culturally competent and sensitive care. One child welfare

social worker stated, "Personally, I know it's important. I want to be understood

so I know that others want to be understood, too. That culture training would

improve client-employee relationships".

Disproportionality and Bias

The code disproportionality and bias is defined as personal perceptions

and worldviews that color how clients are seen and influence those client/worker

interactions that result in the overrepresentation of certain groups and their

disparate services. There was complete agreement between child welfare social

workers and public social services mandated reporters that there is a connection

between the personal perceptions of culture, cultural sensitivity and cultural humility, and bias in the workplace. One public social services' mandated reporter stated, "I don't like to think that race is important in my casework. But I catch myself treating people a little differently depending on their race. Like I am harder on Hispanic families, I think, because I do not want anyone to think I am playing favorites". Another public social services' mandated reporter stated, "We have natural preference for those who look like us or act like us. Giving us ongoing training can show us that there are populations that are being over-reported or over-served. We can do so much better". A child welfare social worker stated, "I do. I believe the more we are aware of racial disparity and disproportionality, specifically how it relates to our field, the more mindful we can be in our work". A second child welfare social worker said, "Maybe. Social workers are only human and have their own biases, that whether we want to or not, can influence our decisions. I find myself double checking and consulting with my peers and supervisor to make sure it's not my bias getting in the way".

<u>Summary</u>

The research collected identified eleven open codes based upon answers provided during the interview process. The open codes were influenced by personal experience, knowledge of the available training, and the impact that knowledge of culture has on the professional work of the participant.

Axial codes are the intersections or relationships between the categories identified through open coding (Morris, 2014). Despite the frustration expressed by child welfare social workers and public social services mandated reporters with lack of preparedness in the work force, there were four common themes that have emerged through the axial coding phase. Those themes or axial codes are overall training provided to staff, preparedness delivering services to clients, culturally competent and identification in the work environment, and self-awareness and understanding of one's own cultural barriers.
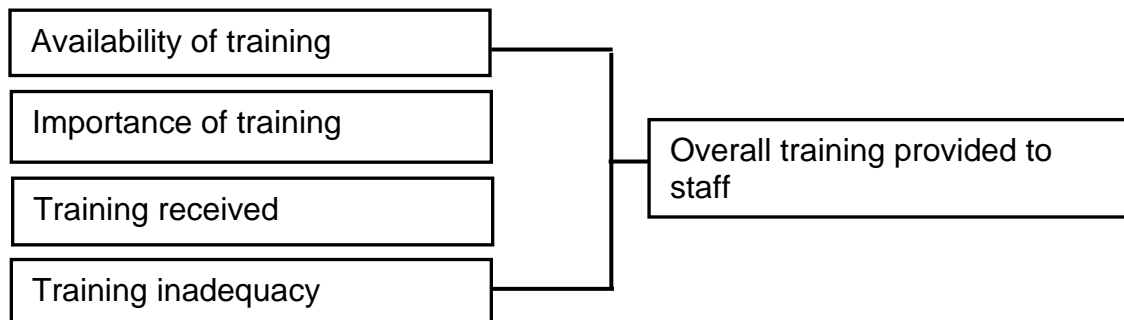

Figure 1. Overall training provided to staff.

Many of the participants noted that the overall training provided to them was inadequate which led us to the emerging theme connecting the first four of the open codes: Availability of training, importance of training, training received and training inadequacy (Figure 1).

Public social services mandated reporters felt that their one online training in reporting child abuse was not sufficient or inclusive, and failed to provide any cultural, ethnic, or racial awareness training. All public social service mandated reporters who participated in the study indicated that they never received any cultural awareness, sensitivity, or cultural humility training. They continued to indicate that they were offered any other training which correlates the themes availability of training and the training received.

