

**Development and Implementation of a Cultured Competency-Based  
Training Curriculum to Strengthen the Capacity of Child  
Protection/Child Welfare Agency Staff in a Collaborative Process**

**Final Report**

**Grant # 90CT0037**

**Outline**

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**NATIONAL CLEARINGHOUSE ON CHILD  
ABUSE AND NEGLECT INFORMATION**

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## **1. Background to and Rational for the Training**

In October FY 1999, the College of Menominee Nation (CMN), one of two tribally controlled community colleges in the State of Wisconsin, and its subgrantee, Policy Research Incorporated (PRI), received funding from the Administration for Children, Youth and Families Children's Bureau (ACYF) under its child protective and child welfare services training program.

The overall goal of the 24-month project, Training for Children Protective and Child Welfare Agency Staff, is to: improve the capacity of child protective and child welfare service staff and collaborating agencies in Menominee Reservation/County and the surrounding region to prevent the incidences and recurrence of child abuse and neglect.

The specific objectives of the program are to:

- 1. Develop and implement a culturally relevant, competency-based curriculum in child abuse detection and prevention techniques and related skills that can be used for direct service and collaborating agency personnel serving American Indian/Alaska Native high-risk children and their families, recognizing the unique jurisdictional arrangements relative to Indian child welfare.*
- 2. Train 60 staff of Tribal Indian Child Welfare agencies from the Menominee, Potawatomi, Ho-Chunk, Chippewa, Stockbridge-Munsee, and Oneida tribes and 75 staff of the Menominee, Shawano and Forest collaborating public and private sector agencies and organizations.*

3. *Adapt the curriculum for use in training 20 students in the Human Services/Social Work/Police Science Program of the College of the Menominee Nation.*

This project was submitted by the College of the Menominee Nation (CMN) to the Department of Health and Human Services (DHHS), Administration for Children and Families (ACF) as part of ACF's Child Welfare Training Project, which is designed to support the training of personnel for work in the field of child welfare. The purpose of Priority Area 3.00, as stated in the RFA, is:

*To develop a competency-based training curriculum and a training plan to enhance and strengthen the capacity of child protective and child welfare services staff for collaboration with community-based agencies to provide services to at-risk families to prevent child abuse and neglect and prevent the recurrence of such problems for children reunified with their families.*

This design and implementation draws on the expertise, experience, and resources of a Tribal College (TC), the College of the Menominee Nation (CMN), in developing a competency-based, culturally relevant training program. This program was conceived to train and enhance the capacity of child welfare and child protective services staff in Tribal and county child welfare agencies and in relevant collaborating agencies enabling them to provide more effective child welfare services to at-risk American Indian families in Menominee, Shawano and Forest counties. CMN also trained students in the Human Services/Social Work/Police Science programs at CMN. CMN is a non-profit institution of higher education with accreditation-eligible social work education programs leading to a degree relevant to work in child welfare. CMN has Articulation Agreements with the

University of Wisconsin at Green Bay and other four-year institutions leading to Baccalaureate degrees in Social Work, Education, and other areas. CMN is one of two Tribal colleges in Wisconsin and one of thirty-two tribal colleges nationwide.

CMN believes that training in child abuse and neglect specifically addressing the needs of American Indian/Alaska Native children represents a critical need. There are numerous problems faced by this population which require a solution, for example: 1) The reported case rate of American Indian/Alaska Native child abuse and neglect is 10 times that of the national rate;<sup>i</sup> 2) The youth suicide rate is over 2 times that of the national rate;<sup>ii</sup> 3) The rate of first-listed diagnosis of alcoholism is three times that of the national rate;<sup>iii</sup> 4) There is a shortage of child welfare and child protective services staff; 5) There is preponderance of child welfare and child protective services staff who have been trained in mainstream institutions with scant understanding of or regard for the predominant culture of the populations they serve; 6) There is lack of cooperation and collaboration among relevant service agencies; 7) There is difficulty in recruitment and retention of professional staff, the region is subjected to the “revolving door” of young, new, unseasoned graduates who come for a year’s experience on the reservation and move on, leaving the community with no core of committed, knowledgeable professionals; 8) There is an increasing demand for human services/social work training by students at CMN and other Native American colleges; 9) There is a need to provide solid, professional training in human services for people who have a vested interest in the people they serve and their communities; 10) There is a need to have competency-based standards for training workers and measuring their performance in this vital area.

Similarly, there is a need to have an established process to develop and implement

training and curriculum innovations; and 11) There is a need to honor a commitment that the educational programs of CMN meet the needs of American Indian peoples in their communities.<sup>iv</sup>

CMN serves students within an approximate 50-mile radius from Keshena, Wisconsin, with some students matriculated from further distances and the development of distance learning underway. There is an estimated population base of 10,000 persons in this area, encompassing the counties of Langlade, Shawano, Oconto, Outagamie, Brown, Menominee, and Waupaca. The nearly 800 strong student body of CMN is open to all and is consists of approximately two-thirds American Indian and one-third non-Indian students from various tribes: e.g., Menominee, Oneida, Stockbridge-Munsee, Chippewa, Potawatomi and Winnebago. Communities in the service region have severe economic and social burdens, exemplified by the following data on Menominee County, and characterized in a recent *Public Health Reports* article as a “high prevalence of multiple ‘social pathologies’ such as violence, unintentional injuries, and the ill effects of alcohol and drug abuse”.<sup>v</sup>

Menominee County, which is coterminous with the Menominee Indian Reservation, is located in Northeastern Wisconsin on 236,000 acres of forested land. As of the 1990 Census, the population of Menominee County was 3,890 and is expected to reach 4,470 by the year 2000, an increase of 14 percent in ten years. Of the 1990 population, 49 percent were female, 51 percent were male and 48 percent were below the age of 19 years. American Indians comprised 89 percent of the total.<sup>vi</sup> Nearly half of the population (48%) lived below poverty level, making Menominee County/Reservation the thirteenth poorest county in the United States. There is no evidence to suggest that these

socioeconomic characteristics have improved significantly in the past eight years; the unemployment rate for those over age 18, is rising and was reported in May, 1997 to be 12 percent.<sup>vii</sup>

Moreover, the need for improved resources and programs to address child abuse and neglect in American Indian/Native Alaskan families has been highlighted in the *Final Report of A Case Study of Family Violence in Four Native American Communities* and in *A Model for the Prevention of Family Violence in Native American Communities*, both published by the Office of Planning, Evaluation, and Legislation of the Indian Health Service. The latter document specifically states: 1) family violence is a serious problem on the reservations; 2) the most commonly reported types of family violence are wife abuse, child sexual abuse, and child physical abuse; 3) resources and programs for dealing with family violence are inadequate; 4) there is a need for community-wide education and prevention programs; and 5) there is a need for support programs designed for victims and their families.<sup>viii</sup>

In Menominee County/Reservation, in addition to services operated by or funded through the Federal, state and county government, and the laws and regulations related to these services and funding streams, the sovereign Menominee Indian Tribe operates services and has the authority to enact laws and operate a governmental structure, with similar powers accorded it by the tribal constitution and bylaws. State funds for social services, child abuse and neglect detection and prevention, and child welfare, for example, are directed to the county government in Menominee County. The Menominee Indians, as citizens of the State of Wisconsin, receive some services from DHHS while other or similar services are provided by the tribal government and its departments.

