

THE ROLE OF CHILD PROTECTIVE SERVICES WORKERS:
AN EXAMINATION OF CASEWORKER AND UTA
STUDENT PERSONALITY TRAITS THROUGH
SYMBOLIC INTERACTION

by

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ABSTRACT

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This study examines the self-concepts and opinions of Child Protective Services (CPS) caseworkers and University of Arlington undergraduate students that are declared Criminal Justice majors. Both groups have been surveyed to also explore how CPS caseworkers and UTA students feel that they are viewed by others. This was done in an attempt to establish what similarities and differences exist between personality traits of CPS caseworkers and UTA students. The data in this study was obtained from surveys given to a sample of CPS caseworkers in Wichita County, Texas and University of Arlington (UTA) undergraduate Criminal Justice students that were enrolled in classes during the fall 2007 semester.

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CHAPTER 1

INTRODUCTION

1.1 The Beginning of Child Abuse Intervention

Child abuse intervention emerged with a focus on child labor and the maltreatment children endured through their labor. Until the nineteenth century, children in Western society were treated as adults (Crosson-Tower, 1998). The belief that children have formative years that are influenced by events and stimulation in their lives had not yet arisen. There was no regard for the emotional, physical, and cognitive needs of children. As a result of this and other varieties of lack of overall care of children during this time, children died very young and were often not provided with any formal education. In fact, it was not uncommon for the only education that children received was training in performing a specific trade (Crosson-Tower, 1998). Children were taught these specific trades in order to be able to bring added income into their homes. After several reforms and many years of developing children's rights, organizations were formed to help protect these established rights. Agencies have been formed within the government to protect children from abuse and maltreatment. This study will focus on a specified agency within the state of Texas. This agency is called Child Protective Services (CPS) and has been formed under the Texas Department of Family and Protective Services (TDFPS) (Texas Department of Family and Protective Services, 2006).

1.2 CPS Mission Statement and Goals

"The mission of The Texas Department of Family and Protective Services is to protect children, the elderly, and people with disabilities from abuse, neglect and exploitation by involving clients, families and communities" (Texas Department of Family and Protective Services, 2006). It can be argued that the goal is to protect groups within society that cannot protect and/or care for themselves. When dealing with children that may be in abusive

situations, the agency does this by providing specific guidelines for what is considered to be child abuse and neglect. The caseworkers within the agency must interact closely with parents, children, and others involved in child abuse and/or neglect cases in order to determine if abuse or neglect is occurring. During this time, the situation regarding the possible abuse or neglect is investigated and further steps are taken to ensure children safety. This is done by either removing children, providing services within the agency, providing services and referrals outside the agency, and/or providing parents with skills to help further prevent abuse and/or neglect (TDFPS, 2006).

1.3 Personality

An individual's personality is assumed to have an affect on all aspects of his or her life. Personality is used to help assess the way an individual may tend to think or behave. For example, it would seem that people that lack confidence would have difficulty speaking in front of a group or giving others guidance. This same assumption can be made to predict what activities and interests an individual may drift towards. Personality can also be assessed to help determine what job an individual may be more suitable for or what job an individual is more likely to excel. Specific personality traits can be paired with certain jobs in order to give an idea of what traits would be desired in order to ensure employee productivity. For example, people that work in retail sales are expected to have friendly and outgoing personalities in order to attract and maintain customers.

When this is done, the process can be compared to that of using criminal profiles as predictors for criminal behaviors. Profiling is used to predict behavior and to gather assessments of offenders (Holmes & Holmes, 2002). "Profiling uses traits such as race, age range, employment, religion, marital status, education, and the like in order to find similarities between certain criminals that commit certain crimes" (Holmes & Holmes, 2002). This study will be based upon some of the same principles in order to make comparisons between the study groups.

This study will take the 'profiling' aspect of seeking certain traits in employees a step further by paying specific attention to how an individual feels he is being perceived. Profiling blends five personality components: biology, culture, environment, common experiences, and unique experiences (Holmes & Holmes, 2002). These same components will be used in this study to gather the desired information. Some of the questions asked in the survey for this study focus on these components. The statements presented above regarding self concept and self perception deal with a theory called symbolic interactionism.

1.4 Symbolic Interactionism

The symbolic interactionism theory was founded by George Herbert Mead, an American sociologist during the late 1800s and early 1900s (Vold, Bernard, & Snipes, 2002). Through symbolic interactionism, Mead (1934) purposed that an individual develops a sense of self through social interaction. Also, symbolic interactionism presents that an individual's actions can be explored by focusing on the meanings that those actions have on others (Vold, Bernard, & Snipes, 2002). As a result, an individual behaves and develops his sense of self by how he feels that he is being perceived by others. This individual views himself similarly and as he believes he is viewed. Through symbolic interactionism, the self is broken down into the "I" and the "Me" (Mead, 1934). The "I" is developed through how an individual believes he is perceived by others. The "Me" is regarded as to how the individual perceives himself.

1.5 The Present Study

The purpose of this study is to evaluate differences in perceptions and self-concepts of Child Protective Services (CPS) caseworkers and UTA students who are declared CRCJ majors. This will be done in an attempt to examine perceptions of CPS caseworkers and UTA students in order to establish if similarities or differences of opinion between these two groups exist. Also, this study will explore how perceptions of others' opinions affect an individual's own self concept. For surveying purposes, a child is considered to be under the age of 18 who does not have any children. A parent is considered to be an individual that has a child in his or her

direct care regardless of actual relation to the children in question.

The present study will utilize the concept of symbolic interactionism in order to explore the existence of similarities and differences of personality traits in CPS caseworkers and UTA students. With regards to the “I” and “Me” concept more specifically, this study will also compare CPS caseworkers’ and UTA students’ self concepts to their perceptions of how others see them. The author will examine common personality trait among CPS caseworkers to further explore ‘a working personality’ for CPS caseworkers. Just as working personalities are studied and developed to recruit and retain police officers, the same could be done for other social service fields, such as CPS caseworkers. For example, as a CPS caseworker, it should be an important personality trait to have the ability to relate to others. A desired outcome of this study is to provide further avenues for CPS caseworkers to examine how they are different and similar from the public in order to provide their clients with improved services.

1.6 Methodology

Two different self report surveys will be administered, one to CPS caseworkers, the other to UTA students. Both surveys are similar in style with similar close-ended questions. The surveys are designed to gather information regarding daily habits of CPS caseworkers, their view towards CPS as an agency and the caseworkers within the agency, their perception of how others see them, and their self-concept. In order to explore the daily lives of UTA students, questions will be asked regarding church attendance, newspapers reading, and time spent viewing television. Questions in the survey that will be administered to UTA students addressed many of the same variables.

The author will rely on probability sampling to ensure that the responses given by those could be generalized to all CPS caseworkers and UTA students. Both groups will be assured that anonymity will be maintained throughout this study. Participation in this study will be strictly voluntary. A non-equivalent group design will be used in this study to further examine the personality traits of CPS caseworkers and UTA students. A *t* test will be used as the statistical

method to process the data obtained with a confidence level of .05. The *t* test is used to determine if there is a significant difference between the means of independent samples from a normal distribution of samples. The significant difference between variables will determine the likelihood that a difference between the data is the result of chance. This is also used to determine if the differences measured are considered reliable. For the purposes of this study, a *t* test will be used to test the differences between self-concepts and opinions of the male and female respondents.

In the chapters to follow, the author will present information regarding important aspects of CPS as agency and how the agency interacts with the criminal justice system. The integral relationship between CPS caseworkers and their clients will also be discussed. In chapter three, the steps taken to complete this study are provided for the reader and the findings will be provided in chapter four where the limitations of this study are also presented. Finally, the final chapter includes the implications of this study and how this study can be utilized to affect policy, education and criminal justice.

CHAPTER 2

LITERATURE REVIEW

In Colonial America, as many as two-thirds of all children died prior to the age of five years and those who survived continued to be subjected to harsh treatment by adults (Mash & Dozois, 1996). For example, the Stubborn Child Act of 1654 permitted a parent to put 'stubborn' children to death for noncompliance (Mash & Dozois, 1996). This act also allowed for insane children to be kept in cages and cellars into the mid-1800s (Mash & Dozois, 1996). Children were expected to work and had other adult responsibilities. During the industrial revolution, due to children's smaller stature, children were given jobs that adults could not in order to increase productivity. Children began to work as miners or as chimney sweepers due to their ability to fit into smaller spaces. No consideration was taken to the poisons that children were subjected to while working in those spaces. In addition, children were not paid well for their labor. In fact, children were not paid enough to substantiate the work they were doing (Crosson-Tower, 1998). Little thought was taken to repay them for their performed duties. Parents, not expecting much from their children's pay, did very little in trying to fight for their children's right (Crosson-Tower, 1998). Children were seen as having the same rights as animals. As a result, children during this time were treated as such. They were abused and nothing was done to seek justice. Children were seen as property and labor, just as animals were (Crosson-Tower, 1998).

Children were given part of the responsibility of caring for their families both physically and financially. Children that could not fulfill their responsibilities were abandoned, physically punished, maltreated, imprisoned or killed (Dumas & Nilsen, 2003). Dating back to the Roman Empire, killing children was common practice (Dumas & Nilsen, 2003). This was mostly done in response to familial poverty. If the meager income that children were bringing home to their

families was not enough, the children were killed. These types of practices continued to take place well into the late 1800s and later in the United States (Crosson-Tower, 1998).

Philosophers John Locke and Jean-Jacques Rousseau were two of the pioneers for change regarding the treatment of children (Dumas & Nilsen, 2003). They brought about new ideals specific to the proper care and treatment of children. Both men had a specific focus on making advances regarding the psychological needs of children (Dumas & Nilsen, 2003). It was not until the late nineteenth and the early twentieth century that child labor and children's rights in general were most effectively addressed in the United States. In 1912, the U.S. Children's Bureau was formed. The Children's Bureau's strived to advocate for children with specific focus on child labor. Sometime later, focus also shifted towards education. Children now are required by law to attend school, while before most children were not provided with any type of formal education (Crosson-Tower, 1998). Now, Child Protective Services (CPS), a division of Texas Department of Family and Protective Services focuses to serve and protect children from all forms of abuse and maltreatment. CPS has moved to the forefront of child protection and protector of children's rights.