Child welfare social workers spoke about the limited training provided to them at the start of their career and not cultural sensitivity was not revisited. Child welfare social workers indicate that when they are initially hired, they are provided with three months of intensive training on child welfare practices, with cultural competency being one day of the three months. They reported that as time went on there were no additional trainings provided and there were limited refresher courses to keep them informed about culture. Essentially, the overall training received was limited, inadequate, and not productive with both the child welfare social workers and department of public social services mandated reporters. Both groups shared they felt the training received was important but so scarce that they relied on refresher courses to keep them abreast of changing culture and remaining aware for the best practice in their field.
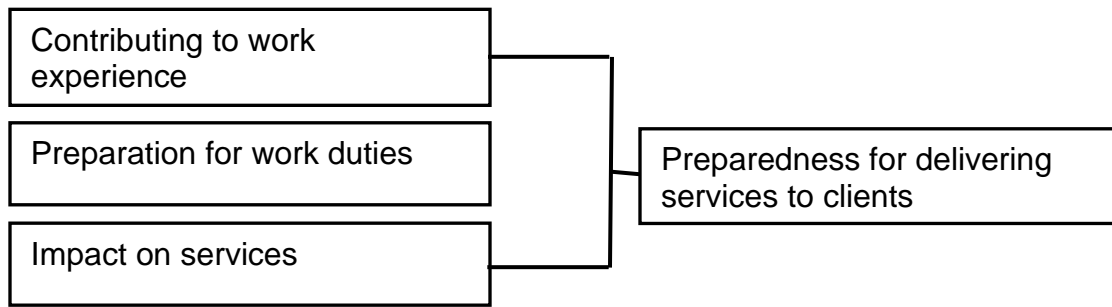
```
┌─────────────────────────┐
│ Contributing to work    │
│ experience              │
├─────────────────────────┤        ┌──────────────────────────┐
│ Preparation for work duties │    │ Preparedness for delivering │
├─────────────────────────┤        │ services to clients       │
│ Impact on services      │        └──────────────────────────┘
└─────────────────────────┘
```

Figure 2. Preparedness for delivering services to clients.

The training aspect leads into the second prominent theme, which is the

delivery of service to clients. The next emerging theme from the open codes was

the preparedness for delivering services to clients and the codes connected are

contributing to work experience, preparation for work duties, and impact on

services (Figure 2). With limited knowledge of cultural norms, all workers

expressed they do not feel prepared when providing services to different

population groups. Public social service mandated reporters have shared that

they are nervous about the delivery of service to clients because they are not

privy to cultural differences in most of their cases. This also impacts what is

reported to the child welfare hotline when public social services mandated

reporters consider what is child abuse and what is not. Child welfare social

workers then receive investigations and are expected to provide quality services

in relation to the family's culture. Without the cultural awareness of the family, it

is difficult for child welfare social workers to deliver services and resources to