Ideally, the entities should work collaboratively to address the needs of the children and families they serve. However, as is the case in most jurisdictions and communities, this does not always happen, given existing laws, regulations, funding realities and organizational “territorial” issues. More typically, the relevant systems (e.g., social services, health services, criminal and juvenile justice, education) are fragmented and do not have integrated service systems or effective collaboration mechanisms. For example, when a report of child abuse is currently filed in the region, the tribal, county, and state authorities may all have a *de jure* interest in sharing information and in immediately addressing the needs of the child and family, depending on the nature of the abuse and the tribal membership or location of residence of the parties involved. *De facto*, the case (the child, the family or both) may not receive the services required, or the information may not be transmitted between and among the various public agencies because of inadequate understanding of the requirements to do so, lack of interest, or perceived (or actual) lack of resources on the part of the agency staff. State and county social services are required to have trained CADC counselors, as is any other county. However, in addition to the more common difficulties of lack of collaboration, the particular difficulty in this region is that these positions are typically filled by non-Indian staff; and this presents cultural problems and other political issues within the community. The individuals who come to the area to work are often recent college graduates with no experience. Once they gain experience and can get another job, they leave. Their lack of understanding of the traditional ways of Indian people and of extended families also present significant problems. Often these individuals are afraid to go into the community

on home visits, or the Indian people are reluctant to allow the non-Indians into their homes due to lack of trust.

Resentment and embarrassment are also factors in poor relationships between the staff and the clients. There is a lack of opportunity for educational advancement, including post-high school educational opportunities, due to socioeconomic problems such as inability to pay tuition costs, lack of transportation, single parenthood, lack of self-esteem, poor experience in school, poor housing conditions, and lack of employment. These problems all contribute to a sense of despair and isolation which is exacerbated by culturally alien workers, particularly in an area of such sensitivity as child protective services and child abuse and neglect.

Although some of these cultural gaps can be addressed through cultural sensitivity training, typically, as noted, the young new non-Native American graduate worker does not stay more than a year or two and has no depth of knowledge or experience which could be used to manage community issues more effectively. This project attempted to address this problem by training both local people and trainees selected for their motivation and commitment to stay in their own communities and work within their culture. Further, the project provided an intensified training in local culture and mores for workers already in the field in child protective and child welfare services. In addition, CMN provided a culturally relevant component for inclusion in orientation training for workers in collaborative agencies.

The types of knowledge, skills and attitudes that are requisite for effective and caring delivery of child welfare services, and which were included in the competency-based training developed through this project, include, for example: awareness of and

sensitivity to cultural factors related to American Indian child welfare, such as the extended family structure in the American Indian community and its significance in preventing child abuse and neglect; an understanding and appreciation of the interrelationship between socioeconomic and health conditions, including the impact of substance abuse, and child abuse and neglect; an understanding and knowledge of roles of tribal governmental structures such as tribal councils and tribal elders; the critical importance of commitment to the community; and the ability to communicate with high-risk children and their families, and with collaborating agency staff.

## **2. Methodology Used to Design the Training**

CMN proposed an approach that recognized the need to ensure that Tribal, county and other staff serving high-risk children and their families:

- 1) have the specific knowledge, skills and attitudes necessary to deliver effective services to at-risk American Indian/Alaska Native children and their families in the context of changing Federal, state and county health, social welfare, and housing policies;
- 2) understand the interrelationship among employment, education, substance abuse, mental health conditions, domestic violence, and other factors that have demonstrable impact on child abuse and neglect and the recurrence of such problems for children reunified with their families; and other policies that impact on the children and their families;
- 3) have the capacity to collaborate in the provision of services to this population and to *integrate* such services in, between and among their respective organizations, both horizontally and vertically, insofar as

possible, with specific understanding of the meaning of and mechanisms for such service integration.

The approach also recognizes the complex interrelationship between federal, county and tribal policies related to child welfare and the relative paucity of training opportunities available for personnel working directly and indirectly to provide services to high-risk American Indian/Alaska Native children and their families. Finally, the approach utilizes the unique role and relationships of CMN with three counties and six Tribal organizations that serve approximately 10,000 American Indian people to engage in a collaborative process to develop, pilot test and implement a child welfare training curricula that can be used widely with those serving American Indian high risk children and their families.

CMN devoted the first three months of the project to identifying, reviewing and adapting relevant curricula. For purposes of this project, CMN utilized the culturally-based curriculum developed by the National Indian Child Welfare Association (NICWA), *Heritage and Helping: A Model for Indian Child Welfare Practice*, served as the primary model for the curriculum. Developed by a team of Native American consultants in 1985, field tested and implemented widely since then, the model has five modules, as follows:

- Module I: Basic Skills in Indian Child Welfare, addressing interviewing, assessment and case management.
- Module II: Protective Services for Indian Children, addressing investigation, indicators of abuse and neglect, decision making, the workers and the Court, the casework relationship, and self-awareness.

- Module III: Indian Extended Family and Foster Family Care, addressing extended family care, the placement process, and services to parents, to the child, and to the foster parents.
- Module IV: Family-Centered Services for Indian Children, addressing the provision of at-home services, assisting the alcoholic family, and parent education.
- Module V: Permanency Planning for Indian Children, providing an Indian perspective on permanency and addressing working with parents, working with children, decision making, and options in permanent planning.

This and other curricula were reviewed to determine the degree to which they: 1) could be adapted to ensure that the learning objectives of the training can be met through the curricula; 2) take into account changes in relevant federal, state, county and tribal health, social welfare, housing and other policies that relate to child welfare; 3) address specific issues directly and indirectly related to child abuse and neglect; and 4) are duplicative of or supplement the CMN curriculum for students in Human Services/Social Work/Police Science.

In implementing the project, CMN carried out the following 12 tasks, which are briefly summarized.

**Task 1: Establish a Project Coordinating Committee.**

The Project Coordinating Committee, which was to be comprised of representatives from six Tribes and three counties, was never formally established. The discussions and meetings held by the College with the tribal child welfare workers revealed the fact that due to distance and time constraints, the reality of forming a committee that would meet on a regular basis was not likely to materialize. Instead the College Staff obtained greater

input and feedback on issues by dealing and meeting on a one-to-one basis. Issues discussed at these sessions included the need to better communicate the understanding of the Indian Child Welfare Act requirements and its importance to Indian families. The topics also included how the curricula would serve as a basic tool and guidance for county social service agencies to achieve more comprehensive services and a better understanding in working with Native American people. There is an identified need for sensitivity training for non-Indian service providers. The tribal elders input and involvement served a vital support in understanding the cultural involvement into the training/academic that was needed in order to be most effective.

### **Task 2: Review Existing, Relevant Training Curricula.**

CMN conducted an extensive review and assessment of resource materials to locate pertinent information for inclusion in the curriculum and training components of the program. Many resources were obtained as a result of discussions with participants and presenters at national and local child abuse and neglect conferences. Using a structured review form developed in conjunction with PRI, a literature synthesis was completed. The information gathered related to child abuse and neglect policies, programs and training, in general, and to Native American communities, in particular. CMN also collected and reviewed additional relevant training curricula in the course of this project.

### **Task 3: Conduct Training Needs Assessment Meeting.**

CMN has conducted meetings with a number of individuals who represent key tribal social service agencies and other relevant organizations. The purpose of these meetings has been to further develop collaborative relationships and plan for the training design. Draft training modules were also developed based on literature reviews as well as

discussions with representatives of various organizations. Individuals with whom program staff met include: Program Directors, Social Work Department personnel, CMN; Director, Criminal Justice Department, Fox Valley Technical College; representatives of Ho-Chunk Child Welfare; representatives of Shawano Social Services; representatives of Stockbridge-Munsee Indian Child Welfare; and a representatives of Oneida Indian Child Welfare. Meetings were also held with representatives of Forest County Social Services, Menominee Indian Child Welfare Agency and Menominee County Department of Human Services Child Social Service Workers.

