DEAF/HARD OF HEARING CURRICULUM FOR SERVICE PROVIDERS IN
HUMBOLDT COUNTY

By

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A Project Presented to
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In Partial Fulfillment of the Requirements for Degree
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ABSTRACT

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Delores R. Hickenbottom

The purpose of this project is to develop a comprehensive Deaf and Hard of Hearing curriculum in partnership with Humboldt County Transition Age Youth Collaboration (HCTAYC) and their Youth Advisory Board (YAB). This curriculum targets Humboldt County service providers who work for social services, child welfare, public health, and mental health. HCTAYC will use this curriculum as a training for service professionals to enhance cultural awareness of the Deaf and Hard of Hearing community.
ACKNOWLEDGEMENTS

I would like to acknowledge my committee members Dr. César Abarca, Dr. Claire Knox, and Rochelle Trochtenberg for their continuous support and guidance throughout my project. I would also like to thank Humboldt County Transition Age Youth Collaboration (HCTAYC) and the Youth Advisory Board (YAB) for providing guidance to my project with compassion, patience, and a keen eye to detail.

I would also like to thank community members Ali A. Artis, Vonnie Pfingston, and Jade Carlson for their expertise and dedication to providing feedback, resources, and sharing personal and professional stories during the creation of the curriculum. The support of Anita Dowd from Kentucky’s Commission on the Deaf and Hard of Hearing also provided much guidance and advice throughout this project’s foundation.

Furthermore, I would like to recognize my loving husband, David Hickenbottom. He is my best friend and my rock that keeps me grounded and encourages me to fulfill my life dreams with unconditional support. Thank you husband for being the loving man that you are and for the care you provide me. I also want thank my family and friends who encouraged me throughout my graduate school process.
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INTRODUCTION

In early 2014, the Humboldt County Transition Age Youth Collaboration (HCTAYC) and its Youth Advisory Board (YAB) collaborated to create a Deaf and Hard-of-Hearing (D/HH) curriculum for professionals working in social service systems. The purpose of creating such a curriculum is to raise community awareness and teach culturally-sensitive practices to social service providers. The targeted audience includes social workers, probation officers, school personnel, supervisors, administrators, and community partners. These are the professionals who may interact with individuals and/or families from the Deaf and Hard-of-Hearing culture. In addition, a member of the YAB identifies as being part of the Deaf and Hard of Hearing culture and community.

HCTAYC is comprised of youth leadership development and advocacy organizations that are committed to improving the lives of young people who have received services delivered in the foster care system, mental health system, as well as those affected by homelessness, the juvenile justice system, and other human services that serve youth between the ages of 16 to 26 years old. HCTAYC believes that young people are experts in advocating for change, and the HCTAYC-YAB collaboration serves as a mechanism to bring the voices of youth to the forefront of decision-making and policy development. Under the guidance and of HCTAYC staff, YAB members develop their facilitation, leadership, and curriculum development skills in order bring about high-quality system change for current and future generations. This program also partners with other human services and community based organizations that, serve this population such
as: The Y.O.U.T.H Training Project, California Youth Connection (CYC), Youth in Mind (YIM), and Humboldt County Department of Health and Human Services (DHHS).

When HCTAYC and the YAB began their process of creating the D/HH curriculum, I was invited to join the group in December 2014 to provide my knowledge and expertise in linking youth clients to other community experts to assist them in reaching their learning objectives for this project.

During this time, I worked closely with YAB members to help create training modules and provided feedback throughout the creation of the curriculum. I also connected the cohort to a licensed instructor who works with students who are D/HH in the state of Colorado. As this project carries significant personal and professional importance to me, I will continue to collaborate in the future with HCTAYC and the YAB in the implementation and evaluation of the curriculum. I look forward to providing feedback and assisting with the development of additional modules to the curriculum with full involvement of HCTAYC and the YAB.

Aims

Humboldt County has a small number of individuals who are part of the D/HH community. The exact number of D/HH individuals in Humboldt County is unknown due to a lack of reliable supportive documentation. Moreover, living in a rural area, there are a limited number of services and resources accessible to this community. Senko &
Slobodzian (2010) acknowledge that people who are deaf and/or hard of hearing are often overlooked and have needs that are unmet or misunderstood.

