

Child Welfare Pre-Service Training

Child Welfare Standards, Values & Practices

Participant Guide

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Child Welfare Standards, Values & Practices

Child Welfare Standards, Values, and Practice introduces new workers to:

- ethical principles, values, and standards in child protection
- cultural competence in child welfare practice

Objectives

Module One: Cultural Competence

- Differentiate between race, ethnicity and culture.
- Explain the concept of cultural competence.
- Describe and explore the role of cultural competence in child welfare practice.

Module Two: Ethical Standards and Values

- Recognize ethical principles and standards related to child protection.
- Recognize how your personal values can influence your perceptions and decisions.
- Describe the value conflicts inherent in child welfare.

Child Welfare Information Gateway

<http://www.childwelfare.gov/>

Cultural Competence Self-Assessment Questionnaire Service Provider Version

This is an excerpt from a questionnaire designed to assess the cultural competence training needs of mental health and human service professionals. Cultural competence is a development process--the goal is to promote positive movement along the cultural competence continuum.

Instructions: Please circle the response that most accurately reflects your perceptions. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the backs of the pages. Please keep in mind that there is no way to perform poorly. The higher your score, the more culturally competent you are.

Knowledge of Communities

1. How well are you able to describe the communities of color in your circuit?

NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
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2. Please list the cultural group(s) of color who reside in your circuit and how much of the overall population this represents:

Group	% of Population in Circuit	% of Population in Florida

2a. How well are you able to describe within-group differences?

NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
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3. How well are you able to describe the strengths of the groups of color in your circuit?

NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
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4. How well are you able to describe the social problems of the groups of color in your circuit?

NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
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5. To what extent do you know the demographic characteristics within communities of color in your circuit? (Circle the number of your response for each area)

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
Unemployment rates	1	2	3	5
Geographical locations	1	2	3	4
Income differentials	1	2	3	4
Educational attainment	1	2	3	4
Birth/death rates	1	2	3	4
Crime rates	1	2	3	4
Homicide rates	1	2	3	4
Owner occupancy rates	1	2	3	4

6. To what extent do you know the resources for people of color in your circuit?.				
	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
Social historians	1	2	3	4
Informal supports & natural helpers	1	2	3	4
Formal social service agencies	1	2	3	4
Formal leaders	1	2	3	4
Informal leaders	1	2	3	4
Business people	1	2	3	4
Advocates	1	2	3	4
Clergy or spiritualists	1	2	3	4
7. Do you know the prevailing beliefs, customs, norms, & values of the groups of color in your circuit?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
8. Do you know the social service needs within communities of color that go unaddressed by the formal social service system?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
9. Do you know of social service needs that can be addressed by natural networks of support within the communities of color?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
10. Do you know of any conflicts between or within groups of color in your circuit?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
11. Do you know the greeting protocol within the communities of color?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
12. Do you know the cultural-specific perspectives of mental health/illness as viewed by the groups of color in your circuit?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
13. Do you understand the conceptual distinction between the terms "immigrant" & "refugee"?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
14. Do you know what languages are used by the communities of color in your circuit?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
15. Are you able to describe the common needs of people of all colors in your circuit?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
Personal Involvement				
16. Do you attend cultural or racial group holidays or functions within the communities of color?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	
17. Do you interact socially with people of color within your circuit?				
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4	

18. Do you attend school-based meeting that impact people of color in your circuit?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
19. Do you attend community forums or neighborhood meetings within communities of color?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
20. Do you patronize businesses owned by people of color in your circuit?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
21. Do you pursue recreational or leisure activities within the communities of color?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
22. Do you feel safe within communities of color?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
23. Do you attend interagency coordination meetings that impact service delivery in communities of color?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4
24. Do you attend community or culturally based advocacy group meetings within communities of color?			
NOT AT ALL 1	BARELY 2	FAIRLY WELL 3	VERY WELL 4

Chapter 39: Purpose & Intent

S. 39.001(1)(a)-(n), F.S.

- (a) To provide for the care, safety, and protection of children in an environment that fosters healthy social, emotional, intellectual, and physical development to ensure secure and safe custody; to promote the health and well-being of all children under the state's care, and to prevent the occurrence of child abuse, neglect, and abandonment.
- (b) To recognize that most families desire to be competent caregivers and providers for their children and that children achieve their greatest potential when families are able to support and nurture the growth and development of their children. Therefore, the Legislature finds that policies and procedures that provide for prevention and intervention through the department's child protection system should be based on the following principles:
 - 1. The health and safety of the children served shall be of paramount concern.
 - 2. The prevention and intervention should engage families in constructive, supportive, and non-adversarial relationships.
 - 3. The prevention and intervention should intrude as little as possible into the life of the family, be focused on clearly defined objectives, and take the most parsimonious path to remedy a family's problems.
 - 4. The prevention and intervention should be based upon outcome evaluation results that demonstrate success in protecting children and supporting families.
- (c) To provide a child protection system that reflects a partnership between the department, other agencies, and local communities.
- (d) To provide a child protection system that is sensitive to the social and cultural diversity of the state.
- (e) To provide procedures which allow the department to respond to reports of child abuse, abandonment, or neglect in the most efficient and effective manner that ensures the health and safety of children and the integrity of families.
- (f) To preserve and strengthen the child's family ties whenever possible, removing the child from parental custody only when his or her welfare cannot be adequately safeguarded without such removal.
- (g) To ensure that the parent or legal custodian from whose custody the child has been taken assists the department to the fullest extent possible in locating relatives suitable to serve as caregivers for the child.
- (h) To ensure that permanent placement with the biological or adoptive family is achieved as soon as possible for every child in foster care and that no child remains in foster care longer than 1 year.

