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Needs assessment : the need for cultural knowledge in assisting Mexican-American women in keeping their children

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Needs Assessment: The Need For Cultural Knowledge In

Assisting Mexican-American Women In Keeping Their Children

In Partial Fullfillment

of the Requirements for the Degree

Master of Social Work

Graduate Project
S.W. 298

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Table of Contents

Introduction

This paper is written to assess whether services received by Mexican American Women in Family Maintenance and Family Reunification are culturally sensitive and assist these women in maintaining children in their homes. In determining "culture sensitivity there will be references to language, beliefs, values, communication, institutions of racial, ethnic, religious or social group affiliations that are inherent to this ethnic group. The program evaluation will serve to identify whether cultural sensitivity elicits more cooperation among Mexican American Women to meet the requirements of case plans and fulfill their responsibilities to their children. This program evaluation will concentrate on clients from the greater Salinas Area" which is made up 143,613 people living within the city and surrounding areas. "Salinas has a long history of being home to Anglo and Hispanic populations and remains divided approximately equally between Anglos and Hispanics, with 10% of the population consisting of African-American, Asians, and Native Americans." There has been more integration of Anglo and Hispanics in the community within the last eight years but there still exists pockets of neighborhoods that remain completely Anglo or Hispanic. Agriculture remains the predominate form of employment for Mexican-American's in Salinas.

This program evaluation will be conducted within the Family Maintenance and Family Reunification Unit of Children and Family

1.

Services Division of Monterey County Department of Social Services. The clients in Family Maintenance and Family Reunification consist of children that have been physically, emotionally, or mentally neglected or abused by their parent/ legal guardian or others responsible for the child's care. The purpose of the evaluation is to also take into consideration the growing numbers of Mexican-American Women who are requiring services from the Department of Social Services and the need to address problems within this population.

Purpose and Philosophy

The purpose of this Division is to investigate reports of child abuse and to provide services to families which result in the protection of the child. The underlying philosophy is that all children have the right to a safe and permanent home. The first choice is with parents or relatives. If that is not possible, then with a permanent adoptive family of the same ethnic background.

The Context of Services

Family and Children's Services (FCS) Division is one of five divisions of the Department of Social Services (DSS). The Assistant Director for Family and Children's Services is under the immediate supervision of the Director, of DPSS. The Assistant Director is responsible for overseeing seven programs

which consist of adoption services, emergency response, dependency services family reunification and family maintenance, initial court services, foster care licensing, permanent placement and adoption services. Family and Children's Services has approximately 58 positions, followed by the Office for Aging, Community and Employment Services with 86 positions. The remainder of staff which are under the Income Maintenance Division and Office of Administration Operations is approximately 540 budgeted positions.

The Deputy Director of Family and Children's Services has the responsibility for the direction and supervision of the Child Welfare Services System. These programs are the following:

Emergency Response

Responds to and investigates, in cooperation with law enforcement, reports of actual of alleged physical or sexual abuse or neglect 24 hours a day, 7 days a week. Approximately 10,000 children were referred last year. Places children in emergency foster homes when necessary for the child's protection. Refers families for services which reduce the chances for continued abuse.

Initial Court Services

Prepares recommendations, reports and documents related to making child victims of abuse dependents of the juvenile court for their protection. Fewer than 2% of children referred become court dependents. This is usually necessary due to absence or incapacity of parents, severe abuse, or because the parent is not willing to accept services voluntarily.

Family Maintenance Services-Court Ordered

Provides case management services to families to assure they receive the services necessary to keep the family together safely. Service referrals include counseling, parenting classes, drug rehabilitation, respite care and referral to any other community services which are needed. Family Maintenance supports families when children are returned home from placement or to prevent placement.

Family Reunification Services

Provides services to families whose children have been placed in foster care in order to return the children home if possible. A service plan is developed with the parent to guide the parent through a program which will allow them to provide a safe home for their children. A maximum of 18 months is allowed for this process. If the parent is not able to successfully complete the plan, then the child is referred for permanency planning services. This includes guardianship with relatives, adoption or permanent foster care.

Permanent Placement Services

Long-term foster care services for children when no other plan is appropriate. This may include placement with relatives, or in foster family homes or group homes. These children are usually over 10 and services are aimed at resolving problems caused by abuse and to develop independent living skills. Many of these youth are able to go on to college and to achieve successful families of their own.

Adoption Services

Children are matched ethnically when possible. The services include home studies, child assessments. Adoption does not occur until the birth parent's rights have been terminated. There is financial assistance available for some adopting families.

Home-Finding Services

Services to recruit adoptive foster homes and match children
with families.

Foster Care Licensing

Provides orientation and licensing services to prospective
families in knowing and completing licensure requirements.
Visits existing foster homes to assure compliance with
regulations and to provide support. Processes license
renewals and investigates complaints

Policy Context

The funding sources of Children Services comes from several

sources which consist of federal, state, and county funds.

Under the Social Security Act there are Titles IV-B, IV-E, and

XX which provide for child welfare and foster care programs.

Federal Law 96-272 is the legal mandate of the Adoption

Assistance and Child Welfare Act of 1980.

The goal of Family and Children's Services is to insure a

nurturing, healthy, stable, and permanent home for all children

who are at risk or have been abused or neglected. If the

child's case has been reviewed by the Juvenile Court than a

dispositional hearing is held and a determination of the minors

future must be made no later than 18 months from the date of the

hearing.

The target population chosen are Mexican-American Women who range

in ages from 18 to 45 with income levels that vary from low to middle income. Cultural Identification will be one of the more important factors that will need to be identified since it will determine whether culture (values, beliefs, and traditions) and the degree to which it is practiced by these women is an essential part of how these women accept or reject the services offered them to keep their children.

Theoretical Foundations and Literature Review

There are difficulties in addressing the needs of Hispanic Women in Family Reunification and Maintenance when there is the absence of materials that address questions of cultural diversity and language in the beginning stages of contact between client and social worker. Although there are great measures taken to insure that clients and social workers are ethnically matched there is a problem when there is a disproportionate number of social workers who may be culturally knowledgeable and sensitive to Hispanic women's issues.

There are two possible theoretical frameworks which this researcher believes to be present in preventing or helping Hispanic women in achieving Family Reunification and Family Maintenance. One is the lack of familiarity or faith in a Child Welfare system that is foreign to Hispanic women because of

6.

language differences, beliefs, values, attitudes, and experiences. This lack of understanding among both the social worker and client may serve to confuse The other is the perception that social workers are not coming from a place that is sensitive to issues of culture diversity.

Vidal de Haymes, presented a study of Social Problems in 1994 about Latino Families and Child Welfare: Engaging and formalizing Informal Supportive Cultural Practices. The study is based on a community-based agency with a child welfare division serving approximately 450 minority families. Based on interviews examinations were made to educate Latino parents & caregivers about U.S. norms, expectations and laws regarding child rearing, discipline, & caregiving.

Graciela M. Castex in the Social-Work Journal; 1994 Providing Services to Hispanic/Latino Population Profiles in Diversity refers to Hispanic/Latinos are a newly formed composite group, and social workers trained to approach ethnicity solely from a perspective that stresses the importance of cultural transmission in ethnic formation may lack the importance of analytical tools necessary to understand this group's behavior and strategies. The Hispanic population is described, and placed in the context of theories of ethnic group processes that

emphasize their ontology as agents of social interaction with
other groups and social institutions.