families, which directly impacts the cultural disparity and disproportionality in the child welfare department investigations.
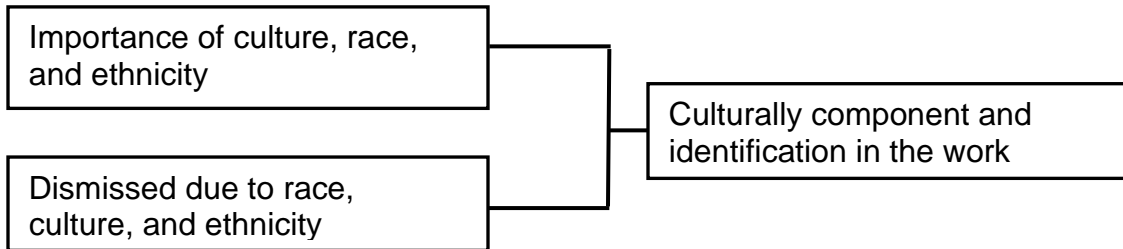
```
┌─────────────────────────────┐
│ Importance of culture, race, │────┐
│ and ethnicity               │    │
└─────────────────────────────┘    │    ┌─────────────────────────────┐
                                   ├────│ Culturally component and    │
┌─────────────────────────────┐    │    │ identification in the work   │
│ Dismissed due to race,      │────┘    └─────────────────────────────┘
│ culture, and ethnicity      │
└─────────────────────────────┘
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Figure 3. Culturally competent and identification in the work.

The third theme is the importance of the workers personal cultural identity and how they feel they are treated based on their cultural identification in the workplace. The third emerged theme from two open code correlations is the cultural component and identification in the workplace using the open the codes: Importance of culture, race, and ethnicity and feeling dismissed due to race, culture, and ethnicity (Figure 3). Many workers felt they were dismissed or mistreated based on how they identified themselves culturally. Some public social service mandated reporters were afraid to express how they identified culturally in the workplace based on fear of repercussions and acceded to their supervisors and managers to avoid upsetting the fragile social balance. Child welfare social workers felt that they were not afraid to express their cultural identity but felt they suffered because of their outspoken nature. One male felt

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he was being targeted with difficult assignments because he is a male. An

African American woman felt that due her identifying as "black" she received the

majority of assignments of families who were identify as African American. All

workers felt they were targets irrespective of or if they spoke about their cultural

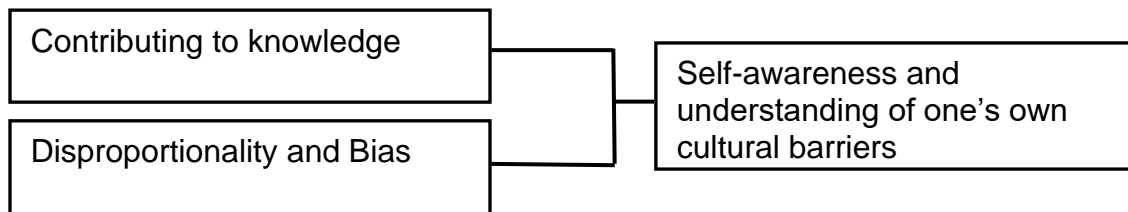identity or not, which ultimately impacted the workplace environment.

Contributing to knowledge		Self-awareness and understanding of one's own cultural barriers
Disproportionality and Bias		

Figure 4. Self-awareness and understanding of one's own cultural barriers.

The final theme that emerged is the worker's personal understanding of

their limitations and barriers of cultural bias. The final theme that emerged

through the correlation of open codes is self-awareness and understanding if

one's own cultural barriers, connecting the codes: contributing to knowledge and

disproportionality and bias (Figure 4). The most commonly talked about themes

in the world of child welfare social workers is the understanding a person's own

culture, barriers, and cultural bias. This theme was commonly discussed and

represented in open coding. Child welfare social workers have a general

understanding of cultural bias but there is limited training and follow up available

to help workers understand and rationalize their own limitations in cultural bias.

<u>Summary</u>

Through the process of axial coding intersections or relationships between

the categories of the open coding. Four common themes emerged: overall

training provided to staff, preparedness delivering services to clients, culturally

competent and identification in the workplace, and self-awareness and

understanding of one's own cultural barriers.

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┌─────────────────────────────────────────────────┐
│   Open Coding, Axial Coding, and Selective Coding │
│     11 major codes crossing into four main themes │
└─────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────┐
│  Selective Code:  The core theory states that workers feel │
│     a lack of preparedness when working with different     │
│                   cultural groups                          │
└─────────────────────────────────────────────────┘
```

Availability of training	
Importance of training	
Training received	Overall Training provided to staff
Training inadequacy	

Contributing to work experience	
Preparation for work duties	Preparedness delivering services to clients
Impact on Services	

Importance of culture, race, and ethnicity	
Dismissed due to race, culture, and ethnicity	Culturally component and identification in the work environment