This project originally aimed to present the Deaf and Hard-of-Hearing Curriculum in partnership with HCTAYC and the YAB to local service providers. However, my project goals evolved during my second semester; as a result, I participated in developing the curriculum, but not the delivery of the curriculum. HCTAYC is committed to presenting the curriculum to community members and service providers in late 2015. HCTAYC may also provide this training to service providers throughout the state and country. In these efforts, it is my hope that service providers will gain the knowledge to appropriately engage and meet the cultural needs of the D/HH community. In addition, this project can be generalized for other cultural groups like the Hmong and Latino communities, to enhance community awareness and sensitivity skills that are urgently needed when service providers work with diverse populations.

**Approaches**

This project was conducted in a youth-led framework throughout the partnership with HCTAYC and the YAB. This framework ensured that the youth were included in the development of this curriculum by contributing insight and feedback. In addition, I used the training competencies that were created by HCTAYC and the YAB to guide the development of the additional modules. My approach also encompassed a community-oriented framework to gather input and knowledge from community partners throughout
the development and fine-tuning of the curriculum. I facilitated and attended multiple YAB meetings throughout the course of my project to provide support and guide the YAB through the curriculum development process; these meetings also helped to answer any questions and concerns that arose during the revision and completion process.

Outcomes

The outcome of this project is a finalized comprehensive curriculum that HCTAYC and the YAB will present to community members and service providers. The goal is that service providers will increase their knowledge and learn culturally sensitive practices as a result of this curriculum’s implementation. The curriculum serves as a model for youth-adult partnerships and may be used as a model for the development of other curricula that aim to enhance cultural humility and sensitivity. Originally, I had planned to distribute pre and post questionnaires when implementing the curriculum during four to six hour training. Since I only completed the content of the curriculum, pre and post questionnaires were not created. After the completion of this project, I will partner with HCTAYC to create an evaluation tool for the workshop.

Assumptions

It is assumed that HCTAYC and the YAB will continue to present and revise the curriculum as needed without participation from an outside consultant. Moreover, my
project assumes that public service agencies will increase supportive human and social services and policies to make services and resources more accessible to the D/HH community. This project also assumes that the developed curriculum will meet the needs of the targeted community.

**Significance**

This project is significant in that it raises awareness of service providers and teaches them fundamental skills when working with someone from the D/HH community. This issue is led by youth to enhance the well-being of individuals and families that are impacted by their hearing loss. This curriculum provides tools to help service providers increase their cultural sensitivity when rendering these services in our community.
LITERATURE REVIEW

Purpose

There is a limited amount of research dedicated to the D/HH population when it comes to established curriculum and its effects on increasing the knowledge and skills of service providers. Fortunately, information exists that examines D/HH culture and community, culturally sensitive practices when working with the D/HH population, barriers that families face when participating in the child welfare system, and youth-lead frameworks. I will explore Kentucky’s efforts to create a social services curriculum that trains hearing service providers to assist those in the D/HH community.

Informational Background

According to the United States Census (2012), it is estimated that there are 363,508 people who have a hearing disability in the state of California. The Gallaudet Research Institute (2005) reports “…that 9 to 22 out of every 1,000 people have a severe hearing impairment or are deaf” (n.p.). After the revision and enactment of the American with Disabilities Act (ADA) in 1990, the number of reported cases of individuals diagnosed as deaf or hard of hearing has increased.

The US Center for Disease Control and Prevention (CDC) states that, “‘deaf’ individuals do not hear well enough to rely on their hearing to process speech and
language. Individuals with mild to moderate hearing impairments may be ‘hard of hearing,’ but are not ‘deaf.’ These individuals differ from deaf individuals in that they use their hearing to assist in communication with others” (2013, np). Those who self-identify as part of the D/HH community consider themselves a part of a linguistic minority centered on sign language; they do not view themselves as disabled persons, as is commonly believed (Bessette, 2014). In addition, service providers should understand the unique D/HH history, cultural differences, and preferred use of language.

Definitions

The Minnesota Department of Health and Human Services (2013) defines a deaf person as “having a hearing loss of such severity that communication and learning is primarily by visual methods (i.e., manual communication, writing, speech-reading, and gestures).” In addition, the department defines hard-of-hearing as “having some degree of hearing loss ranging from mild to profound. People who are hard of hearing may benefit from the use of hearing aids or other assistive listening devices. They depend primarily upon spoken English in communicating with others” (Minnesota Department of Health and Human Services, 2013).
Deaf Culture and Community

The Deaf community, as represented with the uppercase “D,” is a group of people who share in the preservation of culture and the American Sign Language (Schein & Stewart, 2002). The use of the lowercase “d” represents a person who is deaf but has no cultural affiliation with those who are deaf and belong to the Deaf community (Schein & Stewart, 2002). Those who are part of the Deaf community affiliate themselves in Deaf clubs, school, churches, sports, groups, and other community organizations.