2.1 The CPS Agency

The Texas Department of Family and Protective Services (DFPS) was created with the passage of House Bill 2292 by 78th Texas Legislature, Regular Session (TDFPS, 2007). Previously called the Texas Department of Protective and Regulatory Services, DFPS has a mission "to protect children, adults who are elderly or have disabilities living at home or in state facilities, and licensing group day care homes, day care centers, and registered family homes" (TDFPS, 2006). CPS derives the definitions for children abuse and neglect from the Texas Family Chapter 261. To simplify the rather lengthy set of definitions pertaining to child abuse or neglect, the author will provide a list of the types of abuse and neglect. There are definitions pertaining to all the designated types of abuse and neglect. The types of abuse and neglect are: emotional abuse, sexual abuse, physical abuse, abandonment, neglectful supervision,

medical neglect, physical neglect, and refusal to accept parental responsibility.

The central interests of CPS are safety, permanency, and well-being (TDFPS, 2007). Safety is considered to have highest priority these three interests. The assessment of safety provides the basis for the need for removal and/or the need to maintain or improve the child's current situation to provide further safety. Permanency deals with the interest of insuring that children involved with CPS have a plan regarding a safe place to live. The first goal of permanency is to leave children in their homes after the proper safety has been attained and/or maintained. If removal is necessary, the initial goal is still permanency with children and their families. Permanency can also be obtained through adoption, guardianship, or emancipation. Well-being deals with the interest from a child to live in an overall healthy home. This includes children needing to be emotionally, physically, and psychologically healthy.

2.1.1 The Intake Stage

The CPS process begins at intake (TDFPS, 2007). A referral is generated by someone reporting possible child abuse or neglect. This can be done by calling the Child Abuse Hotline. An individual making a referral also has the opportunity to generate a report on-line through the CPS homepage. Once a referral has been submitted, call routers in Austin, Texas, then decide what region/county/city the referral should be sent. During this process, the call routers also give the referral a priority rating. There are two priorities: priority one and priority two. Priority one referrals are those deemed by the call routers to be the most concerning. Investigators have 24 hours from the time that the initial referral was made to make contact with the family in question. It can be argued that these cases are most concerning due to risk factors that are surveyed regarding immediate safety to the children involved. Priority two referrals are all the other referrals that did not meet the criteria to be considered a priority one referral. Investigators have 72 hours to make initial contact with these families.

2.1.2 The Investigation Stage

After a referral is sent to the proper county in order for it to be opened to a caseworker, the case is sent to an investigative unit and is assigned to an investigator (TDFPS, 2007). The investigator is the person that makes initial contact on all CPS cases. The investigator has many options at this point regarding how to respond to the case and how the case will further be managed. After the investigator obtains all possible information regarding the case and has spoken with all members of the household in question, a disposition is determined regarding whether abuse or neglect did occur. From this point, the investigator has the discretion to remove children from their homes, open the case for further ongoing services, refer the family to resources outside of CPS, or simply close the case (TDFPS, 2007). The investigator's purpose is to assess the situation and move the case on after the investigation has been completed, wherever that may be (TDFPS, 2007). The investigation includes conducting interviews and gathering information about the report in order to determine the proper needs of the case.

If the investigator removes a child, the case is then sent to another phase within the agency call Conservatorship (CVS) (TDFPS, 2007). Conservatorship caseworkers keep the case and continue to provide services as long as the child is in foster care. This worker continues to work directly with the child, the family and the foster family until the child is either placed back into the home or the parents' rights are terminated. Conservatorship workers have discretion in making recommendations regarding making plans for children to have permanent homes. These recommendations range from family reunification to terminating parental rights. These cases are considered 'legal' cases due to the investigator having to abide by legal ramifications to remove children within the bounds of the law. There are court hearings that both the investigator and the CVS worker must attend.

Another option for investigators is to refer a case to Family Based Safety Services (FBSS). FBSS is branch of CPS that is utilized for families deemed to need further services but there is not enough risk for removal when the investigator completes the risk assessment

(TDFPS, 2007). FBSS caseworkers provide ongoing services to families over extended, often loosely specified, amounts of time. These caseworkers must visit clients' homes to assess risk to children for abuse and/or neglect, make a plan for child safety, and strengthen families so they can function in healthier ways without CPS intervention. If and when this is accomplished, the caseworkers can then close the case. They also have the discretion to remove children from their homes if it is needed.

Across the state of Texas there is a need for Child Protective Services. The section in the 2006 TDFPS Annual Report Information regarding CPS provided several statistics for the fiscal year 2006: There were 239,102 reports of child abuse and neglect in 2006 with over half of those going past the referral process and actually being investigated; 34,275 children were removed from their homes and placed into foster care in 2006. In 2006, an average of 12, 828 families per month receive in-home services from FBSS; There were 227 deaths with the confirmed cause of death being due to child abuse and/or neglect in 2006 (TDFPS, 2006).

2.2 The Role of CPS Caseworkers

The personalities of CPS caseworkers and CPS clients can be approached in several different ways. The author will explore past literature that has discussed the CPS caseworker-client relationship and information regarding how personality traits affect the CPS caseworker-client relationship. Other variables that are involved in the process will also be explored. Finally, the theory which this study is based, symbolic interactionism, will be examined as it relates to the study of self-concept and how perception affects the formation of self-concept.

There needs to be specific focus on CPS caseworkers and their personalities. General themes of who a CPS caseworker should be in order to be effective at his or her job will be presented at this time. This is to provide another understanding of what CPS caseworkers must face every day and what routine tasks are expected of them in each case. These personality traits along with the routine tasks presented will be compared to one another to show how these elements work together to form an idea of who CPS caseworkers are.

2.2.1 Police Personality

In the field of law enforcement, personality traits of police officers have been evaluated to determine if there is a 'police personality', meaning if common personality traits exist among police officers (Walker & Katz, 2005). Secrecy, solidarity, and the willingness to take a code of silence are all commonplace among the many personality traits of police officers (Walker and Katz, 2005). Police officers are expected to be loyal, selfless, and courageous while on the job. They face with difficult and often dangerous situations on a regular basis and must strive to place others above themselves. Police officers must have the ability to think and react quickly due to the danger associated with their occupation. Police officers must also have that ability to deal with being isolated from the community and have to form strong relationship with others inside their own departments. They must have the ability and capacity to be secretive and know when to divulge information at the same time (Walker and Katz, 2005).

2.2.2 CPS Caseworker Personality and Skills

Clients involved with the CPS agency have their own ideas regarding desirable and undesirable personality traits in CPS caseworkers. Thus clients have reported appreciating caseworkers who were genuine, helpful, and non-judgmental while not appreciating caseworkers who appeared to be cold, poor listeners, and overly critical (Maiter, Palmer, Manji, 2006). With that, there are also traits that are important to CPS caseworkers while they are out completing their fieldwork.

First and foremost, CPS caseworkers must have strong assessment skills (TDFPS, 2007). They have to be able to assess family situations sometimes instantly in order to protect children. Caseworkers must be able to spot risk factors involved in the possible abuse and neglect of children. This is done as a way to intervene and prevent future abuse. In a way, CPS caseworkers are expected to be able to predict the future. For example, a CPS caseworker's judgment is tested when he decides to keep a case open or when he decides to close a case when something negative happens regarding the case. With that, CPS

caseworkers need to be able to respond very quickly to stressful and dangerous situations. As in the field of police work, situations involving the work of CPS caseworkers can escalate quickly during those situations and it is the duty of the caseworker to ensure that no one involved gets hurt.

Caseworkers are expected to be able to talk and interview strangers. Caseworkers must have the ability to establish a rapport with children and adults quickly in order to obtain the desired information. These caseworkers must be outgoing and willing to divulge some personal information at times to gain trust from their clients. Discussions between CPS caseworkers and their clients can become extremely personal and the caseworker must be able to deal with and show interest in those conversations. CPS caseworkers must be willing to ask personal questions in order to get important information about family dynamics. These questions are often difficult to ask not only because of the types of questions but because of possible animosity from the client. This animosity often affects the honesty of the client's answers as well. Most importantly, CPS caseworkers must be able to carry on day to day conversation with their clients in order to show the ability to treat them like human beings. During these conversations, CPS caseworkers must have the ability to stay objective. These abilities also overflow on the CPS caseworker being expected to serve as a liaison to other social service agencies (TDFPS, 2007).

Parents involved with CPS often need to be educated in appropriate parenting skills. Child Protective Services caseworkers must educate these parents in order to ensure child safety. Caseworkers must be able to speak honestly with parents and let them know what areas in their lives they need help. There is also a need to show parents how to be honest with themselves and realize where they need to further develop parenting skills. Child Protective Services caseworkers must have confidence in themselves to talk to strangers in this manner. Testifying in court is another aspect that CPS caseworkers must be prepared to do because of the legal elements involved in their work. Anytime CPS caseworkers are involved in legal

cases, they will be asked to speak in court. Caseworkers are often called to testify in court during divorce and custody proceedings. If a CPS case is serious enough that criminal chargers have been filed, a caseworker may have to testify in that instance as well. Caseworkers are expected to have the appropriate documenting skills in order to properly represent the agency.

2.2.3 Work Environment

The work environment of child protective services employees can be characterized as stressful, complex, and hostile. The fact is that CPS caseworkers have a very difficult job that involves tremendous amounts of risk while requiring caseworkers to maintain their empathy for children *and* their parents. While being in risky situations and having empathy for children and their alleged abusers, CPS caseworkers must also be able to make quick decisions that have the best interests of the family being served. With all of this, there is room along the way for CPS caseworkers to become dissatisfied in their jobs and to even begin to make errors in decision making. Furthermore, throughout every stage of a CPS case, caseworkers are expected to be able to remove themselves of personal bias while trying to remain emotionally invested in their clients. In addition to the characteristics provided above, CPS caseworkers have to deal with large case loads, poor supervision and lack of organizational support (Cohen, Kinnevy, & Dichter, 2007). As a result, the organization often suffers from worker turnover due to caseworker burnout. Caseworker turnover is as high as 40% in private agencies. Turnover is also due to CPS hiring caseworkers that do not have the proper experience and often need further training in order to be case assignable. Due to work related tasks and sensational reporting, CPS does not have a good reputation.

The negativity regarding the ability to legally remove children from their homes has a long history. By the mid 1800s, it was believed that being poor was a birth defect and this defect could be correct if poor children could be removed from their homes at early ages (Koppelman, 2006). These children were believed to have the ability to be saved and could

only be saved once they were adopted by rich people. Removing poor children from their homes was seen as a way to help end poverty. During the times when poorhouses were utilized, states passed laws for children to be removed when mothers entered into poorhouses. These children were placed in orphanages. By 1875, the majority of children living in orphanages were not orphans; they were poor (Koppelman, 2006). When states began mandating the removal of children from their homes, it was based on economics and class. It is argued by some today that this is still the case not only in the CPS system but in the criminal justice system.