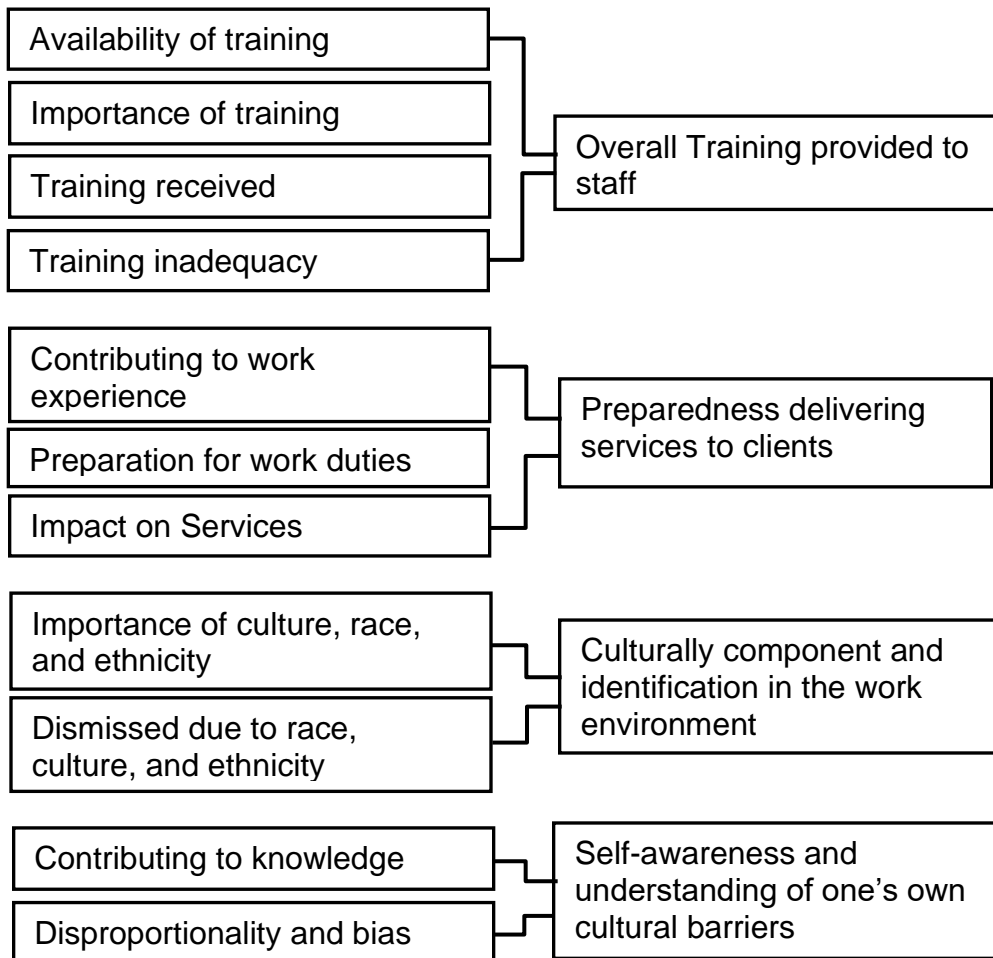| Contributing to knowledge	
Disproportionality and bias	Self-awareness and understanding of one's own cultural barriers

Figure 5. Grounded theoretical model of worker preparedness.

Selective Coding

  Using the grounded theoretical model, and a bottom up approach,

researchers completed open, axial, and selective coding. Selective coding is the

process where core themes are identified and integrated to develop the

theoretical statement (Morris, 2014). Researchers identified intervening core

concepts and themes through open and axial coding by identifying 11 themes as

seen in Figure 5. Through the use of selective coding, researchers identified four

themes that emerged based on the responses and repeated occurrence of the

answers including overall training provided to staff, preparedness in delivery of

services to clients, cultural component and identification in the work environment,

and self-awareness and understanding of personal cultural barriers. The core

category is that public social service mandated reporters and child welfare social

workers feel a lack of preparedness when interacting with different cultural

groups.

Data Interpretation

Public social service mandated reporters are the initial responders when

interacting with different cultural population groups. All the interviewees

indicated they were not given any training to deal with different cultural groups,

directly impacting what they reported to the child abuse hotlines. Many felt there

was a break down in cultural bias when responding to cultural practice, providing

resources, and making reports when there is suspected child abuse. Many

public social service mandated reporters felt they were dismissed when they felt

a child abuse report was needed and their supervisor did not agree, making them

feel they were ill-prepared for the moment of reporting. This directly impacts the

calls that are reported to the child abuse hotline; reports are relative to personal experience and knowledge of different population groups.

Child welfare social workers are the first emergency responders to investigate child abuse reports called into the hotline. They felt unprepared because there is a lack of quality training about the different cultural populations within their region. When a social worker is assigned an investigation, they felt they were being targeted based on their personal identification of culture whether that meant they are male, female, black, white, or Hispanic. Some social workers felt that they had an influx of certain culture groups based on their own cultural, ethnic, or racial identity. Social workers shared that they are trained about cultural awareness at the beginning of their career and it doesn't get brought up again, leaving a gap in training to keep abreast the changing cultural populations and groups in the area they serve.

