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ADDRESSING THE DISPROPORTIONATE REPRESENTATION
OF AFRICAN AMERICAN CHILDREN IN
THE CHILD WELFARE SYSTEM

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

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

by
Cecilia Elizabeth Roman

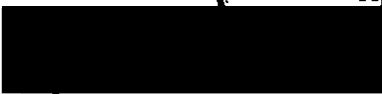
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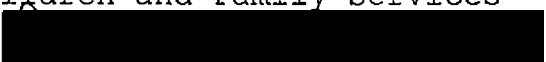


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ABSTRACT

This study aimed at exploring social workers perceptions of cultural competency education and trainings, and effectiveness in addressing the disproportionate representation of African American children in the child welfare system. Eight face-to-face interviews were carried out with masters' level social workers at San Bernardino County's Gifford office of Children and Family Services. Qualitative method was used to analyze the findings and the five reoccurring themes that emerged from the narrative data. The results of this study imply that participants perceive cultural competency training and education to be important in addressing the disproportionate representation of African American children in the child welfare system. Results further suggest that although participants reported their masters program covered cultural competency in some way participants perceived that they did not receive satisfactory cultural competency education in their masters program to adequately prepare them to work in child welfare. Limitations and the implications for social work practice are discussed at the end of the study.

ACKNOWLEDGMENTS

First I would Like to thank my parents Cecilia and Jaime Roman who have provided me with never ending love and support through my life endeavors. Second I wish to thank my sister's and best friend's for providing the emotional strength I needed throughout the completion of this project. Finally I wish to express my gratitude to Dr. Thomas Davis for his continued supervision and guidance through this process.

DEDICATION

I dedicate this to my mother who sacrificed everything so that her children could have a better future. My father who has taught me the value of hard work and dedication. To Laura and Marisol for always being there for me when I needed you the most. When I have needed emotional support, financial support, and logical support. To my Ina for never forgetting about me and being the best Ina anyone could ever have. To Melissa for being the best friend anyone could ask for, and the one I trust throughout everything. Finally to Torean for always knowing how to brighten my day and provide comic relief. You are my family, thank you for believing in me and for loving me unconditionally.

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CHAPTER ONE

INTRODUCTION

Problem Statement

The disproportionate representation of African American children who enter and remain in the child welfare system is raising a great concern. There are many questions left unanswered in regards to the reasons behind this unbalanced representation within the child welfare system. Nationally, the issue of minority children's overrepresentation in the child welfare system has caught the attention of the United States Children's Bureau. According to the United States Children's Bureau (2003), 66% of the children in the United States are Caucasian, and they represent 36% of the children in foster care. In contrast, African American children represent 15% of the children in the United States population but represent 45% of the children in foster care.

Current studies and literature have attempted to uncover and come up with hypothesis regarding the reasons why this disproportionate representation exists. The leading three hypotheses include social worker bias,

system bias, and the overrepresentation of African American families living in poverty (Chibnall et al., 2003). There are few studies that have been conducted to address the disproportionate representation of African American children in the child welfare system.

As of 2009 no clear policies or training exist to address this interest, generally social service agencies have promoted cultural awareness, and the general goal has been to preserve the best interest of families, communities, and children (McPhatter, 1997). However, there is no clear standard, policy, training, or curricula to ensure that this is being achieved. Social work programs are required to prepare their students to be culturally competent service providers; however, there are no clear curricula for achieving this (McPhatter, 1997). According to McPhatter (1997) many social work educators have admitted to having little training in this area and feeling incompetent. Due to their limited training they feel incompetent to cover cross cultural practice in their courses (McPhatter, 1997). As indicated by McPhatter (1997), many educators acknowledge that cross-cultural practice necessitates different skills; however, educators have been unable to identify what

skills are necessary. According to the Child Welfare League of America (2007), 57% of the children in foster care are children of minority background. Therefore, having social service practitioners capable of providing cross-cultural services is extremely important in order to deliver appropriate and adequate services to culturally diverse clients.

According to the California Social Work Education Center (2003), "there is evidence that helper-client matching provides benefits" (p. 4) additionally according to California Social Work Education Center findings there are few people of color entering the social work field at a masters level. The California Social Work Education Center (2003) also found that there are only 13.7% African Americans and 5.9% of Latinos in the social work field. On the other hand, 72.5% of people in the social work field are Caucasian. The California Social Work Education Center (2003) also found that 43 out of 54 counties in California reported that they needed bilingual Social Workers; out of those 43 counties, 66% reported that they needed Spanish speaking social workers. A researcher from San Bernardino and one from Riverside County both suggest this topic as an area for

research for MSW student projects. This is of interest to both counties' because African American children and Latino children are overrepresented in San Bernardino and Riverside counties'.

Purpose of the Study

The purpose of this study is to examine social workers' perceptions on the disproportionate representation of African American children in the child welfare system and social workers views on their own training and education on cultural competence. It is important to understand social workers perceptions on this issue, in order to be able to ensure that the child welfare system is caring for and providing the best and equal services to all its clients. Therefore it is critically important to evaluate social workers' understanding of the issue regarding the disproportionate representation of African American children in the child welfare system, the education on cultural competence, and training on working with diverse client population.

It is anticipated that the end result of this study provide insight regarding areas of need in training and/or education curricula. This is necessary to better

prepare social workers and MSW students in providing quality services to culturally diverse clients, as well as to provide insight for possible ways to address the disproportionate representation of African American children in the child welfare system. Social workers are the people who have direct access to African American client population and are the ones who ultimately make the recommendation of removing children and having them enter the foster care system, and the recommendation of reunifying children with their family.

This study employs a qualitative research method using face-to-face interviews. The advantage of using a qualitative design is that Face-to-face interviews allow the interviewer to achieve greater clarity from participants as well as to explore the questions in a way that elicits the utmost comprehensive responses. Conducting face-to-face interviews is a sensible method of effectively assessing the perceptions of social workers on the disproportionate representation of African American children in the child welfare system. As well as an effective way to gain insight on social workers perception regarding their own educational preparation in their masters programs, and their perceptions regarding

the training they receive on cultural competence in the Child Welfare System.

Data was collected from a sample of 8 social workers with master's degrees, referred to as Social Service Practitioners (SSP) in San Bernardino County's Gifford office of Children and Family Services. Data was obtained in a 15 question audio taped interview where the SSP's answered the questions directly. The questions address each SSP's perception of his/her job training on cultural competence in the county of San Bernardino, and social workers perception of their masters program's effectiveness in preparing them for working with culturally diverse clients.