CMN also conducted four one-day focus group meetings with three or more persons, including representatives from: Menominee County Social Services, Stockbridge-Munsee Indian Child Welfare, Shawano County Social Services and Ho-Chunk Indian Child Welfare. The purpose of the meetings were to elicit the opinions of these individuals with regards to: (1) how they can more effectively deliver services to high risk children and their families; and (2) the specific knowledge and skills that they believe are necessary for those directly involved in child welfare services and those necessary for staff of collaborating agencies.

#### **Task 4: Develop Draft Curricula**

Preliminary curricula have been developed for three (3) courses as follows: Racism and Discrimination against American Indians, Introduction to Protective Services for American Indian Children and Introduction to American Indian Child Welfare Policies and Programs. Since these are academic courses, they will follow the Human Services-- Social Work Emphasis Program of the College. The General Education Proficiency and Breadth Course Requirements will complete the academic program for students seeking

the degree in this discipline. This discipline could also be followed as a minor for interested students.

**Task 5: Pilot Test Draft Curricula and Training Methods.** During the seventh month of the project, CMN carried out a modified pilot test of the materials in three sessions. The first involved a representative of the Shawano County Department of Social Services and tribal elders from the Menominee Community. Each of the Tribal Indian Child Welfare Agencies from the six tribes and with one representative from the child welfare agency from each of the three countries were invited to participate, but did not have the time available to do so. Following the cultural tradition of respecting the wisdom of the elders, an invitation was extended to elders to participate in the pilot testing of the course content and provide valuable input into the project. The participation of the elders added a stronger capacity toward involvement of culture and involvement of tribe and community. The tribal elders provided more credibility to the project. A broader meaning and basic understanding of what the purpose and content of the course would and could have for students and professionals currently working in the field was gained by involving tribal elders in the process.

The second session was also widely advertised for involvement of professionals from agencies serving each of the six tribes. Again time constraints and distance did not permit the turnout that CMN would have liked. However, those that did attend contributed enormous information and feedback to indicate that the courses and training would be invaluable to service providers of Native Americans. The sessions lasted for two days, and consisted of abbreviated presentations of the materials and debriefing with

the participants to receive feedback on clarity, perceived usefulness, cultural relevance, and other critical factors.

The third session consisted of service providers as well as several elders of the community. The discussion was very rich in not only academic content, but served to confirm that cultural relevancy content was acceptable and greatly needed for improvement of service to Native American communities as well as for service providers that have Native Americans on their caseload. Positive feedback was received from the participants of the pilot training session.

**Task 6: Revise Curricula and Training Methods.** CMN revised the curricula and training methods as necessary based on the pilot test, and comments made by participants. The revised materials were used in further planning for the implementation of the course activities and training. A complete set of resource materials was provided to those who attended the sessions. The training documents are retained by the College to serve as a training resource for further offerings for these courses.

**Task 7: Select Trainees.** All employees of the Tribal Indian Child Welfare agencies for the six involved tribes and all employees of the three county child welfare agencies were extended an invitation to participate in the pilot training sessions. The course curricula have been revised based on the information collected from the pilot testing. The courses will be available for credit from the College of Menominee Nation for students and service providers in the field of Child Welfare or related disciplines. Professionals from agencies that work with Native Americans will have the opportunity to strengthen their capacity to provide services to Native Americans. Those individuals who select to obtain credits from the designed curricula will display a need, desire and interest in improving

their competency in addressing the needs of high-risk children and their families. They will demonstrate their current or potential role as providers of critical services in this field as well as articulate a long-term commitment to serve in the region.

**Task 8: Implement Training.** CMN invited child welfare workers from the tribal and county agencies to the main CMN campus to participate in the training session. The trainers were from the faculty of CMN, consultants and professionals in the field that possessed the credentials to serve as trainers in the course work and content provided. The Senior Consultant to PRI provided her expertise to ensure that the quality of the training was consistent with the grant. The training was conducted as follows: 1) separate discussion groups with representatives of each of the tribal Indian Child Welfare agencies, as individuals were available and willing to participate in the pilot testing. 2) discussion sessions for the representatives of the county child welfare agencies were established and conducted to the extent the groups were willing to participate in providing information and feedback. This information was utilized to enhance the development of the content of the curricula. These relatively small group and individual gatherings allowed for more intensive discussion and interaction among and between the trainees and the CMN trainers. The training were carried out over a three-day period.

In order to stimulate discussion of collaboration and services integration, staff from several organizations and agencies was involved in the sessions. There were interactive presentations of Indian Child Welfare and County child welfare personnel. As with the training for Tribal and county child welfare personnel and elders of the community were involved in the discussion groups. This training was carried out over a three-day period, with opportunity for follow-up training at a later date.

### **3. Synthesis of the Training for Child Welfare and Collaborating Agencies**

#### **Personnel**

Based on the needs identified by the training needs and group meetings that involved representatives of the parties concerned on issues pertaining to high-risk children and their families. Three courses were identified: 1) Racism and Discrimination Against American Indians, 2) Introduction to American Indian Child Welfare Policies and Programs, and 3) Introduction to Protective services for American Indian Children. In addition, a fourth 3-credit course was developed and conducted Program and Policy Evaluation. The following provides a detailed description of the courses goals, objectives and main topic areas.

#### ***1. Racism vs. Discrimination – Not Just a Black Issue – February 1-2, 2000 (Pilot Testing Phase)***

**Course Purpose:** To enhance the participants' knowledge and understanding of issues related to racism and discrimination against American Indians.

**Course Objectives:** At the end of the course the participants will be able to:

1. Describe historical trends in racism and discrimination against American Indian Tribes and individuals.
2. Describe economic, social, health and other disparities between American Indians and the general population in the United States.
3. Describe the Relationship between social value and ethics and racism/ethnic conflict globally and in the United States.
4. Describe issues related to developing and enforcing public policy designed to eliminate /alleviate consequences of racism/discrimination.
5. Describe Federal policies, regulations and programs that either exacerbate or remediate racism or discrimination against American Indians.
6. Describe ways in which upbringing in the context of such racism and discrimination impacts on the daily lives and potential of American Indians.

#### **Methodology:**

- The program structure is based on a two-day seminar format

- The program is designed to accommodate 20-25 participants to ensure the most potential for interactive participation.
- The program included in class open discussion, excursions, and role playing scenarios and case study analysis and presentation.

**Course Outline and Topic Areas:**

1. What is racism vs. discrimination?
2. What role does prejudice play
3. harmful effects of prejudice
4. components of prejudicial attitudes
5. Stereotypes
6. History of discrimination in Indian country
7. Native people personal stories.
8. What is stereotype of native people
9. Native discrimination and emotions
10. Just-World phenomenon
11. Facing up to our own discrimination through native films.
12. Relationship between attitudes and behavior.

The program was conducted at the premises of the College of Menominee Nation. Eight individuals, primarily elders attended the session.

***2. Introduction to American Indian child Welfare Policies and Programs***

**The overall goal:** is to introduce the participants to policies, regulations and practices developed and implemented to serve Indian children as mechanisms for servicing and preventing child abuse and neglect among this population. In addition, the course will enhance the participants' knowledge of child abuse and neglect services and the role they serve in Indian children's protection/welfare.