The issue of documentation brings about another aspect of CPS work that CPS caseworkers must adhere to, deadline pressure. Child Protective Services cases cost money to generate and to keep open. CPS caseworkers are expected to close their cases as soon as possible, with child safety in mind. All CPS caseworkers have specific amounts of time to get each part of their cases completed. This often leads to overwhelming caseloads and can cause CPS caseworkers to suffer from caseworker burnout. This burnout often occurs within the first year of employment with the agency.

2.3 Caseworker Burnout

Many aspects of working for CPS can help lead to CPS caseworker burnout, with emotional exhaustion most often being at the forefront of caseworker burnout (Anderson, 2000). Caseworker burnout is also associated with job stress, depersonalization, and a sense of reduced personal accomplishment. This is called burnout syndrome. With that, most veteran caseworkers perceive themselves as having affective coping skills in dealing with the wear and tear of their jobs (Anderson, 2000). According to the Child Welfare League of America (1989), in the late 1980s two trends began to develop that appear to still be present today: the amount of referrals generated exceed the money set aside for funding and a typical CPS caseworker's caseload ranges from approximately two to three times the desired caseload size.

2.3.1 Depersonalization

Paying special attention to depersonalization, caseworkers often find themselves distancing themselves from their clients for many reasons (Anderson, 2000). One of the most important of those deals with the caseworker growing tired of dealing with difficult clients and clients that can be extremely aggressive. Also, some clients have no desire to grow as parents and some simply have a lack of trust in their own caseworkers. It can be argued that most of this distrust comes from negative media coverage that is a result of things going wrong with certain CPS cases. Caseworkers are expected to put themselves in each of their cases but this proves to be increasingly difficult when their clients show these characteristics time and time again. Another factor exists regarding CPS caseworker burnout. CPS workers are extremely low paid for the work that they do on a day to day basis (Ryan, Garnier, Zyphur, & Zhai, 2005). There seems to be specific problems with burnout among female caseworkers. Women face problems with their role as a CPS caseworker and dealing with certain parts of their job that CPS demands to be completed. It is also worth noting that some women have more problems dealing with the job as a CPS caseworker due to their increased ability to have empathy for their clients to attach to clients (Anderson, 2000). This empathy can cause enmeshment that prohibits the caseworker processing the case in an affective manner.

There are several coping skills that could be utilized to help CPS caseworkers deal with burnout. Once hired by the agency, CPS caseworkers are trained in the numerous ways in which they can avoid and/or deal with job burnout (Anderson, 2000). As with many other social service occupations, one of the main points taught during training is, 'Don't take your work home with you.' This means that caseworkers are not, and should not, be expected to carry the events of their workday into their private lives (Anderson, 2000). This is a very hard considering the situations CPS caseworkers deal with everyday. These situations can range from new cases adding onto an already extensive caseload to a child death in the middle of the night. Another theme in training is that idea that being a CPS caseworker is not an 8:00 AM to

5:00 PM job. It is a 24 hour a day job. Much like those that have a career in law enforcement, CPS caseworkers have to become attuned to the fact that their jobs require them to deal directly with human behavior, which is unpredictable.

2.3.2 Caseworker Turnover

There is a greater concern regarding caseworker burnout. CPS caseworkers have a high turnover rate. This not only leads to the need for more funding to train new caseworkers every few months but it also plays a huge role in causing more turnover (Anderson, 2000). For example, when CPS caseworkers leave their respective agency, their unclosed cases do not simply disappear. Those cases must be dispersed throughout the agency again, often causing one caseworker to get multiple new cases at one time. These cases are often delinquent by the time they reach the new caseworker. It should be noted as well that this does not include the multiple new and 'unworked' cases a caseworker could receive in a regular work day. Burnout appears to be a cyclical problem that has proven to be extremely difficult for the agency to control. While the agency does try to tackle this problem through extensive training CPS caseworkers, the answer for overcoming caseworker burnout has yet to be discovered.

2.4 Personal Opinions and Experiences

The objective of a study conducted by Yoshihama and Mills (2003) in two large urban counties in Southern California was to examine 303 CPS caseworkers' personal histories of abuse and domestic violence. At the time these caseworkers were surveyed, they were attending a domestic violence training session. Two goals of this study were to establish an idea of the prevalence of CPS caseworkers that have personal experience with abuse and to establish how this history might affect their ability to be productive in their jobs. One-half of those surveyed reported having experienced violence by an intimate partner while one-third reported being a victim to physical abuse as a child. Twenty two percent reported sexual victimization during their childhood. Female CPS caseworkers that experienced childhood sexual abuse were found to support removing children from mothers that are victims of

domestic violence. The caseworkers that had been victims of domestic violence tended to identify with the mother being abused and tended to not support the removal of the children involved.

While this study showed some evidence that personal abuse histories do make a difference in how CPS caseworkers approach their worker that has not always been the result in other studies. A study referenced by Yoshihama and Mills (2003) surveyed 2963 professional women and found a higher rate of childhood physical and sexual abuse among mental health professionals than professionals not working in the mental health field. Other studies have found that workers with a history of childhood abuse were more likely to believe allegations of child sexual abuse than workers that did not have a personal history with childhood abuse. Another study that examined how CPS workers are affected by their personal experiences with domestic violence found no correlation between their experiences and their current attitudes toward domestic violence. During that study, 32% of the CPS workers surveyed reported having experienced physical abuse, 22% reported being a victim of childhood sexual abuse and approximately 50% reported at least one incident of intimate partner violence (Yoshihama & Mills, 2003).

Since there is a somewhat high prevalence of victimization among those working for CPS, there needs to be a focus on how this victimization might influence the workers' job performance. In addition, CPS caseworkers need to be trained on the importance of removing their personal experiences from their casework. It is ideal for CPS caseworkers to find a balance between neutrality and empathy (Yoshihama & Mills, 2003). This is not an easy task for caseworkers that are involved in such stressful situations, especially when those caseworkers have their own abuse histories with which to deal. Some caseworkers, as a result of their personal victimization, may be more sensitive towards their clients due to the nature of their cases. While this is not entirely negative, some caseworker may be affected by their sensitivity in such a way that they may not be productive in their casework. Other caseworkers

may be so disconnected due to their abuse histories, that they distance themselves from their clients. This causes there to be some neutrality but too much distance away from clients and their situations may cause caseworkers not to be invested.

The study conducted by Yoshihama & Mills (2003) found that there is a correlation between personal abuse histories and how caseworkers approach, work, and close their cases. This not only has training implications but recruitment and retention as well. While training to deal with personal experiences and remove them from work is important, training for how to respond to domestic violence is equally important as well. Domestic violence intervention training has also shown that it is effective in making changes in caseworkers' personal opinions of domestic violence (Yoshihama & Mills, 2003).

2.5 Errors in Decision Making

Many factors contribute to errors in caseworker decision making: time management, limited information, limited resources, unclear procedures, and an 'organizational culture that may encourage shortcuts' (Rzepnicki and Johnson, 2005). Much like anything else regarding human behavior and working in stressful situations, there are multiple variables that could be present when dealing with errors in decision making. In an effort to study decision errors among CPS workers involved in child fatality cases, Rzepnicki and Johnson (2005) conducted a root cause analysis to trace origins of errors present in a specific CPS case. When families are involved in child fatality cases and have previous CPS history, such as the families used in this study, there is a great concern for caseworker decision making and the agency as a whole (Rzepnicki and Johnson 2005.) To help hold those working for CPS accountable, 49 states have developed Child Fatality Review Teams (CFRTs). These teams can be comprised of members within the agency or from outside the agency. The premise of these teams is to determine if caseworkers involved in child fatality cases could have prevented the child's death by conducting an investigation much like those conducted by CPS workers or law enforcement officers.

Some child protection agencies adopted rules and procedures that limit worker discretion as a way for ensuring that children are safe. But just like that of law enforcement, worker that are on the 'front lines' everyday have to have discretion. They have to be flexible in dealing with clients, and deciding what rules and procedures to follow under different circumstances while still attempting to ensure child safety. This causes caseworkers that work under such scrutiny to form a 'culture of compliance (Rzepnicki and Johnson, 2005). This culture can be ineffective when dealing with clients because it causes caseworkers to lose their ability to react to situations in the field. This affects the workers performance in such a way that their caseload could be hindered, opening them up for case delinquency and worker stress. The conclusion presented by Rzepnicki and Johnson (2005) is that caseworker error is often not enough to justify negative outcomes in casework. As mentioned earlier, CPS workers must adapt to time constraints, limited resources, and other factors that affect their ability to do their jobs. More importantly, these issues are within agency and organizational control. This brings up 'active failure' and 'latent failure' (Rzepnicki and Johnson, 2005). Active failure is considered to be in the caseworker's control (i.e. not completing an investigation). Latent failure falls under the responsibility of the agency (i.e. staff issues or policy issues). Furthermore, active failures are not enough to determine if a caseworker is as at fault for an error in decision making.

According to Rzepnicki and Johnson (2005), Reason created the "Swiss cheese" model to describe how organizations are built to be protected against errors. The holes represent the weaknesses in the organization. While holes are always present, they must align to allow an accident (a child fatality) to occur. This means that while caseworkers help build the organization, the 'holes' must align throughout the agency for the problem to be present. Regardless of the ways that organizations try to eliminate errors, not every important variable will be discovered during a CPS investigation or during a CFRTs review. Anything could be a catalyst for an event to occur. It would be impossible to even attempt to gather everything that happens that leads to a child fatality and/or errors in judgment.

2.6 CPS Clients

There are numerous aspects of day to day life that mold CPS clients' personalities. The first point to be made is that most CPS clients are regular people with regular, day to day problems. Childhood upbringing, the existence of abuse or neglect, drug use, single parenthood, marriage status, abusive relationships, unemployment, etc. all plays a role in the development of CPS clients' personalities, just as those that have never been involved with CPS. Many parents involved with CPS are also involved in abusive relationships. While this by itself is a problem, most mothers that are victims of domestic violence have difficulty revealing that information to their CPS caseworker. This is most often due to fear regarding how the CPS caseworker would continue to handle the case after the admission. Many parents fear that the caseworker will no longer provide services, will remove their children, or will further push services to be a completed (DeVoe & Smith, 2003).