Joan S. Velaquez and Cesar P. Velasquez, have concluded that
social factors be taken into account throughout the helping
process when working with Hispanic clients they have attempted
to do this by developing a bicultural assessment framework
utilizing a range of cultural continuum conceptualized by Marilyn
Vigil de McClure, Minnesota Commissioner of Human Rights (1989).
As noted in the article Application of a Biculture Assessment
Framework to Social Work Practice with Hispanics mental health
and social services to Hispanic' clients have been based on an
assimilation model, which assesses and the client from an Anglo-
American cultural perspective and views success in Anglo-American
terms. Within the past decade, numerous authors have pointed to
the need for consideration of cultural factors when providing
services. The aim of the bicultural assessment framework is to
increase awareness of the importance of cultural factors and
integrate this factors into service delivery to Hispanic families
under stress. Cultural factors must be considered in all aspects
of the helping process if clients are to be served appropriately.
The biculture framework integrates the clients value base into
assessment, while avoiding a stereotyped approach and reducing
the pressure toward assimilation. There is reference to

8.

practitioners working with Ethnic/Racial Communities. A profile
is given of Hispanics and the term used to identify and
understand intragroup heterogeneity. There is historical
background given on major Hispanic Groups with a section
referring to Mexican-Americans which is essential in making
others aware that there are differences in which people
practice their culture.

David R. Burgest (1989) in his discussion of the Principles of
Social Casework and The Third World in which his manuscript
refers to ethnic and racial groups in America. Burgest contends
that social work practice in a minority community show that
besides the variations that must be made in the generic methods
to suit individuals, certain adaptions should be made in applying
social work methods and practice to the specific minority group
which will be addressed in the recommendations portion of this
project. Another resource which is applicable to my needs
assessment is a chapter with discussion on the Culture
Competence Continium which gives a clear description of cultural
competence, cultural destructiveness, cultural incapacity, and
cultural blindness contribute or detract from cultural
competence.

In the book Social Work Practice with Minorities there is
reference to the seven principles of casework relationship as

defined by Felix Biestek (1983). Biestek emphasizes the need for casework to transcend both race and ethnicity and principles should be applicable to all individuals regardless of race, ethnicity or culture. Although this theory is idealistic it does not address the realities that methods and techniques implemented without specific regards to race, ethnicity, and culture have proven to be ineffective and inadequate as one source puts it:

> Schools of social work have, for the most part, been oblivious to the needs for adapting methods of practice to Third World minority groups. Rather they teach practice derived from a generic method that is dictated primarily by the majority. Yet much social work practice is carried in the United States with minority groups and, too often, social workers apply it by a blanket method supposedly effective with all people.
>
> Each Third World minority group has its own problems and personality-derived from long existing cultural and moral values, language patterns of behavior, socio-economic conditions, ethnic background, and many other factors. Social work practice in a minority community show that besides the variations that must be made in the generic method to suit individuals, certain adaptions should be made in applying social work methods to the specific minority group.

Other primary considerations in working with minorities is acceptance of the client as she really is, being able to accept the strengths and weaknesses of the individual; her positive and negative feelings that come from a perspective that is different from the majority and therefor requires that social workers be able to explore, recognize and identify behavior and attitudes

10.

needed to establish relationships with members of the same or
different racial ethnic group.

Current Evaluation Process

The needs assessment based on the clients biculturalism, and
degree of cultural identity encompass reviewing 45 sample
cases from family reunification and maintenance in the Salinas
area office for the last two years. The needs assessment would
require selecting every third case from a generated computer list
of all Spanish surnames and ethnicity since some of the woman may
have married men outside of their ethnic group and using the last
name is misleading. A interview questionnaire was utilized to
identify women' conclusions about services, rendered through
family reunification, family maintenance the relevancy level of
these service. The questionnaire will focus on the clients length
of time within the United States. The women' exposure to
immediate family members, relatives or neighbors that influence
their willingness to understand and accept provisions mandated by
social services. There is also a need to focus on social workers
interactions with schools, churches, community organizations, and
other service providers who may encourage that they exercise the
need for recognition for cultural identity. There will be a need
to assess English language acquisition, understanding, and
articulation. Letters will be sent out requesting an interview

which will clearly state that the interview is voluntary. In the letter the length of time to conduct the interview will be addressed as well as a statement about confidentiality; scheduled time frames for the interviews. Clients will be given a telephone number to decline or accept invitations to be included in the interviews. There was follow-up with a telephone call to insure that clients received the letters and also to add a personal touch which can be more conducive to receiving an affirmative yes response to the needs assessment. The first 6 interviews were conducted to determine whether the questionnaire was clear and to insure information was non-judgmental, and non-threatening to clients, and within time limits needed to complete the study. Each case will be given a number to insure confidentiality. Tables, will be utilized to determine present demographics of age and , ethnicity, education, attitudes about Hispanic and non-Hispanic service providers, and their ability to assist them in gaining services to keep their children in their homes.

The needs assessment process for the client population is based on periodic home visits and information gathered by social workers on case plans regarding parenting, rehabilitation for drug and alcohol problems, issues of self esteem for clients, economic needs, job related information, health issues etc.

Each individual case has documentation that is included from sources outside of the agency and related to the needs of the client. Initially there is a home study assessment that is done and background information is gathered on the families source or lack of income, health issues, educational background, employment history, parenting abilities, and community involvement. There is also documentation of any prior history of problems with the law. Outside documentation may include reports from police, therapist, physicians, and teachers as well as other documents that are pertinent to the client and her family.

My intention in the assessment of the family, reunification and maintenance program is to determine to what degree cultural sensitivity, and knowledge is necessary for outcomes that will make delivery of services less stressful and meaningful for clients and social workers within the agency. This evaluation may also identify the need to provide more culturally sensitive training for staff. Although the focus of this study is for Mexican-American Women would like to see the feasibility of eventually expanding the research to other ethnic groups as well.

Description of Target of Intervention

It is the task of Family Reunification Program to provide services to families whose children have been placed temporarily

in foster care due to neglect or abuse or both. A service plan
must be developed in order to clearly guide the parent in
providing a safe home for their children. It is difficult to
apply interventions in some cases when the client is unable to
understand the methods and purpose of their plan due to cultural
or language differences. Although Hispanic Aides are an
intregal part of providing translation services for Non-Hispanic
speaking social workers there is the dilemma of these workers
having short term positions. New translators must familiarize
themselves with the daily operations of the agency in a minimal
amount of time while adjusting to the personal styles of
individual social workers.

The Family Maintenance Program provides services to Hispanic
Women who have reunified with their children and services are
offered to keep the family together safely. Cultural knowledge
does assist in some situations to access services that are out
side the mainstream of the dominant culture and more
practioners or providers that embrace mutual beliefs, attitudes
and values.

METHODOLOGY

General Overview

The Cultural needs assessment of Hispanic women in family
reunification and maintenance was conducted by utilizing the

14.

Santa Clara Latino Cultural Preferences-Key Caregiver Adult
Form. The respondents were selected from a computerized
list that identified Hispanic women that are currently receiving
services from the agency social workers. Selection was based on
respondents participating a minimum of six months in either
component. This particular time frame was selected on the basis
that respondents have been able to participate in programs
designated in the case plan and receive supportive services.
Areas of Monterey County which were included in the needs
assessment for hispanic women were South County which consisted
of the cities of Gonzales,and Greenfield. The City of Seaside on
the Peninsula and the eastern and northern sections of Salinas.
Forty-two clients were sent an introduction letter in English or
Spanish depending on what language the respondent spoke.
Interview letters were mailed out at least two weeks before
respondents were contacted. Most of the interviews were
conducted by going out to the homes and conducting the interview
on site because many failed to respond by telephone. Some of the
interviews were conducted in the visitation rooms at the agency
after mothers had met with their children.