**Course Objectives:**

- Identify incidence/prevalence related to child abuse and neglect, in general, and American Indian population in particular as well as factors related to such incidence/prevalence.
- Understand the relationship between federal legislation, tribal authority, and tribal jurisdiction in placement and custody cases.
- Understand the organizational structure of the child welfare system at the federal, state, county and tribal levels.

- Understand the role of the juvenile court system and family court system, the differences in the required court reports and the operation of both tribal and state court systems.
- Understand Federal, State laws, regulation policies and programs related to health services related to child abuse and neglect and its causal factors, including relationship between Indian Health Services, Medicare and Medicaid.
- Identify the role of the caseworkers and their legal responsibilities as well as distinguish their roles within a dual court system (state. tribe) and distinguish between case workers and systems workers.
- Understand concept of integrated community services and systems.

### **Course Outline and Topic Areas:**

1. Federal Legislation: The Indian Child Welfare Act, TANF, and other relevant legislation.
2. State of Wisconsin legislation.
3. Tribal legislation and authority.
4. Interrelationship among Federal, State and Tribal legislation and authority.
5. Organizational structure of the child welfare system: Federal, state, county and tribal systems and agencies.
6. Working within multiple or single reservations and multiple or single tribes.
7. Role of the juvenile and family court systems: The state and Tribal Juvenile Court Systems.
8. The State and Tribal family court system
9. Epidemiology of child abuse and neglect: 1) in the US overall, 2) in the American Indian population, 3) factors related to incidence/prevalence of child abuse and neglect health services.
10. Federal and State laws, regulations, policies and programs related to child abuse and neglect and its causal factors.
11. Health services related to child abuse and neglect and its causal factors.
12. Indian health services and its responsibilities and authority.
13. Health service for Native American families under Medicaid and Medicare.
14. Role of caseworkers, systems workers, and other social service personnel.
15. Distinguishing roles in State/Tribal dual court, social service and health systems.
16. Concepts and practical implementation of integrated community services and systems.

The course was conducted at the Menominee College premises over three days. Eight individuals participated in this pilot testing process.

### ***3. Introduction To Protective Services for American Indian children ———***

**Course objectives:** At the end of the course the participants should be able to:

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- Describe differences among American Indian tribes/bands concerning child protection and welfare.
- Describe relevant American Indian mores and social environment and how they apply to child protection/child welfare programs.
- Apply relevant legal definitions, criteria and procedures for child abuse and neglect, according to the state of Wisconsin, tribal child welfare, and tribal court systems, and identify and screen instances of child abuse and neglect within American Indian families.
- Describe the respective roles of guardians, social workers and others that are influential in the Indian Child Welfare process.
- Apply evidence-based interviewing and assessing techniques to cases of child abuse and neglect in American Indian families and children.
- Identify and apply culturally relevant, family focused and ethically appropriate child protection/welfare prevention and treatment (intervention) strategies.
- Assess and address possible barriers to cultural competency within the social service agencies and identify approaches to alleviate identified barriers.
- Develop and implement reunification plans with the family and caregivers in cases of relative placements, including writing policies and procedures for reunification plans.

#### **Methodology:**

- The course structure is based on a three-day seminar format
- The course is designed to accommodate 20-25 participants to ensure the most potential for interactive participation.
- The course includes lectures, case study presentations and analysis, and small group collaborations and activities, which foster open communication.

#### **Course Outline and Topic Areas:**

1. American Indian Tribal/Band policies and program related to child protection/child welfare.
2. Applications of American Indians mores and social environment
3. Listening, involvement of elders, circles of care, and gathering
4. Issues related to cultural competency
5. Family reunification
6. State of Wisconsin legal definitions, criteria and procedures of child abuse and neglect.
7. Tribal child welfare and tribal court systems legal definitions, criteria and procedures of child abuse and neglect.
8. Interviewing and assessing child abuse and neglect in American Indian Families.

9. Standardized Assessment Instruments: their relevance and appropriateness for American Indian Families.
10. Role playing interview and assessment techniques
11. Intervention techniques: health and social services for children.
12. Intervention techniques: health and social services for parents/caregivers and other family members.

The course was conducted at the premises of the College of Menominee Nation. Twelve individuals participated in this pilot testing session.

#### ***4. Program and Policy Evaluation – February 28-29,2000:***

**Overall Goal:** to strengthen the policy and program capacity of Menominee Tribal and private sector organizations.

#### **Purpose:**

- Strengthen the capacity of participants to plan and implement program and policy evaluation strategies.
- Strengthen the capacity of participants to analyze and interpret external evaluations of Tribal and other policies and programs.

#### **Methodology:**

- The program structure is based on a two-day seminar format
- The program is designed to accommodate 20-25 participants to ensure the most potential for interactive participation. It included their involvement prior to the seminar as a means of ensuring their commitment to participation in discussions and learning exercises.
- Program participants will be provided with a set of relevant published articles and reports, as well as unpublished documents and worksheets, for use by a participant in planning evaluations of programs or projects of interest to them.
- The program will include lectures, small group exercises (including, for example, participant development of evaluation designs that will be presented to the class), as well as interactive discussion of issues related to program and policy evaluation.

#### **Course Outline and Topic Areas:**

The two-day training course focused on the following areas:

1. Introduction to program evaluation.
2. Concept and varying approaches to program evaluation.

3. Setting goals and objectives.
4. Approaches to data collection.
5. Creating an evaluation design.
6. Evaluation Federal and State programs and projects.
7. Community participation in evaluation and implementation.
8. Issues in Program Evaluation: 1) resources requirements and realities, 2) staff experiences and training, 3) cultural factors in design and instrumentation, and 4) ensuring that the evaluation design is decision-related.
9. Whose evaluation is it? Balancing information needs of the community, program managers, and staff, funding or sponsoring agencies, and others.
10. Analyzing, interpreting, and communicating evaluation results.

### **Summary of the Process and Outcome Evaluation of the Training**

CMN proposed to conduct the training of child welfare workers from the tribal and county agencies at the CMN main campus. The program was conducted at the premises of the College of Menominee Nation. Twenty-six individuals participated in this two-day training. An added benefit of this sponsored training is that individuals worked collectively on a project that was similar to their related area of responsibility. As a result the participants learned first hand the benefit and skills of exercising collaborative actions to gain greater efficiency in the operations and administration of program duties. There was almost 100% agreement that the projects that were started in the training session would be continued after the training was over. A follow-up session was requested by the participants to gain more knowledge from the Trainer.

During the life of the project, CMN developed and conducted four training courses described in section 3. The following table provides information on the total number of participants for each course: Table # 1:

<b>Participants</b>	<b>Racism vs. Discrimination – Not Just a Black Issue</b>	<b>Introduction to American Indian child Welfare Policies and Programs</b>	<b>Introduction To Protective Services for American Indian children</b>	<b>Program and Policy Evaluation</b>
Representatives of tribal Indian Child Welfare agencies & elders.	8	8	12	26

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## **Impact of the project**

The four courses implemented were designed in such a way that met the needs of the different parties involved with high-risk children. For each of the courses invitations to participate went to the tribal Indian child agencies, the three county child welfare agencies, and to collaborating agencies and organizations in the private and public sector. The main purpose of the pilot test training sessions was to obtain input on content and the blending and infusion of cultural components into the academic content of the project.