While the work of Devoe & Smith (2003), deals specifically with domestic violence, the above situation can be generalized for other variables beyond domestic violence. Most CPS clients are extremely leery of divulging what they feel to be incriminating evidence to their CPS caseworker. Often time this is due to fear of punishment for doing so. This brings about two common traits of CPS clients: fear and distrust. Naturally more CPS clients are fearful of having an open CPS case regardless of the stage of the case. Most parents would be fearful of having any involvement with an agency that could potentially take their children out of their home and away from their care.

2.6.1 Client Distrust

Client distrust has a few sources. Most CPS clients have numerous one on one contacts with their caseworker. Depending on the caseworker's dedication and possible burnout level, the caseworker may not elicit feelings of trust from the client. Also, just as the case of police departments, sometimes a few of the less dedicated or less skilled employees can ruin the agency's name. This is unfortunate because the agency has an overall negative

reputation with most people. This leads to a sense of distrust not only in the caseworker but the agency as a whole.

Child Protective Services clients have a common desire regarding interaction with CPS caseworkers. Besides wishing for the CPS case to disappear, they also desire their caseworkers to be sensitive to their culture (Stevenson, Kay, Monit, Cheung, Kam-Fong, Leung & Patrick, 1992). Cultural sensitivity is imperative when it comes to working with CPS clients. Most clients, like other people, feel that if another person cannot respect who they are and where they come from, then they can never have a productive relationship with that person. Specifically regarding CPS cases and suspicions of child abuse or neglect, there are several cultures that practice in home remedies to treat their children of illness. Some of these practices leave behind markings on children that appear to be conducive to abuse. While this could be a misunderstanding, if CPS caseworkers do not show sensitivity and knowledge, they will most likely not develop a strong caseworker-client relationship. Often times, issues such as this also cause for the disposition of a case to be incorrect.

2.6.2 The Five Factor Model

The five factor model of personality takes extraversion, neuroticism, openness, agreeableness, and conscientiousness into account when assessing personality (Coleman, 2006). All of these are traits that can lead to barriers in working with CPS clients. In turn, they must be understood and how they affect the case must be understood. Extraversion deals with one's ability to reach out to others in social settings. If CPS clients are unable to unwilling to reach out, there may be great difficulty in helping them or narrowing down the elements of their problems. Caseworkers must understand that, for whatever reason, CPS clients may not have a desire to seek any services. Neuroticism deals with clients' ability to take attention off of them and focus on the needs of the children. The problem that lies here deals with the fact that some CPS clients are defensive about being asked about their children and their parenting skills. Sometimes this defensiveness prohibits the clients involved from being able to develop new

skills during the course of the CPS experience. Openness regards the clients' ability to be open and honest about their lives and the situations that may have lead up to the possible abuse or neglect of their children. When CPS clients are willing to work with CPS and do what is expected of them, they are displaying agreeable personality traits. Caseworkers must acknowledge these traits and realize ways to reach all clients with all personality traits. Clients that do not display these traits often prosper very little from CPS intervention. Conscientiousness concerns clients' abilities to have the desire to change because they do not want to subject their children and their families to the problems that are causing the possible abuse or neglect.

2.7 Other Variables within the Caseworker-Client Relationship

Child Protective Services has a history of having strained relationships with other social service practitioners. Due to the lack of communication in the agency and effects of burnout rate, there is an inconsistency that CPS shows to medical staff, school staff, law enforcement, etc. This also causes a cyclical relationship where, due to loss of professional respect, there is an ongoing problem between these fields that would otherwise need to communicate. This could raise concern to the solidarity between these fields and could affect the amount of information shared between fields. If, and when, this bond is weakened to the point that it is noticeable to CPS clients, this could further affect the problems regarding self-concept and perception between CPS caseworkers and clients due to some of the personality traits discussed above. This may have even greater affect on how CPS caseworkers believe they are perceived. While many factors exist regarding why relationships between CPS and other professionals may be occurring, only a few will be explored below.

2.7.1 Pediatrics

Pediatricians are a great professional tool for CPS caseworkers. Pediatricians can provide caseworkers with information regarding: parent-child interaction, parental appropriateness, signs of physical, emotional or sexual abuse, signs of physical or medical

neglect, etc. It is imperative for CPS caseworkers to keep this line of communication open and positive. While most pediatricians report a positive relationship with CPS personnel, they do voice a lack of appreciation for the little feedback they receive from CPS after making a referral (Vulliamy & Sullivan, 2000). Due to those negative feelings regarding CPS, research has shown that pediatricians often do not report some instance of possible abuse or neglect. It has also been noted that when there is a question of CPS effectiveness, there is a lesser chance that a pediatrician will make a referral. Referring again to lack of communication, due to not understanding CPS role, pediatricians often have a negative attitude towards CPS. In most situations, whether CPS roles were understood or not, pediatricians found more acceptance of CPS work if the case was completed in a way those pediatricians would approve. Pediatricians report having disappointment when the outcome of CPS is not as expected (Vullimay & Sullivan).

2.7.2 The Court System

Another group of professionals that CPS has many dealings with are those working in the court system. There is some conflict between the legal and social work fields in general due to: differences in organizational culture, professional status, resource availability, definition of roles, and job stressors (Carnochan, Taylor, Abramson-Madden, Han, Rashid, Maney, Teuwen, & Austin, 2007). Organizational culture refers to the social work field thriving on ambiguity while the legal field thrives more on concrete rules. Professional status means that most people in the legal field get paid less money for their work when they are working cases involved with children than cases involved with adults. Resource availability is crucial because it deals with scheduling conflicts and increasing caseloads with both parties. In regards to definition of roles, there are often unclear lines of boundaries with involved roles. Job stressors include emotional strain, lack of communication, adversarial process, interpersonal relations, inadequate training (Carnochan et al., 2007). As stated earlier, the key to caseworker relationships with other professionals (and CPS clients for that matter) start to improve once there is a mutual promotion

of communication and respect (Carnochan et al., 200&).

2.8 Symbolic Interactionism

The symbolic interactionism theory is recognized as being realized and built by George Herbert Mead, an American sociologist during the late 1800s and early 1900s. Through symbolic interactionism, Mead (1934) purposed that an individual develops a sense of self through social interaction. Also, symbolic interactionism presents that an individual's actions can be explored by focusing on the meanings that those actions have on others (Vold, Bernard, & Snipes, 2002). With that, an individual behaves and develops his sense of self by how he feels that he is being perceived by others. As a result, this individual views himself similarly and as he believes he is expected. Through symbolic interactionism the self is broken down into the "I" and the "Me" (Mead, 1934). The "I" is developed through how an individual believes he is perceived by others. The "Me" is regarded as to how the individual perceives himself.

The "I" is how an individual believes he is perceived and the "Me" is how he perceives himself. This falls into the ideal that there is a way that an individual sees himself and how he portrays himself. The "I" is what an individual builds himself to be over the years of his life. With symbolic interactionism, an individual interprets gestures and statements by others to build into their own self image. In regards to the labeling theory, another criminological theory, and "I" and the "Me" become one entity when an individual's reality becomes based on the symbols sent to him through social interaction. Mead helped develop the pragmatism school of philosophy. Pragmatism works with the theory of symbolic interactionism that has four general principles: truth is possible for an individual only through his own intervention; knowledge for an individual is based on its usefulness; objects an individual encounters are defined according to their use for that individual; understanding of an individual must be obtained by his actions (Charon, 1979).

From symbolic interactionism, Charles Horton Cooley derives the term, "looking glass self" due to an individual taking into account how others see him and then creating 'a reflection'

of himself. German sociologist, Max Weber, took the theory of symbolic interactionism one step further by using the theory with social science research. He argued that to understand individual and group behavior, researchers must be able to interpret that behavior with the people exhibiting the behavior in mind. Weber emphasized the importance of researchers trying to understand the subjects of their studies by assessing those subjects' views on reality. He also emphasized that, while researchers are expected to be objective in their research, researchers should understand that subject in their studies have subjective views regarding their experiences, values, attitudes, and beliefs (Mooney, Knox, & Schacht, 2007).

With symbolic interactionism, an individual must first define the meanings of their current situation. Then, within those defined meanings, the individual acts accordingly. Those meaning are, in part, created by the individual's own ideals but are derived mostly from social interactions (Vold, Bernard, & Snipes, 2002). There is a conflict between the "I" and the "Me." The "Me" is how a person would see himself. When these blend, a person gets a skewed view of himself. It can be argued that focusing too much on the "I" is undoubtedly a way to lose your sense of self concept. One could begin to label himself as being a certain way that may not be conducive to whom he really is. The false labeling and loss of self concept often lead to forms of deviance. When there is too much focus on the "Me" an individual has little thought for how the outside world influences them.

As suggested by the literature, there is a current need to examine the self-concepts and opinions of Child Protective Services (CPS) clients and CPS caseworkers and how caseworkers feel that they are viewed by their clients. This is needed to establish if similarities and/or differences exist between personality traits of CPS caseworkers and the clients in which they serve. There is a need to build on the gap between what should be learned as it is applied to what is already available. There is hope that the findings from this study will help contribute to further improving the caseworker and the client's abilities to relate to each other and to better identify ideal and not ideal traits of CPS caseworkers.

2.9 CPS and the Criminal Justice System

In 2006, a study was conducted in Florida that compared the quality of work life of CPS investigators in two different work settings (Cohen, Kinnevy, Dichter, 2007). This study was possible due to legislation being passed that transferred child protective work to the sheriff's offices in four different counties. As a result, the child welfare agency workplace was compared to the law enforcement agency workplace. Surveys were conducted in four counties that still utilized the child welfare agency and in those counties where the sheriff's office was being utilized. The purpose of the study was to obtain the workers' perceptions and compare the data obtained from the two different agencies. Those that worked for the sheriff's office reported a better work life than those working for the child welfare agency. Investigation and services were provided under one organization. CPS investigators often find it difficult to simultaneously fill the expectations of investigator and service provider. When child abuse investigations are carried out by CPS, the caseworkers rarely have the proper training to obtain and collect the proper evidence. The surveys administered had five main points: the job itself, the work environment, organizational supports, community relationships, and job performance and satisfaction (Cohen et al., 2007). In response to the statement 'The amount of work I'm expected to do is fair and reasonable', 53% of those responding from the sheriff's office strongly agreed with that statement with only 35% of CPS caseworkers giving the same response. Those working for the sheriff's office were more likely to indicate that they were part of a team and their organization utilized good communication. During the study, it was noted that those working for the sheriff's office had more resources available concerning criminal backgrounds. Both CPS and sheriff's office workers agreed that their supervisors provided them with support but only 44% of CPS caseworkers answered that they believe their organization cared about their safety, while 88% of those working for the sheriff's office believed this. There was little difference between case dispositions and outcomes among the two organizations.