The most appropriate type of sampling for my study was convenience sampling because I used the social workers who were available and who worked in the child welfare system. Sampling criteria such as age, ethnicity, and gender were documented; however, they were not included as part of my sampling criteria.

This study design focuses on a link between the awareness of the disproportionate representation of African American children and training on cultural competence/sensitivity of the social worker. A variable

in this study was training in cultural competence, and another variable was the SSP's awareness of the disproportionate representation of African American children in the child welfare system.

Significance of the Project for Social Work

This proposed study is needed because there are not studies that inquire about San Bernardino county's Social Service Practitioners' perceptions on the issues of the disproportionate representation of African American children in the child welfare system and social workers' training/education on dealing with cross cultural issues. This information is necessary in order to find the best way to address the issue of the disproportionate representation of African American children within child welfare system and also to create an awareness of whether or not social workers perceive more training and education is desirable in order to achieve adequate cross cultural practice. Cross cultural practice is important in order to properly meet the needs of the diverse client population of child welfare and ensure that child welfare services is fulfilling the value of providing best practice.

This study can potentially open a new gateway for further research in the area of cross cultural training and education needed for social workers. This study is relevant to child welfare practice because it can better inform policy makers about areas that need further review, new or revised policies, curriculum for Title IV-E, and MSW programs. The phase of the generalist intervention process that is addressed is the assessment phase. The research question of this study is: What are social workers perceptions regarding the effectiveness of cultural competence curricula and training in addressing the disproportionate representation of African American Children in the child welfare system?

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter two addresses the current literature that is significant to this study. The literature review examines the existing literature regarding the disproportionate representation of African American children in the child welfare system, the studies that have been completed regarding the three leading hypotheses, as well as studies supporting the significance of culturally sensitive practice and curricula in child welfare agencies. This chapter also covers the theory guiding the conceptualization of this study which is Ecological Systems Theory. Ecological Systems Theory considers how the environment can shape the response of groups, individuals, families, and institutions. Additionally Ecological Systems theory takes into account the influence of systems on one another and the environments influence on the individual. This theory has guided past research on the effectiveness of cultural competence training and education in affectively addressing culturally diverse clients.

Quantitative Studies

Drabble, Hines, Lee, and Ostering (2006) attempted to review each of the three leading hypothesis regarding the disproportionate representation of African American children in the child welfare system and conducted their own study on the factors affecting reunification of children in the child welfare system. The final study sample included 31 Asians, 48 African Americans, 130 Whites, and 132 Latinos (Drabble et al., 2006). They found that African American children in the child welfare system were likely to have mothers who were found to abuse substances, which was also closely related to non-reunification. However, they also found that while African American women, who were pregnant and gave birth, were equally likely to test positive for drugs as white women, African American women are 10 times more likely to be reported to CPS than White women.

This finding in Drabble, Hines, Lee, and Ostering (2006) study imply that there is some reason for reporting African American women more than their White counterparts. Whether reporting of African American women is due to worker bias still needs to be substantiated according to the authors. This finding addresses the

hypothesis on social worker bias and system bias.

Drabble, Hines, Lee, and Ostering (2006) found that the finding of this study support the hypothesis of social worker bias and system bias as possible hypothesis on the disproportionate representation of African American children in the child welfare system. However, the authors do point out that this is an area that needs further research.

When looking at the third hypothesis regarding African American families living at higher rates of poverty, and that contributing to their overrepresentation in the child welfare system, the Drabble, Hines, Lee, and Ostering (2006) found that African American children were in fact twice as likely to live in poverty, as compared to their white counterparts. This according to the authors can be a possible explanation for the poverty hypothesis; the authors also noted that past studies on child maltreatment and poverty have supported the relationship between low income and child maltreatment (Drabble et al., 2006). Because there was a higher possibility of risk factors; when families are living in poverty. The authors also found that African American children were reunified at a rate of 33%

as compared to Whites at 39%. One significant finding in this study was that race was not necessarily a significant predictor of reunification. Their hypothesis was only partially supported by this study. One of the study's weaknesses was that they took data from only one county.

A study conducted by Clark, Buchanan, and Letgers (2008) found that educating social workers on the disproportionate representation of African American children in the child welfare system and cultural competence might in fact help address the issue of the overrepresentation of children of color in the child welfare system. This study attempted to educate social workers on the issue of cultural competence and the overrepresentation of children of color in the child welfare system. The authors discussed the disproportionate representation of children of color in the child welfare system of King County in Washington State. This was a quantitative study using data from King County's child welfare system.

The Clark, Buchanan, and Letgers (2008) study is notable because they concluded that three factors contributed to the disproportionality of service delivery

to African American children. The three factors they found are societal factors, as well as issues in the child welfare system in example funding and practice, and finally they found that individual attitudes, values, stereotypes, and bias contributed to the overrepresentation of African American children in the child welfare system.

The Clark, Buchanan, and Letgers (2008) is a landmark study because it brought the Breakthrough Series Collaborative (BSC) into use, which is used as training model to addresses cultural competence and sensitivity in child welfare agencies. The BSC is training curricula for educating social workers in a child welfare agency setting, the BSC was found to be effective in helping social workers become aware of their own prejudices, as well as educating them on the issue of the disproportionate representation of African American children in the child welfare system.

BSC currently helps address the child welfare systems need to educate social workers about their own attitudes and prejudices in the agency setting. This study provides a framework for educating social workers in the agency setting about culturally sensitive

practice. Educating social workers on cultural competence can have a positive effect by creating an awareness of social workers own attitudes, and an awareness of issues affecting culturally diverse clients. Of the child welfare workers who participated in the study 96% reported that they had increased their awareness of the racial disparities in child welfare (Clark et al., 2008). The authors found that it was possible to educate and create an awareness of the issue of racial disparities in the child welfare system (Clark et al., 2008). This study provides a working model to build off for possible solutions or feasible alterations to the child welfare system, in order to address the issue of racial disproportionality, and attitudes of social workers. This is relevant to practice with families and individuals because it considers the reasons why this disproportion in the child welfare population exists, and helps make professionals aware of the issue and their own attitudes. The Clark, Buchanan, and Letgers (2008) study helped form a coalition in Washington State regarding this issue, and it has been successful in passing legislation in 2007 to help address the overrepresentation of African American children in the child welfare system.

Cross (2008) examined the current literature on the issue of the disproportionate placement of minority children. Through her review of landmark studies she found that social workers often try to justify their biases by their efforts to save the children they remove from minority families. According to Cross, many workers were afraid to go into minority neighborhoods or low income neighborhoods, which also created worker bias. The findings in this article support the hypothesis of social worker attitudes and biases affecting the disproportionate representation of African American children in the child welfare system.