The difficulty in conducting a pilot testing session with multiple agencies and tribal representatives of service providers during this project period was time scheduling for that broad of group and the distance involved for individuals. For the most part, tribal agencies lack the appropriate number of staff to carry out program functions and cannot take time from their duties to attend training sessions. It was therefore, more productive to carry out the goals and objectives of this project by conducting small group sessions and communicating on a one-on-one base concept to obtain meaningful feedback for content and quality of the curricula design.

Further, the primary purpose of this project was to design curricula that would be useful as an institution of higher education to train current providers and those students seeking to obtain credentials to work in the field with American Indian children. The process utilized by CMN out of necessity, served to be more appropriate and beneficial for the end results of the project.

The College was able to reach all six Indian Tribes (Menominee, Potawatomi, Ho-Chunk, Chippewa, Stockbridge-Munsee, and Oneida); originally anticipated in the planning of this grant. Obtaining the needs assessment, receiving input and

feedback provided invaluable information for strengthening the curricula and training components of the project. The resources acquired by CMN will be utilized in the training of staff and students who will provide needed services to Native American Indian children and improve their capacity to provide the needed services. The children and families served by the agencies will be indirect recipients of this project.

The specific learning outcomes for the training were proposed to be developed on an interactive basis during the curriculum design phase; however, it was anticipated that the following categories of competency-based learning outcomes would be included:

- 1) ability to carry out initial interviews of care givers, administer required intake and assessment instruments, and prepare case management plans;
- 2) knowledge and understanding of the general cultural factors related to child welfare in American Indian/Alaska Native communities (e.g., Indian extended family and foster family care, permanency planning for Indian children) and those specific to the Tribal members served;
- 3) knowledge and understanding of the interrelationships between health conditions including substance abuse and child abuse and neglect;
- 4) knowledge and understanding of the formal and informal structures of tribal and county governments and how these structures can be employed to prevent child abuse and neglect and an appreciation for the value of professional commitment to the service population.

The lessons learned from, and materials developed for, this training project could be applied to child protective services and child welfare training staff serving American

Indian/Alaska Native children nationwide. Moreover, the approach to developing culturally-relevant, community-specific training could be adapted for other populations and communities. Dissemination of the project results nationwide can help promote a national strategy for culturally competent training for child protective services and child welfare workers.

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- i. National Center on Child Abuse Prevention Research (1998). *Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1994 Annual Fifty State Survey*, University of Iowa. Ames, IA. p.4.
  - ii. Indian Health Service (1998). *Trends in Indian Health-1996*, U.S. Department of Health and Human Services, Washington, D.C. p.49.
  - iii. *Ibid*: p.127.
  - iv. College of Menominee Nation (1997). *Self Study Report*. College of Menominee Nation, Keshena, WI. pp. 1-6.
  - v. Wilber, S. (1998). Personal Communication, College of the Menominee, Keshena, WI
  - vi. Nelson, B.(1998). Personal Communication, Menominee County Human Services Department, Keshena, WI.
  - vii. Noren, J., Kindig, D., Sprenger, A. (1998). Challenges to Native American Health Care, *Public Health Reports*, Jan.-Feb., 113 (1): pp 22-23.
  - viii Bureau of the Census (1990). Data supplied by CMN, Personal Communication, July 1998 p. 10.
  - ix. College of the Menominee Nation *op. cit.* p.3.
  - x. Indian Health Service, Office of Planning, Evaluation, and Legislation (1994). *A Model for the Prevention of Family Violence in Native American Communities*, Department of Health and Human Services, Washington, D.C. p.1. See also:
  - xi. Indian Health Service, Office of Planning, Evaluation, and Legislation (1994). *Final Report: A Case Study of Family Violence in Four Native American Communities*, Department of Health and Human Services, Washington, D.C. pp.1-52.

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- xii. Northwest Indian Child Welfare Institute (1985). *Heritage and Helping: A Model Curriculum for Indian Child Welfare Practice*, Parry Center for Children, Portland, OR.

# College of Menominee Nation

February 8, 2001

Administration for Children and Families  
Administration on Children, Youth and Families  
Children's Bureau  
Switzer Bldg., Room 2412  
330 C Street, S. W.  
Washington, D.C. 20447

Att: Project Officer

Re: Award No. 90CT0037

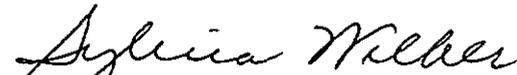
Dear Madam:

Enclosed is the Final narrative report for the above referenced grant entitled "Development and Implementation of Culturally Based Training Curriculum,".

If you have any questions or need further information, please feel free to contact me at (715) 799-5600 Ext. 3007

Thank you for the opportunity to participate in this project.

Sincerely,



Sylvia Wilber,  
Principle Investigator

W/enclosures

Final Performance Report

1. Grant Number: 90-CT0037/02
2. Grantee Name and Address: College of Menominee Nation; P.O. Box 1179;  
Keshena, WI 54135
3. Telephone Number: 715-799-5600
4. Project Title: Development & Implementation of Culturally Based Training Curriculum
5. Period of Performance: October 1, 1998 through, December 31, 2000
6. Approved Project Period: October 1, 1998 through December 31, 2000
7. Period Covered by Report: Final Report
8. Principal Investigator's Name and Telephone Number: Sylvia Wilber;  
715-799-5600
9. Author's Name and Telephone Number: Sylvia Wilber; 715-799-5600
10. Date of Report: February 8, 2000
11. Report Number: Four
12. Name of Federal Project Officer: Judith Jhirad-Reich, Ph.D
13. Date Reviewed by Federal Officer: \_\_\_\_\_
14. Comments:

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# **COLLEGE OF MENOMINEE NATION**

**COURSE - SECTION**      **OUT985-01: Program and Policy Evaluation**  
**CREDITS**                      1  
**SESSION**                      Spring, 2000, February 28 & 29, 8:00 a.m. - 4:30 p.m.

**INSTRUCTOR**              Irene Jillson, Ph.D.  
   Office Phone: (301) 654-0775  
   Fax:        (301) 652-4219  
   Email:     [ireneann7@aol.com](mailto:ireneann7@aol.com)

**TEXT**                              Title:  
   Author:  
   Publisher:

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## **COURSE DESCRIPTION**

- The overall goal of the program is to strengthen the policy and program planning capacity of Menominee Tribal and private sector organizations.
- The purposes of the program are to: 1) strengthen the capacity of participants to plan and implement program and policy evaluation strategies; and, 2) strengthen the capacity of participants to analyze and interpret external evaluations of Tribal and other policies and programs.

## **METHODOLOGY**

- The program structure is based on a two-day seminar format.
- The program is designed to accommodate 20-25 participants to ensure the most potential for interactive participation. It includes their involvement prior to the seminar as a means of ensuring their commitment to participation in discussions and learning exercises.
- Program participants will be provided with a set of relevant published articles and reports, as well as unpublished documents and worksheets, for use by participants in planning evaluations of programs or projects of interest to them.
- The program will include lectures, small group exercises (including, for example, participant development of evaluation designs that will be presented to the class), as well as interactive discussion of issues related to program and policy evaluation.