2.9.1 Prosecution

Sexual abuse cases are prosecuted more often than any other type of child abuse or neglect (Joa & Edelson 2004). But, like any other criminal case, the majority of child sexual abuse cases do not reach the trial level. When a case is accepted for trial, most often the age of the child, the sex of the child, and the severity of the abuse are used to make this determination. Preschool victims are least likely to be referred for prosecution. The older the child, the more likely the case will be prosecuted. Child advocacy centers are often utilized when sexual abuse is suspected (Joa & Edelson 2004). These centers provide interview rooms and the appropriate items needed to conduct a thorough screening of child sexual abuse. Advocacy centers are also a place for CPS caseworkers and police officers to work together in helping children that are suspected of being victims of sexual abuse.

When child abuse and neglect cases come to trial, prosecutors have to be careful about how they approach children (Treanor III, 1996). Prosecutors must be trained in how to make children feel comfortable. It is important that while trying to get information from children for a case that prosecutors do not revictimize children. Also important, prosecutors should be careful not to use leading questions. This can result in children developing a false memory. Abused children involved in criminal cases should be interviewed a few times as possible. This is not only due to memory contamination but also because of children's fragile nature. Thus, all people involved in a case should be present for the interview in order for it not to be repeated. All of this is important because sometimes, with children, there will only be one chance to get information. It is also important to note that not all children are going to embrace those that are questioning them about their abuse, but it is important to have the patience to build a relationship and rapport with them. Prosecutors also need to be skilled in listening and paying attention to everything that children say. When explaining abuse, children may not speak and explain events the way adults would. Prosecutors need to learn to recognize some generalizations that children make and when body language changes. As stated earlier,

leading questions must be avoided when interviewing children, especially when it relates to sexual abuse. Questions that begin with "who, what, when, where, why, or how" are best to use (Treanor III, 1996). This is true because these are open ended questions and this gives the children the ability to say what he wants. When open ended questions are asked, children will often provide more information than if the prosecutor asked leading questions.

2.9.2 CPS and Law Enforcement

The decision to videotape interviews should be one of the first decisions made by a prosecutor (Treanor III, 1996). While there are obvious benefits to videotaping child interviews, there are important aspects of this type of evidence collection. First, if a videotape is not clear both visually and audibly, it could be thrown out in court. Also, if the child needs to go to the restroom or wants to take a break during the interview, it is important for the tape not to be stopped. Stopping the tape may cause doubt in the eyes of others that the tape was not altered or that the entire interview was not on the videotape. It should also be mentioned that there is a danger in not remembering to turn the videotape back on before resuming the interview. Also, if the prosecutor has yet to form a comfortable relationship with the child, the child may reflect that in the videotape. The child may choose not to talk to the prosecutor or even recant.

Characteristics of child protection can be compared to characteristics in areas of the criminal justice field. Law enforcement has an immeasurable amount of discretion and can be considered the gatekeepers of the criminal justice system. Some of the responsibilities of investigators working for child protective services can be compared to those of law enforcement. It is the responsibility of the investigator to decide if abuse occurred and what should be done next. The ongoing workers at CPS are much like probation officers in a way due to their responsibility to supervise their clients and to ensure that their clients are completing what has been asked. Also like those working in the criminal justice system, CPS workers often are faced with the prediction problem. CPS workers have to be able to predict human behavior. They have to decide whether or not someone that has been accused of child

abuse is actually committing the abuse and if he is going to re-offend. This becomes crucial in the criminal justice system when judges are asked to decide if a criminal is ready to be released to the public or if he even needs to be incapacitated at all (Walker, 2006). Furthermore, CPS workers' and those working in law enforcement are expected to protect the innocent. CPS worker can also be compared to that of defense attorneys whose job is to protect their presumed innocent clients from wrongful accusations and unethical court proceedings. In the end, the uncertainties faced by CPS workers are the same for those in the criminal justice system.

Also, to put additional pressure on child protective services employees, there is a need for intervention from child abuse due to its long term affects. Many adults that were abused as children often have trouble adjusting to societal standards. They have trouble obeying rules and respecting others. This in turn could lead to a lifelong career in criminal activity. Although this includes petty crimes, it has been noted that many people that commit serious crimes often had unhealthy and/or abusive relationships with their parents. The same can be said for those that commit sensational crimes such as serial killers. So in a way, not only do CPS workers have a direct effect on the children that they serve, they also have an effect on the people that those children come in contact with as adults and on society as a whole. Much like those in the criminal justice system, CPS workers have many more people to answer to and wear many more hats than the public is aware.

2.10 An Issue Regarding Research of Child Abuse and Neglect

When obtaining data for studies regarding child disclosure of abuse, there is often a need for parental consent (Cashmore, 2006). Without parental consent, the information needed cannot typically be obtained due to the age of the subjects and the issues being studied. This is unfortunate because many of those that deny consent, are those that are attempting to keep their children from reporting abuse and/or to keep 'family business, family business.' From a research perspective, this is also unfortunate because some of the most important data is not

obtained. Regardless of the true reason, parents often site their concern for their children's 'best interests' as a reason to not give consent (Cashmore, 2006).

A study conducted in New Zealand by Carroll-Lind et al. (2006), as cited in Cashmore (2006), took a different approach to obtaining parental consent. This study followed a procedure that enabled them to obtain 'passive consent.' This means that children can participate in a study as long as the parent does not protest. Passive consent was obtained by sending letters to each child's home that gave the parents an avenue to request their children be removed from the study. Stamped and addressed envelopes were provided for the parents to use to send back their requests. Parents that did not send requests back to the researchers were assumed to have provided their consent. Issues concerning parents receiving the letters, reading them, and understanding them were not taken into account.

There are attempts to receive informed consent from children themselves but this brings many more issues out into the open. The most prevalent questions raised in this regard is how children are deemed competent enough to provide consent and who determines the competency of the children. The current position on this in the United State is "informed consent can only be given by a decision maker who is both morally autonomous and legally competent" (Cashmore, 2006). This means that parents or legal guardians of anyone under 18 years of age must provide consent. The most important issue with gathering data from children self reports is the potential harm to the children. During this study, the researchers were given no indication that the children were harmed during the survey process. Some even reported enjoying having the opportunity to discuss and report such important issues (Cashmore, 2006).

Caseworkers employed by CPS clearly have many groups of people to answer to when doing casework and responding to issues that arise during their casework. As a result, CPS workers have a vast amount of room to make mistakes. Mistakes in judgment and decision making are inevitable under such difficult circumstances that involve such risk, emotion, and energy as CPS casework. Casework errors resulting from unrecognized risks sometimes leads

to devastating results. An important point to consider is that CPS caseworker personal opinions and experiences are forever going to have an effect on CPS cases. To prevent these affects from being negative, CPS as organization should provide training specific to this issue and provide specific issues that arise when a caseworker allows his opinions to affect his ability to do his job and protect children.

In this way, CPS caseworkers' responsibilities and accountability are not that different from those employed by other helping organizations. While it is easy to blame individual, organizational issues should carry as much, if not more, weight (Rzepnicki and Johnson, 2005). The various ways that CPS workers are pushed and pulled create a 'culture of stress' in the workplace (Rzepnicki and Johnson, 2005). The ability for the public and the media to pick apart CPS cases using hindsight does little except increase the cyclical issues that most likely cause the devastation that arises from working for CPS. In addition, old policies and procedures need to be reviewed and revised before new policies should come into place. Without this process, the new policies simply cover up old issues momentarily. Lastly, before implementing the new polices, there should be evidence that they will be effective in reaching the desired goal.

CHAPTER 3
METHODOLOGY

3.1 Research Design

In order to determine similarities between self concepts of CPS caseworkers and UTA students, a non-equivalent group designed was implemented. Before distributing the surveys, this study was approved by the Institutional Review Board (IRB). After determining that no subjects would be harmed by this study, the IRB approved this research described. The subjects of this study included CPS caseworkers employed in Wichita County in the state of Texas. The caseworkers were expected to have graduated from the CPS Training Academy in order to complete the survey designated for their group. This expectation was present because in order to be Child Protective Services caseworker with an active caseload, the caseworker must have graduate from the academy prior to receiving a caseload. The UTA students asked to complete surveys were enrolled in undergraduate Criminal Justice courses for the fall semester of 2007. The courses selected for this study included: complete surveys were enrolled in undergraduate Criminal Justice courses for the fall semester of 2007. The courses selected for this study included: Police Management and Administration (CRCJ 3336) and two sections of The American Judicial System (CRCJ 4301).

The CPS caseworkers surveyed in this study consisted of group A and there were 31 of respondents. The UTA students surveyed in this study consisted of group B and there were 94 of respondents. The final sample of 125 respondents was utilized for this study. The author used power sampling to determine the appropriate sample size needed. The researched was conducted at the 0.05 level of significance. The use of power sampling showed that the number of respondents required ensuring a 95% accuracy in order for there to be a relationship between the variables in the study. The author utilized Cohen's power sampling to conclude

that a sample of 125 respondents is sufficient to achieve this 95% accuracy (Keppel, Saufley, Tokunaga, 1992). With Cohen's power sampling, a power of 0.80 is desired to have a high degree of confidence. For this confidence to be achieved, a minimum of 44 respondents is needed at the 0.05 level.

3.2 Sampling Techniques

For the purposes of this study, probability sampling was utilized to determine the subjects asked to complete the surveys needed for the study findings. Probability sampling was used so that cross-sectional data could be obtained. The desired outcome is for the data acquired during this study to be able to represent the entire populations of those being represented. Both groups were assured anonymity and were informed that their participation in the study was strictly voluntary. After receiving approval from CPS supervisors in Wichita County, the surveys were distributed to the caseworkers. As a result of this study being conducted during the fall of 2007, the UTA undergraduate students that are declared Criminal Justice majors were asked to fill out and submit the surveys.

3.3 Survey Instruments

The purpose of using these survey instruments was to obtain perceptions from both CPS caseworkers and UTA undergraduate students. The CPS caseworkers asked to complete a survey were given survey A. Survey A was divided into six sections: perception of CPS; perception of abuse; basic employee information; self-concept; general information; and daily habits. The UTA students involved in this study were given survey B. Survey B was divided into five sections: perception of CPS; perception of abuse; self-concept; general information; and daily habits. CRCJ majors were eligible to participate in the survey if they were registered in one of the selected CRCJ courses offered in Fall 2007. These students were enrolled in upper level classes required for majors at the undergraduate level. The CPS caseworkers were selected from one of three different programs: investigations, conservatorship, or family based safety services. Those also surveyed included case aides for those programs. The individuals

surveyed were employed in Wichita County, Texas.