Participants felt that the training for child welfare social workers is limited and of poor quality. Child welfare social workers want to be able to provide best care and quality of practice by using social work skills but feel they are not prepared for all aspects of the job. Public social service mandated reporters and child welfare social workers feel there needs to be increased knowledge, awareness, and accountability by the agency to enable workers and ensure that they are providing best practice and services.

Conditional Matrix

The structure of the grounded theoretical model is based on the conditional matrix, representing "…a constant interplay of actions/inactions and conditions/consequences in a… dynamic evolving way…" (Van Wersch & Walker, 2009). By comparing these themes and codes, researchers were able to identify the relationships and linkages that formed the central relation or theory as stated in Figure 1. The core theoretical statement that emerged from data states public social service mandated reporters and child welfare social workers feel a lack of preparedness when working with different cultural groups. The following are areas in which mandated reporters and social workers are directly impacted with implications for micro and macro practice.

Individual Level

Public social service mandated reporters felt they were dismissed and discouraged when it came to cultural humility and sensitivity. They feel their own lack of cultural preparedness as it relates training and their own identification of cultural norms and bias has impacted their awareness when dealing with internal and external affairs. Public social service mandated reporters identified that there were times when they felt that their cultural, racial, or ethnic identity was a liability in their career advancement. Some stated that because of the lack of training in cultural sensitivity, that they personally felt that their peers, colleagues, and supervisors were not prepared to interact with them as a cultural minority.

Some felt targeted because of their cultural identification and were the victims of internal oppression and not able to provide optimal services to clients.

Child welfare social workers all described that they received one training about culture awareness and it was tailored to a singular, specific culture in the beginning of their career leaving huge gaps in knowledge of community racial, ethnic, and cultural populations. Some seasoned child welfare social workers were not provided additional training or knowledge after the initial hiring phase. Several years into their careers, child welfare social workers felt they were beginning to be targeted due to their personal cultural identity by having assignments given to them based on superior's perception of their culture, racial, or ethnic identification. Males were getting assigned the more difficult and dangerous investigations due to their gender. Black women were being assigned black families to investigate. Hispanics were being assigned the Spanish speaking referrals. This is a bias that a lot of workers know is happening, but it is taboo subject and rarely talked about. This resulted in child welfare social workers feeling like they were oppressed due to their own cultural identification and not qualified to engage with cultures outside of their own.

Family Level

Public social service mandated reporters shared during their interviews that because they have a lack of cultural awareness and training on cultural humility and sensitivity, it impacts how they engage with clients, build rapport with clients, and deliver quality service to clients. This also impacts the amount and

type of reports being called into the child abuse hotline which then has snowball affect impacting the disproportionality and disparity within the child welfare system.

Child welfare social workers felt that because of their lack of available training, it was difficult to find resources and services specific to families of racial, ethnic, and cultural minorities. Best practice child welfare social work infers being culturally sensitive to families; child welfare social workers felt this was not a reality in field work and investigations. Social workers also felt that they were not prepared to encounter different cultures in their field work as they did not know what to expect as far as the cultural norms.

Group Level

Both public social service mandated reporters and child welfare social workers felt they were the only ones who felt dismissed regarding their ethnic, racial, and cultural identification and their personal identity. There was an overwhelming identification of their feeling, but it is never spoken about in the workplace or in public.

Organizational Level

Public social service mandated reporters engage with various population groups daily and have shared they have no training when it comes to cultural awareness. Public social service mandated reporters feel this leaves them at a distinct disadvantage when it comes to their position in the organization itself and their ability to advance within the department. All participants expressed a need

to be heard and acknowledged culturally, and yet not be reduced to cultural, racial, or ethnic identity alone through stereotyping. All participants expressed a need for quality cultural sensitivity training to improve preparedness in engaging with coworkers and clients but also expressed the futility of asking for cultural preparedness training. All participants stated that they were encouraged to be allowed the opportunity to share their thoughts regarding cultural humility and sensitivity and felt empowered to affect real change in the department.

