SMALL GROUP GUIDELINES
GROUPS BY ROLE:
Facilitating EBP in the Context of Cultural Competence

Facilitating Study and Implementation:

• through Legislation
• through Statewide or National Organizations and Activities
• through Organizational Administration
• through Research
• from the Practice Perspective
• from the Community Perspective

Preliminary Definition of Terms

Evidence Based Practice (EBP)
Evidence based practice is a process of using evidence-based interventions with children, families and communities that use the most recent valid and reliable information to foster change for individuals and families in the social environment. The validity and reliability of the information available will vary greatly depending on the nature and quality of research that has been conducted, reported and translated for use in the field. The issue is to seek out, develop and use the most scientifically rigorous (valid and reliable) knowledge available in concert with the client’s needs, wishes, and individual situation.

Cultural Competence
In child welfare practice, one encounters many diverse populations. In addition, there is much diversity within each of these populations. Cultural competence is the ability to work with people in the context of their own specific history, culture and environment to deliver services that are meaningful and responsive to their lived experience. There are a number of ways to support this approach to practice such as training and hiring. A necessary component of the ongoing development of cultural competence is continuing discussions and development of relationships with community members from diverse backgrounds.
Facilitating Study & Implementation through Legislation

In order to support the study and implementation of evidence based practice in the context of cultural competence in child welfare services,

1. What are examples of different approaches that have been used or could be used to make a difference through legislation? For example, through: (About 30 minutes for Question 1)
   a. Mandated data collection
   b. Mandated research
   c. Mandated case practices
   d. Fostering collaboratives
   e. Other?

2. Where legislation has been proposed, what has made it successful or has blocked it? For example (about 20 minutes),
   a. Who has helped support it?
   b. What are other possible sources of support?
   c. How can the diverse communities in the state be incorporated into the process from the beginning?
   d. What could block proposed legislation and how might that be addressed?

3. Has anyone experienced or seen unintended consequences of legislation that has been passed? If yes, what are they and how might they be avoided? (About 10 minutes)

4. Note any major questions or comments not specifically related to the above points.
Facilitating Study & Implementation through Statewide or National Organizations and Activities

In order to support the study and implementation of evidence based practice in the context of cultural competence in child welfare services,

1. What are examples of different approaches that have been used, or could be used, to make a difference through associations, membership, policy planning organizations or national convening? For example, through promoting, designing or supporting (About 30 minutes for Question 1):
   
   a. Ongoing agency data collection
   b. Research
   c. Case practices
   d. Fostering collaboratives
   e. Training
   f. Legislative or rule change nationally or on the state level (addressed by other groups but you may want to say a few words about this if it comes up in conversation)
   g. Court intervention: class action (e.g., consent decrees)
   h. Other?

2. Where activities or initiatives have been undertaken, what has made them successful or has hindered further development? For example (about 20 minutes),

   a. What are possible sources of support for activities and initiatives?
   b. How can diverse communities be incorporated into the process from the beginning (nationally and at the state level)?
   c. What supports moving from concept to actual implementation?
   d. What could block progress and how might that be addressed?

3. Has anyone experienced or seen unintended consequences? If yes, what are they and how might they be avoided? (About 10 minutes)

4. Note any major questions or comments not specifically related to the above points.
Facilitating Study & Implementation through Organizational Administration

In order to **support the study and implementation of evidence based practice in the context of cultural competence** in child welfare services,

1. What are examples of different approaches that have been used or could be used to make a difference through agency administration, the courts or other administrative functions? For example, through promoting, designing or supporting: (About 30 minutes for all of Question 1)
   a. Ongoing agency data collection
   b. Research
   c. Rules and regulations
   d. Case practices
   e. Ensuring the relevance of these activities to diverse communities
   f. Fostering collaboratives
   g. Court intervention: case decisions and processing
   h. Training
   i. Other?

2. Where activities or initiatives have been undertaken, what has made them successful or has hindered further development? For example, (About 20 minutes)
   a. How do you integrate the community?
   b. How can you address issues that are critical to child protection but may be outside the agency’s mandate, e.g., strengthening neighborhoods?
   c. What could block progress and how might that be addressed?

2. Has anyone experienced or seen unintended consequences? If yes, what are they and how might they be avoided? (About 10 minutes)
Facilitating Study & Implementation through Research

In order to support the study and implementation of evidence based practice in the context of cultural competence in child welfare services, please respond to the following questions.

1. To lay the groundwork for this discussion - In addition to the projects mentioned this morning in the talks and panels, what are some examples of current research addressing evidence based practice in the context of cultural competence? (About 15 minutes)

2. From a researcher’s perspective (allow about 30 minutes for all three sub-items below),
   a. Are there some populations about which very little work has been done in this area (EBP and cultural competence)?
   b. What are the next logical and realistically addressed research questions regarding the juncture of EBP and cultural competence in child welfare?
   c. Are these also the interests of the communities served and the child welfare practitioners?

3. What are the mechanisms you have used, or that could be used, to develop community based participatory research that is responsive to community needs and to the current level of research development in the field? (about 15 minutes)
   a. How do you conduct research in a way that supports transfer to practice?
   b. What are some of the methods for supporting this work in a public child welfare agency with limited resources?
Facilitating Study & Implementation from the Practice Perspective

In order to support the study and implementation of evidence based practice in the context of cultural competence in child welfare services,

1. To what degree are workers and supervisors aware of evidence based knowledge underlying child welfare services? (About 20 minutes)
   a. Do they know how to access it?
   b. …apply it?
   c. To what extent is it applicable to the populations they serve?

2. What are the practical realities of helping workers apply evidence based practice in diverse communities? (About 20 minutes)
   a. How have you dealt with these or how might one deal with these?
   b. What are the supports and barriers to implementation of EBP in the context of cultural competence?
   c. How might one strengthen the supports and address the barriers?

3. From the workers’ perspective, what are the supports and barriers to systematically studying what works and developing an evidence base with diverse communities? (About 20 minutes)
Facilitating Study & Implementation from the
Community Perspective

In order to support the study and implementation of evidence based practice in the context of cultural competence in child welfare services,

1. Have there been any discussions about evidence based practice in your community? You may not use the exact terms used today – any discussion about practice that is supported by research on what works for children and families would be relevant. What has been the focus of these discussions? (About 10 minutes)

2. What kinds of questions would you like to see researchers examine about what practices work for children and families in diverse communities? (20 minutes)

3. From the clients’ and client advocates’ perspectives, what are the supports and barriers to systematically studying what works and developing an evidence base that is relevant to them and their communities? (20 minutes) What are the best first approaches?

4. What are the practical realities of helping clients and community advocates ensure the use of culturally competent evidence based practice in their communities? (10 minutes) (May not get to this question).