



CULTURAL COMPETENCY PROFILE – CHILD PROTECTION (CCP-CP)

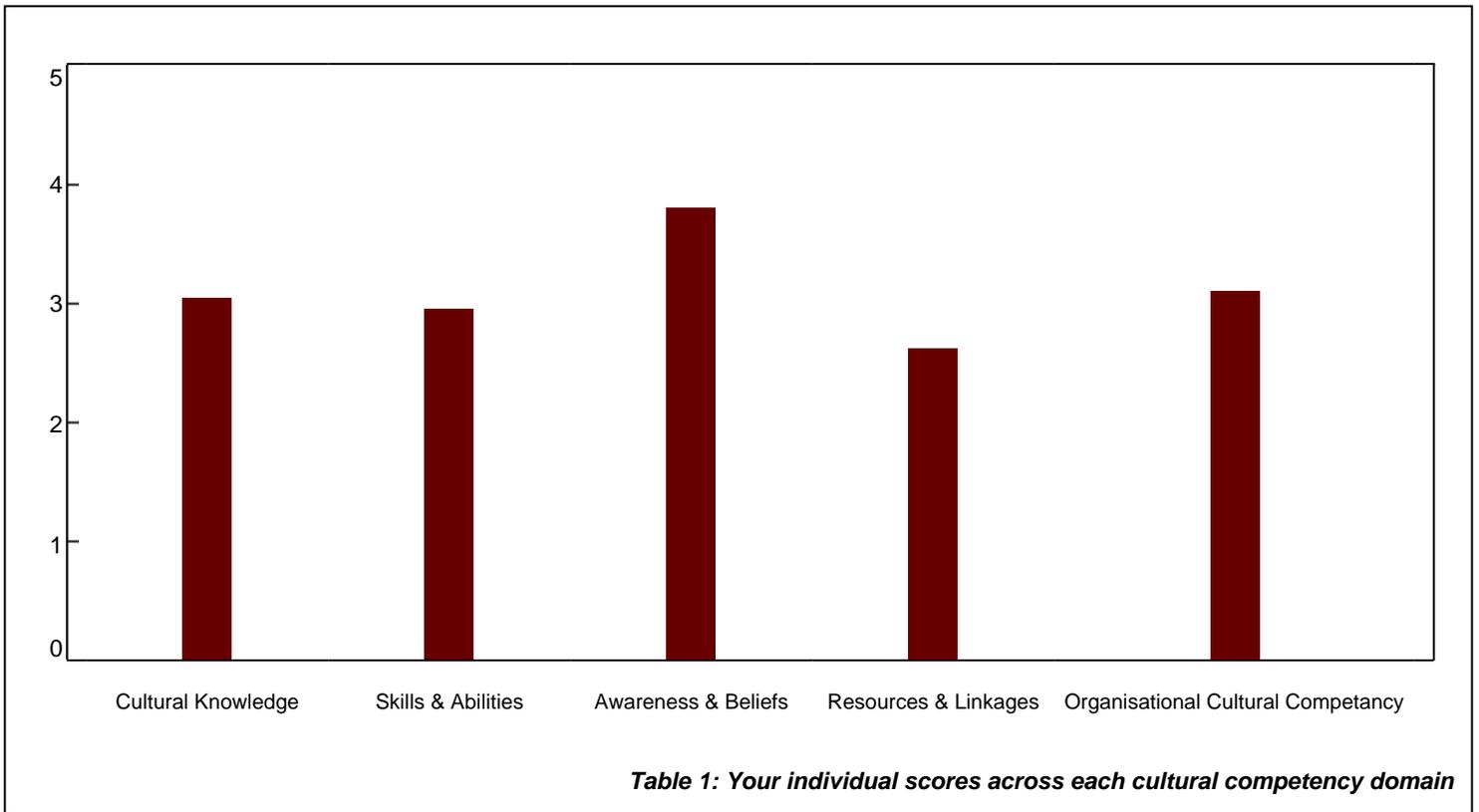
The Cultural Competence Profile – Child Protection (CCP-CP) has been developed to assist those who work specifically with Aboriginal people in the child protection context. The aim is to help individuals identify personal strengths and limitations in providing culturally-appropriate child protection services to Aboriginal people. Indigenous Psychological Services (IPS) would like to emphasise that this report is completely **confidential** and is not designed to compare results with other individuals. It is designed to facilitate and ensure ongoing "critical self-reflection" or insight to ultimately ensure skills, knowledge, attitudinal and organisational improvement. That is, the report seeks to promote a process whereby those who work with Aboriginal people are encouraged to look closely at how they interact with Aboriginal people and to think about how they might improve their ability to be culturally appropriate.