Sampling Plan
Six Hispanic women were given the questions of the Latino
Cultural Preference-Key Caregiver Adult Form. This was done

to determine the time needed to complete the questionnaire and to assess whether questions were clear, relevant and not offensive to the respondent. Time was also a factor in making the respondent feel comfortable with the researcher.

Operationalization of Terms

Hispanic: For the purpose of this assessment, Hispanic is the term preferred by this researcher to describe the respondents' ethnic background. Hispanic refers to all those persons living in the United States who trace their ancestry on one or both sides or both sides to Mexico. Hispanics may be Spanish speaking bilingual or monolingual English speaking.

Respondents: Only those Hispanic Women selected from the components of Family Reunification and Family Maintenance within Family and Children services under Monterey County Department of Social Services.

Direct Services: Those services that are offered to Hispanic Women during their participation in one of the two components. Services maybe comprised of counseling, therapy, alcohol or drug treatment, parenting classes, English classes, vocational training, job training, transportation assistance, childcare, etc.

16.

Dependent and Independent Variables

For the purpose of this needs assessment the dependent variables are barriers that exist because respondents cannot complete services in order to reunify or maintain children in their homes. Examples of dependent variables would be the information these women receive from the child welfare system regarding identified requirements in case plans, respondents belief about the Child Welfare system and service providers. For the purpose of this study, independent variables are:

1) Values, which include: (a) the importance of maintaining ethnic identity within the dominant culture and, (b) the importance of cultural and linguistic preservation.

2) Attitudes, which encompass: (a) working with social workers in child welfare, and (b) social workers cultural sensitivity in assisting them to receive services.

Reliability and Validity of Interview Schedule

This researcher reviewed the Latino Cultural Preferences-Key Caregiver Adult Form which addresses cultural identification language preference, customs, family values and beliefs. The questionnaire is comprised of 23 questions and there were two identical versions one in English, and the other in Spanish.

This researcher pilot tested the interview schedule in order to insure that the questions asked were clear and relevant. Subjects for the pilot study were Hispanic women. Minor revisions were made in the interview schedule as a result of the pilot study. Interview schedules were not as lengthy as originally anticipated and therefore less time was required with each respondent. There were some cases were the respondent could not read so the questionnaire was read to them. Of the 23 questions that were asked none had to be modified in situations were the respondent was unsure of how to answer the question was repeated and explained.

Limitations of the Study

Forty-two hispanic women were identified and contacted for the interviews. There were a total of three women that responded by telephone. Sixteen women were contacted by home visits. Two women were given questionnaires after their office visit with their children at the agency. There were four women that had moved or been evicted and there was not current information as to their whereabouts. Two of the women were in prison facilities outside of the county. Four women did not keep their appointments with the researcher and two refused to participate. Six interview appointment letters were returned as not deliverable.

18.

The second phase of the needs assessment study was to gather
information on social workers knowledge and sensitivity in
working with these Hispanic Women. The Cultural Competence
Self-Assessment Questionnaire which is designed to assess
cultural competence training needs of human service
professionals was utilized. The self assessment process is used
to develop agency specific training interventions which address
cross-cultural weaknesses and build upon cross cultural strengths
of the staff generally and organization specifically. The
assessment tool should be viewed as an indication of areas
in which the agency staff can, over time, enhance attitudes,
practices, policies, and structure concerning service delivery
to culturally diverse populations. (Research and Training Center
on Family Support and Children's Mental Health, Portland State
University).

Seven social workers were contacted from the family reunification
and maintenance unit, six completed and returned the
questionnaire. Forty-two questions were selected from sections
that included knowledge of communities, personal involvement,
resources and linkages, service delivery and practice, and
demographic information on social workers. One of the problems
with the Cultural Competence Self-Assessment Questionnaire was
identifying those areas that represented the focus of my
assessment.

Risks to Subjects

Respondents chosen for this needs assessment were kept anonymous. Names were randomly selected from a computerized list from the Family and Childrens Services Division. Each case was given a numerical code. Hispanic Women were given assurance of confidentiality in the first letter they received and again at the time of the interview. To avoid the possibility of any negative impact on the respondents they were allowed to decline participation at anytime. Some of the women were apprehensive because they were concerned that this questionnaire might somehow affect their relationship with their worker. In all but two situations respondents felt at ease and participated fully in the interview. The only other factor that slowed down the process of the interview was having to translate the research agreement for monolingual Spanish speakers. In some instances respondents had personal concerns about their individual cases at which point the respondent was referred back to their worker.

Results

Of the forty-two respondents who were selected, identified and contacted twenty-one women or 50 percent participated. Twenty-three questions were administered and the average time for completion of the questionnaire for English or bilingual woman was eighteen minutes and 24 minutes for monolingual Spanish

speakers. Respondents were asked to circle the one best answer
that applied to them. Each question had a minimum of four to
five choices. Compiling the data for both English and
Spanish speakers helped me to see differences that may exist
between the two groups. There were fourteen respondents that
spoke either English or both English and Spanish. The remaining
seven respondents were monolingual Spanish Speakers.

Twenty-one responses were entered into the Statistical Package
for Social Sciences. The following results are composed of the
questions given each respondent.

Table 1

Response to Cultural Identification

	Number	Percent
Bicultural	8	38.1
Very Mexican	6	28.6
Mostly Mexican	4	19.0
Mostly White American	3	14.3

Table 2

Response to How often do you speak Spanish?

	Number	Percent
All the time;no English	5	23.8
Most of the time;some English	5	23.8
half of the time;Bilingual	5	23.8
most of the time;English	4	19.0
all of the time;English	2	9.5

Table 3

Response to What language do you prefer to speak?

	Number	Percent
Spanish all the time	6	28.6
Spanish most of time	3	14.3
Spanish and English equally	6	28.6
English most of time	4	19.0
English all the time	2	9.5

Table 4

Response to What Language to you speak at home or work?

	Number	Percent
Spanish all the time	6	28.6
Spanish most of the time	3	14.3
Spanish and English equally	5	23.8
English most of the time	5	23.8
English all of the time	2	9.5

Table 5

Response to What language do you speak with friends?

	Number	Percent
Spanish all the time	7	33.3
Spanish most of time	3	14.3
Spanish and English equally	4	19.0
English most of the time	4	19.0
English all the time	3	14.3

Table 6

Response to How often do people dislike you because your Mexican?

	Number	Percent
Never	12	57.1
Sometimes	8	38.1
Often	1	4.8

Table 7

Response to How Often has it been hard for you to get along with
others because you don't speak English well?

	Number	Percent
Never	14	66.7
Sometimes	7	33.3

Table 8

Response to How often has it been hard to do well at work because
of problems in understanding English?

	Number	Percent
Never	10	47.6
Sometimes	8	38.1
Often	3	14.3

Table 8A

Response to How often has it been hard to do well at work because
you are Mexican/Latino?

	Number	Percent
Never	9	42.9
Sometime	9	42.9
Often	3	14.3

Table 8B
Response to How often are you treated unfairly at work because
your are Mexican/Latino?

	Number	Percent
Never	9	42.9
Sometimes	12	57.1

Table 9

Response to How often are treated unfairly because you are
Mexican/Latino?