McPhatter (1997) points to the importance of culturally sensitive training and education in working with minority clients. The author discussed the curriculum that students in social work schools are required to learn in order to appropriately serve culturally diverse client populations. This article provided a literature review of pertinent studies regarding the issue; this article also highlights a study done on cultural competent curricula in social work programs.

The McPhatter (1997) study looked at social work programs curriculum's effectiveness in addressing cultural content and competence. The article then goes into further detail about the importance of culturally skilled service providers. The ethical issues discussed in this article are whether or not social work schools are adequately preparing students to provide quality service to clients who are culturally diverse.

The material in the McPhatter (1997) article is relevant to practice with individuals, families, and groups because this article highlights the importance of addressing this area of need within the social work field. This article provides information on areas that would help child welfare workers, and service providers actively engage in culturally sensitive/competent practice for culturally diverse clients. The McPhatter (1997) article goes into great detail about ten areas such as knowledge about neighborhoods and communities, as well as the importance of knowing community needs and resources.

Campton, (2007) completed a case study of an alternatives to the traditional child welfare foster care placement methods, this alternative method was found to

be a much more culturally sensitive model that is very successful with the African American community. Campton studied Family Group Decision Making (FGDM) model used in a minority community with a disproportionate amount of children in foster care. The study reviewed a 1994 community trial of FGDM. In this community FGDM was used instead of traditional foster care placement methods, this community was able to place their children within their extended families or community. One hundred and fifty three families participated in the FGDM process in this community. The outcomes were positive for the foster children, when FGDM was used (Campton, 2007). The foster children were more likely to be able to remain in one permanent foster home, instead of three or more placements that was customary with traditional child welfare placement methods (Campton, 2007). Thus achieving the permanency for the foster children.

The Campton, (2007) study found that children placed through FGDM were less likely to move between short-term homes. The children placed using FGDM were also less likely to have further contact with Child Protective Services. Additionally children placed using FGDM spent less time in the child welfare system (Campton, 2007).

The findings in this article propose that FGDM is a culturally competent way in working with African American clients and an important addition to child welfare service.

Qualitative Studies

Miller and Ward (2008) discussed caring out new system changes to the child welfare organizations customs in addressing the overrepresentation of African American children in the child welfare system. They used a qualitative and descriptive measurement approach. The notable thing about this study is that it worked with thirteen public child welfare jurisdictions, and had them participate in the Breakthrough series collaborative (BSC). Miller and Ward (2008) attempted to address the institutional culture that contributes to the overrepresentation of African American children in the child welfare system.

Miller and Ward (2008) used a systems improvement and quality improvement methodology adapted from the healthcare field. The BSC was developed by the Institute for Healthcare Improvement and the Associates in Process Improvement in 1995. The BSC process included "Learning

Sessions" (Miller & Ward, 2008, p. 220) in which participants (child welfare workers) were able to discuss the causes contributing to the overrepresentation of minority children in the child welfare system, and their own views and attitudes.

The Miller and Ward (2008) study found that BSC successfully organized child welfare agencies in advancement efforts to decrease the number of children of color in the foster care system. Additionally the BSC helped agencies apply and test strategies to balance how the system treats minority children and families. Reported outcomes were improved, engagement in the community and the creation of a "cross-system leadership" (Miller & Ward, 2008, p. 216) at the local level. Miller and Ward (2008) also reported that the staff increased their awareness and education of the issue, supporting the connection between cultural competence training and social workers understanding of diverse clients and communities.

Murphy, Hunter, and Johnson (2008) examined how the child welfare system impacts African American custodial grandmothers. This study is important because it touches on some of the reasons why children are not reunified

with family members, and instead remain in the child welfare system for extended periods of time. The authors included data from 20 African American grandmothers from different counties in North Carolina. They found that the grandmothers often believed that the child welfare policies were in opposition to their family reunification and maintenance.

Murphy, Hunter, and Johnson (2008) found that kinship care for African American grandmothers was often challenged by the child welfare system. This study was relevant to the issue of overrepresentation of African American children in the child welfare system because it looked at a possible reason behind why African American children stay in the system longer, and are less likely to reunify with their family. However, this study does have its weaknesses, it cannot be generalized to the overall African American grandmother in kinship care population, because the sample size is too small, and the participants are only from one part of the United States.

Nevertheless, the Murphy, Hunter, and Johnson (2008) study does present a notable argument and finding that African American grandmothers providing kinship care are often faced with opposition by the child welfare

system, thus supporting the second leading hypothesis regarding system bias, being a cause for the disproportionate representation of African American children in the child welfare system.

Educators and child welfare agencies could find the Murphy, Hunter, and Johnson (2008) study particularly important in pushing for more appropriate and effective curricula on cultural diversity and competence. This study attempted to find out how the clients felt and perceived the child welfare system. Additionally this study recognized that there is a disconnect between the child welfare systems interpretation of the needs of African American families, and their understanding of African American families (Murphy et al., 2008). This is where cultural competence training can be effective in providing insight into the needs of African American families, and acknowledging a much more effective method of working with minority families.

According to Waites, (2009) acknowledging different cultural values like kinship and different strengths of the African American family and community can have positive outcomes in addressing the disproportionate representation of African American children in the child

welfare system. Waites (2009) reviews strengths based practice for African American families in which they use the Integrative Solidarity Framework. The Integrative Solidarity Framework takes into account the kinship and multigenerational families that have been strengths for African American families historically. This framework considers cultural practices and cultural values in working with African American families.

According to Waites (2009) cultural family practice and values have been strengths in African American families historically, and is a culturally competent way of effectively working with African American families. This model acknowledges flexibility and diversity in the family. This model consists of six elements, which are: associational solidarity, affectional solidarity, consensual solidarity, functional solidarity, normative solidarity, and structural solidarity. According to Waites (2009) this model is not difficult to use and can be used with other empowerment approaches effectively. The article then goes into specific questions that can be asked for the six elements of the Afrocentric Intergenerational Solidarity Model, such as "Tell me about your families traditions." This model looks at

assets of the African American family not just problems. The Waites (2009) provides three vignettes on how the model can be use effectively with African American clients. This is a further study supporting the effectiveness of culturally sensitive practice in addressing family maintenance with minority families.

Theories Guiding Conceptualization

Ecological Systems Theory considers the environments influence on the individual. This theory considers how the environment can shape the response of groups, individuals, families, and institutions. This theory takes into account the influence of systems on one another. This theory has guided past research on the effectiveness of cultural competence training and education in affectively addressing culturally diverse clients. This theory acknowledges the connection between institutions, communities, and organizations, affecting people in their environment.