Your profile attached should be used as a cultural supervision plan to direct further learning and specifically to improve your cultural competencies. It is recommended that you undertake further CCP-CPs at later stages to determine skills increases as well as ongoing cultural supervision needs.

The graphs provided in this report are presented only to illustrate where these individual strengths and limitations exist across all areas of cultural competency in child protection. By targeting specific areas of need, it is hoped this will help you to focus your energies effectively (in a professional development capacity, for instance) on specific aspects of cultural competencies most relevant to your own day-to-day work. Gaining full cultural competency is a challenging and long-term commitment.

We appreciate your time in having completed our questionnaire and hope you find this as well as the feedback report to be useful. The attached report can be effectively used as a Cultural Supervision Plan (CSP) against which to focus skills and attitudinal improvements. The CCP-CP can be redone at any future time to compare initial or baseline skills against future improvements.

This report is divided into five sections. These sections correspond to the five areas of cultural competency as determined by Westerman (2003). These areas include; (1) Cultural Knowledge, (2) Skills and Abilities, (3) Awareness & Beliefs (4) Resources and Links and (5) Organisational Cultural Competencies. Your individual responses to each of these five domains of cultural competence will be considered in this report.



The above graph depicts your responses to the five areas (domains) cultural competence. This represents your personal profile of strengths and limitations across each of these areas as by the CCP-CP. Important to note is that this graph serves as a general guide or overview of your skills across these broad areas of cultural competency. The following report is designed to help identify specific reasons for an individual's pattern of responses. To ensure this, each of the five broad domains of cultural competency – child protection will be further divided and analysed by subdomains. This provides more specific feedback to you in relation to areas in which more focus is required for your future cultural learning and development. The subdomains of the CCP-CP are outlined at Table 2 below.

DOMAIN	SUBDOMAIN
Cultural Knowledge	Local Cultural Knowledge General Child Protection Knowledge Application of Knowledge Cultural Parenting & Child Development Knowledge
Skills & Abilities – Child Protection	Training Access Culturally Appropriate Counselling & Assessment Culturally Specific Parenting Knowledge Assessment & Intervention Engagement & Contact
Awareness & Beliefs	Cultural Empathy Emotional Stability & Flexibility Personal Identity
Resources & Linkages	Interactions & Awareness Links & Referrals
Organisational Cultural Competency	Implementation Capacity & Commitment

Table 2: The domains and subdomains of the Cultural Competency – Child Protection Profile (CCP-CP: Westerman, 2019)

Note that the domain scores have been rescaled to a score ranging from 1 to 5 inclusive. The scores correspond to levels of cultural competency across the 16 subdomains identified in Table 1. Higher scores correspond to higher levels of cultural competency with level five (5) considered to be a minimum standard for proficiency in each subdomain identified.

In referring this graph you will notice that there are two columns. The first column provides your AVERAGE score across the five domains of child protection cultural competency. The second column shows the AVERAGE score achieved by those working in the child protection field. This has so far been sampled on 350 individuals who work directly in child protection. This column is useful as it enables you to compare your results to other child protection workers in relation to average cultural competencies.