- (i) To secure for the child, when removal of the child from his or her own family is necessary, custody, care, and discipline as nearly as possible equivalent to that which should have been given by the parents; and to ensure, in all cases in which a child must be removed from parental custody, that the child is placed in an approved relative home, licensed foster home, adoptive home, or independent living program that provides the most stable and potentially permanent living arrangement for the child, as determined by the court. All placements shall be in a safe environment where drugs and alcohol are not abused.
- (j) To ensure that, when reunification or adoption is not possible, the child will be prepared for alternative permanency goals or placements, to include, but not be limited to, long-term foster care, independent living, custody to a relative on a permanent basis with or without legal guardianship, or custody to a foster parent or legal custodian on a permanent basis with or without legal guardianship.
- (k) To make every effort possible, when two or more children who are in the care or under the supervision of the department are siblings, to place the siblings in the same home; and in the event of permanent placement of the siblings to place them in the same adoptive home or, if the siblings are separated, to keep them in contact with each other.
- (l) To provide judicial and other procedures to assure due process through which children, parents, and guardians and other interested parties are assured fair hearings by a respectful and respected court or other tribunal and the recognition, protection, and enforcement of their constitutional and other legal rights, while ensuring that public safety interests and the authority and dignity of the courts are adequately protected.
- (m) To ensure that children under the jurisdiction of the courts are provided equal treatment with respect to goals, objectives, services, and case plans, without regard to the location of their placement. It is the further intent of the Legislature that, when children are removed from their homes, disruption to their education be minimized to the extent possible.
- (n) To create and maintain an integrated prevention framework that enables local communities, state agencies, and organizations to collaborate to implement efficient and properly applied evidence-based child abuse prevention practices.

Code of Ethics

Commitment to Clients

Always promote the well being of families. Advocate for children and others who do not have the capacity to make informed decisions. Take all necessary steps to safeguard their interests and rights.

Commitment to your clients does not override your obligations to society at large, or your adherence to the law. For example, you are a mandated reporter. If a client has abused a child, you cannot hold this information as a confidence without breaking the law. Explain this to your clients up front. Make sure they understand that there are circumstances that will override your loyalty to them.

Know & Adhere to Florida Confidentiality Laws (39.202 F.S. 119)

Protect all the information you learn while working with families. This includes confidential information shared by your colleagues about their transactions with clients. The general expectation that you will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person.

Only access FSFN for legitimate business purposes. Never search or access any FSFN information about people or cases in the news; your personal case; your family members; or your friends, neighbors, or acquaintances.

Conflict of Interest

Avoid any conflicts of interest that could interfere with your professional discretion and ability to make impartial judgments. Conflicts of interests can occur when you relate to your clients in more than one relationship, whether professional, social, or business. If your personal interests or concerns are inconsistent with what is best for your client, you have a conflict of interest.

Derogatory Language

Derogatory language is the use of disparaging language in written or verbal communications to, or about, clients. Refrain from the use of derogatory language while working as a child welfare professional. You have a responsibility to always use accurate and respectful language in all communications with, and about, your clients.

Dishonesty Fraud or Deception

Always behave in an honest, responsible and trustworthy manner. Know the required professional ethical standards, and practice consistently with them. Never participate in, condone, or be associated with dishonesty, fraud, or deception.

Falsification of Records

Make sure that all documentation is accurate, reflects provided services, and is sufficient and timely. Protect your clients' privacy to the greatest extent possible by including only information that is directly relevant to service delivery.

Exploitation of Clients/Sexual Relationships

Maintain clear boundaries, and never exploit you clients in any way. You are not permitted to ask for or accept gifts, money, business loans, legal advice, offers of free work, or favors from clients or your client's family.

Never, under any circumstances, engage in sexual activities or sexual contact with your current or former clients, either consensual or forced. This also applies to your clients' relatives or others with whom your clients have a personal relationship. You hold the full responsibility for setting clear, appropriate, and culturally sensitive boundaries.

Impairment

Never allow your private conduct to interfere with your professional responsibilities. You cannot let any personal problems like stress, legal concerns, substance abuse, or mental health difficulties interfere with your professional judgment and conduct or jeopardize the best interests of your clients. Immediately seek help and take all necessary actions to protect your clients and others if any such problems interfere with your professional judgment and performance.

Misrepresentation/Misuse of Position

Never misrepresent your professional position or credentials. Know the boundaries of your position, and the limits of your authority. Clearly distinguish between your statements and actions as a private individual and your statements and actions as a representative of your agency. Accurately represent the official and authorized positions of your organization, and never claim to have professional credentials that you do not.

Unethical Conduct of Colleagues

If you know of any unethical conduct by your colleagues, you must follow your agency's established policies and procedures and report it.

Resources

Visit the Department of Children and Families' Refugee Services Program website and learn about the refugee population in your region.
<http://www.dcf.state.fl.us/programs/refugee>.

Visit the U.S. Census Bureau and learn the ethnicity breakdowns in your county and city here:
<http://quickfacts.census.gov/qfd/states/12/12089.html>

Visit the Southern Poverty Law Center website and learn which hate groups are active in Florida by city.
<http://www.splcenter.org/get-informed/hate-map>

Visit <http://endlink.lurie.northwestern.edu/>. Click on Module 13 Cultural Issues to locate fact sheets, tools and resources.

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