	Number	Percent
Never	9	42.9
Sometimes	12	57.1

Table 10

Response to How often have you seen friends treated badly because
they are Mexican/Latino?

	Number	Percent
Never	6	28.6
Sometimes	12	57.1
Often	2	9.5

Table 11

Response to How often do you feel that you would rather be more
White/American/Anglo if you had a choice?

	Number	Percent
Never	16	76.2
Sometimes	3	14.3
Often	1	4.8
Always	1	4.8

Table 12

Response to How often do you feel uncomfortable having to choose
between non-Mexican/Latino and Mexican/Latino ways of doing
things?

	Number	Percent
Never	4	19.0
Sometimes	15	71.4
Often	2	9.5

Table 13

Response to How often do you get upset at your children because
they don't know Mexican/Latino ways?

	Number	Percent
Never	11	52.4
Sometimes	9	42.9
Always	1	4.8

Table 14

Response to How often have you had problems with your family because you prefer Mexican/Latino customs?

	Number	Percent
Never	9	42.9
Sometimes	8	38.1
Often	4	19.0

Table 15

Response to How White/American/Anglo or Mexican/Latino are your father's customs?

	Number	Percent
Mostly White	4	19.0
Some White and some Mexican	4	19.0
Mostly Mexican	13	61.9

Table 16

Response to How White/American/Anglo or Mexican/Latino are your mother's customs?

	Number	Percent
Mostly White	2	9.5
Some White and some Mexican	7	33.3
Mostly Mexican	12	57.1

Table 17

Response to How White/American/Anglo or Mexican/Latino are your customs?

	Number	Percent
Mostly White	4	19.0
Some White and some Mexican	8	38.1
Mostly Mexican	8	38.1

Table 18

Response to Family members respect one another.

	Number	Percent
Strongly Agree	8	38.1
Somewhat Agree	7	33.3
Somewhat Disagree	3	14.3
Strongly Disagree	3	14.3

Table 19

Response to We share similar values and beliefs as a family.

	Number	Percent
Strongly Agree	9	42.9
Somewhat Agree	6	28.6
Somewhat Disagree	5	23.8
Strongly Disagree	1	4.8

Table 20

Response to Things work out well for us as a family.

	Number	Percent
Strongly Agree	7	33.3
Somewhat Agree	10	47.6
Somewhat Disagree	3	14.3
Strongly Disagree	1	4.8

Table 21

Response to We really do trust and confide in each other.

	Number	Percent
Strongly Agree	8	38.1
Somewhat Agree	7	33.3
Somewhat Disagree	3	14.3
Strongly Disagree	3	14.3

Table 22

Response to Family members feel loyal to the family.

	Number	Percent
Strongly Agree	8	38.1
Somewhat Agree	10	47.6
Somewhat Disagree	2	9.5
Strongly Disagree	1	4.8

Table 23

Response to We are proud of our family.

	Number	Percent
Strongly Agree	11	52.4
Somewhat Agree	9	42.9
Somewhat Disagree	1	4.8

Table 24

Response to We can express feelings with our family.

	Number	Percent
Strongly Agree	5	23.8
Somewhat Agree	12	57.1
Somewhat Disagree	3	14.3
Strongly Disagree	1	4.8

Summary of Results

The results of the respondents to questions one through five about cultural identity, speaking Spanish at home, work, and with friends, language was of great importance. It signifies the ties that exist among Mexican-American people through language and the desire to express their uniqueness within other minority as well as majority groups.

27.

Questions six through ten concentrated on factors that have
to do with the ability to speak, and understand English and
whether this makes it difficult to do well at work. There were
also questions related to being treated unfairly at work due to
ethnicity, and friends being treated badly because they are
Mexican. Respondents maintained that they never felt people
disliked them because they were Mexican or Mexican-American but
did admit to having limited experience with other groups outside
of their ethnicity. Respondents stated that more often than not
they were treated unfairly at work sometimes due to ethnicity.
More often they were treated unfairly because they were unable to
express their dissatisfaction about their jobs in English and
more fearful of retaliation

Questions eleven through seventeen were focused on choices about
being more Mexican and non-Mexican in their ways of doing things.
A majority of the women had problems with their children becoming
too acculturated and not respecting them. There were concerns
about not listening to parents about practices that can be
detrimental to their children's safety such as engaging in sex,
drugs, gang affiliations. Customs were also an important issue
for these women; the need to recognize family values and support
for one another in working toward solving some of the problems
is prevalent for becoming successful in their communities.

The remaining questions eighteen through twenty-four addressed family members and how they function sharing similar beliefs, values, trust, loyalty, pride. Whether respondents are able to express their feelings among the family. Most of the respondents felt positive about their ability to get along with their families. However, this remains questionable to this researcher based on the fact that many of these women come from dysfunctional homes; other family members have contributed to the confusion and unrest these women have to resolve in order to get their children back. In many situations trust does not exist among family members and loyalties are split due to the nature of circumstances that exist surrounding issues of child neglect and abuse.

The second phase of the needs assessment was to determine social workers attitudes toward providing services to their Hispanic women clients in Family Reunification and Family Maintenance. Six of the seven social workers that had been given the Cultural Competence Self-Assessment Questionnaire were working with Family Reunification or Family Maintenance clients for a minimum of one to two years. The questionnaire was self paced and some of the questions were deleted because they were not clear to the social worker. Questions were selected from four of the five sections of the questionnaire which this

researcher believed to be relevant to the task of determining

cultural sensitivity and knowledge for delivery of services

The last section provides demographics on the social workers

in the needs assessment.

Section A

Knowledge of Communities

Table 1

How well are you able to describe the communities of color
in your service area?

	Number	Percent
1. Barely	1	16.7
2. Fairly well	5	83.3

Table 2

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

	Number	Percent
1. Not at all	1	16.7
2. Barely	3	50.0
3. Fairly well	2	33.3

Table 3

To What Extent do you know the following demographic
characteristics within communities of color in your service area?

	Number	Percent
A. Unemployment Rates		
1. Barely	2	33.3
2. Fairly well	4	66.7
B. Geographic Locations		
1. Barely	2	33.3
2. Fairly well	4	66.7

C. Education
   1. Barely   2   33.3
   2. Fairly well   3   50.0
   3. Very well   1   16.7

D. Birth Death Rates
   1. Not at all   1   16.7
   2. Barely   4   66.7
   3. Fairly well   1   16.7

E. Homicide
   1. Barely   5   83.3
   2. Fairly   1   16.7

Table 4

Do you know the prevailing beliefs, customs, norms and values of
the groups of color in your service area ?

	Number	Percent
1. Barely	1	16.7
2. Fairly well	5	83.3

Table 5

Do you know the social service needs within communities of color
that go unaddressed by the formal social service system?

	Number	Percent
1. Fairly well	6	100.00

Table 6

Do you know of social services needs that can be addressed by
natural networks of support with the communities of color?

	Number	Percent
1. Barely	2	33.3
2. Fairly well	4	66.7

Table 7

Do you know what languages are used by the communities of color in your area?

	Number	Percent
1. Barely	2	33.3
2. Fairly well	2	33.3
3. Very well	2	33.3

Section B

Personal Involvement

Table 1

Do you attend school-based meetings that impact people of color in your service area?

	Number	Percent
1. Not at all	2	33.3
2. Seldom	2	33.3
3. Sometimes	1	16.7
4. Often	1	16.7

Section C

Resources and Linkages

Table 1

Does your agency utilize interpreters to work with none-English speaking persons?

