

Understanding & Responding to the Needs of International Women, Wives, and Mothers

- Introduction of speaker and topic
- Introduction of participants
 - Experiences working with international women
 - Practice interest



The Objectives

- 1) Examine a model of a Parenting Resource Center
- 2) Plan a culturally applicable parent/family life education program
- 3) Develop a plan to manage a culturally diverse group
- 4) Understand and discuss issues facing women – in immigration, marriage, and parenting
- 5) Apply a culturagram to a family
- 6) Review NASW standards of cultural competence



A Description of F.I.R.S.T. Place



Parenting Resource Center



Partner Agencies



Avance



L.E.A.F.



Neighbors International



Waco PEP




Talitha Koum



Piper Child Development Center



1) Lending Library (Multi-lingual)




- Toy labeling
- Theme bags
- Printed material

2) Parent Child Activities



- Museum – Ill-equipped for non-English speakers
- Kindermusic – Adapted
- Play Group

3) Parenting Classes (Support Groups)



- Curriculum adaption
- Playful Parenting
- MOPS curriculum

4) Information & Referral



Keys to Planning a Culturally Appropriate Program


- Plan for it – be intentional – strategic
 - Be responsive to the need in your community and you will be
 - Commit to the extra effort necessary to do so
 - Revise programs, policies, and procedures
 - Train staff
 - Participate: in community functions, cultural activities, sit on advisory boards, recruit community volunteers
- * Cultural Competence: A Guide for Human Service Agencies



A Plan to Manage A Culturally Diverse Group

- Focus the group around a shared interest or value
- Set “boundaries wide open”
- Solicit contributions from all participants (storytelling reveals shared experiences despite differences)
- Explore art, literature, music, and food as a means of connecting
- Build trust and relationships with a strong informal/social component






- 
- “Take it out of the office”
 - Highlight feelings (after trust is built) which are often shared
 - Strategically balance power dynamics
 - Openly discuss perceptions of the group of Americans and different racial groups, the history of different groups, experience of their group with the US, Americans in their country of origin
 - Maintain a level of English (in facilitation and written material) comfortable for all participants
 - Manage cliques during group time

Immigration Issues & Questions

- Reality “in country” prompting move
 - Crime – Poverty – Politics
- Employment opportunities
- Education Opportunities
- Education/career in “home country”
- Legal Status
- Culture Shock – mental fatigue – depression – grief – homesickness



Immigration Issues and Questions Continued

-  Rural to urban change
-  Family members arriving at different times entrusted to care of relatives
-  How do Americans perceive people from this country?



Immigration Issues & Questions Continued

- How true are TV shows?
- What is/are community life and community organizations?
- What are American customs?
- What outlets are there for traditional culture & practice?



Marriage Issues & Questions

- How am I viewed and valued as a woman?
- How do I feel about the way I was raised and educated as a woman?
- What does it mean to be a wife?
- How American do I want to be? How traditional?



Marriage Issues & Questions Continued

Who should/can I marry? (Selection)

- Use of internet
- Military wife
- Cross-cultural issues

Marriage

- Career on hold
- Coming for marriage (expected to help spouse succeed)
- Focus on education/work/material gain (American Dream)
- Cultural Conflict

Intermarried Isolation – which group to go to for support?



Parenting Issues & Questions

- Need to choose how to do language and culture
- Deal with medical, religion, school, style, affection, discipline, and family life concerns
- Different cultural view of the role of father, mother
- View of who they are socializing children to be
- How to do it all with an uninvolved spouse



Parenting Issues & Questions Continued

- How to manage cultural conflict in family
- American view on child rearing vs. traditional view
- Accessing opportunities for children – Don't know what's available
- How not to do what was "done to me"
- How to keep culture alive