Ecological Systems theory looks at the family's ability to change as well as sustain stability. This theory also focuses on aspects of the family system that can be changed or developed. It also takes into account

how change in one system may affect another system. For example, in Campton's (2007) study of a child welfare agency incorporating Family Group Decision Making (FGDM) when dealing with child placement in an African American community. This change in the child welfare system proved to be effective in the family system as well.

Additionally the use of FGDM provided a new environment for decisions to be made in the child welfare system regarding child placement. Ecological Systems theory allows for variables involved in human problems to be addressed.

Summary

As demonstrated in the literature review research studies support the effectiveness of culturally sensitive training and curricula in addressing the issue of the disproportionate representation of minority children in the child welfare system. This points to possible ways to begin to address the disproportionate representation of African American Children in the child welfare system and offers working models on how this can be done successfully, based on past studies.

CHAPTER THREE

METHODS

Introduction

This chapter covers the methods used in administrating this qualitative study. Particularly, it presents the study design, the sampling method, data collection, instrument, and protection of human subjects. This section concludes with procedures, data analysis, and a summary. The research question this study will attempt to address is: What are social workers perceptions of training in cultural competence ability to address the issue of the disproportionate representation of African American children in the child welfare system?

Study Design

The purpose of this study was to explore social workers' perceptions of their training on cultural competence and their knowledge of the disproportionate representation of African American children in the child welfare system. This study utilized a qualitative design of face-to-face interviews with ten Social Service Practitioners (SSP) in San Bernardino County. The study examined the social workers' knowledge of the

disproportionate representation of African American children in the child welfare system. Additionally this study examined the social workers' experiences of training and education on cultural competence within their previous graduate program and within San Bernardino County's Children and Family Services (CFS). Currently no study could be located that specifically assessed the social workers perceptions and knowledge of this issue within San Bernardino County's CFS. Related literature highlights the importance of culturally sensitive curriculum in social work programs, as well as the importance of cultural competence training within the social work agency setting. The literature suggests that this is necessary in order to provide effective and quality services to culturally diverse clients.

Conducting face-to-face interviews was the most sensible method of effectively assessing the perceptions of social workers on the disproportionate representation of African American children in the child welfare system, as well as their perception on their own education and training on cultural competence. Face-to-face interviews allowed the interviewer to achieve greater clarity from participants, as well as to explore the questions in a

way that elicited the utmost comprehensive responses. Due to anticipated time restraints and the extent of the aim of the interviews, only eight participants were solicited for the interviews. Due to the small sample size, this study cannot be demonstrative of the national child welfare system as a whole; however it can serve as a foundation for further research in this area.

Sampling

As formerly stated, the sample for this study consisted of eight masters level social workers employed at San Bernardino County's Children and Family service. It is important to note that San Bernardino County's official title for master's level social workers is Social Service Practitioner (SSP); for the purposes of this study they are referred to as such. In the selection of participants, convenience sampling was utilized and participants were recruited from the Gifford office of San Bernardino's Children and Family Services. Efforts were made to include a variety of SSP's which represented case carriers (mange cases), intake workers (emergency response and removal), and adoption social workers. The

reason for using a variety of SSP's was to provide a diverse, representative sample of participants.

The eight potential participants were located by casual contact with in the researcher at the Gifford office of children and Family Services. The researcher's internship provided an awareness of potential participants. The criterion for selection was that the participants must have a Masters degree and be currently employed as a Social Service Practitioner for San Bernardino County. The researcher was familiar with the participants in order to increase the likelihood of open disclosure of pertinent information regarding their perceptions of the disproportionate representation of African American children in the Child Welfare System, and their perceptions on their education and training in cultural competence.

This was an exploratory study aimed at pointing to further research directions. Potential limitations of the sampling include familiarity with the participants as stated before. However this familiarity with the participants did not hinder the insight that was gained from the social workers perceptions. One challenge with obtaining a reliable sample is that not all social

workers may have worked with African American families and children. In addition the SSP's have attended their graduate programs at various different periods in time when required curriculum criteria were different than it is today. However the participants do still provide insight as to their education and training regarding cultural competence. Cautious transcription, faculty supervision, and carefully planned out interview questions potentially increase the validity and reliability of the data to help offset biases.

Data Collection and Instruments

This study collected data by structured interviews conducted by the researcher. Participants were asked if they consented to the interview being taped recorded. Tape recordings were made of the participant's responses and their consent. The researcher accommodated interviews according to the participant's availability. This study included approximately fifteen questions. This study utilized open ended questions; questions were designed in order to obtain the most comprehensive responses from the participants.

Furthermore, there was a logical sequential formatting of the exploratory questions that encouraged participants to consider their prior education and training on cultural competence and cultural sensitivity. Instead of a random sequence of questions that could have possibly concealed the most comprehensive responses from the participants. Questions addressed areas of training in cultural competence within the child welfare agency setting. In addition the questions also addressed the SSP's perceived awareness of the disproportionate representation of African American children in child welfare system, and their perceptions on their graduate programs efforts to address cultural competence in their curricula. Appendix A was created with the intent of obtaining responses of the utmost quality.

Procedures

Permission to conduct this study was obtained from San Bernardino County Children and Family Services, via a letter of consent. The procedure used to recruit participants was in person, by approaching SSP's that had contact with the researcher. The participants expressed interest in being interviewed, and agreed to future

contact in participation of this research study. Eight individuals who express interest in the study were contacted to schedule an interview appointment. Interviews took place in a private and confidential location, such as a private group room or visiting room at San Bernardino's Children and Family Services Gifford office.

Interviews were tape recorded with a pocket size recorder, upon the participant's permission. Interviews occurred over a period of five weeks with two interviews per week, from January 19th to March 4th. Interviews consisted of 15 questions, for duration of 20 minutes at most. Participants were asked if they could be contacted for further information if necessary. Open ended questions and simple phrasing permitted for a wide variety of responses.

Protection of Human Subjects

Protecting human subjects was a principal concern of the researcher. Precautionary measures were put in place to safeguard against any harm to the human subjects included in this study. The researcher reduced and restricted the amount of identifying personal information

of the participants, in order to guard against connecting the participants name/identity to the data. A master key linking participant's first names with randomly assigned identification numbers ranging from 1-8 was kept at the researcher's home in a secure, locked filing cabinet, and remained stored separately from the data. Second, the number of individuals with access to the data was reduced to the faculty advisor and researcher exclusively. Finally the data collected was stored in a locked file drawer located at the researcher's home. The data collected was destroyed after the study was completed.