	Number	Percent
1. Not at all	1	16.7
2. Often	5	50.0
		16.7

Table 2

Does agency staff regularly attend cross-cultural workshops?

	Number	Percent
1. Seldom	2	33.3
2. Sometimes	3	50.0
3. Often	1	16.7

Section D

Staffing

Table 1

Are there people of color on the staff of your agency?

	Number	Percent
1. A few	3	50.0
2. Some	2	33.3
3. Many	1	16.7

Table 2

Does your agency prepare new staff to work with people of color?

	Number	Percent
1. Not at all	1	16.7
2. Seldom	4	66.7
3. Sometimes	1	16.7

Table 3

Does your agency provide training that helps staff work with people of color?

	Number	Percent
1. Not at all	1	16.7
2. Seldom	4	66.7
3. Sometimes	1	16.7

33.

Tablé 4

Does your agency emphasize active recruitment of people of color?

	Number	Percent
1. None	2	33.3
2. A little	1	16.7
3. Some	1	16.7
4. A lot	1	16.7

Table 5

How well has your agency been able to retain people of color on Staff?

	Number	Percent
1. Not at all	1	16.7
2. Barely	1	16.7
3. Fairly well	3	50.0
4. Very well	1	16.7

Section D

Service Delivery and Practice

Table 1

Do you share some of you personal feelings with clients?

	Number	Percent
1. Not at all	1	16.7
2. Seldom	3	50.0
3. Sometimes	2	33.3

Table 2

Do you assess client acculturation or assimilation with respect to the mainstream culture?

	Number	Percent
1. Sometimes	5	83.3
2. Often	1	16.7

Table 3

How well do you use cultural strengths and resources when planning services to clients of color?

		Number	Percent
1.	Fairly Well	5	83.3
2.	Very Well	1	16.7

Table 4

Do you see client outside of your usual office setting?

		Number	Percent
1.	Not at all	1	16.7
2.	Sometimes	1	16.7
3.	Often	4	66.7

Table 5

Do you insure that clients of color have transportation, child care, and other arrangements which facilitate access to your services?

		Number	Percent
1.	Sometimes	2	33.3
2.	Often	4	66.7

Summary of Results

The results of this questionnaire suggest that there is a need for social workers to have a better understanding of issues regarding cultural diversity among ethnic group. The majority of social workers in this needs assessment were fairly well able to recognize culture groups within their communities, how they

differ from the dominant community, how they differ internally, and how they differ from non-mainstream cultural groups. The focus of cultural beliefs , vulnerabilities, strengths , and demographics are realities that can preclude or support programmatic efforts respectively. Recognition and understanding is paramount toward implementing services that benefit both clients and social workers.

Resources and Linkages this subscale recognizes the systems ability to effectively utilize both formal and informal networks of support within a given cultural community to develop a comprehensive system of care. In addition with the reduced number of formal service systems over recent years natural networks are often necessary to provide a more individualized array of services to meet the needs of a given client or family. The responses of social workers to this section varied from not at all to often.

Staffing addresses the recruitment and retention of diverse staff, preparation of new staff, training activities convened by the agency, and the various activities generally sanctioned by the agency to keep staff abreast of cultural issues. This area definitely affects the manner in which the agency will be able to meet performance standards in the future regarding the growing

numbers of ethnic groups needing services. Social workers were in agreement that there is a need to address issues of ,cultural attainment.

Social workers responses to service delivery and practice demonstrates that they are concerned with performing activities that support the needs of the client.

Demographic Information

The demographic information section of the Cultural Competence Self-Assessment Questionnaire focused on the social workers background. All of the social workers were female there were four white women, one black and one mexican. The age range was from 27 years of age to 65 years. Four of the women were married and two were single. All six women had graduate degrees five with M.S.W and one with an M.F.C.C. None of the women had any experience in administration and experience in working in direct services ranged from a minimum of 2 years to a maximum of 15 years. The minimum number of cultural awareness workshops attended by the social workers was one to three since 1975 with the highest number being seven to nine. Two out of the five social workers spoke Spanish fluently and one marginally. All of the social workers had worked with Hispanics and had social contact with Hispanics.

Discussion

The objective of this project was always to determine what types
of methods would be useful in determining how to improve the
interactions between social workers, and Hispanics women in
Family Reunification and Family Maintenance. The process
included aspects of cultural identity, awareness and knowledge
from the perspective of both the social worker and client.
In determining whether cultural sensitivity was a factor in
in improving services to Hispanic women to regain or maintain
children in the home was a difficult task. Available resources
in reference to this type of assessment were limited.
Selecting appropriate materials were an additional problem and
interpretation even more difficult.

The goals and objectives of the needs assessment were not
completely realized due to the minimum number of Hispanic women
who participated in the interview. This researcher found that
information on clients could have been accessed expeditiously
had this researcher taken the computerized list of clients to
individual social workers instead of reviewing information from
central files which did not always have current information on
addresses and phone numbers.

In the beginning of this paper this researcher documented
information on whether cultural knowledge or cultural sensitivity
on the part of social workers assisted Hispanic Women in
reunifying or maintaining their children in the home. The
original concept was to explore the values, attitudes,
experiences, and beliefs of Hispanic Women toward social workers
without any consideration to the social workers perceptions of
Hispanic women clients they work with daily. In the course of
data collection it became evident that this was an additional
factor that would have to be addressed.

Recommendations would be that Family and Children Services as
an agency becomes more actively involved in the recruitment, and
training of staff that have the desire and knowledge to work with
the unique problems of minorities within their communities. It
would benefit staff to have in-house workshops that deal with
issues of working with clients outside the mainstream culture,
whether they be Asian, Black or Hispanic. It would also be
beneficial investing in materials such as videos, literature,
current methods of treatment and making them available to staff.
Invite speakers that are representative of the community and can
provide information on problems that exist and how we can
collaborate services. The agency could facilitate an informal
open house for community providers in order to promote

networking among staff. Create an environment to open up discussion on how agency providers can jointly capitalize on services provided to clients

The final part of this discussion is that Hispanic women would benefit from social workers that have a basis for understanding, and sensitivity for cultural differences. There needs to be a common denominator that administration and staff are aware of and support in helping these women reunite with their children. This common goal would be to insure that issues surrounding cultural differences be dealt in a dignified and respectful way.

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Appendices

Dear

I am interested in talking with Hispanic Mothers who are in Family Reunification and receiving services through Monterey County Department of Social Services in the last two years. The purpose of this interview is to gather information about how you are able to communicate with your social worker in order to assist you with keeping your children.

This valuable information is part of a research project and will help to understand whether having social workers that are able to communicate in your language and have a basic knowledge of your culture is helpful in providing the services you need to meet your obligations for Family Reunification.

Participation is voluntary. The interview will take about one hour. All information you share will be confidential and not connected to your Family Reunification file.

I will be calling you sometime this week to set up a time to meet with you. Please feel free to tell me if you would rather be interviewed by telephone. Please feel free to tell me that you would rather not be interviewed. You can call me at 759-6720 Monday through Friday from 8:00 am to 6:00. If I am unavailable please leave a brief message with your name, telephone number or message phone, and the best time to call you.

Thank you for your cooperation in this research project.

Sylvia J. Garcia, Intern
Family Reunification Program

Fecha: 7 de Marzo

Estimada

Tengo interés en hablar con Madres Hispanas en está Reunificacion Familiar y
recibir servicios del Departmento de Servicios Sociales del Condado de Monterey.
en los últimos dos años. El proposito de esta entrevista es recoger informacion
sobre como puedes comunicarte con su trabajadora de servicio sociales para
conservar tus niños.