## **PROGRAM OUTLINE/TOPIC AREAS**

### **I. DAY ONE SESSION**

- A. Introduction of Instructor and Participants/Overview for Day One and Day Two**

# **COLLEGE OF MENOMINEE NATION**

- B. Introduction to Program Evaluation: What is Evaluation and How Do We Use It Everyday?**
- C. Concepts of and Varying Approaches to Program Evaluation**
- D. Setting Goals and Objectives**
  - 1. Identifying key outcome factors
- E. Approaches to Data Collection**
  - 1. Identifying the most appropriate approach
  - 2. Adapting and developing data collection instruments
  - 3. Using National, State, local and other data bases
- F. Creating an Evaluation Design**
  - 1. Lecture
  - 2. Participant project: draft evaluation designs
  - 3. Presentation and discussion of draft evaluation designs

## **II. DAY TWO SESSION**

- E. Evaluating Federal and State Programs and Projects**
  - 1. Case Studies of Evaluation Methods
  - 2. Issues
  - 3. Use of information in decision-making
- F. Community Participation in Evaluation Design and Implementation**
- G. Issues in Program Evaluation**
  - 1. Resource requirements and realities
  - 2. Staff experience and training
  - 3. Cultural factors in design and instrumentation
  - 4. Ensuring that the evaluation design is decision-related
- H. Whose Evaluation Is It?**

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1. Balancing information needs of the community, program managers and staff, funding or sponsoring agencies, and others
- I. Analyzing, Interpreting, and Communicating Evaluation Results
- J. Discussion of Participant Plans for Use of Evaluation in Their Respective Roles

**THE COLLEGE OF MENOMINEE  
CHILD WELFARE CURRICULUM**

**INTRODUCTION TO AMERICAN INDIAN CHILD WELFARE  
POLICIES AND PROGRAMS**

Course #: \_\_\_\_\_  
Credits: 3  
Year/Semester: 2/1  
Location of Class: CMN  
Day & Time of Class:

**I. Course Description**

This course will introduce students to policies, regulations and practices developed and implemented to serve Indian children as mechanisms for servicing and preventing child abuse and neglect among this population. In addition, students will engage in activities centered on understanding child abuse and neglect service agencies and the role they serve in Indian children=s protection/welfare.

**II. Relationship of this course to other courses in the CMN Child Welfare Curriculum**

1. Prerequisites: COM 100 (Introduction to Oral Communications), ENG 101 (Introduction to College English), ENG 102 (College English and Research), MAT 106 (College Algebra), HUD 210 (Introduction to Human Development), and HUD 242 (Cross Cultural Human Development)
2. Special Requirements: This is a second year course for students enrolled in the Human Services/Social Work or Child Welfare programs of study. Non majors or those seeking social work certification can take this course with consent of the instructor.

**III. Course Objectives**

By the conclusion of this course, the student will be able to:

1. Identify incidence/prevalence related to child abuse and neglect, in general, and American Indian population in particular as well as factors related to such incidence/prevalence.
2. Understand the relationship between federal legislation, tribal authority, tribal jurisdiction in placement and custody cases, which includes clarification of which tribe to contact by the social service agency in cases where a parentless Native American child is the descendant of more than one tribe.

3. Understand the organizational structure of the child welfare system at the federal, state, county and tribal levels, address such issues as varying views of regulations and practices when working within one reservation with multiple tribes.
4. Understand the role of the juvenile court system and family court system, the differences in the required court reports and the operation of both tribal and state court systems.
5. Understand Federal, and state laws, regulations policies and programs related to health services related to child abuse and neglect and its causal factors, including the relationship between Indian Health Services, Medicare and Medicaid.
6. Identify the role of the caseworkers and their legal responsibilities as well as distinguish their roles within a dual court system (state/tribal) and distinguish between case workers and systems workers
7. Understand concepts of integrated community services and systems and identify child welfare/protection service agencies in his/her community that could collaborate to meet the needs of abused and neglected Indian children.

#### **IV. Course Format**

The course will be structured to allow for in depth dialogue and didactic interaction among participants and the instructor(s). Course activities will include: 1) small group collaborations and activities which foster open communication, 2) presentation and discussion of individual student papers, and 3) interaction with guest speakers.

##### **1. Required Text/Reading Materials**

- Indian Child Welfare Act
- Relevant State of Wisconsin Legislation
- Relevant Tribal Legislation
- 1996 TANF Act
- Bureau of Justice Statistics (1999). American Indians and Crime. Washington, D.C.: Department of Justice
- Indian Health Service. (1997). Final Report of the Profile of the State of Indian Children and Youth
- Indian Health Service. (199?). Final Report of A Case Study of Family Violence in Four Native American Communities
- Bureau of Indian Affairs. (?) Child Protection Handbook: Protecting American Indian/Alaska Native Children. Rockville, MD: Bureau of Indian Affairs

#### **V. Course Expectations and Grading**

## A. Grading

Students will be required to successfully pass a scheduled mid-term and a scheduled final exam (open and close-ended), and prepare a comprehensive paper on a topic mutually agreed with the instructor. All readings should be completed by the date indicated in the syllabus. The final course grade will be determined as follows:

<u>Assignment</u>	<u>% of Grade</u>
Class participation	20
Midterm exam	15
Final exam	30
Comprehensive paper	<u>35</u>
Total	100

Students receive a percentage grade for each assignment. The total percent for all assignments will determine the final grade for the course. The total percent corresponds to letter grades as follows:

<u>Percent</u>	<u>Letter Grade</u>
94-100%	A
87-93%	AB
80-86%	B
75-79%	BC
70-74%	C
60-69%	D

## B. Assignments

1. Comprehensive Paper. Students will prepare a 20-30 page paper (typewritten double spaced) on a relevant topic mutually-agreed with the instructor. The paper will include the following sections: Background to the Issue, Methodology for Preparation of the Paper, Discussion of the Issue and its relevance to Indian Child Welfare, Analysis and Interpretation, and Recommendations.

## **VII. Learning Units**

### **Unit 1: Epidemiology of Child Abuse and Neglect (August 30-September 3)**

- A. Epidemiology of Child Abuse and Neglect in the US
- B. Epidemiology of Child Abuse and Neglect in the American Indian Population
- C. Factors related to Incidence/prevalence of Child Abuse and Neglect

### **Unit 2: Relationship Between and Among Federal, State and Tribal Legislation and Policies (September 6-October 1)**

- A. Federal Legislation: The Indian Child Welfare Act, TANF, and other relevant legislation
- B. State of Wisconsin Legislation
- C. Tribal Legislation and Authority
- D. Interrelationship Among Federal, State and Tribal Legislation and Authority

### **Unit 3: Organizational structure of the child welfare system (October 4-October 15)**

- A. Federal, state, county and tribal systems and agencies
- B. Working within multiple or single reservations and multiple or single tribes

### **Unit 4: Role of the juvenile and family court systems (October 18 –October 22)**

- A. The State and Tribal Juvenile Court Systems
- B. The State and Tribal family court system

### **Midterm Examination: Week of October 25-October 30**

### **Unit 5: Federal, and state laws, regulations, policies and programs related to health services (November 1-November 5)**

- A. Health Services Related to child abuse and neglect and its causal factors
- B. Indian Health Service and Its Responsibilities and Authority
- C. Health Services for American Indian Families Under Medicaid and Medicare

### **Unit 6: Roles and Responsibilities of Relevant Social Service and Other Personnel (November 8-November 12)**

- A. Role of Caseworkers, Systems Workers, and Other Social Service Personnel
- B. Distinguishing Roles in State/Tribal dual court system

**Unit 7: Concepts and Practical Implementation of Integrated community services and systems (November 15-December 11)**

- A. Concepts of Integrated community services and systems**
- B. Identifying potential child welfare/protection service providers**
- C. Developing/Negotiating Collaborative Relationships**

**Final Examination: Week of December 13-December 18**

**THE COLLEGE OF MENOMINEE  
CHILD WELFARE CURRICULUM**

**INTRODUCTION TO PROTECTIVE SERVICES FOR  
AMERICAN INDIAN CHILDREN**

Course #: \_\_\_\_\_  
Credits: 3  
Year/Semester: 2/2  
Location of Class: CMN  
Day & Time of Class:

**I. Course Description**

This course will introduce students to issues and service delivery skills related to understanding, identifying and preventing child abuse and neglect among the American Indian population. This course will also include presentation and discussion of epidemiological and other data and information related to the prevalence of abuse and neglect within the American Indian population, as well as address the need for and skills associated with cultural competency in the field of Indian child protection/welfare.