Even though being deaf is considered a medical and physical condition, the D/HH community and culture “…perceives deafness not as a disability but an alternative lifestyle” (Padden & Humphries, 1988). Being deaf does not necessarily determine a person to be disabled (C. Abarca, personal communication, February 26, 2015). According to Bessette (2014), “In the United States deafness has been labeled as a disability, but many see it as a cultural minority” (Bessette, 2014, p. 3). To engage in the D/HH culture in the United States, various forms of communication are used, such as: American Sign Language (ASL), lip-reading, written format, and oral communication (Schein & Stewart, 2002). To understand ASL, service providers must also comprehend the culture, values, and traditions behind it. To understand the D/HH culture, service providers must intentionally overlook stereotypical views, build relationships, and acquire knowledge while working with this population.
Culture Sensitive Practice

According to Lum (1999), cultural competence is “the set of cultural awareness, knowledge acquisition, and skill development [service providers] must develop to work effectively with multicultural clients” (p. 3). The willingness to understand and respect cultures other than your own leads to appreciation for cultural diversity. In order to carry out professional responsibilities, service providers should know or possess some understanding of a client’s history, culture, traditions, language, etc. (Fong & Furuto, 2001). To provide culturally sensitive care to those in the D/HH community, the service provider needs knowledge of the linguistic and sociocultural aspects of the D/HH person (Fileccia, 2011).

Service providers can provide culturally sensitive care as described by Meador & Zazove (2005) as follows:

- Avoid making judgments about the Deaf based on their inability to hear.
- Acknowledge that Deaf people are part of a culturally based linguistic minority in which Deafness is considered a proud label of identity.
- Recognize that the only appropriate descriptor for a culturally Deaf person is Deaf.
- Realize that for most Deaf people, English is a foreign language not easily understood or used for reading and writing.
- Recognize that shouting, gesturing, and mouthing English will not increase the Deaf person’s comprehension or ability to hear.
- Comply with governmental agencies and regulations to provide equal access to communication through qualified ASL interpreters and deaf electronic and regulatory safety and warning devices (p. 218-222).
Child Welfare

Children and youth who belong to the D/HH community are at greater risk for experiencing maltreatment due to their hearing impairment. Such maltreatment is less likely to be reported because of communication barriers. In addition, there appear to be significant problems (i.e. an interpreter not being provided due to a language barrier, a misunderstanding of communication, and others) with child abuse interventions that take place from the initial investigation until a child or youth is placed into foster care (Lomas and Johnson, 2012). Furthermore, interpreting services provided to children, youth, and families of the D/HH population are limited due to a lack of interpreters in rural areas. Lomas and Johnson (2012) state that child welfare investigators are often untrained when responding to reports of maltreatment against a child who may be deaf or hard-of-hearing and rarely know how to use ASL. This often results in the investigator communicating with the alleged perpetrator, which may hinder an investigator’s ability to conduct a thorough investigation. The investigation could be compromised if a victim’s testimony is filtered through the interpretation of the alleged perpetrator (C. Abarca, personal communication, February 26, 2015).

A child or youth in the foster care system may face other persistent barriers such as: being placed in a foster home in which direct communication is a challenge, not having access to community resources that are staffed with qualified interpreters, and not having an advocate to ensure that children or youth in this population are receiving adequate care according to their rights as a D/HH person.
According to the Americans with Disabilities Act (2009), state and local governments “…are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided” (U.S. Department of Justice Civil Rights Division, Disability Rights Section, 2009, n.p). In my professional experience, I have witnessed the lack of resources and certified interpreters for the D/HH community in Humboldt County.

People in the D/HH community have suffered from continuous misunderstanding and overt discrimination from those in the hearing world, and see themselves as a regularly oppressed group (Luey, Glass, & Elliott 1995). A key to working with the D/HH population is learning their method of communication and writing down all pertinent information for these individuals. Using a family member is not an adequate or appropriate accommodation. Effectively communicating with a D/HH person requires a qualified interpreter to ensure the client’s rights to privacy are followed (Luey, Glass, & Elliott 1995).