Partaking in the study involved minimal risk. The audio recording of the interviews was done upon the participant's permission. The researcher was the only person to transcribe the interviews. Lastly participants agreed to the location of their interview in the Gifford office of San Bernardino County's CFS. Participants were informed of their right to decline answering any questions that they were uneasy with; participants were also informed of their right to pull out of the study at any time. Every participant was reminded of the private and confidential nature of the interview.

Data Analysis

Analysis of data for this study was carried out using qualitative data analysis techniques. Data from the audio tape recordings of the face-to-face interviews was transcribed by the researcher only. The objective of the data analysis was to ascertain meaning components and categories. The categories developed assisted in developing the definition of the codes that were assigned to the data. A coding scheme was created, and it was applied to identify themes. This process made it possible to identify patterns in the data. The supervising faculty advisor reviewed the coding, designation of categories, and data analysis. This helped guard against personal bias, and add reliability, credibility, and validity to the results. Finally frequency distribution and the mean were used to describe the characteristics of the data sample. The researcher took precaution not to allow biases to hinder the analysis of the data, or the contact with the participants.

Summary

This chapter presented the methodology utilized in this study. This chapter reviewed issues about the study

design, sampling, data collection, procedures, and a rationalization of the interviewing style of questions was offered. This chapter also discussed the protection of the human subjects and their rights, which included anonymity and confidentiality. The chapter concluded with the procedures for the data analysis.

CHAPTER FOUR

RESULTS

Introduction

This chapter presents the data that was gathered from the face-to-face interviews with participants who were master's level social workers at San Bernardino County Children and Family Services (CFS). The results were then coded and examined; the coding method was intended to identify reoccurring themes from the data. The five reoccurring themes that surfaced will be presented in this chapter, along with the major findings.

Demographics

This study comprised of eight interviews from masters level social workers at San Bernardino County Children and Family Services. Questions one through six concentrated on the participant's demographics. The participants included one intake (emergency response) SSP, one program coordinator SSP, two adoption SSP's, and four case carrier SSP's. Of these eight participants 75% (six) of the participants were women and 25% (two) were men. The participant's age ranged from 26 to 65 years old; with the average age of 39.25.

Of the eight participants 100% identified their official job title as Social Service Practitioner (SSP). Out of the participants 50% reported completing their masters program at a public university while the other 50% reported completing their masters at a private university. Out of the eight participants six received a Masters of Social Work, while two received a Master's of Science Degree in Psychology. Participants' years of experience as social workers ranged from two and a half years to twenty-one years of experience with an average of eight years of experience as social workers. Out of the eight participants the most recent master's graduate was from 2009 and the oldest master's graduate was from 1980.

Presentation of the Findings

Qualitative analysis was utilized to analyze the reoccurring patterns and themes, which emerged from the data. This study focused on the following five interview questions:

1. In your Masters Program do you feel that you were offered curricula that adequately prepared you to work with culturally diverse

populations? If yes how? If no, did your program ever offer any curricula on cultural competence?

2. In your view have you received training on cultural competence or cultural sensitivity at San Bernardino County's CFS?
3. In your view is training or information on the disproportionate representation of African American children in the child welfare system and cultural competence necessary?
4. Do you believe there is a disproportionate representation of African American children in the child welfare system?
5. In your view how do you think can be done to address the overrepresentation of African American children in the child welfare system?

Categories were formed and examined. The final phase of analysis included the grouping of data into themes which permitted the researcher to develop conclusions from the data.

Perception of Masters Program Cultural
Competency/Sensitivity Education

Participants were asked how they felt about the curricula offered in their masters programs pertaining to cultural competency and cultural sensitivity. Of the participants 87.5% perceived that their masters programs addressed cultural competency in some way. A participant stated "Well in cross cultural training yes" (participant 6, personal interview, March 2010). Several participants had responses similar to this. Conversely another participant stated "No I do not recall that being really addressed...not a specific class we was required to take" (participant 3, personal interview, February 2010).

However only 25% (two) participants perceived that their masters programs offered them enough information on cultural competence/sensitivity. One participant stated

Yes it was definitely (addressed)...there were classes on diversity... one of my classes at Loma Linda we went over what some of the norms are for Asian culture, African American culture, Hispanic culture, what you know...and we discussed all that, and that was a class. And that helped me understand okay maybe this is why this might be said, or this

is why a woman might look down, or something, or might follow behind a man. Things like that we learned about a lot of different cultures, not all of them of course we wouldn't have enough time, the majority thought with in our area. (participant 8, personal interview, March 2010)

On the other hand a third of participants 75% stated that they believed even though it was touched on, they could have used more information. One participant stated "It was (addressed) but it was very general it was focused more on different stereotypes...they did not give use a lot of information as to the population they are going to be dealing with" (participant 4, personal interview, February 2010). Another participant stated

...it would be better if it got expanded we touch on it in different classes or different discussions it came up, but I think it's so huge when it comes to what we see with our clients in trying to understand them and where they are coming from. So I really feel it should be expanded. (participant 5, personal interview, March 2010)

One participant stated

We did touch on it because that's a requirement we have to talk about it in every class but I think it was a requirement that we had to touch on briefly but it wasn't something we really discussed or focused on. (participant 4, personal interview, February 2010)

Perception of Cultural Competency/Sensitivity Training at San Bernardino County Children and Family Services

Participants were asked how they perceived their training on cultural competency or sensitivity at San Bernardino County. Of respondents' 100% admitted to taking one course in the county regarding cultural competency issues. However, 62.5% of participants reported that taking cultural competency training classes from the county was not mandatory. One participant stated "We had a class that is part of the core training at the beginning, but after that there is no... I've never had anything else after that" (participant 4, personal interview, February 2010). Another participant stated

uhhm a lot of the cultural one are not really mandated. So it's kind of on if you want to do that if that class is offered and you want to do that

then that's great and it goes towards your hours.

Uhhh it wasn't really...hasn't been really stressed;

I am assuming that they are hoping that you already addressed that in your schooling. (participant 8, personal interview, March 2010)

Of the participants 62.5% (five) agreed that they believed the county CFS offered quality training on cultural competency.

Social Worker Perception of The Importance of Cultural Competency/Sensitivity Training/Education

Participants were asked if they perceived that cultural competency training and education on the disproportionate representation of African American children was necessary or important in the social work field. Of the participants 87.5% agreed that it was important to receive both cultural competency training and education. One participant stated "Yes most definitely we need more and I think it needs to be mandatory. Yeah I think before they really get in the field and do the field work most definitely some training and open-mindedness" (participant 3, personal interview, February 2010). Another participant stated "We still need to have that ongoing training on culture diversity

regardless of what kind of family, because you're always gonna have differences I mean that's I mean were all different it's impossible to cover all those differences" (participant 4, personal interview, February 2010).

