

APSAC Systemic Racism in Child Welfare Certificate Program
February 23, 2021
2-3:30 pm CST

Presenter: Marva L. Lewis, PhD



Marva L. Lewis mlewis@tulane.edu

Dr. Lewis earned a PhD in sociocultural psychology, and associate professor at Tulane University School of Social Work with a clinical appointment in the Institute of Infant & Early Childhood Mental Health. Her research studies emotional attunement during African American mother-daughter hair combing interaction. The application of findings from this research were used to develop culturally valid, community-based interventions to strengthen attachment and address intergenerational legacies of the historical trauma of slavery, and acceptance or rejection of children based on skin color. Her book, *Therapeutic Cultural Routines to Build Family Relationships: Talk, Touch & Listen While Combing Hair*® will be released in 2021. She serves on the National Zero to Three Advisory Board and as a consultant with Safe Baby Court Teams on reducing racial disparities and implicit bias in child welfare systems. In 2020-2021 presents a webinar series titled, *Psychosocial Tools to Advance Race Equity for Families of Color in the Child Welfare Systems*. [153 words]

Her full Curriculum Vitae is available at <http://tssw.tulane.edu/>

TITLE: *Breaking down barriers for Engagement with Families of Color to achieve Racial Equity*

BRIEF DESCRIPTION:

New relationship-based tools are needed to engagement, assessment and intervention with families of color in the child welfare system. In many communities there is often a racial divide between predominately white administrators and providers and the predominately Black and Brown children and families they serve. (Ghosh-Ippen & Lewis, 2011. This webinar presents anti-racist tools based on a trauma-informed model that assesses: 1) the perception of of the quality of the working relationships from both sides of multicultural divides; 2) recognize cultural risks and vulnerabilities, and 3) build on cultural strengths and resilience through a partnership approach to child welfare services. [

LEARNING OBJECTIVES:

1. Understand race as intergenerational, relational trauma
2. Identify our multicultural identities that includes our race and ethnicity
3. Introduced to the relationship-based tool for child welfare workers, the *Racial Assessment Protocol for Partnering*® (RAPP) to understand the perception of the quality of the working relationship from both sides of multicultural divides.
4. Use RAPP evidence to analyze the continuum of child welfare decision-making processes and the role of human biases, stereotypes of parents and children of color, and unrecognized privileges that contribute to racial disparities.

References and forthcoming book

Ghosh-Ippen, C. & Lewis, M. L. (2011) “They just don’t get it” A diversity-informed approach to understanding engagement. In J. D. Osofsky, (Ed.) *Clinical Work with Traumatized Young Children*. New York: Guilford Press. Pp. 31-52.

Lewis, M. L. & Ippen, C. G. (2004). Rainbows of tears, souls full of hope: Cultural issues related to young children and trauma. In J. D. Osofsky, (Ed.) *Young children and trauma: What do we know and what do we need to know?* (pp. 11-46). New York: Guilford Press.

Therapeutic Cultural Routines to Build Family Relationships: Talk, Touch & Listen While Combing Hair® M. L. Lewis, (Ed.) D. Weatherston, Co-editor, Springer (October 2021)