**Youth-Led Practice and Framework**

Young people often express a desire to be taken seriously, and to be empowered, consulted, and engaged in decision-making. Through HCTAYC, youth are provided the opportunity to hold leadership roles while learning how to develop their community. Youth are providing their expertise to systems improvement for the benefit of current
development framework as fruitful and a form of social justice by giving youth the power
and voice to make decisions and recommend changes.

The “Positive Youth Development framework” is a holistic model that
encompasses the whole community. This approach “…recognizes the existence of
adversities and developmental challenges that may affect [youth] in various ways, it
resists conceiving of the development process mainly as an effort to overcome deficits
and risk. Instead, it begins with a vision of a fully able [youth] eager to explore the world,
gain competence and acquire the capacity to contribute importantly to the world” (Damon
2004, p. 20). Youth who engage in this framework are full partners and share the same
rights and responsibility in the community (Damon, 2004, p.22). This framework is
relevant to this project because youth are actively involved in creating and delivering the
curriculum and their expertise matters.

Curriculum

Klee, Hayes & Childress (1994) examined the efforts of the government of the
State of Kentucky and Eastern Kentucky University to collaborate and develop
curriculum in American Sign Language (ASL) to train hearing individuals. The
curriculum covered deaf culture and taught ASL skills. The curriculum also included an
interactive, hands-on experience for people to dialogue in small groups by signing. The
training was implemented for one to two weeks with a limit of 20 participants. Those
who wanted to enhance their signing ability and become certified interpreters were also provided that opportunity. Because of this curriculum’s implementation, non-hearing people were exposed to deaf culture and learned how to communicate with this population. As a result, D/HH people were able to access services by more trained professionals (Klee, Hayes & Childress, 1994).
MATERIALS AND METHODS

Introduction and Overview

This community project used a participatory and community orientated model. This model emphasizes the importance of social justice and empowering people and communities (Van de Sande & Schwarz, 2011). As the researcher, I partnered with the HCTAYC, the YAB, and community members to develop this curriculum. This model allowed for all partners to contribute their expertise and knowledge throughout the creation of the curriculum. In addition, participatory action research “is a participatory process that requires the equal and collaborative involvement of [youth and the organization] in the identification of their concerns and in the search for solutions and actions to address their identified needs and improve their social conditions” (Van de Sande & Schwarz, 2011, p. 65). The purpose of this project is to increase community knowledge and develop supportive services that will enhance access to services for those who are Deaf/Hard of Hearing.

Participants

The participants in this project consisted of three HCTAYC staff members and two YAB members. One of the YAB members who were actively involved in this project self identifies as being part of the D/HH community. In addition, three community partners who are certified ASL interpreters and actively involved with the D/HH
community contributed their knowledge and expertise in the development of the project. All participants were over the age of 18. Initially, the project’s intent was to create the curriculum and implement it in a community workshop format. The workshop would have been approximately 6 ½ hours with roughly 20-30 service providers in attendance. However, due to time constraints, I was only able to complete the content of the curriculum.

Project Design

From December 2014 through March 2015, I met with HCTAYC staff and the YAB to discuss, plan, and complete the curriculum approximately ten times during face-to-face interactions, along with personal communications via email and telephone. Meetings varied from two hours to six hours in length. I also gathered and consulted with two community partners face-to-face approximately six times, in addition to using personal communications. Community partners provided knowledge and educational materials that I incorporated into the curriculum. Curriculum development was also guided by training competencies created by HCTAYC and the YAB prior to the initiation of my part of the project. These competencies ensured that the curriculum aligned with the goals of the agency. The training competencies are as follows:

1. Trainee can demonstrate appropriate manner to approach and greet a deaf person.
2. Trainee can identify three local (or otherwise) resources to support deaf clients.
3. Trainee can define three basic terms and definitions from deaf culture.