Social Worker Awareness of The Overrepresentation of African American Children In The Child Welfare System

Seventy five percent (six) of participants reported that they are aware that statistically there is and overrepresentation of African American children in the child welfare system. One participant stated

Well you know when you look at the statistics of course you can clearly see that there is however when I look at my personal experience in my case load I haven't seen that there is I haven't worked with a lot of African American families.

(participant 4, personal interview, February 2010)

Additionally 87.5% (seven) reported that the over representation of African American children was not reflective of their caseload. One participant shared "...as far as my case load it's been pretty uhmm comparable to the other representation of other ethnicities" (participant 2, personal interview, February 2010).

Seventy five percent of participants reported that either the topic of the over representation of African American children came up in regular day to day conversation with other social workers or in meeting at the county. One social worker shared

...when we are at a meeting like at the TDM training or when I was speaking with the TDM supervisor, that's why we do have you know if it's an African American child coming in we need to have a TDM, its mandatory. Because of the disproportionate you know.

(participant 8, personal interview, March 2010)

Social Workers Perception of How to Address The Overrepresentation of African American Children In Child Welfare System

When the participants were asked what could be done to address the issue of the overrepresentation of African American children in the child welfare system 87.5%

(seven) stated that awareness should being at school. "I think that it should be a requirement prior...before coming into like the academy" (participant 1, personal interview, February 2010). Another social worker stated

Well training should obviously start in school when they do cross cultural trainings... So yes we need the training its core to proper social work. Because

we don't want to impose our own values on people, the idea is to help the people, and evaluate the situation, and live according to legal standards. Not judging the cultural standards of the other group, which means you don't abuse the kids sexually, or neglect, and so on. (participant 6, personal interview, March 2010)

Fifty percent of participants felt that cultural competency training should be mandatory at San Bernardino County CFS.

We could make those classes mandatory as far as the cultural competency. Even if you take one here maybe two years ago I think it still needs to be... you need a refresher course, what you got two years ago can take a spin or there are some types of changes with that culture or knowledge. It would be great for the county to make one mandatory. Part of the 40 training hours a year could be this at least maybe an hour or two should be cultural competency.

(participant 8, personal interview, March 2010)

Twelve and a half percent of participant felt that it cultural competency training should not be mandatory, and

the other 37.5% (three) were unsure about whether it should be mandatory or not.

Some social workers 37.5% (three) even suggested that CFS county programs/practice should address the issue. They suggested that Team Decision Making meeting had been made mandatory to address this issue within the county. Additionally one social worker mentioned Family to Family a county program that addresses the issue as well. The participant stated

Team Decision Making meeting where the family will come together as well as partners in the community will come together and try to come up with solutions to help this family, to avoid removal, if removal should happen... have to happen then another component of Family to Family is to try and keep that child in their community, same school, you know to try and lessen the trauma that the child has to go through. (participant 7, personal interview, March 2010)

Others suggested the San Bernardino county CFS program Family to Family as a way to address the issue 25% of the participants believed that supervisors should help address the issue with workers.

Theme 1: Masters Program Should Have Addressed Cultural Competency More

Nearly all the participants 75% (six) reported that they would have liked for their Masters program to address cultural competency more in depth. One participant stated that having a class regarding this would have been helpful. Several participants felt that it was just a general overview, not in depth. One participant stated "we did touch on it because that's a requirement that we had to touch on briefly but it wasn't something we really discussed or focused on" (participant 4, personal interview, February 2010). Another participant stated that the information they received in their masters program regarding cultural competency was regarding "stereotype information about different ethnic groups" (participant 5, personal interview, March 2010).

Although six out of eight participants reported that they would have like more information seven out of eight did report that their masters program at least touched on cultural competence; even if it was not in depth.

Theme 2: Received at Least One Cultural Competency Training at the County

All the participants reported having at least one cultural competency training at the county of San

Bernardino Children and Family Services. They reported this training occurred in the "Academy" (participant 1, personal interview, February 2010) when they began working at CFS. Most participants did mention that the training on cultural competency is not mandatory at the county. Six out of eight participants reported that the training at San Bernardino County CFS was good, and informative.

Theme 3: Participants Perceived Cultural Competency Training and Education as Important for Social Work

Seven out of eight participants agreed that cultural competency training and education is important for appropriate social work practice.

Theme 4: Statistics Were Not Reflective of Social worker Case Load

Seven out of eight participants disclosed that their case load did not reflect the overrepresentation of African American children. Overall participants stated that their case loads were equally represented by other ethnicities, or that they had primarily "Hispanic and Caucasian clients" (participant 7, personal interview, March 2010). Six out of eight participants stated that they were aware that statistically there was an

overrepresentation of African American children in the child welfare system.

Theme 5: Training and Education on Cultural Competency Needs to be Mandatory

Seven out of eight participants reported that cultural competency education in the master programs is necessary and needs to be mandatory. Many participants believed that the education on cultural competency is vital before social workers enter the child welfare system. Additionally half of the participants believed that cultural competency training at the county needs to be mandatory and ongoing. Only one participant stated that it should not be mandatory. The other three participants were unsure of whether or not it should be mandatory because they were concerned that social workers are already overwhelmed with daily duties, they perceived that a mandatory training would be too much to add to social workers responsibilities. One participant stated

the problem is that we're required to do so many things that the thought of having to try to throw in an additional or an all day thing, or a half day thing can really overwhelm a worker...I think it's a systematic problem, not just the cultural competency

training. I think that what's gonna happen with any kind of training, anything that you want to present to workers uhmm can be very difficult because of the way the system is designed. (participant 5, personal interview, March 2010)

Summary

Following analysis the subsequent five themes emerged from the data: 1) Participants believed their masters program should have address cultural competency/sensitivity more. 2) Participants received at least one cultural competency training at the county. 3) Training and education on cultural competency is important. 4) Participants stated that statistics were not reflective of their own social work caseload. 5) Training and education on cultural competency needs to be mandatory for social workers. Participants stated that continued mandatory training on cultural competency needed to occur at the masters' level at school. These finding reflect that the participants perceive cultural competency training and education as significant to addressing the disproportionate representation of African American children in the child welfare system.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter will address the five center themes that surfaced from the study. In addition this chapter will discuss the limitations, the implications of this study, and the recommendations for social work practice.