Esta información es valiosa y es parte de un proyecto de investigación y ayudará
a entender si tiene trabajadora de servicio sociales que pueden comunicarse en su
idioma y tiene un conocimiento básico de su cultura. Es útil en proporcionar los
servicios que necesitas encontrar sus obligaciones por Reunificacion Familiar.

La participación es voluntaria. La entrevista tomara aproximadamente una hora.
Toda informacion que comparta sera confidencial y no correctada con su archivo
de Reunificacion Familiar.

Yo te llamare en cualquier tiempo esta semana para hacer una cita para decirme
si prefieres que te llame por teléfono. Puedes llamarme al 759-6720 de lunes a
viernes de 8:00 de la manana a 6:00 de la tarde. Si no Estoy disponible favor de
dejar un breve mensaje , con su nombre, número de teléfono,y el mejor tiempo para
llarmarte.

Gracias por tu cooperación en esta proyecto de investigación.

Sylvia J. Garcia
Interna de Reunificion Familiar

County of Santa Clara
Mental Health Department
Mental Health Services Research Division

LATINO CULTURAL PREFERENCES - KEY CAREGIVER ADULT FORM
(February, 1996) -- V4

(CIRCLE RESPONSE THAT APPLY)

1. How would you describe your cultural identification?

    1. Very Mexican/Latino

    2. Mostly Mexican/Latino

    3. Bicultural (equally Mexican/Latino and White-American)

    4. Mostly White-American

    5. Very White-American

3. What language do you prefer to speak?

    1. Spanish all the time

    2. Spanish most of the time

    3. Spanish and English equally

    4. English most of the time

    5. English all the time

2. How often do you speak Spanish?

    1. All the time; no English (monolingual)

    2. Most of the time; some English (bilingual)

    3. Half the time; about equally with English (bilingual)

    4. Most of the time English

    5. All the time English

4. What language do you speak at home or work?

    1. Spanish all the time

    2. Spanish most of the time

    3. Spanish and English equally

    4. English most of the time

    5. English all the time

9. How often are you treated unfairly because you are Mexican/Latino?

   1. Never

   2. Sometimes

   3. Often

   4. Always

10. How often have you seen friends treated badly because they are Mexican/Latino?

   1. Never

   2. Sometimes

   3. Often

   4. Always

11. How often do you feel that you would rather be more White/American/Anglo if you had a choice?

   1. Never

   2. Sometimes

   3. Often

   4. Always

12. How often do you feel uncomfortable having to choose between non-Mexican/Latino and Mexican/Latino ways of doing things?

   1. Never

   2. Sometimes

   3. Often

   4. Always

13. How often do you get upset at your children because they don't know Mexican/Latino ways?

   1. Never

   2. Sometimes

   3. Often

   4. Always

18. Family members respect one another.

1. Strongly Agree

2. Somewhat Agree

3. Somewhat Disagree

4. Strongly Disagree

19. We share similar values and beliefs as a family.

1. Strongly Agree

2. Somewhat Agree

3. Somewhat Disagree

4. Strongly Disagree

20. Things work out well for us as a family.

1. Strongly Agree

2. Somewhat Agree

3. Somewhat Disagree

4. Strongly Disagree

21. We really do trust and confide in each other.

1. Strongly Agree

2. Somewhat Agree

3. Somewhat Disagree

4. Strongly Disagree

22. Family members feel loyal to the family.

1. Strongly Agree

2. Somewhat Agree

3. Somewhat Disagree

4. Strongly Disagree

23. We are proud of our family.

1. Strongly Agree

2. Somewhat Agree

3. Somewhat Disagree

4. Strongly Disagree

LATINO CULTURAL PREFERENCES - KEY CAREGIVER ADULT FORM
(February 16, 1996) -- V5

En esta parte de la entrevista nos gustaría saber más acerca de sus atecedentes culturales, su identidad, y sus costumbres preferidas.

Para nuestros propósitos, la palabra "latino" significa "hispano," costumbres de los mexicanos, chicanos, o centro americanos; y "gringo/americano" significa costumbres de los Estados Unidos.

1. ¿Cómo describiría usted su identidad cultural?

   1. Muy latino

   2. Mayormente latino

   3. Bicultural (igualmente latino y gringo/americano

   4. Mayormente gringo/ americano

   5. Muy gringo/americano

2. ¿Con qué frecuencia habla usted español?

   1. Todo el tiempo/no inglés (monolingüe)

   2. La mayoría del tiempo/ poco inglés

   3. La mitad del tiempo/igual con inglés (bilingüe)

   4. La mayoría del tiempo inglés

   5. Todo el tiempo inglés

3. ¿Qué idioma prefiere hablar?

   1. Español todo el tiempo

   2. Español casi siempre

   3. Igualmente español e inglés

   4. Inglés la mayoría del tiempo

   5. Inglés todo el tiempo

4. ¿Qué idioma habla en casa o en el trabajo?

   1. Español todo el tiempo

   2. Español casi siempre

   3. Igualmente español e inglés

   4. Inglés la mayoría del tiempo

   5. Inglés todo el tiempo

9. ¿Qué tan seguido lo tratan mal porque es mexicano/latino?

   1. Nunca

   2. A veces

   3. Seguido

   4. Siempre

10. ¿Con qué frecuencia ha visto que tratan mal a sus amigos por ser mexicanos/latinos?

   1. Nunca

   2. A veces

   3. Seguido

   4. Siempre

11. ¿Qué tan seguido siente que le gustaría ser más gringo/americano si pudiera escoger?

   1. Nunca

   2. A veces

   3. Seguido

   4. Siempre

12. ¿Qué tan seguido se siente usted incómodo cuando tiene que decidir si hace las cosas al modo mexicano/latino o al modo gringo/americano?

   1. Nunca

   2. A veces

   3. Seguido

   4. Siempre

13. ¿Qué tan seguido se enoja con sus hijos porque no saben hacer las cosas al estilo latino/mexicano?

   1. Nunca

   2. A veces

   3. Seguido

   4. Siempre

14. ¿Qué tan seguido ha tenido problemas con su familia por preferir las costumbres latinas/mexicanas?

   1. Nunca

   2. A veces

   3. Seguido

   4. Siempre

20. Todo funciona bien para nosotros como familia.

1. Muy de acuerdo

2. Algo de acuerdo

3. Algo en desacuerdo

4. Muy en desacuerdo

21. Entre nosotros, sí nos tenemos confianza

1. Muy de acuerdo

2. Algo de acuerdo

3. Algo en desacuerdo

4. Muy en desacuerdo

22. Los miembros de la familia se sienten fieles a la familia.

1. Muy de acuerdo

2. Algo de acuerdo

3. Algo en desacuerdo

4. Muy en desacuerdo

23. Nos sentimos orgullosos de nuestra familia.

1. Muy de acuerdo

2. Algo de acuerdo

3. Algo en desacuerdo

4. Muy en desacuerdo

24. En nuestra familia podemos expresar nuestros sentimientos.

1. Muy de acuerdo

2. Algo de acuerdo

3. Algo en desacuerdo

4. Muy en desacuerdo

APPENDIX A

CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE
SERVICE PROVIDER VERSION

This questionnaire is designed to assess cultural competence training needs of mental health and human service professionals. The self-assessment process is used to develop agency-specific training interventions which address cross-cultural weaknesses and build upon cross-cultural strengths of the staff generally and organization specifically. Cultural competence is a developmental process; therefore, the goal is to promote positive movement along the cultural competence continuum. Thus, the assessment should be viewed as an indication of areas in which the agency and staff can, over time, enhance attitudes, practices, policies, and structures concerning service delivery to culturally diverse populations. Your responses are strictly confidential and will solely be used to identify areas in which planned growth and greater awareness can occur.