3.4 Measurement

A total of 238 surveys were distributed in the course of the this study with the number of surveys being evenly distributed among the two groups. Of the 119 surveys distributed to the CPS caseworkers, 31 were returned as completed survey instruments. Of the 119 surveys distributed to the UTA students, 94 were returned as completed survey instruments. In order to determine correlations between the two groups, *t* tests were implemented. For the purposes of this study, a *t* test was used to test the differences between self-concepts and opinions of the male and female respondents. The research was conducted at the 0.05 level of significance in order to test the null hypothesis. The desired 0.05 level ensures a 95% chance that a relationship would found between the variables tested. If the compared means resulted in a confidence level of 0.05 then that correlation is considered to be statistically significant in this study.

3.5 Methodological Objective

The purpose of was study is to evaluate differences in perceptions and self-concepts of Child Protective Services (CPS) caseworkers and UTA students who are declared CRCJ majors. A total of 119 students will be surveyed (see attached survey instrument). A total of 119 CPS caseworkers working in Wichita County, Texas will be surveyed (see attached survey instrument). The surveys will be administered during October 2007 for data collection. Professors from the selected classes were provided with copies of the surveys and will be asked to offer approximately 20 minutes of class time to their students for completion of the survey. For informational purposes, the professor from the class in which the survey was administered was given a statement about the type of the study which was to be read before the class. Students were asked to volunteer to complete the survey and were informed that they could decide not to answer any of the questions at anytime or may decide not to complete the survey without consequence. There were identifying characteristics on the survey that were

distinguishable. The professor collected all the survey instruments from the class and returned them to the principal investigator.

The CPS caseworkers were provided with copies of the surveys and were asked to complete the survey. For informational purposes, the CPS caseworkers to which the survey was administered was given a statement about the purpose of the study. The CPS caseworkers were asked to volunteer to complete the survey and were informed that they could decide not to answer any of the questions at anytime or decide not to complete the survey without consequence. There were identifying characteristics on the survey that were distinguishable.

CHAPTER 4

FINDINGS

The purpose of study is to evaluate differences in perceptions and self-concepts of Child Protective Services (CPS) caseworkers and UTA students who are declared CRCJ majors. A total of 238 surveys were distributed in the course of the this study with the number of surveys being evenly distributed among the two groups. Of the 119 surveys distributed to the CPS caseworkers, 31 were returned as completed survey instruments. Of the 119 surveys distributed to the UTA students, 94 were returned as completed survey instruments. In order to determine correlations between the two groups, *t* tests were implemented. The study was conducted at the 0.05 level of significance in order to test the null hypothesis. The desired 0.05 level ensures a 95% chance that a relationship would found between the variables tested. If the compared means resulted in a confidence level of 0.05 then that correlation is considered to be statistically significant in this study. Throughout this study, several variables have been found that may influence results. Between the two surveyed groups, the demographical information obtained showed some general differences between the groups. For example, most of those surveyed from UTA were undergraduate students working towards their four year degrees. Most of the CPS caseworkers surveyed have already obtained their four year degrees and were, on average older than those students surveyed at UTA. The findings, explained below, are broken down into sections per each survey group.

4.1 Demographic Information

A total of 125 completed surveys were used to generate the data presented in this chapter. This information is presented below in Table 1. The majority of those surveyed were between the ages of 22 and 25 and represented 31% of the surveyed population. The second largest age group was comprised of those between the ages of 31 and 35 and represented

17.7% of the survey participants. Female participants comprised 50.8% of the surveyed population with 64 female respondents. Male participants comprised 46% of the surveyed population with 58 male respondents. Half of the participants identified themselves as Caucasian (50%), while 15.1% of the participants identified themselves as African American. Twenty nine of the participants identified themselves as Hispanic (23%). Over half of the respondents identified themselves as single and having never married (59.5%). The majority of participants identified themselves as completing some college during their lifetimes with a percentage rate of 37.3% or 47 respondents. A total of thirty-two respondents answered that they have obtained their four year degree (25.4). The vast majority of respondents answered that they were registered to vote (84.9%) while sixteen responded that they are not registered to vote. Only 16 respondents answered that they were registered to vote (12.7%). Slightly more respondents identified themselves as being Democrat (38.1%) than those who identified themselves as Republican (29.4%).

Table 4.1 Demographics for Surveyed Population

		Frequency	Percent
Age	18-21	20	15.9
	22-25	39	31.0
	26-30	19	15.1
	31-35	16	17.7
	36-40	10	7.9
	41-45	4	3.2
	46-50	5	4.0
	51-55	5	4.0
	56-60	3	2.4
	61-65	1	0.8
	Gender	Male	58
Female		64	50.8
Race/Ethnicity	Caucasian	63	50.0
	African American	19	15.1
	Hispanic	29	23.0
	Asian	5	4.0
	Native American	3	2.4
	Other	2	1.6
Marital Status	Single, Never Married	75	59.5
	Married	34	27.0
	Divorced	12	9.5
	Widowed	1	.8
Level of Education	High School Graduate	1	.8
	Some College	47	37.3
	4 year degree	32	25.4
	Master's degree	3	2.4
Vote	Yes	107	84.9
	No	16	12.7
Political Party	Republican	37	29.4
	Democrat	48	38.1
	Independent	10	7.9
	Undecided	18	14.3

Table 4.1 – continued

	Other	8	6.3
Children	Yes	41	32.5
	No	82	65.1

The first twelve questions dealt with the perceptions that the surveyed groups had of CPS as agency and of those involved with CPS. The indicated P values with an asterisk (*) show the correlations that were significant at the 0.05 level of significance. The answers provided by the surveyed participants were provided via a likert scale with the 1 level indicating that the participant agreed strongly with the statement provided and the 5 level indicating that the participant disagreed strongly with the statement provided.

4.2 Perceptions of CPS

Both surveyed groups were asked questions that were used to judge their responses regarding perceptions of Child Protective Services. This was done in order to obtain information about how CPS employees feel about the work that they do and how they feel about the agency that they represent. The UTA students surveyed were asked to answer the same questions in order to generalize how the public may feel about CPS as an agency. There are often misconceptions regarding the goals and objectives of CPS and their protocols. These questions were used to help determine where some of those misconceptions may manifest themselves and to help determine what CPS protocols the general public may not agree with.

Table 4.2 Perceptions of CPS

Variable	Male	Female	P value
Q1 I have a favorable view of Child Protective Services (CPS).	2.19	2.25	.599
Q2 CPS is tolerant to parents that are involved with the CPS system.	3.07	3.30	.102
Q3 CPS focuses more on removing children from their homes while ignoring the rights of the parents.	3.24	3.81	.000*
Q4 Parents that participate in CPS services are treated punitively by the agency.	3.03	3.56	.000*
Q5 Law enforcement, medical staff, school staff, etc. should not be required by law to report concerns to CPS.	4.07	4.56	.000*
Q6 CPS should be able to ask parents to take drug tests.	2.21	1.72	.001*
Q7 The services CPS offers to families (i.e. day care assistance, emergency financial assistance) are effective in preventing child abuse, neglect, or maltreatment.	2.47	2.34	.298
Q8 The services CPS offers to parents (i.e. substance abuse programs, parenting classes) are designed to address the parents' needs.	2.50	2.09	.002*
Q9 The majority of families that participate in CPS services successfully complete the services.	3.19	3.20	.907
Q10 Most CPS caseworkers want their clients to successfully complete their services.	2.32	1.82	.000*
Q11 Most CPS caseworkers try to assist their clients in order to complete their services.	2.46	2.11	.001*
Q12 CPS Caseworkers are sensitive to issues affecting CPS clients in their daily lives.	2.74	2.48	.034*

*Significant at .05 level

The averages of males and females have a favorable view of CPS according to question 1. Both males and females are somewhat neutral in response to questions 2, 3, and 4 to the statements provided with the average of their responses falling in the middle range of the scale. As per the results of questions 5, the average of both the male and female respondents

did not agree with the statement 'law enforcement, medical staff, school staff, etc. should not be required by law to report concerns to CPS'. The average of males and females agreed somewhat strongly with question six with the female respondents agreeing with the statement more than their male counterparts. The results of question six indicate a statistical significance at the 0.05 level with a .001 P value. The responses provided for question seven and eight show that both groups agree with the statements provided at somewhat the same degree. The next question indicates that both males and females are somewhat neutral in response to the statement provided with the average of their responses falling in the middle range of the scale. The average of males and females agreed somewhat strongly with question 10 with the female respondents agreeing with the statement more than their male counterparts. In regards to questions 11 and 12, the average of males and females agreed somewhat strongly to the statement.

4.3 Perceptions of Abuse

Both surveyed groups were asked questions that were used to judge their responses regarding perceptions of what is considered abuse. Questions were also asked regarding to judge the survey participants familiarity with abuse on a personal and private level. This was also done in order to obtain information about how CPS employees feel about the work that they do and how they feel about the agency that they represent but to also obtain some insight into why CPS workers may choose a career that involves child protection. The UTA students that were surveyed were asked to answer the same questions in order to generalize how the public may feel about CPS as an agency, what is considered to be abuse by the public and how familiar the general public is with abuse on a personal and private level. This was done to determine where some public misconceptions regarding the goals and objectives of CPS and their protocols may surface.

Table 4.3 Perceptions of Abuse

Variable	Male	Female	P value
Q13 During my childhood, I was a victim of abuse.	4.58	4.13	.013
Q14 During my childhood, I was a witness to domestic violence.	4.56	4.06	.008*
Q15 As an adult, I have been a victim of domestic violence (i.e. your partner being physically abusive, emotionally abusive, and/or throwing things at you).	4.53	3.97	.004*
Q16 I have/had a problem with drugs and/or ever dealt with an addiction to an illegal drug.	4.56	4.52	.760
Q17 Physical discipline of children is an appropriate form of discipline.	2.14	2.70	.001*
Q18 Drug use by a parent impairs his/her ability to properly care for his/her child(ren).	1.36	1.39	.826
Q19 Allowing child(ren) to interact with adults that have a history of abusing children places child(ren) at risk for abuse.	1.57	1.65	.081
Q20 A parent that is involved in an abusive relationship is placing his/her own child(ren) at risk for abuse.	1.47	1.33	.180

*Significant at .05 level

In regards to questions 13 and 14, both groups answered that they were not victims of abuse during their childhoods nor were they witnesses of domestic violence as children. More women than men indicated that they were victims of domestic violence as adults as per question 15. This also indicates a significant difference between the two groups at the 0.05 level. The majority of both groups indicated that they have not dealt with addictions to illegal substances. Both groups agreed somewhat with the use of physical discipline with female respondents agreeing at a lower rate than the male respondents. The respondents answered at almost the same rate in regards to questions 18, 19, and 20.