Child welfare social workers that were interviewed all shared there is a need for improved and quality training to shape this generation of child welfare social workers and improve the outlook for future generations. Child welfare social workers felt oppressed by the organization itself and did not feel that speaking up about their concerns about cultural humility and preparedness was going to matter. Social workers felt there was some level of relief when they were interviewed because they were able to share their concerns with someone and felt empowered to make a difference.

At the community level, public social service mandated reporters felt that they can learn from different cultural groups by talking to the families and community resource providers. They felt that through their own interactions, they were able to learn about cultural norms and practices within different racial, ethnic, and cultural groups within their communities. They were able to harvest additional resources for cultural minority populations. Through these

interactions, community relationships and department image would improve. Instead of being a feared and intimidating agency.

At the community level, child welfare social workers shared they can learn from different cultural groups by talking to the families and service providers on their own time within their community. They also expressed that when it came time to provide culturally relevant services to clients, it was difficult to find services for any racial, ethnic, or cultural group outside of the Native American culture. One child welfare social worker stated that even those services relevant to Native Americans were not relevant to the tribes within their service area. Child welfare social workers also stated they were able to personally identify and connect with resources through their personal networks and efforts. They stated through their efforts and networking that they were able to build quality, culturally relevant services for families they serve within their community.

Action Plan

Through the process of individual interviews with child welfare social workers and public social service mandated reporters it was found that there is a Racial Disparity and Cultural Awareness Committee designed to combat racial disparities and disproportionality for each department. The participants have agreed to take the research and present the outcomes to the committee with the desired outcome to raise awareness.

Power Structure and Analysis of Roles

The power structure in both the child welfare social work and public social service setting is hierarchal. At the top of each leadership team is the director of programs within the county. Those individuals oversee the entire county operations and are not selective to specific programs. The director is responsible for making policy and procedural decisions to ensure high quality, best business practice. This person is the one with the power to put a policy in place and enforce a practice. Subsequently, there are deputy directors who oversee different divisions and regions to ensure quality practice. From there, power differential trickles down to regional managers, supervisors, and field workers.

The field workers are the ones who feel there needs to be a change, as they are the ones who are coming into direct contact with the public. Field workers have limited access to the key stakeholders and must abide by a chain of command to get a message about the quality of training and the effectiveness of what is already learned. Some of the workers expressed the only way to correct the gap in training was to address it with the regional supervisors that are responsible for providing training in order to encourage increased training opportunities. Some other workers expressed their desire to bring it to the top leaders who are involved in the county cultural committee to bring change and awareness.

As a collective, the workers have identified the need to bring awareness about the gap in training and the poor quality of training that has already been provided. When addressing the racial disparity and disproportionality in cases within the counties, it will be important to bring up the training available to deal with different ethnic groups as limited, which causes an impact to the numbers of certain races and cultures as a whole. When bringing the research to the committee, it is important to bring up the personal experiences of the small sample group. If the committee knew that certain workers were dismissed in their request to have additional trainings, they can potentially make a linkage between the disproportionality of cases and training requested. Many can make the assumption that numbers of cases within the child welfare system will change based on the knowledge of cultural norms by the departments and individual child welfare social worker and public social services mandated reporters.

Another important aspect that was gathered through the data is that workers felt targeted based on their own cultural identity when being assigned cases. Some workers may identify as a certain race, culture, or gender but may not relate to others in the same aspect. If an African American woman identified as black, is being assigned cases that are African American/black, it does not automatically mean the worker will know how to respond in certain situations. If a child welfare social worker or public social service mandated reporter is assigned cases that are flagged as dangerous due to their gender identity, it does not

mean they are prepared to handle aggressive or dangerous situations. The

small sample of information collected is valuable and with an increase of

interviews and data collection, the respective counties can improve their practice,

beginning in the cultural committees.