Discussion

This study consisted of eight interviews with master's level social workers at San Bernardino County Gifford office of Children and Family Services. This study intended to seek the perceptions of social workers regarding their experiences with cultural competence training/education, and their perceptions of it's effectiveness in helping social workers provide services to culturally diverse clients. In addition the study aimed at exploring social workers perceptions of disproportionate representation of African American children in the child welfare system, and find out what social workers thought could be done regarding the issue.

The findings of this study imply that participants perceive cultural competence education and training to be

important for social workers in child welfare. This indicates that social workers perceive that cultural competence training and education is essential social work because it addresses social worker bias. One participant stated "a lot of social workers are basing their life style on what they perceive...their clients should have or be...some may try to bring other nationalities up to their standards" (participant 3, personal interview, February 2010). Many participants expresses concern regarding social worker personal bias, that is why they believe it is important to educate and create an awareness of social workers own biases. This finding supports the Cross (2008) study which suggest that social worker biases are affecting the disproportionate representation of African American children in the child welfare system.

Possibly the most significant finding of this study was that most participants perceived that their masters programs did not address cultural competency enough or adequately. Meaning that cultural competency was not addressed to the extent the participants felt it should have been addressed in order to appropriately prepare students to work with culturally diverse clients. Most

participants suggested that masters programs should provide mandatory cultural competency education, prior to having social workers enter the child welfare system.

Even though the majority of participants stated that their masters programs did address cultural competency in some way, participants also disclosed that cultural competency was not emphasized enough in their masters program. Participants expressed that they would have desired more information on cultural competency. This finding indicates a critical absence of prioritizing cultural competence education in social work programs.

The findings in the study supports the McPhatter study (1997) suggesting that social work programs are not making curricula on cultural competence a priority, and that they are not providing resources pertinent to this issue for social work students. Many participants stated that even though their masters program touched on cultural competence, participants felt it was "superficial" (participant 5, personal interview, March 2010) "too general" (participant 4, personal interview, February 2010) or "not in depth" (participant 3, personal interview, February 2010). The results indicate that most social workers felt that they did not receive sufficient

cultural competency education from their masters program. The social workers desired more formal information on cultural competency, from their masters program. In addition social workers perceived cultural competency education to be vital for social workers prior to entering the social work field in child welfare.

An additional finding that relates to the last finding is that the majority of social workers (seven) interviewed suggested that formal cultural competency education should be a mandatory required in masters of social work programs. This entails that social workers believe that cultural competency education prepares social workers to work with culturally diverse clients. Along with this finding half of the participants suggested that cultural competency training at San Bernardino CFS should be mandatory as well. This finding suggests that social workers believe it is imperative to have cultural competency education prior to entering the child welfare system as social workers, as well as continued education on cultural competence while working in child welfare.

Another significant finding was that all participants reported receiving cultural competency

training at San Bernardino County CFS. Participants indicated that they received cultural competency training when they first began working for San Bernardino County as social workers. Additionally participants perceived that San Bernardino County's CFS cultural competency training was informative and of great quality. Many participants stated responses similar to this participants "The training offered was really good...the training was all about culture and that was it, I've never had something like that ever before" (participant 5, personal interview, March 2010). Nearly all participants indicate that cultural competency education and training is important.

Furthermore this finding implies that San Bernardino County Children and Family Services offers quality material on cultural competency training. This finding implies that San Bernardino County Children and Family Services has made an effort to create an awareness of the cultural differences that may exist within different communities and various ethnicities. These efforts confirm that San Bernardino County CFS does in fact recognize the importance of addressing cultural competence in order to educate social workers on the

cultural differences that they will encounter in the social work field.

Another central finding was that despite statistics acknowledging the overrepresentation of African American children in the child welfare system, almost all participants (seven) stated that their caseloads did not reflect the overrepresentation of African American children in the child welfare system. Many participants attributed that to the location of the Gifford CFS Office.

Four participants stated that clients of the Gifford CFS office are primarily Caucasian and Hispanic. The participants attributed this to the fact that the communities which the Gifford CFS office serves are primarily communities with a majority of Hispanic and Caucasian residents. Furthermore the same four participants stated that it would likely be different at another office. In particular they mentioned the Carousel Mall CFS office, which they state has primarily African American clients. This is due to the fact that the community that the Carousel Mall CFS office serves has primarily African American residents. This finding implies that the overrepresentation of African American

children in the child welfare system is not necessarily consistent in all child welfare offices.

Finally in this study participants were asked what could be done to address the overrepresentation of African American children in the child welfare system. Participants suggested that cultural competence education needs to be a formal mandatory requirement in masters of social work programs, in addition participants suggested that it should be continually addressed at the county. Many participants also suggested practice policies be put in place to address the overrepresentation of African American children. Three participants suggested that programs be implemented to specifically work with minority clients. Examples given of this were Team Decision Making and the Family-to-Family program.

The overall findings in this study imply that social workers perceive that cultural competency training and education can be effective in addressing the overrepresentation of African American children in the child welfare system.

Limitations

The sample of participants was limited to one Children and Family Services office of San Bernardino County. Therefore results cannot be generalized to the whole social worker population. Incorporating other CFS offices and more social workers in this study could have increased the validity of this study. Additionally the sample size used in this study was small. This was due to the time constraints, the researcher had only six weeks to collect the data.

Another limitation of the study was that participants were not selected randomly, a convenient sample was used. The participants were social workers which whom the researcher had contact with at the Gifford CFS office. A final limitation of this study is that not all the social workers interviewed received Masters of Social Work degrees (MSW). Six participants did receive MSW degrees, however two of the eight participants received Masters of Science Degrees in Psychology.

Recommendations for Social Work Practice, Policy and Research

The findings of this study indicate that master's level social workers do not feel that they received

enough cultural competency education during their masters program. Suggesting that this is an area of curricula that needs to be addressed within the schools of social work. A shift from informally covering cultural competence in the classroom to formally covering cultural competency is a necessary requirement. In particular for Title IV-E curricula, because of the implications for child welfare practice. Possibly a standard of curricula needs to be created for educators to use in the classroom.

A possible collaboration between Child welfare agencies and social work schools is a viable way of gaining quality curricula on cultural competency education. The findings in this study suggest that San Bernardino County CFS has quality cultural competency curricula for trainings on this topic. It is a recommendation that San Bernardino County CFS collaborate with the social work schools in the Inland Empire and develop curricula for master of social work programs in the area. This would help address the finding in this study that indicate that social workers identify that they did not receive enough cultural competency training in their masters programs.