4.4 Self-Perception

Both surveyed groups were asked questions that were used to judge their self-perceptions and how they feel that others see them. This was done in order to find some possible similarities or a working personality among CPS caseworkers. Questions were also asked of how UTA perceive themselves in order to possibly obtain groundwork for determining similarities in the self-perceptions of CPS caseworkers and the general public.

Table 4.4 Self-Perception

Variable	Male	Female	P value
Q21 I achieve the goals/objective that I set for myself.	1.65	1.67	.818
Q22 I am an isolated individual.	3.68	4.08	.002*
Q23 I am an outgoing individual.	2.05	1.92	.323
Q24 I am a confident individual.	1.60	1.75	.156
Q25 I like myself.	1.33	1.52	.029*
Q26 I feel I am well liked by adults.	1.60	1.53	.376
Q27 I feel I am well liked by children.	1.70	1.48	.012*
Q28 I feel others believe that I achieve the goals/objectives that I set for myself.	1.67	1.64	.729
Q29 I feel that others see me as a confident individual.	1.61	1.56	.486
Q30 I feel that others see me as an outgoing individual.	2.02	1.84	.114
Q31 I feel that others see me as an isolated individual.	3.57	4.22	.000*
Q32 I consider myself to be a responsible person.	1.45	1.30	.023*
Q33 I feel that others consider me to be a responsible person.	1.53	1.34	.008*

* Significant at .05 level

The responses from question 21 indicate that both groups feel that they achieve the goals that they set for themselves. The responses from question 22 resulted in a statistically

significant P value of .002 with women disagreeing with the statement more than men. In regards to questions 23 and 24 both of the groups of respondents answered at somewhat the same levels on the scale. The statement "I like myself" indicates that the male respondents like themselves at a higher rate than the female respondents. This question also resulted in a statistically significant P value. In regards to question 26, both of the groups of respondents answered at somewhat the same levels on the scale. The following question also resulted in a statistically significant P value with females agreeing more than the males. In regards to the next three questions both of the groups of respondents answered at somewhat the same levels on the scale. Regarding how the respondents feel about others seeing them as isolated, females agreed at lower rate than their male counterparts. Both questions 22 and 23 indicate a statistically significant P value with females agreeing with the statement more than the males as well.

4.5 Data Collection Method

Survey research involves eliciting information from a desired group to be studied through questions. One of the most important parts to survey research regards sample selection. In order for a sample to bring about the desired results in a particular study, the results obtained from that sampled must be able to be generalized to a larger population. For the purposes of this study, the survey used will be give to the participants in paper form and they will be asked to answer all questions on the survey by choosing one answer.

The participants included a random sampling throughout investigation, CVS, and FBSS CPS caseworkers employed in Wichita County, Texas. These caseworkers were provided with survey A. Survey B was distributed to UTA students. The author, through the assistance of CPS, obtained volunteers from the caseworkers involved in this study in order for the surveys to be completed.

4.6 Design and Analysis

A non-equivalent group design was used in this study to further examine the personality traits of CPS caseworkers and UTA students in order to determine similarities and differences. The nominal data produce during this study, will be statically analyzed by using a standard *t*-test. The use of the *t*-test statistical method allows for a comparison of two means between two groups for significant differences. This study aspires to add to the body of knowledge by providing avenues for the 'CPS caseworker personality to be further examined. There are also aspirations of providing evidence of CPS caseworker perception of others may affect his ability to do his job. The same can be said for the general public (UTA students) view CPS caseworkers and the caseworker-client relationship. The purpose of a utilizing a survey is be able to generalize the information received during this study to the larger population.

4.7 Limitations

Two different self report surveys were administered, one to CPS caseworkers and the other to UTA undergraduate students that are declared Criminal Justice Majors. Both surveys are similar in style with similar close-ended questions. The survey administered to the CPS caseworkers consisted of 48 items. This survey was designed to gather information regarding daily habits of CPS caseworkers, their views towards CPS as an agency and the caseworkers within the agency, their perceptions of how others see them and their self-concept. In order to explore the daily lives of CPS caseworkers, question were asked regarding church attendance, newspaper reading, and time spent viewing television. The survey administered to the UTA students consisted of 46 items. This survey was designed to gather information regarding daily habits of UTA students, their views towards CPS as an agency and the caseworkers within the agency, their perceptions of how others see them and their self-concept. In order to explore the daily lives of UTA students, question were asked regarding church attendance, newspaper reading, and time spent viewing television. Both surveys were broken down into sections concerning general information, perception of self and how others perceive them, and feelings

towards CPS as an agency.

The idea behind this study is based on random sampling, with that, it was impossible to determine information regarding the position of the CPS caseworkers that completed the survey. The survey did not ask any identifying questions regarding characteristics of the work that each caseworker completes for CPS on a daily basis. There is no way of knowing if the majority of the respondents were investigators, CVS workers or FBSS caseworkers. Also, although it was preferred that each of the responding CPS caseworkers have active caseloads, it was not a requirement for the survey. This means simply that although caseworkers are employed by the agency, they may not have a caseload due to not having graduated from the academy at the time the surveys were distributed. This implies that certain surveys could have been completed by CPS caseworkers that do not have any actual fieldwork experience other than observing veteran caseworkers. Lastly, there was an overwhelming number of CPS caseworkers that exercised their rights not complete the survey, with only 31 of the 119 surveys coming back to the author completed. This means that the results found in this study were overwhelmingly represented by the UTA students that did opt for completing the surveys.

CHAPTER 5

IMPLICATIONS

The current chapter explains the significance of some of the findings and how those findings can be utilized to evoke changes in policies regarding education, training, and how CPS can evolve as an agency. The purpose of this study, as explained earlier, was to evaluate differences in perceptions and self-concepts of Child Protective Services (CPS) caseworkers and UTA students who are declared CRCJ majors.

There are frustrations between CPS and law enforcement agencies due to the nature of the work performed regardless of how many hours of training provided for both sides. But the goal of further training and education is to increase understanding with the hopes of diminishing those frustrations that often take away from the task at hand. These types of careers often evoke intense feelings from those performing their work related responsibilities. People employed in the criminal justice and CPS related fields often see abuse, tears, and pleas for help every day. The expectations are often high of the other agencies involved to perform their jobs in the way that is desired for all people involved. The reality is that often these agencies do not always have the same goals or means of obtaining those goals.

5.1 The Benefits of Education

In regards to education policies, undergraduate students who are majors in areas such as criminal justice or social work could be offered a minimum of at least one class in the areas outside of their major. For example, criminal justice majors could be offered more opportunities to take classes outside of their specified fields that will most likely affect their professional careers. While criminal justice majors are expected to participate in classes that broaden their educational experiences, taking classes in a social work environment is much different than taking a socially conscious class in a criminal justice setting. The same can be said for those

that are declared social work majors. The assumption is that they are expected to understand how the law could affect their social work practices but the learning environment could possibly be quite different in a criminal justice setting. The goal of providing a broader education plan for those that are aspiring to work in some sort of social service field is to build a better understanding of how others might approach certain situations.

Also, these respective schools of thought could offer their own classes that blend in some of these ideas. For example, while a criminal justice majors are often offered classes about criminal investigations, they could also be offered classes that focus on the dynamics of child abuse investigation as it relates to CPS, law enforcement, and the judicial system. As stated earlier, there is a strong correlation between being a victim of childhood abuse and later criminal activity. Those pursuing a career in field of criminal justice should be taught the importance of how child abuse and child abuse intervention affect cyclical problems within our society. The same can be said for those pursuing careers in the field of social work.

Many social workers have chosen careers where they work with offenders that are seeking social services. These social workers should be offered the opportunity during their educational careers to further explore how criminal activity affects their professional careers. Offering classes at the college level that offer up-to-date and factual information about how criminal activity, incidents of abuse, and lifelong social problems can affect all aspects of social services fields can deepen the amount of knowledge and respect that professionals could have for one another. The goal of this would be to improve understanding at the undergraduate level and later in the work environment.

Taking the education aspect further, CPS could offer more training in the realities of the criminal justice system to help alleviate some caseworker frustration by providing education on how the system works. The same can be said for those entering careers in the criminal justice system that have close relationships with CPS. Oftentimes, these frustrations can affect the way that CPS caseworkers, law enforcement, the judicial system, and the public perceive the

goals of CPS as an agency and of the agency employees. Referring the findings discussed in chapter four, the males involved in this study agreed more that the female respondents with the statement regarding CPS being tolerant of parents that are involved in with the CPS system. While this statement did not result in a significant P value at the .05 level, it should be noted that the female group sampled felt that CPS was not as tolerant of their clients as the males. This could prove to be problematic since the majority of those working for CPS are female. At the same time, referring the question four in the survey, more males agreed with the statements stating that parents that participate in CPS services are treated punitively by the agency. With that, while the females involved in this survey felt that CPS was not as tolerant of their clients, the same population also felt that CPS did not treat their clients as punitively as their male counterparts. This appears to be important in relation to often clouded aspect of how people perceive CPS as an agency. Education regarding the agency for those that could possibly be involved with this agency in their professional careers could prove to be beneficial. Regardless of the differences between the two groups, there seems be at least one variable that was agreed upon by the surveyed population. Both the males and females in this study agreed that law enforcement, medical staff, school staff, etc should be required by law to report concerns to CPS. The findings were also significant at the .05 level. This is important because it shows that the surveyed populations has an understanding of the importance of these groups working together in order to perform their job related tasks. The people involved in these careers are expected to help each other to protect children and investigate child abuse and neglect. The results of this question show at least somewhat of an understanding of that.

5.2 Agency Policies

Focusing on the study discussed in chapter two regarding blending CPS and police agencies to improve efficiency and worker retention, more data should be obtained regarding situations such as this. This is an interesting attempt to help break down some of the barriers between CPS and law enforcement. If these two agencies are able to coexist in a more

effective manner, then the possibilities are endless to how this could help make protecting children more effective. The response time of being able to respond to alleged child abuse situations could be improved. Caseworker and police officer moral could improve and could also improve this swiftness.