4. Trainee can perform three different American Sign Language (ASL) greeting signs.

5. Trainee will recognize the need and meaning of Deaf community events to support Deaf community members.

6. Trainee will be able to summarize the history of treatment.

7. Trainee will have an increased awareness about deaf experience.

8. Trainee will recognize examples of Deaf culture.

**Data Collection**

Data collected came from HCTAYC; the YAB and community members provided content and comments. The content of the curriculum was created as a result of this fruitful dialogue. Initially, the curriculum was to be presented in a workshop format to social service providers. If the workshop had occurred, questionnaires would have been distributed before and after the workshop. Due to only completing the content of the curriculum, the pre and post questionnaires were not created.
RESULTS

The proposed goal of this project was to create a curriculum and implement it in a 6 ½ hour workshop. The participants were going to be service providers that were all over the age of 18. Due to time constraints, I completed a comprehensive curriculum instead, leaving HCTAYC and the YAB responsible for implementing the curriculum. HCTAYC has agreed to present the curriculum and create materials locally, state-wide, and nationally. The curriculum content consisted of three modules at the beginning of the project:

Module One: Why is Deaf Culture important to us?
Module Two: Deaf Culture 101
Module Three: Help Me Help Juan/ita

I assisted HCTAYC and the YAB in revising and creating curriculum material that was culturally-accurate and met the training competencies goals for these three modules. After several meetings with HCTAYC, the YAB, and community partners, the revised and created modules are as follows:

Module One: Why is Deaf Culture important to us?
Module Two: Hearing Loss & Devices
Module Three: Deaf Culture 101
Module Four: Deaf and Hard of Hearing Awareness
I spent many hours researching and creating Power Point presentations and handouts, and providing feedback to HCTAYC and YAB members.

The goal of this curriculum is to bring about change in governmental and community systems to enhance the services offered to those who are Deaf/Hard of Hearing. In the future, this curriculum may be enhanced or adapted to meet the needs of a variety of agencies and diverse audiences to increase sensitivity and awareness when working with persons who are Deaf/Hard of Hearing.
Discussion

The purpose of this project was to establish a curriculum that enriches knowledge and increases the awareness of Humboldt County service providers when working with the D/HH population. It was my goal to create and implement the curriculum, offering it to services providers as a workshop in February 2015. The content of the curriculum was developed, but implementation of the curriculum will be presented later in the year. HCTAYC is creating scripts for each module for the trainers that will be presenting the information. The scripts will guide the way YAB members learn the materials to present to future audiences.

Those who contributed knowledge and time to this project demonstrated strong dedication to implementing a quality and meaningful curriculum. I appreciated receiving praise for this project’s efforts from community members; some members voiced a great need to educate service providers in Humboldt County that engage with the D/HH population. Even though I will not be part of the curriculum’s implementation, I am very proud of the materials that were developed throughout this project.

Implications

This project was completed from a community-oriented, youth-led framework in a participatory model. This was a co-learning experience from all involved. Throughout this process, we shared information and knowledge about the D/HH community and
culture. London, Zimmerman & Ebstien (2003) state that “Connecting youth, [to] organizational, and community development can produce generative and self-sustaining processes that serve to address key social issues and revitalize communities and the organizations and individuals within them” (London, Zimmerman & Ebstien, 2003, p. 35). Using a youth-led framework, the YAB members were fully involved with the creation and revision of the curriculum. Engaging youth in the development and refinement of training, guidelines and services is a new ideology that is being used to promote youth involvement in changing social service systems. According to the National Association of Social Workers (2013), social workers should empower and advocate for young people to “develop the skills to serve effectively and to improve existing services and develop necessary services…” (National Association of Social Workers, 2013, np).

Sustainability Plan

The sustainability plan for the next year is located below in Table 1. This plan includes suggestions on how to move this curriculum forward with implementation and future revisions.
Table 1: Year Two Sustainability Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCTAYC and YAB members will create scripts for each module. YAB members will be practicing for implementation.</td>
<td>• HCTAYC and YAB members will continue to meet to draft and finalize scripts for each module.</td>
<td>May 2015 to July 2015</td>
</tr>
<tr>
<td></td>
<td>• Once script is finalized, YAB members will begin to rehearse and practice to implement curriculum in workshop format</td>
<td></td>
</tr>
<tr>
<td>HCTAYC will create an evaluation survey.</td>
<td>• HCTAYC and the YAB will create an evaluation survey for distribution to workshop attendees to gather feedback on curriculum materials.</td>
<td>May 2015 to July 2015</td>
</tr>
<tr>
<td>HCTAYC and YAB members will begin preparations for the first community workshop and initiate first workshops and evaluations.</td>
<td>• Begin outreach and recruit attendees to prepare for first local workshop.</td>
<td>July 2015 to August 2015</td>
</tr>
<tr>
<td></td>
<td>• Review feedback from attendees and revise curriculum, as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to present curriculum locally.</td>
<td></td>
</tr>
<tr>
<td>HCTAYC and YAB members outreach to HSU Social Work Program.</td>
<td>• Outreach to HSU MSW Program to determine if first or second year students are interested in revising the established curriculum or add additional modules.</td>
<td>August 2015 to May 2016</td>
</tr>
<tr>
<td>HCTAYC and YAB members can expand the curriculum.</td>
<td>• HCTAYC and the YAB can expand and/or alter the curriculum to expand the target audience’s range from school personnel to medical providers or other community members/agencies.</td>
<td>August 2015- Ongoing</td>
</tr>
<tr>
<td>HCTAYC and YAB member can present on multi-levels.</td>
<td>• HCTAYC and the YAB can begin to present the curriculum locally, state-wide, and nationally.</td>
<td>August 2015 and ongoing</td>
</tr>
</tbody>
</table>