Summary

After interviewing participants and coding the data, eleven open codes

were identified through the commonality of participant responses. Through the

eleven open codes, four axial codes emerged highlighting common themes and

intersectionality of relationships between themes. Those four themes were:

overall training provided to staff, preparedness delivering services to clients,

culturally competent and identification in the workplace, and self-awareness to

understand personal cultural barriers. Selective coding was completed to create

a theoretical statement regarding the data: the core theory states that workers

feel a lack of preparedness when working with different cultural groups. The core

theory was then applied to the conditional matrix and how the preparedness of

working with different cultural populations impacted an employee on an individual

level, family level with relation to field practice, a group level, as an organization

and within the community. Participants then agreed to take the research to their

respective counties and raise awareness to the lack of training and preparedness

workers felt. Each participant identified knowledge of a Cultural Awareness

Committee in their own Agency. A further break down of power structure and

analysis of roles was explained to identify key stakeholders, how the workers can

contribute to raising awareness, and what steps the need to be taken to raise

awareness about cultural practice and professional preparedness.

CHAPTER FIVE

TERMINATION AND FOLLOW UP

Introduction

Chapter five explains the termination phase of the study and the way in which the finding was presented and the dissemination plan to the participants. Also discussed is disengagement from research participants.

Termination of Study

In critical theory, termination is the report and distribution of findings, and a time for the reflection and celebration with gatekeepers and participants. This was done through individuals letters sent to each participant allowing total transparency. The individuals who participated in the study will receive a letter thanking them for their participation and providing them with the results of the study. If the county in which each social worker and mandated reporter are employed are receptive of this information and study, results will be provided to them. A full presentation will be provided to each county and organization through PowerPoint highlighting key themes such as problem and ideological orientation, description of the study, results from interviews, and the action plan, decryption of ideas of action plans, and overview on how the plan is going to be carried out (Morris, 2014).

This study is meant to be a disengagement study in which the mandated reporters and social workers will understand that when results are received that

is the conclusion of the study. The letter sent out to each participant confirmed

that the study was complete and encouraged the participant to be responsible for

empowerment moving forward.

Communication of Findings to Study Site and Study Participants

This research project will be provided in the form of written

communication. If the participants would like written communication of this

research project it will be made available to them as well as anyone in the social

work and public social service community. Formal and informal distribution of

results are to be determined by participants and stakeholders. A traditional

article or report will be written for distribution in social work and academic

communities.

Ongoing Relationship with Study Participants

The participants received a one-page debriefing statement in person after

the completion of the interview. The researchers also made themselves

available in person and telephone after the completion of the interviews.

Dissemination Plan

This study's goal was to bring awareness to the lack of appropriate

cultural humility and sensitivity training for public social service mandated

reporters and child welfare social workers. The study dug into the impact of

cultural training on the population that is served and how it impacts social work

practice. The project, in its entirety, has been offered to county agencies to improve practice. In addition, it has been requested by outside agencies to shed light on the impact of cultural training in areas such as a Child Advocacy Center. The project has been offered in means of email and paper copies.

Summary

The summary concluded the need for a call to action plan that social work staff, public social service mandated reporters, and counties can implement. The people requesting a copy of this study received one at their preference of paper or email. The researchers provided a debriefing statement at the conclusion of each interview. The study findings and reason for the study was provided in a one-page summary and verbally to all participants who requested it. The study was made available to all county agencies, staff, and outside vendors upon request.

APPENDIX A

JOINT RESEARCH FORM

JOINT PROJECT FORM

CULTURAL HUMILITY: RACIAL DISPARITY AND DISPROPORTIONALITY

HOW IT RELATES TO CHILD WELFARE AND MANDATED REPORTER

TRAINING AND PREPAREDNESS

_____

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

_____

by
Ashley Castro and Jennifer Perry
June 2020

Approved by:

_____   _____
Dr. James D. Simon, Research Advisor,   Date
Social Work

_____
Dr. Armando Barragan Jr.,
M.S.W. Research Coordinator

ASSIGNED RESPONSIBILITIES

This was a two person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:
        Assigned leader   _____
        Assisted by   _____
         OR
        Joint effort   __Joint Effort_____

2. Data Entry and Analysis:
        Assigned leader   __Ashley Castro_____
        Assisted by   __Jennifer Perry_____
        OR
        Joint effort   _____