With the purpose of this study pertaining to the differences between men and women among two different populations, CPS could utilize some of these findings in regards to recruiting, training, and retention of caseworkers. The differences and similarities among men and women can be used to develop the 'working personality' discussed throughout this study. Also, controlling for gender, the agency could also find some solutions regarding the disparities among the populations of male and female employees. In regards the working personality of those in law enforcement, the feeling of being isolated from the rest of the world is often apparent. Due to the nature of their work CPS caseworkers could also run into this in their lives. Often, the stance taken by those that are expected to protect others and utilize the law to do so, see themselves as different from the public. They are held to a higher standard that is expected to overflow into their personal lives. With that, the question in the survey regarding social isolation will be discussed. Female respondents reported that they felt they were less isolated than the male respondents. The female respondents also reported that they felt that others saw them more isolated than the male respondents. In regards to the current CPS caseworker population, this is important due to the fact that more women are employed by the agency than men. If this survey is to be applied to the general population, then women that could be entering positions within CPS see themselves as less isolated than the men that could possibly be entering those same positions.

In conclusion, this study implies that there are some correlations between differences in perceptions and self-concepts of Child Protective Services caseworkers and UTA students who are declared CRCJ majors. While controlling for gender, similarities were found between the groups on their perceptions of CPS, perception of abuse, and self-perception. Further research

needs to be conducted to explore the variables that affect how CPS and future Criminal Justice practitioners work with one another. Also, variables within the CPS agency that affect how the agency addresses child abuse situations should be addressed further. These variables not only affect the ways in which CPS conducts its mission but also how other agencies outside of CPS conduct their missions.

APPENDIX A

SURVEY A

Given to CPS caseworkers

Please circle the appropriate response for questions 1 through 48.

1. I have a favorable view of Child Protective Services (CPS).
Agree Strongly 1 2 3 4 Disagree Strongly 5

2. CPS is intolerant to parents that are involved with the CPS system.
Agree Strongly 1 2 3 4 Disagree Strongly 5

3. CPS focuses more on removing children from their homes while ignoring the rights of the parents.
Agree Strongly 1 2 3 4 Disagree Strongly 5

4. Parents that participate in CPS services are treated punitively by the agency.
Agree Strongly 1 2 3 4 Disagree Strongly 5

5. Law enforcement, medical staff, school staff, etc. should not be required by law to report concerns to CPS.
Agree Strongly 1 2 3 4 Disagree Strongly 5

6. CPS should be able to ask parents to take drug tests.
Agree Strongly 1 2 3 4 Disagree Strongly 5

7. The services CPS offers to families (i.e. day care assistance, emergency financial assistance) are effective in preventing child abuse, neglect, or maltreatment.
Agree Strongly 1 2 3 4 Disagree Strongly 5

8. The services CPS offers to parents (i.e. substance abuse programs, parenting classes) are designed to address the parents' needs.
Agree Strongly 1 2 3 4 Disagree Strongly 5

9. The majority of families that participate in CPS services successfully complete the services.
Agree Strongly 1 2 3 4 Disagree Strongly 5

10. Most CPS caseworkers want their clients to successfully complete their services.
Agree Strongly 1 2 3 4 Disagree Strongly 5

11. Most CPS caseworkers try to assist their clients in complete their services.
Agree Strongly 1 2 3 4 Disagree Strongly 5

12. CPS caseworkers are sensitive to issues affecting CPS clients in their daily lives.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

13. Please indicate the length of time you have been a caseworker for CPS.
 a) Less than one year c) 6-10 years e) 16-20 years
 b) 1-5 years d) 11-15 years f) 21 years or more

14. I enjoy working with CPS clients
 Agree Strongly 1 2 3 4 Disagree Strongly 5

15. I would like to seek another form of employment.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

16. During my childhood, I was a victim of abuse.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

17. During my childhood, I was a witness to domestic violence.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

18. As an adult, I have been a victim of domestic violence (i.e. your partner being physically abusive, emotionally abusive, and/or throwing things at you).
 Agree Strongly 1 2 3 4 Disagree Strongly 5

19. I have/had a problem with drugs and/or ever dealt with an addiction to an illegal drug.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

20. Physical discipline of children is an appropriate form of discipline.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

21. Drug use by a parent impairs his/her ability to properly care for his/her child(ren).
 Agree Strongly 1 2 3 4 Disagree Strongly 5

22. Allowing child(ren) to interact with adults that have a history of abusing children places child(ren) at risk for abuse.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

23. A parent that is involved in an abusive relationship is placing his/her own child(ren) at risk for abuse.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

24. I achieve the goals/objectives that I set for myself.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
25. I am an isolated individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
26. I am an outgoing individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
27. I am a confident individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
28. I like myself.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
29. I feel I am well liked by adults.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
30. I feel I am well liked by children.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
31. I feel others believe that I achieve the goals/objectives that I set for myself.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
32. I feel that others see me as a confident individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
33. I feel that others see me as an outgoing individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
34. I feel that others see me as an isolated individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
35. I consider myself to be a responsible person.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
36. I feel that others consider me to be a responsible person.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

48. Highest Level of Education:

- a) No formal schooling
- b) Elementary School (1st - 6th grades)
- c) Middle School (7th - 8th grades)
- d) High School (9th - 11th grades)
- e) High School Graduate (12th grade)
- f) Some College
- g) Associates Degree
- h) 4 year college degree (BA/BS)
- i) Masters Degree (MA/MS)
- j) Doctoral Degree
- k) Other (GED/certificate)

APPENDIX B

SURVEY B

Given to UTA students

Please circle the appropriate response for questions 1 through 46.

1. I have a favorable view of Child Protective Services (CPS).
Agree Strongly 1 2 3 4 Disagree Strongly 5

2. CPS is intolerant to parents that are involved with the CPS system.
Agree Strongly 1 2 3 4 Disagree Strongly 5

3. CPS focuses more on removing children from their homes while ignoring the rights of the parents.
Agree Strongly 1 2 3 4 Disagree Strongly 5

4. Parents that participate in CPS services are treated punitively by the agency.
Agree Strongly 1 2 3 4 Disagree Strongly 5

5. Law enforcement, medical staff, school staff, etc. should not be required by law to report concerns to CPS.
Agree Strongly 1 2 3 4 Disagree Strongly 5

6. CPS should be able to ask parents to take drug tests.
Agree Strongly 1 2 3 4 Disagree Strongly 5

7. The services CPS offers to families (i.e. day care assistance, emergency financial assistance) are effective in preventing child abuse, neglect, or maltreatment.
Agree Strongly 1 2 3 4 Disagree Strongly 5

8. The services CPS offers to parents (i.e. substance abuse programs, parenting classes) are designed to address the parents' needs.
Agree Strongly 1 2 3 4 Disagree Strongly 5

9. The majority of families that participate in CPS services successfully complete the services.
Agree Strongly 1 2 3 4 Disagree Strongly 5

10. Most CPS caseworkers want their clients to successfully complete their services.
Agree Strongly 1 2 3 4 Disagree Strongly 5

11. Most CPS caseworkers try to assist their clients in complete their services.
Agree Strongly 1 2 3 4 Disagree Strongly 5

12. CPS caseworkers are sensitive to issues affecting CPS clients in their daily lives.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
13. During my childhood, I was a victim of abuse.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
14. During my childhood, I was a witness to domestic violence.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
15. As an adult, I have been a victim of domestic violence (i.e. your partner being physically abusive, emotionally abusive, and/or throwing things at you).
 Agree Strongly 1 2 3 4 Disagree Strongly 5
16. I have/had a problem with drugs and/or ever dealt with an addiction to an illegal drug.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
17. Physical discipline of children is an appropriate form of discipline.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
18. Drug use by a parent impairs his/her ability to properly care for his/her child(ren).
 Agree Strongly 1 2 3 4 Disagree Strongly 5
19. Allowing child(ren) to interact with adults that have a history of abusing children places child(ren) at risk for abuse.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
20. A parent that is involved in an abusive relationship is placing his/her own child(ren) at risk for abuse.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
21. I achieve the goals/objectives that I set for myself.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
22. I am an isolated individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
23. I am an outgoing individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5

24. I am a confident individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
25. I like myself.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
26. I feel I am well liked by adults.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
27. I feel I am well liked by children.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
28. I feel others believe that I achieve the goals/objectives that I set for myself.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
29. I feel that others see me as a confident individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
30. I feel that others see me as an outgoing individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
31. I feel that others see me as an isolated individual.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
32. I consider myself to be a responsible person.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
33. I feel that others consider me to be a responsible person.
 Agree Strongly 1 2 3 4 Disagree Strongly 5
34. Are you registered to vote?
 a) Yes b) No
35. Which political party do you best identify with?
 a) Republican c) Independent e) Other
 b) Democrat d) Undecided
36. What do you consider your view to be?
 a) Conservative c) Undecided
 b) Liberal d) Other

37. How often do you attend church?
 a) Never e) Only on holidays
 b) Daily f) At least once a year
 c) Weekly g) At least once every 2+ years
 d) Monthly
38. How often do you read the newspaper?
 a) Never c) 2-3 times a week
 b) Daily d) Monthly
39. How much time do you spend watching television on a day to day basis?
 a) Never watch television c) ½ hour to 2 hours
 b) Less than ½ an hour d) More than 2 hours
40. Gender:
 a) Male b) Female
41. Age:
 a) Under 18 years d) 26-30 g) 41-45 j) 56-60
 b) 18-21 e) 31-35 h) 46-50 k) 61-65
 c) 22-25 f) 36-40 i) 51-55 l) 66 years or more
42. Race:
 a) White c) Hispanic e) Native American
 b) Black d) Asian f) Other
43. Marital Status:
 a) Single, Never Married c) Separated e)Widowed
 b) Married d) Divorced
44. Do you have child(ren)?
 a) Yes b) No
45. Highest Level of Education:
 a) No formal schooling g) Associates Degree
 b) Elementary School (1st - 6th grades) h) 4 year college degree (BA/BS)
 c) Middle School (7th – 8th grades) i) Masters Degree (MA/MS)
 d) High School (9th – 11th grades) j) Doctoral Degree
 e) High School Graduate (12th grade) k) Other (GED/certificate)
 f) Some College
46. Employment Status:
 a) Employed full-time d) Unemployed, searching for work
 b) Employed part-time e) Unemployed, medical reasons
 c) Unemployed f) Retired

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Brook Shelnutt received her Bachelors of Science in Criminal Justice from Midwestern State University in 2006. She received her Masters of Arts Degree from the University of Texas at Arlington in 2008. She was born in Wichita Falls, Texas.