> **Instructions:** Please circle or otherwise mark 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. Inapplicable questions will be statistically eliminated from the analysis. Please keep in mind that there is no way to perform poorly.

KNOWLEDGE OF COMMUNITIES

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

   NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

2. Please list the cultural group(s) of color who reside in your service area and how much of the overall population this represents:

Group	Percent of Population in Service Area	Percent of Population in State

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

   NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

19   PLEASE CONTINUE ☞

3. How well are you able to describe the strengths of the groups of color in your service area?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

4. How well are you able to describe the social problems of the groups of color in your service area?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

5. To what extent do you know the following demographic characteristics within communities of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
► unemployment rates	1	2	3	4
► geographic 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 following resources regarding the people of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
► social historians	1	2	3	4
► informal supports and 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 and values of the groups of color in your service area?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

8. Do you know the social service needs within communities of color that go unaddressed by the formal social service system?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

20   PLEASE CONTINUE ☞

9. Do you know of social service needs that can be addressed by natural networks of support within the communities of color?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

10. Do you know of any conflicts between or within groups of color in your service area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

11. Do you know the greeting protocol within communities of color?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

12. Do you know the cultural-specific perspectives of mental health/illness as viewed by the groups of color in your area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

13. Do you understand the conceptual distinction between the terms "immigrant" and "refugee"?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

14. Do you know what languages are used by the communities of color in your area?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

15. Are you able to describe the common needs of people *of all colors* in your community?

NOT AT ALL₁ BARELY₂ FAIRLY WELL₃ VERY WELL₄

PERSONAL INVOLVEMENT

16. Do you attend cultural or racial group holidays or functions within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

17. Do you interact socially with people of color within your service area?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

18. Do you attend school-based meetings that impact people of color in your service area?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

19. Do you attend community forums or neighborhood meetings within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

20. Do you patronize businesses owned by people of color in your service area?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

21. Do you pursue recreational or leisure activities within communities of color?

NOT AT ALL₁ SELDOM₂ SOMETIMES₃ OFTEN₄

21   PLEASE CONTINUE ☞

22. Do you feel safe within communities of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

23. Do you attend interagency coordination (IAC) meetings that impact service delivery in communities of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

24. Do you attend community- or culturally-based advocacy group meetings within communities of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

RESOURCES AND LINKAGES

25. Does your agency work collaboratively with programs that provide . . .

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
▸ employment training?	1	2	3	4
▸ educational opportunity?	1	2	3	4
▸ housing?	1	2	3	4
▸ alcohol/substance abuse treatment?	1	2	3	4
▸ maternal and child health services?	1	2	3	4
▸ public health services?	1	2	3	4
▸ juvenile justice services?	1	2	3	4
▸ recreation services?	1	2	3	4
▸ child welfare services?	1	2	3	4
▸ youth development services?	1	2	3	4

26. Does your agency have linkages with institutions of higher education (e.g., colleges, universities, or professional schools) that can provide accurate information concerning communities of color?

NONE₁   A FEW₂   SOME₃   MANY₄

27. Does your agency have linkages with civil rights, human rights, or human relations groups that provide accurate information concerning populations of color?

NONE₁   A FEW₂   SOME₃   MANY₄

28. Does your agency have linkages with the U.S. Department of the Census, local planners, chambers of commerce, or philanthropic groups who can provide you with accurate information regarding populations of color?

NONE₁   A FEW₂   SOME₃   MANY₄

22   PLEASE CONTINUE ☞

29. Does your agency publish or assist in the publication of information focusing on cultural groups of color?

NONE₁   A FEW₂   SOME₃   MANY₄

30. Has your agency conducted or participated in a needs assessment utilizing providers in communities of color as respondents?

NEVER₁   ONCE OR TWICE₂   A FEW TIMES₃   A NUMBER OF TIMES₄

31. Has your agency conducted or participated in a needs assessment utilizing consumer or family members of color as respondents?

NEVER₁   ONCE OR TWICE₂   A FEW TIMES₃   A NUMBER OF TIMES₄

32. Does your agency have linkages with advocates for communities of color who can provide reliable information regarding community opinions about diverse and important issues?

NONE₁   A FEW₂   SOME₃   MANY₄

33. Does your agency conduct open house-type events to which you invite providers, consumers, and others concerned with service delivery to communities of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

34. Does staff utilize cultural consultants who can help them work more effectively within a cultural context?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

35. Does your agency utilize interpreters to work with non-English speaking persons?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

36. Does your agency subscribe to publications (local or national) in order to stay abreast of the latest information about populations of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

37. Does staff have access to culturally-related materials (books, video, etc.)?

NONE₁   A FEW₂   SOME₃   MANY₄

38. Do you maintain a personal library with cultural resources?

NONE₁   A FEW₂   SOME₃   MANY₄

39. Does agency staff regularly attend cross-cultural workshops?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

40. Are agency staff encouraged to take ethnic studies courses?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

41. Do agency workspaces contain cultural artifacts?

NONE₁   A FEW₂   SOME₃   MANY₄

23

TAFFING

42. Are there people of color on the staff of your agency?

NONE₁   A FEW₂   SOME₃   MANY₄

43. Are there people of color represented in . . .

	NONE	A FEW	SOME	MANY
► administrative positions?	1	2	3	4
► direct service positions?	1	2	3	4
► administrative support positions?	1	2	3	4
► operational support positions?	1	2	3	4
► board positions?	1	2	3	4
► agency consultants?	1	2	3	4
► case consultants?	1	2	3	4
► (sub)contractors?	1	2	3	4

44. Does your agency . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
► hire natural helpers or other non-credentialed people of color as para-professionals?	1	2	3	4
► hire practicum students or interns of color?	1	2	3	4
► out-station staff in communities of color?	1	2	3	4
► hire bilingual staff?	1	2	3	4

45. Does your agency prepare new staff to work with people of color?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

46. Does your agency provide training that helps staff work with people of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

47. Does your agency emphasize active recruitment of people of color?

NONE₁   A LITTLE₂   SOME₃   A LOT₄

48. How well has your agency been able to retain people of color on staff?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

/95

49. Does your agency staff routinely discuss barriers to working across cultures?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

50. Does agency staff routinely discuss their feelings about working with consumers/co-workers of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

51. Does agency staff routinely share practice-based "success stories" involving people of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

52. Does your agency direct students of color towards careers in human service or related occupations?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

53. Does your agency convene or reward activities that promote learning new languages relevant to the communities of color that the agency serves?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

SERVICE DELIVERY AND PRACTICE (For Direct Service Staff Only)

54. Are you familiar with the limitations of mainstream diagnostic tools as applied to people of color?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

55. Do you discuss racial/cultural issues with consumers in the treatment process?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

56. Do you willingly share information with clients about your personal or professional background?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

57. Do you share some of your personal feelings with clients?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

58. Do you assess client acculturation or assimilation with respect to the mainstream culture?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

59. How well do you use cultural strengths and resources when planning services to clients of color?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

60. Do you use cultural references or historical accomplishments as a source of empowerment for people of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

25

61. Do you use treatment interventions that have been developed for populations of color?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

62. Do your treatment plans contain a cultural perspective (e.g., role of extended family, spiritual/religious beliefs, issues related to the formation of cultural identity) that acknowledges different value systems of people of color?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

63. Do you advocate for quality of life issues (e.g., employment, housing, educational opportunities) identified as important by communities of color in your service area?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

64. Are you familiar with the use of moderator variables?

    NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

65. Do you use ethnographic interviewing as a technique to gather more accurate information?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

66. Do you use self-disclosure in the treatment process?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

67. Do you encourage the involvement of extended family members or significant others in diagnosis, treatment planning or evaluation of treatment?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

68. Do you see clients outside of your usual office setting?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

69. Do you use clergy or people from the spiritual community to enhance services to people of color?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

70. Do you dismiss clients that come late for their appointments?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

71. Do you use consumer satisfaction measures to evaluate service delivery?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

72. Do you ensure that clients of color have transportation, child care, and other arrangements which facilitate access to your services?

    NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

ORGANIZATIONAL POLICY AND PROCEDURES

73. As a matter of formal policy, does your agency . . .

	No Policy	Considering Policy	Currently Writing Formal Policy	Policy in Place
▸ use culture-specific assessment instruments for diagnosis?	1	2	3	4
▸ use culture-specific treatment approaches?	1	2	3	4
▸ envision community empowerment as a treatment goal?	1	2	3	4
▸ review case practice on a regular basis to determine relevancy to clients of color?	1	2	3	4
▸ provide or facilitate child care?	1	2	3	4
▸ provide or facilitate transportation (e.g., bus tickets, ride-sharing)?	1	2	3	4
▸ allow access after regular business hours (e.g., through message-beeper, agreements with crisis-providers, etc.)?	1	2	3	4
▸ specifically consider *culture* in service plans?	1	2	3	4
▸ conduct outreach to community-based organizations, social service agencies, natural helpers, or extended families?	1	2	3	4
▸ take referrals from non-traditional sources?	1	2	3	4
▸ translate agency materials into languages that reflect the linguistic diversity in your service area.	1	2	3	4
▸ solicit input from groups of color with respect to physical plant location and interior design.	1	2	3	4
▸ advocate for a better quality of life for persons of color in addition to providing services.	1	2	3	4

74. In general, how well are policies communicated to agency staff?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

27

75. Is information on the ethnicity or culture of clients specifically recorded in your organization's management information system?

NOT AT ALL₁   MINIMALLY₂   PRETTY WELL₃   VERY WELL₄

REACHING OUT TO COMMUNITIES

76. How well do you assure that communities of color are aware of your program and the services and resources you offer?

NOT AT ALL₁   BARELY₂   FAIRLY WELL₃   VERY WELL₄

77. Does your organization or agency reach out to . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
churches and other places of worship, clergy persons, ministerial alliances, or indigenous religious leaders in communities of color?	1	2	3	4
medicine people, health clinics, chiropractors, naturopaths, herbalists, or midwives that provide services in communities of color?	1	2	3	4
publishers, broadcast or other media sources within communities of color?	1	2	3	4
formal entities that provide services?	1	2	3	4
cultural, racial, or tribal organizations where people of color are likely to voice complaints or issues?	1	2	3	4
business alliances or organizations in communities of color?	1	2	3	4

78. Are people of color depicted on agency brochures or other print media?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

79. Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?

NOT AT ALL₁   SELDOM₂   SOMETIMES₃   OFTEN₄

28

APPENDIX C

CULTURAL COMPETENCE SELF-ASSESSMENT SCALE
DEMOGRAPHIC INFORMATION

Now we would like to ask you questions about yourself. These are for research purposes only and will not be used to identify you.

A. The following personal identification code allows you to keep your responses anonymous but allows the surveys to be matched in the future.

> Personal identification code:
> First three letters of your mother's maiden name:
>
> _ _ _
>
> Last four digits of your best friend's phone number:
>
> _ _ _ _

Please circle the appropriate number or fill in where requested.

B. Sex: 1. Female   2. Male

C. Race:
   1. Asian/Pacific Islander
   2. Black/African American
   3. Hispanic- or Latino-American
   4. Native American / American Indian
   5. Caucasian
   6. Other *(please specify)* _____

D. Age: _____ Years

E. Marital Status:
   1. Married or marriage-like living arrangement
   2. Single
   3. Divorced
   4. Separated
   5. Widowed

F. Highest level of education:
   1. Some high school or less
   2. High school diploma or GED
   3. Business or trade school
   4. Some college
   5. College degree
   6. Some graduate school
   7. Graduate degree

G. Professional Affiliation:
   1. Social Worker   6. Accounting
   2. Psychiatrist   7. Teacher
   3. Psychologist   8. Physician
   4. Nurse   9. Lawyer
   5. Business   10. Case Manager
   11. Other *(please specify)* _____

H. Position and Experience:

   Position: _____

   Years with agency: _____

   Years experience in administration: _____

   Years experience in direct service: _____

I. To what extent are you involved with the analysis or formation of agency policy?

   1. Very much   2. Sometimes

   3. Very rarely   4. Not at all

J. How many cultural awareness/competence workshops or conferences have you attended since 1975?

   1. None
   2. 1 to 3
   3. 4 to 6
   4. 7 to 9
   5. 10 or more

PLEASE CONTINUE

Agreement to Participate in Research Form

Responsible Investigator: Sylvia J. Garcia, MSW student

Title of Protocol: Needs Assessment to determine whether Cultural Sensitivity and Knowledge
by Social Workers in Monterey County impact services received by Hispanic Women in Family
Reunification and Family Maintenance.

I have been asked to participate in a research needs assessment to determine whether cultural uderstanding
and cultural knowledge by Social Workers in Monterey County assist Hispanic Women in Family
Reunification and Family Maintenance. The results of this needs assessment will provide baseline data
that will analyze whether additional background on cultural issues on Hispanic Women is conducive to
receiving services that are culturally relevant for Family Reunification and Family Maintenance.

I understand that:

1. I will be asked to fill out a questionnaire which will take approximately 30 minutes.

2. The possible risks of the needs assessment are emotional reactions to questions posed in the
   survey.

3. Benefits of this needs assessment should be useful to child welfare social workers because
   It may assist them in providing services that are culturally more relevant to their clients,
   and makes the transition of client and social workers less stressful in working toward
   reunificiation and maintenance.

4. The results of this study may be published , but no information that could identify me will
   be included. **My identity will in summary form remain totally confidential. All
   information will be presented only.**

5. Any questions about my participation in this study will be answered by Sylvia J. Garcia at
   (408) 442-2912 or (408) 759-6720. Complaints about the procedure may be presented
   Dr. Armando Cablas at (408) 924-5800. For questions or complaints about research,
   subjects' rights, or research -related injury contact Serena Stanford, Ph.D., Associate
   Vice President for Graduate Studies and Research, at (408) 924-2480.

6. My consent is given voluntarily without being coerced: I may refuse to participate in the
   Research or in any part of it, and I may withdraw at any time without prejudice to my
   relations with San Jose State University or Monterey County Department of Social
   Services.

7. I have received a copy of this consent form for my file.

8. MY SIGNATURE INDICATES THAT I HAVE READ THIS AGREEMENT AND
   THAT I HAVE DECIDED TO PARTICIPATE

   Subject Signature_____ Date _____

   Investigators Signature_____ Date _____