**II. Relationship of this course to other courses in the CMN Child Welfare Curriculum**

1. Prerequisites: COM 100 (Introduction to Oral Communications), ENG 101 (Introduction to College English), ENG 102 (College English and Research), MAT 106 (College Algebra), HUD 210 (Introduction to Human Development), HUD 242 (Cross Cultural Human Development), HUS 400 (Introduction to Indian Child Welfare Policies and Programs)
2. Special Requirements: This is a second year course for students enrolled in the Human Services/Social Work or Child Welfare programs of study. Non majors or those seeking social work certification can take this course with consent of the instructor.

**III. Course Objectives**

By the conclusion of this course, the student will be able to:

1. Describe differences among American Indian tribes/bands concerning child protection and welfare.
2. Describe Relevant American Indian mores and social environment and How they Apply to Child protection/child welfare programs.

3. Apply relevant legal definitions, criteria and procedures of child abuse and neglect, according to the state of Wisconsin, tribal child welfare, and tribal court systems, and identify and screen instances of child abuse and neglect within American Indian families.
4. Describe the respective roles of guardians, social workers and others who are influential in the Indian Child Welfare process.
5. Apply evidence-based interviewing and assessing techniques to cases of child abuse and neglect in American Indian families and children.
6. Identify and apply culturally relevant, family focused and ethically appropriate child protection/welfare prevention and treatment (intervention) strategies
7. Assess and address possible barriers to cultural competency within the social service agencies and identify approaches to alleviate identified barriers.
8. Develop and implement reunification plans with the family and caregivers in cases of relative placements, including writing policies and procedures for reunification plans.

#### **IV. Course Format**

The course will be structured to allow for in depth dialogue and didactic interaction among participants and the instructor(s). Course activities will include: 1) case study presentation and analysis, 2) small group collaborations and activities which foster open communication, 3) presentation of individual student papers, including class interaction, and 4) interaction with guest speakers. Use of audiovisual techniques will include videotaping of role-playing case presentations (and evaluative feedback).

#### **V. Required Text/Reading Materials**

- NICWA Modules I, II, and III: Protective Services for Indian Children
- Goldsmith, DJ (1990) *Individual vs Collective Rights: The Indian Child Welfare Act*. Harvard Women's Law Journal, Spring 1990 vol. 13
- Loner, TD (1993). *Quality Assurance in Indian Child Welfare*. Child Welfare News, Nov. 1993

## VI. Course Expectations and Grading

### A. Grading

Students will be required to successfully pass a scheduled mid-term and a scheduled final exam (open and close-ended), and prepare a comprehensive paper on a topic mutually agreed with the instructor. All readings should be completed by the date indicated in the syllabus. The final course grade will be determined as follows:

<u>Assignment</u>	<u>% of Grade</u>
Class participation	20
Midterm exam	15
Final exam	20
Comprehensive paper	30
Presentation of case study	<u>15</u>
Total	100

Students receive a percentage grade for each assignment. The total percent for all assignments will determine the final grade for the course. The total percent corresponds to letter grades as follows:

<u>Percent</u>	<u>Letter Grade</u>
94-100%	A
87-93%	AB
80-86%	B
75-79%	BC
70-74%	C
60-69%	D

### B. Assignments

1. Case Presentation. Students will prepare a case presentation based on an actual or fictional example of child abuse and neglect involving an American Indian child. The case presentation will provide evidence of the student's understanding of 1) state and tribal legal and social service criteria used to determine child abuse and neglect cases, 2) cultural issues related to Indian child abuse and neglect, 3) ability to identify required health and social services (and other service needs) and refer the child and family members for appropriate services.
2. Comprehensive Paper. Students will prepare a 15-25 page paper (typewritten double spaced) on a relevant topic mutually-agreed with the instructor. The paper will include the following sections: Background to the Issue, Methodology for

Preparation of the Paper, Discussion of the Issue and its relevance to Indian Child Welfare, Analysis and Interpretation, and Recommendations.

## **VII. Learning Units**

**Unit 1: American Indian Tribal/Band Policies and Programs Related to Child Protection/Child Welfare (January 18-January 21)**

- A. Similarities and Differences Among American Indian Tribal/Band Policies
- B. The Implications of Differences for Multi-tribal Families

**Unit 2: Application and implementation of American Indian mores, spirituality, and social environment to child protection/child welfare programs (January 24-January 28)**

- A. American Indian Mores and Social Environment Related to Child Protection/Child Welfare
- B. Application of American Indian Mores and Social Environment to Child Protection/Child Welfare Programs: Overview
- C. Listening, Involvement of Elders, Circles of Care, and Gathering

**Unit 3: Relevant State and Tribal legal definitions, criteria and procedures of child abuse and neglect (January 31-February 4)**

- A. State of Wisconsin legal definitions, criteria and procedures of child abuse and neglect
- B. Tribal child welfare, and tribal court systems legal definitions, criteria and procedures of child abuse and neglect

**Unit 4: Interviewing, assessing and intervention techniques Appropriate for American Indian families and children. (February 7-March 11)**

- A. Interviewing and Assessing Child Abuse and Neglect in American Indian Families
- B. Standardized Assessment Instruments: their relevance and appropriateness for American Indian Families
- C. Intervention Techniques: Health and Social Services for Children
- D. Intervention Techniques: Health and Social Services for Siblings
- E. Intervention Techniques: Health and Social Services for Parents/Caregivers

**Midterm exams: March 13-17**

Unit 5: Cultural Competency (March 27-April 7)

- A. Issues Related to Cultural Competency
- B. Culturally Relevant, Family focused and child protection/welfare prevention and treatment (intervention) strategies
- C. Assessing and addressing barriers to cultural competency
- D. Understanding the role of guardians, social workers and others who are influential in the Indian Child Welfare process.

**Presentation of Case Study: April 10-15**

Unit 6: Family Reunification (April 17-April 28)

- A. Issues Related to Family Reunification
- B. Developing and implementing culturally appropriate, protective reunification plans

**Final Examination:** Week of May 8-12

**THE COLLEGE OF MENOMINEE  
CHILD WELFARE CURRICULUM**

**RACISM AND DISCRIMINATION AGAINST AMERICAN INDIANS**

Course #: \_\_\_\_\_  
Credits: 3  
Year/Semester: 2/2  
Location of Class: CMN  
Day & Time of Class:

**I. Course Description**

This course introduces students to public policies, regulations and programs that either exacerbate or remediate racism and discrimination against American Indians. The course addresses both historical and current issues, how American Indians have addressed racism and discrimination individually and collectively, and how an upbringing in the context of such racism and discrimination impacts on the daily lives and potential of American Indians.