**Project Limitation**

There are several limitations to this project. I was not able to implement the curriculum as I had originally planned. By presenting the curriculum, I would have obtained feedback from service providers on the quality of the workshop and materials
presented. I also wished to incorporate more voices from the Deaf/Hard of Hearing community. I would have conducted a community gathering or focus groups to brainstorm the needs of the community, and incorporate those ideas into the curriculum. Once the content of the curriculum was completed, the workshop would have been presented to this audience to receive their feedback. But due to time constraints, the content of the curriculum was created but not implemented. Additionally, the research for this population is scarce. It proved challenging to piece together the curriculum without having an already-established model. The absence of such curricula shows a limited amount of resources for training service providers who work with, or may encounter members of this community and culture.

Summary

In summary, this project is a participatory research design that encompasses community voice and participation. The creation of this curriculum is greatly needed in this community due to the limited resources and knowledge base that service providers have when working with people who are members of the Deaf/Hard of Hearing community.
REFERENCES


Hello Community Member,

You are being asked by Delores Hickenbottom, a Humboldt State University Masters of Social Work student, to participate in a one day workshop to learn about the Deaf and Hard of Hearing (HOH) population. This presentation will review culturally-sensitive practices when working with the Deaf/Hard of Hearing community and culture. Please read this form carefully and ask any questions before proceeding with the training.

**Purpose:** The purpose of the study is to provide training to service providers who encounter those in the Deaf and HOH community, and to increase cultural awareness within agencies in the community when serving this population.

**Procedures:** Participants will be asked to complete a questionnaire at both the beginning and end of the training to evaluate whether or not the information presented was helpful. Participants will also be able to provide open feedback in written format. The information collected by this project will be shared with Humboldt County Transition Age Youth Collaboration (HCTAYC) Youth Organizer, Rochelle Trochtenberg. The information collected for this project will be included in a manuscript which will be published digitally at the Humboldt State University Library.

**Confidentiality:** The information received by the participants and any identifying data will remain confidential. My research team and I will be the only people with access to the data gathered. Anonymous direct quotations will be used in the findings. The
participants' identities will not be connected with the data when reporting any of the findings.

**Compensation:** There is no compensation for participating in this training or for completing the survey.

You understand that I will answer any questions you may have concerning the training or the procedures at any time. You also understand that your participation in any study is entirely voluntary and that you may decline to enter this study or may withdraw from it at any time without jeopardy. You understand that I may terminate your participation in the study at any time.

If you have any concerns regarding this project, or any dissatisfaction with any part of this study, you may contact the IRB Chair, Dr. Ethan Gahtan, at eg51@humboldt.edu or (707) 826-4545. If you have questions regarding your rights as a participant, you may report them to the IRB Institutional Official at HSU, Dr. Rhea Williamson, at Rhea.Williamson@humboldt.edu or (707) 826-5169.

Please take a blank copy of this informed consent form now and retain it for your future reference. If you agree to voluntarily participate in this research as described, please sign the consent form. Thank you for your participation in this research.

Delores Hickenbottom, HSU Primary Investigator, drd24@humboldt.edu

Dr. Cesar Abarca, Committee Chair, Department of Social Work, BSS 544, cesar.abarca@humboldt.edu, (707) 826-4552
I have read and understand the information provided and agree to participate in the following Project.

_______________________________                               ______________
Name                                                                              Date