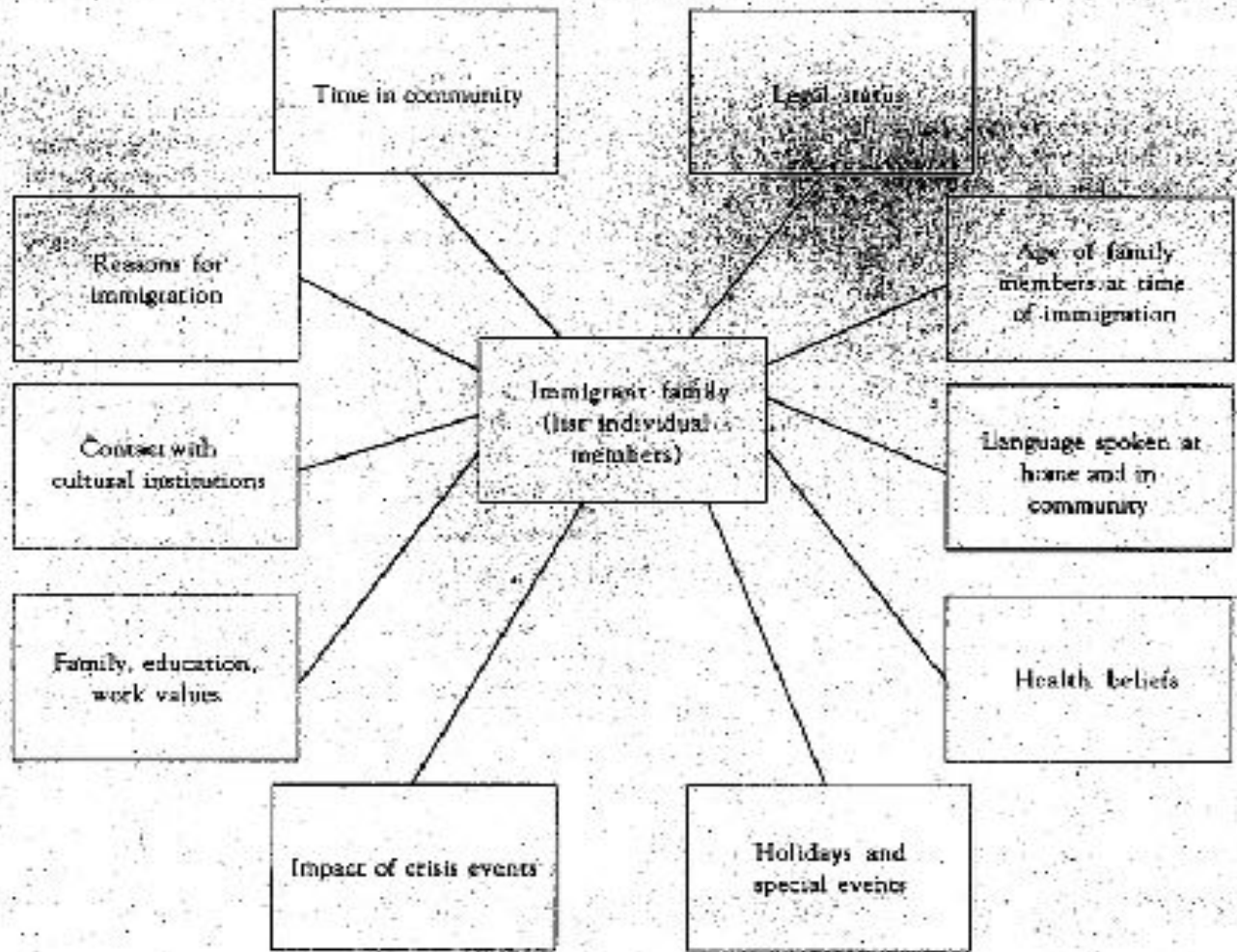






Fig. 1. Culturogram.



Introduce the Culturagram

- 1) Explain categories
- 2) Walk through examples
- 3) Use:
 -  Assessment
 -  Intervention planning
 -  Learn daily life experience
 -  Empower family by helping them understand their culture and cultural transition

* Families in Society: The Journal of Contemporary Human Services (1994) by Elaine P. Congress








Categories of Culturagram

- Reasons for immigration
- Length of time in the community
- Legal or undocumented status
- Age at time of immigration
- Language spoken at home and in the community



Categories of Culturagram Continued

-  Contact with cultural institutions
-  Health beliefs
-  Holidays and special events
-  Impact of crisis events
-  Values about family, education, and work



Standards for Cultural Competence in Social Work Practice

Standard 1: Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.





Standard 2: Self-Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.



Standard 3: Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history; traditions, values, family systems, and artistic expressions of major client groups that they serve.





Standard 4: Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.



Standard 5: Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.





Standard 6: Empowerment and Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.



Standard 7: Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.





Standard 8: Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.



Standard 9: Language Diversity

Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.





Standard 10: Cross-Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.



Post Questions

- 1) Which of the following is not a significant issue facing women in immigration?
- 2) Which of the following is a critical question for women considering marriage to an American citizen as a means of gaining entrance to the US?
- 3) What parenting dilemma most challenges all new immigrant families?
- 4) Which topics are not included in the culturagram?



Post Questions Continued

- 5) How does the culturagram help the social worker become aware of the diversity of cultural beliefs among family members?
- 6) Which three functions does the culturagram facilitate for a social worker?
- 7) Describe two of the standards for cultural competence in social work practice?
- 8) What were the four program components of F.I.R.S.T. Place, the parenting?



Post Questions Continued

- 9) Name two adaptations that would need to be made to make a culturally appropriate parent education/family life education program?
- 10) Which measures should be taken to manage a culturally diverse group?

