Expanding the Family Circle
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Module I
Welcome

Before the training begins....

Have you filled out your pre-training forms?

Is your four digit ID on each of them?

Thank you!
“Expanding the Family Circle”
Background

– “Expanding the Family Circle” grant
– University at Albany
– School of Social Welfare
Today’s Agenda

– Today’s Schedule
– Your Workbook & Resources
– Housekeeping Information
Introductions

1. Your Name
2. The “story” of your name
   (what it means or how you came by it)
3. Where you work
4. What you do there
5. In one sentence: what you hope to learn in this training.
Agreements

• What we need to feel safe to share
  – From other participants
  – From the facilitators
  – What the facilitators need from participants
Framework for Practice

• Family-Centered

• Culturally Competent

• Themes in child welfare practice
  – Couples
  – Father involvement
  – Domestic violence
Framework for Practice

The framework is your *blueprint* for practice. It guides practice; it can change with each family.
Framework Activity

- Start in upper left corner for first number
- Upper right quarter for second
- Lower right quarter for third
- Lower left quarter for fourth, continue clockwise
Benefits of a Framework

Using this framework can lead to more effective and efficient compliance with

• ASFA
• ICWA
• Cultural Competence
• Family-Focus
Stories

RELATIONSHIPS are the foundation of our work with families

What we see by looking at a person is the tip of the iceberg:

Each person has a STORY, just as each of us has our own story
TRUST

Listening to & understanding another person’s story builds a trusting relationship

In focus groups, we heard repeatedly that above all, parents want to be respected
Building Blocks

Listening to someone’s story helps us develop empathy and be seen as genuine.

When we view others as part of a family, a community, a culture and a society, we increase our mutual respect.
Professional Helping Relationship

The PHR is the primary vehicle to promoting lasting change

It is our strongest tool to promote, support and attain the child welfare goals of safety and family preservation.
Your casework

You have control of how you interact with families
STORIES

To work effectively with families, we must acknowledge how the family may respond to us and our involvement in their lives.

When we know the families’ stories, it helps us to understand how they view us.
STORIES

Knowing the story of how Native American children were removed from families and communities and never returned can help workers understand that it may be difficult for Native American families to develop trusting relationships with “helpers.”
Challenges

Work in the child welfare field includes working with many systems

*What are they?*
Cultures

Other systems bring other agendas to cases

Example from the group:
  Case where child welfare agenda was different than the agenda of another system involved with the family

*How did that work out?*
Culture

Each of these systems has its “culture”

*Culture is the sharing of knowledge and meaning which influences beliefs and behaviors*
Definition of Culture

Culture is a symbolically transmitted design for living. It includes language, class, race, ethnic background, religion, and other diverse factors that are taught and shared by a group of people.
Cultural Competence

Cultural Competence is:

• A Process
• Learn to respond respectfully and effectively to all people,
• Affirms and values their worth
• Protects and preserves the dignity of each.
Cultural Competency

• This training is nested in the concepts of Cultural Competency.

• Cultural competence is an on-going process with many aspects.

• A person can be competent with some cultures and not with others.
RESPECT

What do you think of when you hear the word “respect?”
RESPECT

Respect = respectare

A Latin word meaning to “to look again” or “to look with new eyes.”
Cultural Competence

Three legs of cultural competence:

Respect  Skills  & Knowledge
KNOWLEDGE

Knowledge = the second leg underpinning cultural competence.

You won’t know every thing about every culture; you are willing to learn about other cultures in order to interact with them appropriately.
SKILLS

Skills = the third support to cultural competency

1. Skills are demonstrated by behaviors:
   – Good communication
   – Following customs
   – Respecting traditions

2. Evidence of skills include:
   – pictures and artwork reflecting diverse cultures and races.
Cultural Competence

- Cultural competence is a progression toward being more comfortable with cultures, our own and others.

- Two models of cultural competency:
  1. Cross Model
  2. Bennett Model
Cross Model of Cultural Competency

• The Cross Model (Developed by Terry Cross)
  – Based on the history and experience of Native Americans
  – Initially for organizations
  – Later adapted to individuals
  – Identifies six stages of cultural competence

• A copy of the Cross Model is in your workbook.
Bennett Model of Cultural Competency

• Six stages
  – A continuum from ethnocentric to ethnorelativism

• Ethnocentric: The belief that one’s own culture is and should be dominant; it is the “best” or “right” culture.

• Ethnorelative: The recognition of other cultures, and appreciation for how one’s own culture is related to other cultures; it is “different” not “better than” others.
Bennett Model

The six stages are:

Ethnocentric:
1. Denial
2. Defense
3. Minimization

Ethnorelative:
4. Acceptance
5. Adaptation
6. Integration
Dimensions of Diversity

Dimensions of diversity at many levels

• MICRO-Level (Core/primary)
• MEZZO-Level (Secondary/Organizational)
• MACRO-Level (Era)
Dimensions of Diversity

Core:
- Personality
- Citizenship
- Sexual orientation
- National origin
- Physical/mental ability
- Ethnicity
- Personal experience
- Division/group/unit
- Educational background
- Individual interests
- Seniority
- Political events
- Work location
- Family status
- Appearance
- National origin
- Relationship status
- Race
- Gender
- Socioeconomic status
- Function
- System/religion
- Belief
- Management status/title
- Geographic location
- Union affiliation
- Historical events
- World events
- Work content/field
- Cultural events
Diversity Wheel

In your workbook you have a Dimensions of Diversity worksheet.

Identify three areas on the Diversity Wheel that stand out as personally important to you.
Dimensions of Diversity

At your tables, share WHY they are important to you and then we will talk about it with the whole group.
Self-Assessment

Self-Assessment is a critical component in the process of cultural competency.

The Bennett Model and the Diversity Wheel are tools which guide self-assessment.

Next we will learn a framework to guide our practice so that it is *Family-centered*
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