3. Writing Report and Presentation of Findings:

      a. Introduction and Literature
        Assigned Leader   __Jennifer Perry_____
        Assisted by   __Ashley Castro_____
        OR
        Joint effort   _____

      b. Methods
        Assigned Leader   __Jennifer Perry_____
        Assisted by   __Ashley Castro_____
        OR
        Joint effort   _____

      c. Results
        Assigned Leader   __Ashley Castro_____
        Assisted by   __Jennifer Perry_____
        OR
        Joint effort   _____

      d. Discussion
        Assigned Leader   _____
        Assisted by   _____
        OR
        Joint effort   __Joint Effort_____

APPENDIX B

RESEARCH QUESTIONS

DEVELOPED BY ASHLEY CASTRO AND JENNIFER PERRY

1. What is your position? How long have you been employed in your current position?

2. What are your duties?

3. What is your age? What is your gender?

4. How do you identify culturally? Explain.

5. How important is culture? Race? Ethnicity?

6. Have you been in a situation when people from other cultures dismissed you because of your culture? How did this make you feel? Explain.

7. How would cultural competency training prepare you to interact with culturally diverse coworkers? Explain.

8. How important is culture in the workplace? Explain.

9. How important of a factor is race in your casework? Explain.

10. What is your level of knowledge about the cultural population you serve?

11. What type of training is provided with regard to culture?

12. How is cultural training implemented in your workplace? Explain.

13. Do you feel the training in regard to culture is adequate to meet the needs of those we serve? Explain.

14. Do you feel training can impact the over-representation of certain vulnerable populations served? Explain.

15. How does a lack of cultural competency training impact the way social services/human services employees view families and conduct investigations?

16. How does the lack of cultural competency training impact services to certain

    populations?

17. How prepared do you feel interacting with people who have different cultural

    backgrounds?

18. Have you experienced a situation at work where you did not feel prepared to

    interact with people from other cultural backgrounds? Explain.

19. How important is cultural training to providing quality services to clients?

    Explain.

20. What do you feel needs to happen next?

APPENDIX C

INFORMED CONSENT

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

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 cultural competency within mandated reporters in public assistance settings, as well as child welfare social workers that provide direct practice to clients in Riverside County and San Bernardino County. The study is being conducted by Jennifer Perry and Ashley Castro, MSW students under the supervision of James Simon, Assistant 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 this study is to examine cultural competence of mandated reporters in public assistance settings and child welfare social workers in direct practice. The study also examines a relationship between disproportionality and disparity in child welfare cases and lack of relevant trainings.

DESCRIPTION: Participants will be asked to participate in an empathy interview where they are asked to provide their thoughts and feelings toward their own experience with cultural competency training and how the lack of relevant training impacts the ability to provide quality, unbiased service to the families served and undermines empowerment of the worker and the families served.

PARTICIPATION: Your participation in the study is totally voluntary. 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 20 to 30 minutes to complete the interview.

RISKS: There are no foreseeable risks to the participants.

BENEFITS: The potential benefit is to increase knowledge and empower the social works to create change within their departments of origin with the content of this study.

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CONTACT: If you have any questions about this study, please feel free to contact. James Simon by phone at (909) 537-7224 (email: james.simon@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 June 2020.

This is to certify that I read the above and I am 18 years or older.

_____ _____ Place an X mark
here Date

I agree to be tape recorded: _____ Yes _____ No

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APPENDIX D

DEBRIEFING STATEMENT

College of Social and Behavioral Sciences
School of Social Work

DEBRIEFING STATEMENT

This study you have just completed was designed to investigate the level of preparedness and cultural awareness of mandated reporters in the public social service sector that provide service to the community. Additionally, this continues into the child welfare setting and this study was designed to follow the themes and trends of preparedness with child welfare social workers providing service to the community. The study was designed to solicit the personal feelings mandated reporters in public social services sector and child welfare social workers have toward their professional training. Through this we can identify how to equip and empower mandated reporters and child welfare social workers to prompt change and provide an action plan on how to change the training practices to create best practice workers. This is to inform you that no deception is involved in this study.

Thank you for your participation. If you have any questions about the study, please feel free to contact James Simon by phone at (909) 537-7224. If you would like to obtain a copy of the group results of this study, please contact the Scholar Works database (http://scholarworks.lib.csusb.edu/) after June 2020.

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