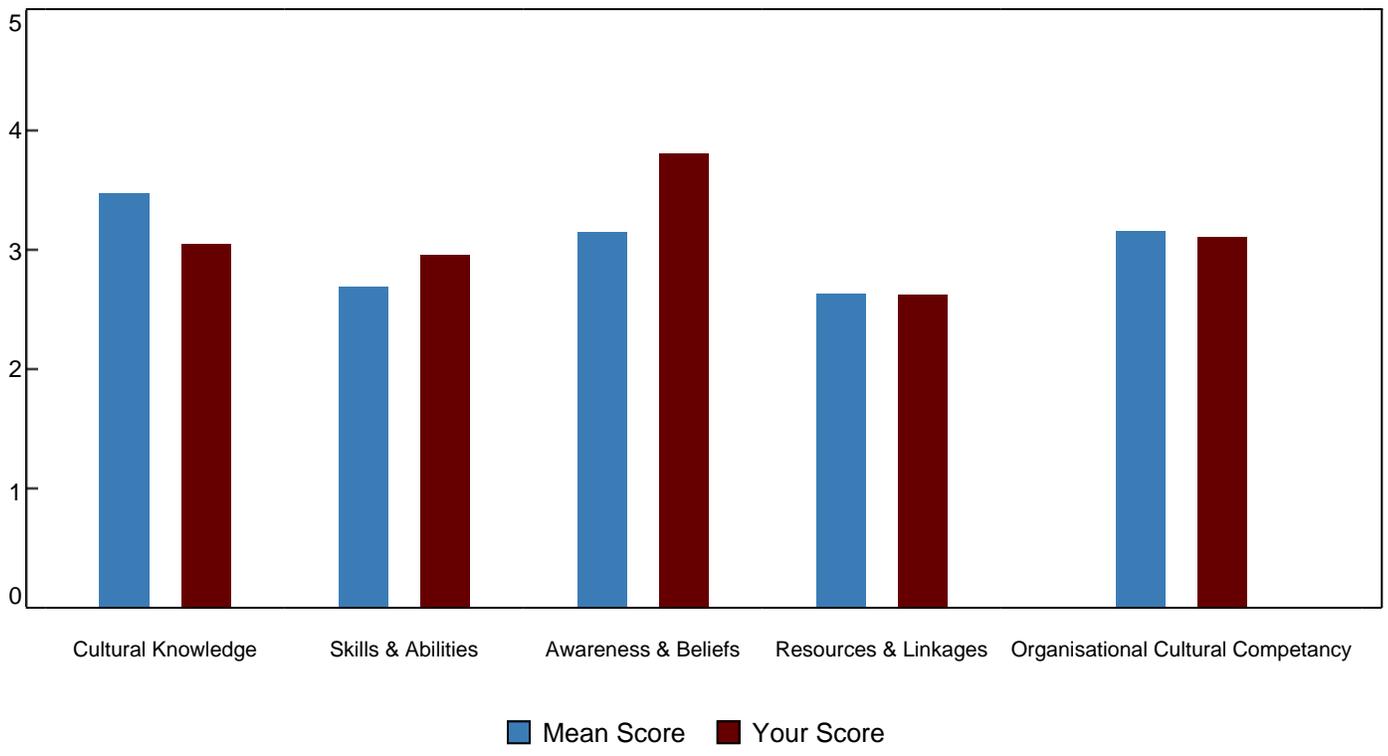


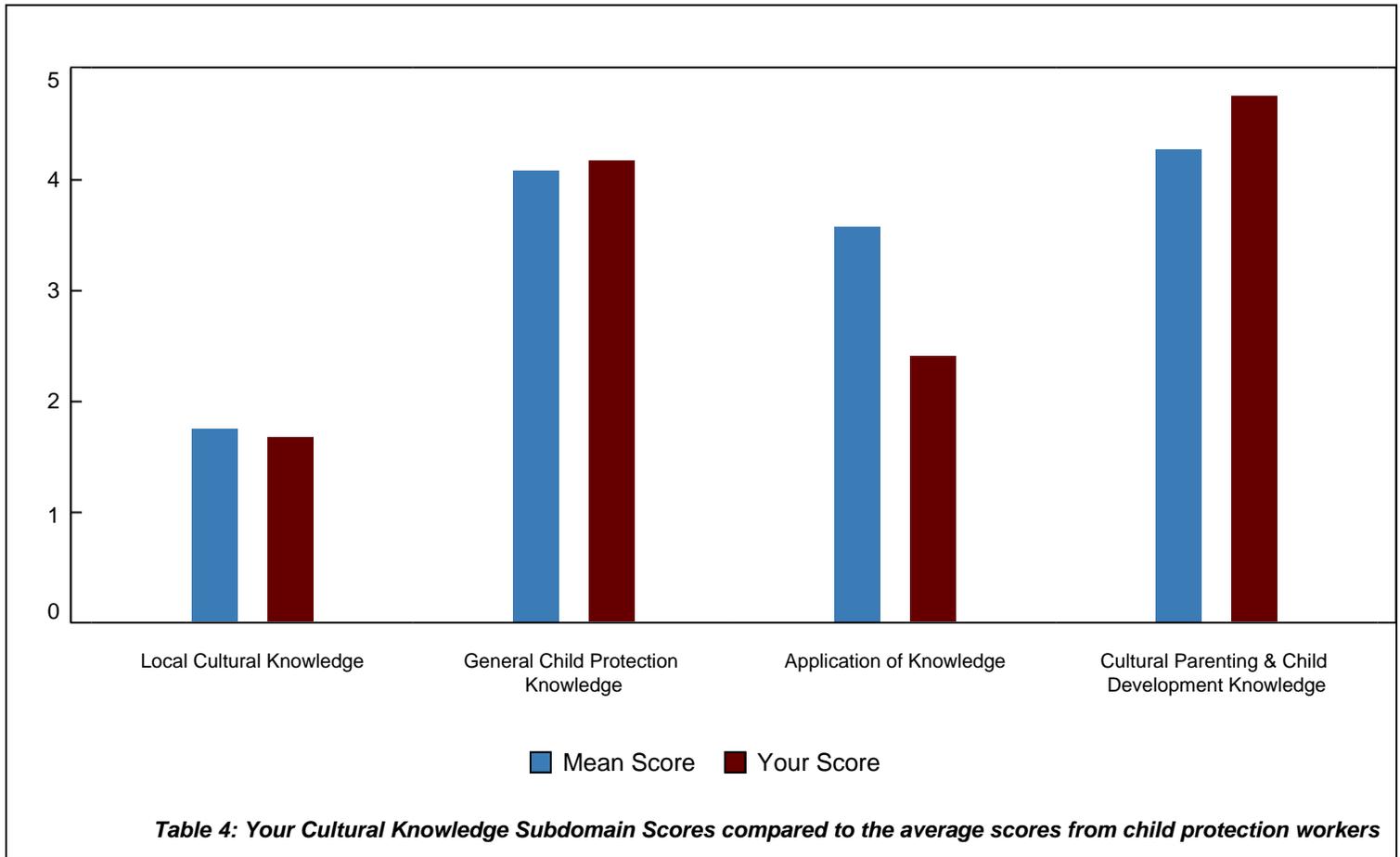
Table 3: Your scores compared to the average scores from child protection workers

CULTURAL KNOWLEDGE DOMAIN

Cultural knowledge refers to an individual’s understanding of the specific cultural practices of Aboriginal people. Due to the considerable diversity within and across Aboriginal communities, proficiency in cultural knowledge necessitates that this knowledge is specific to the local communities in which the practitioner is currently working. Overall the Cultural Knowledge domain looks at how consistently (and comfortably) knowledge and awareness are applied in your day-to-day work with Aboriginal people who are in the child protection system.

The Cultural Knowledge domain has four subdomains all of which are essential to being able to work at a competent cultural level with Aboriginal people in the child protection context. These subdomains include; (1) Local Cultural Knowledge; (2) General Child Protection Knowledge; (3) Application of Knowledge; (4) Cultural Parenting & Child Development Knowledge.

Your scores on the Cultural Knowledge domain and four subdomains will now be discussed.



LOCAL CULTURAL KNOWLEDGE SUBDOMAIN

In looking at the local cultural knowledge subdomain, it is important that there is a strong awareness of local cultural issues of relevant to Aboriginal people. The diversity of Aboriginal culture means that what may be relevant for one Aboriginal group may not necessarily be relevant for another. It is essential to effective practice in child protection that there exists a clear understanding of the different cultural groups, the difference language or skin groups if this is relevant. Without this knowledge it makes working to ensure strong cultural identity and cultural attachment with Aboriginal children impossible. In addition, understanding kinship and the different way Aboriginal communities are responsible for the care of a child ensures that children grow up with a full and complete understanding of their history but also of their attachment bonds. From a child protection standpoint understanding local context to a child’s development, ties to family and land are essential foundations to effective work in a child protection environment. Understanding the range of ‘parents’ and family who are available to a child ensures that support is provided where it is needed.

It also ensures that cultural differences around parenting and attachment are not confused for child protection risk and finally, it ensures that in instances in which children need to be placed in out of home care that all efforts have been made to ensure