Furthermore child welfare agencies need to consider making cultural competency training mandatory and ongoing for social workers. Modifications in state or federal policy could make this a reality. These changes could help address social worker bias and system bias which are two of the leading hypothesis regarding why there is a disproportionate representation of African American children in the child welfare system. Additionally as a few participants suggested implementing programs run by the county specifically aimed at working with African American families or minority families is a much more culturally inclusive way to work with families. This may in fact help lessen the representation of African American children in the child welfare system.

Conclusions

This study was designed to determine whether or not social workers perceived that cultural competency training and education could address the issue of the disproportionate representation of African American children in the child welfare system. The findings of this study indicate that most social workers do perceive cultural competency education and training as important

for appropriately working with culturally diverse clients. However, most social workers report that they did not receive enough preparation in cultural competency during their master program. Participants believed that they need more formal educational curricula on cultural competence. In addition the findings in this study imply that social workers believe that social worker bias is contributing to the over representation of African American children in the child welfare system.

If social work schools and government run child welfare agencies are going to face the future it is necessary to recognize the significance of mandatory cultural competency education and training. Inability to understand differences in culture leads to impaired judgment and blindness. Therefore making social works aware of cultural differences and addressing personal biases can in fact address the disproportionate representation of African American Children in the child welfare system.

APPENDIX A
INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. Gender:
2. What is your age?
3. What is your title?
4. How many years of experience do you have at CPS?
5. In what year did you graduate from your masters program?
6. Was your masters program located in a public or private university? Please indicate the university?
7. In your view was the issue of cultural competence or cultural sensitivity addressed in your masters program?
8. In your masters program do you feel that you were offered curricula that adequately prepared you to work with culturally diverse populations? If yes how? If no, did your program ever offer any curricula on cultural competence?
9. In your view have you received training on cultural competence or cultural sensitivity at San Bernardino County's CFS?
10. Do you believe there is a disproportionate representation of African American children in the child welfare system?
11. In your view is training or information on the disproportionate representation of African American children in the child welfare system and cultural competence necessary? Please indicate why.
12. Do you perceive that curricula on cultural competence or sensitivity in social work programs would help prepare students in providing higher quality services to culturally diverse clients?
13. In your view what do other social workers think about the disproportionate representation of African American children in the child welfare system?
14. In your view how do you think the issue of the disproportionate representation of African American children be addressed?
15. Is it possible to contact you for further information on the issue, if necessary?

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

This study is being conducted by Cecilia E. Roman under the supervision of Thomas Davis, Associate Professor of Social Work, California State University, and San Bernardino. This study has been approved by the Social Work Human Subjects Sub-Committee of the Internal Review Board, California State University San Bernardino.

PURPOSE: The purpose of his study is to examine social workers knowledge of the disproportionate representation of African American children in the child welfare system and social workers perceptions regarding the training, and educational curricula they have received in the work place as well as their MSW programs. Your participation in this study will help provide a clear area of training, curricula, or education needed in order to provide quality services to culturally diverse clients. This study will also help provide insight as to possible ways to address the disproportionate representation of African American children in the child welfare system.

DESCRIPTION: This study will conduct face-to-face interviews. You will be asked a few questions regarding your perceptions on your knowledge of the disproportionate representation of African American children in the child welfare system.

PARTICIPATION: Participation is entirely voluntary, refusal to participate will involve no penalty and you may choose to withdraw from the study at any time for any reason.

CONFIDENTIALITY: The research is entirely confidential. The researcher will not ask identifying personal information of the participants, in order to guard against connecting the participants name/identity to the data. A master key linking participant's first name with randomly assigned identification numbers ranging from 1-10, will be kept at the researchers' home in a secure, locked filing cabinet, and will be stored separately from the data.

TIMING: The expected duration of your participation will be no more than 30 minutes.

RISK: There is no foreseeable harm or risk to your participation in this research.

BENEFITS: There will be no direct benefit to participants. However your participation will benefit social work educators, as well as child welfare agencies. This study might help provide a clear area of training, curricula, or education needed in order to provide quality services to culturally diverse client. This study will also help provide insight as to possible ways to address the disproportionate representation of African American children in the child welfare system.

AUDIO RECORDING: I understand this research will be Audio Recorded Initials _____. Data from this recording will be used to process this study's report.

CONTACT: If you have questions regarding this research study, please contact Thomas Davis, Associate Professor of Social Work Phone: 909-537-3839 Email: tomDavis@csusb.edu.

RESULTS: A copy of the completed research and results will be available at the Pfau Library located at California State University San Bernardino, 5500 University Parkway, San Bernardino, CA 92407 after September 1, 2010.

SIGNATURE: By placing an X mark below I acknowledge that I have been informed and understand the nature and purpose of this study, and am giving my consent to freely participate in this study. I acknowledge that I am at least 18 years of age or older.

_____ Date: _____

Place an X mark here

APPENDIX C
DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

Social Workers Perceptions on Cultural Competence effectiveness in Addressing the Disproportionate Representation of African American Children in the Child Welfare System.

The interview you just completed was designed to investigate social workers perceptions on the disproportionate representation of African American children in the child welfare system, as well as social workers perceptions of the effectiveness of cultural competence training/education in addressing this issue. It is anticipated that the end result of this study will provide insight regarding areas of need in training or education curricula, to better prepare social workers and MSW students in providing quality services to culturally diverse clients.

Thank you for your participation in this study and please refrain from discussing the questionnaire with other people in the agency. Due to the sensitive nature of the study if you are feeling overwhelmed or distressed as a result of participation in this study, you are advised to contact Loma Linda University Behavioral Medicine center, 1710 Barton Road, Redlands, CA 92373, 1-877-LLUMC-4U or access their 24 hour help hotline at 909-558-9275. Or you may also contact your current health provider. If you have any questions regarding this study please contact Cecilia Roman or Dr. Thomas Davis at 909-537-3839. If you would like to obtain a copy of the results of this study, please contact the Pfau Library. California State University San Bernardino, after September, 2010.

APPENDIX D
AUDIO USE INFORMED CONSENT FORM

AUDIO USE INFORMED CONSENT FORM
For Non-Medical Human Subjects

As part of this research project, I will be making an audiotape recording of you during your participation in the interview. Please indicate what audiotape you are willing to consent to by initialing below. You are free to initial the space below, and your response will in no way affect your credit for participating. I will only use this audiotape in ways in which you agree to. In any use of this audiotape, your name would not be identified. If you do not initial any of the spaces below, the audiotape will be destroyed.

Please Indicate Informed Consent

___Audiotape

(AS APPLICABLE)

- The audiotape can be studied by the researcher for use in the research project.

Please initial: _____

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