**II. Relationship of this course to other courses in the CMN Child Welfare Curriculum**

1. Prerequisites: COM 100 (Introduction to Oral Communications), ENG 101 (Introduction to College English), ENG 102 (College English and Research), MAT 106 (College Algebra), HIS 121 (Survey of American Indian History)
2. Special Requirements: This is a second year course for students enrolled in the Human Services/Social Work or Child Welfare programs of study. Non majors or those seeking social work certification can take this course with consent of the instructor.

**III. Course Objectives**

By the conclusion of this course, the student will be able to:

1. Describe historical trends in racism and discrimination against American Indians
2. Describe Economic, Social, Health and Other Disparities Between American Indians and the General Population in the United States
3. Describe The Relationship Between Social Value and Ethics and Racism/Ethnic Conflict Globally and in the United States
4. Describe Issues Related to Developing and Enforcing Public Policy Designed to Eliminate/Alleviate Consequences of Racism/Discrimination

5. Describe Federal policies, regulations and programs that either exacerbate or remediate racism and discrimination against American Indians.
6. Describe State policies, regulations and programs that either exacerbate or remediate racism and discrimination against American Indians.
7. Describe Ways in Which Upbringing in the context of such racism and discrimination impacts on the daily lives and potential of American Indians
8. Describe Ways that American Indians have addressed racism and discrimination individually
9. Describe Ways that American Indians have addressed racism and discrimination collectively through national associations and tribal/band policies and programs

#### **IV. Course Format**

The course will be structured to allow for in depth dialogue and didactic interaction among participants and the instructor(s). Course activities will include: 1) in class open discussions, 2) case study presentation and analysis, 3) small group collaborations and activities which foster open communication, 4) presentation of student papers, including class interaction, and 5) interaction with guest speakers.

##### **1. Required Text/Reading Materials**

- Jaimes, MA (1992). *The state of Native America: Genocide, colonization, and resistance*. Boston: South End Press
- Derman-Sparks, L. (1993-94, Winter). *Empowering Children to create a caring culture in a world of differences*. *Childhood Education*, 70 (2), 66-71
- Berkey, C. (1989) *New Restrictions on Native American Sovereignty: Are They Constitutional? Are They Moral?* 16-WTR Hum. Rts. 18-53
- Indian Child Welfare Act
- Relevant State of Wisconsin Legislation
- Relevant Tribal Legislation
- 1996 TANF Act
- Bureau of Justice Statistics (1999). *American Indians and Crime*. Washington, D.C.: Department of Justice
- Indian Health Service. (1997). *Final Report of the Profile of the State of Indian Children and Youth*

#### **V. Course Expectations and Grading**

## A. Grading

Students will be required to successfully pass a scheduled mid-term and a scheduled final exam (open and close-ended), and prepare a comprehensive paper on a topic mutually agreed with the instructor. All readings should be completed by the date indicated in the syllabus. The final course grade will be determined as follows:

<u>Assignment</u>	<u>% of Grade</u>
Class participation	20
Midterm exam	15
Final exam	30
Comprehensive paper	<u>35</u>
Total	100

Students receive a percentage grade for each assignment. The total percent for all assignments will determine the final grade for the course. The total percent corresponds to letter grades as follows:

<u>Percent</u>	<u>Letter Grade</u>
94-100%	A
87-93%	AB
80-86%	B
75-79%	BC
70-74%	C
60-69%	D

## B. Assignments

1. Case Study. Students will prepare case studies based on actual examples of American Indian individuals or Tribes/bands that have faced and successfully addressed racism/discrimination in one or more areas (e.g., employment, criminal justice system, health care system). The case studies will be based on either review and analysis of documentation (historical or current) or ethnographic interviews with the individual(s) involved.

2. Comprehensive Paper. Students will prepare a 20-30 page paper (typewritten double spaced) on a relevant topic mutually-agreed with the instructor. The paper will include the following sections: Background to the Issue, Methodology for Preparation of the Paper, Discussion of the Issue and its relevance to Indian Child Welfare, Analysis and Interpretation, and Recommendations.

## VI. Learning Units

Unit 1: Historical trends in racism and discrimination against American Indians (January 18-February 4)

- A. Pre-colonial Period to End of 19<sup>th</sup> Century
- B. Twentieth Century
- C. Social Values, Ethics, and Racism/Ethnic Conflict: Global Issues and Examples
- D. Addressing Racism and Discrimination in the United States: Legislation and Social Control

Unit 2: Economic, Social, Health and Other Disparities Between American Indians and the General Population in the United States (February 7-February 18)

- A. Economic and Social Disparities
- B. Health and Other Disparities
- C. Understanding and Interpreting Epidemiological and Social Data

Unit 3: Federal policies, regulations and programs that either exacerbate or remediate racism and discrimination against American Indians (February 21-March 10)

- A. Federal Policies That Relate to American Indians Specifically
- B. Federal Policies That Impact on Native Americans (e.g., EEO, TANF)

**Midterm Examination: Week of March 13-17**

Unit 5: State policies, regulations and programs that either exacerbate or remediate racism and discrimination against American Indians (March 27-March 31)

- A. State Policies that Relate to American Indians Specifically
- B. State Policies that Impact on Native Americans

Unit 6: Impact of racism and discrimination on the daily lives and potential of American Indians (April 3-April 7)

- A. Impact of Racism and Discrimination on Daily Lives of American Indians
- B. Impact of Racism and Discrimination on Potential of American Indians Individually and Collectively

Unit 7: Ways that American Indians have addressed racism and discrimination individually and collectively (April 10-April 21)

- A. Ways that American Indians address racism and discrimination individually
- B. Ways that American Indians address racism and discrimination collectively through national associations and tribal/band policies and programs

**Case Study Presentations by Students: April 24-28**

**Final Examination: Week of May 8-May 12**

Grant Number 90 CT 0037

Year Awarded 1998

Priority Area Number 3

Priority Area Title \_\_\_\_\_

Grant Title A Culturally Competency-Based Training Curriculum

Grantee College of Menominee Nation

Contact Person Sylvia Wilber swilber@menominee.edu 715-799-5603

Materials Final Report ; 4 course syllabi  
\* hardcopy & disk

What is this about? culturally & competency-based training for  
child protective & child welfare staff - tribal and staff  
in child abuse detection & prevention serving American Indian  
Alaskan Native

Who is this for? Tribal CW staff & CPS

Other information Received 6/1/01 by CWTR

# College of Menominee Nation

May 31, 2001

National Clearinghouse on Child Abuse and Neglect Information  
ATTN: Emily Simpson  
10530 Rosehaven St., Suite 400  
Fairfax, VA 22030

Dear Ms. Simpson:

In response to you May 29, 2001 email message, I am sending the final report and grant products for the project entitled, A Culturally Competency-Based Training Curriculum, grant number 90CT0037. Specifically, find enclosed a hard copy of the final report for grant # 90CT0037 along with the syllabus for four of the courses developed and related to this grant project. These are all three-credit courses and are entitled:

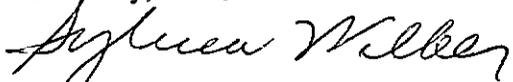
1. Introduction to American Indian Child Welfare Policies and Programs
2. Introduction To Protective Services for American Indian Children
3. Racism and Discrimination Against American Indians
4. Program and Policy Evaluation

I am also enclosing a disk that has the information on it.

Because you need the information by June 1, 2001, I will attempt to e-mail the attachments to you and hope that you can use this information before you receive the information described above.

I apologize for any inconvenience.

Sincerely,



Sylvia Wilber,  
Assistant to the President/Principle Investigator