

# Field Training Guide



INDIGENOUS  
PERSPECTIVES  
SOCIETY



Ministry of  
Children and Family  
Development

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*Funded by the Ministry of Children and Family Development*

Training Participant: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Agency: \_\_\_\_\_



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## **Field Training Guide and Contact Instructions**

### Organization of the field guide

The field training guide is organized into the following four sections:

1. Orientation to your office
2. Introduction to field work
3. Learning objectives; learning activities, and performance indicators
4. Appendices

Field training participants are assigned a field supervisor who provides support and guidance. The field liaison is available to answer any questions during the field placement.

In order to be successful at field training, the participant must complete all activities. The field supervisor reviews and confirms the participant's completion of each field training level and the evaluation is reviewed by a Ministry for Children and Family Development (MCFD) Aboriginal Services Training Analyst.

The Activities Section outlines the activities to be carried out at each level of training, and defines the learning objectives, learning activities, and performance indicators.

The field supervisor will check off, initial and date the learning activities as they are completed.

The field participant and the field supervisor will complete the field guide evaluation form in

Appendix A. this will confirm the completion of the training.

If any questions arise about the field guide, the field supervisor will contact the field liaison at Indigenous Perspective Society (IPS).

Once completed scan/email your field guide to Ministry of Children and Family Development (MCFD) Aboriginal Services Branch:

[MCF.ASB.PDCW@gov.bc.ca](mailto:MCF.ASB.PDCW@gov.bc.ca) Attention: Craig Sowinski

## **Introduction to Field Training**

Field training is a critical component of the delegation process and social work program. It complements the in-class portion of training by providing participants with the opportunity to apply their class learning to practice, within a supportive learning environment. It offers participants a chance to identify their learning needs and develop individualized plans to grow and learn. Working with the agency supervisor, mentor, and other service providers, they gain invaluable experience dealing with a variety of case practice situations.

Field training is aligned with the responsibilities defined by the *Child, Family, Community Service Act* (CFCSA), Family Support Services and Agreements Policies, Practice Guidelines for Family Care Homes, Caregiver Support Service Standards, Resource Work Policies, Child Protection Response Policies, The Delegation Matrix, and the agency's policies.

During field training, participants are encouraged to reflect on and seek answers to the following questions:

- What makes voluntary service work within an Indigenous context unique?
- Why is relationship-building and engagement important?
- How are cultural practices and traditional values incorporated into Agency practice?
- What is the role of Elders and other cultural advisors, and how are they involved?
- How is the community engaged when planning for children, youth and their families?
- How is strength-based practice demonstrated at the Agency?

## **Definitions**

- Field training participant refers to the individual taking the training.
- Field supervisor refers to the agency worker supervising the field training participant
- Field liaison is an instructor of the in-class training.

## **Field Guide Roles and Responsibilities**

### **Field Training Participant**

Successful completion of field training requires that the field training participant:

- Read the field guide
- Attend a planning and orientation meeting with the field supervisor to define the field training experience, and orient the participant to the agency
- Communicate any problems to the field supervisor
- Attend regularly scheduled sessions with the field supervisor to reflect upon and document their developing competencies
- Complete and initial the field guide activities
- Participate in completing the final evaluation form indicating that they have successfully completed the field training

### **Field Supervisor**

The role of the field supervisor is to mentor the field training participant. The field supervisor must be delegated and have practice experience and time available to work with the field training participant. The field supervisor is responsible for:

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- Reading the field guide
- Ensuring that field training participants do not carry out tasks that exceed their level of delegation
- Meeting with the field training participant at the beginning of each field training session and periodically throughout their field training experience
- Scheduling weekly sessions with the field training participant to discuss activities
- Ensuring that the field training participant receives adequate supervision
- Providing feedback to the field training participant
- Organizing practice opportunities as indicated in the Activities section to ensure that the field training participant is able to carry out all of the learning objectives
- Evaluating the progress of the field training participant
- Checking off, initialling, and dating the activities as they are completed
- Completing the final evaluation form for the field training participant, indicating that they have successfully completed the field training

### **Field Liaison**

The field liaison is the instructor of the in-class component of training and assists the field supervisor when requested to do so.

### **Evaluation**

At the end of training, the field training participant will meet with the field supervisor to complete the evaluation. The completed evaluation will be reviewed by the MCFD Aboriginal Services Training Analyst

### **Required Reference Documents**

Child, Family and Community Service Act

Family Support Services and Agreements (Chapter 2):

<https://intranet.gov.bc.ca/mcfd/content?id=722BA702BA804BE8AD0F2B3A55608B01>

Resource Worker Policies (Chapter 8):

<https://www2.gov.bc.ca/assets/download/AAFECEF4DB894B5193ADDAC28BBD730F> Children

and Youth in Care Policies (Chapter 5)

<https://intranet.gov.bc.ca/mcfd/content?id=967564EBFF744D8DBE40688414D35F8B>

Delegation matrix

<https://intranet.gov.bc.ca/mcfd/content?id=F24C6D62F02B4F21978B387D3E72CDD6> Reportable

Circumstances Practice Guidelines

[https://intranet.gov.bc.ca/assets/download/7AE9D007BCAA4A70A774B1C39CCD8727&filename=reportable\\_circumstances\\_guidelines.pdf](https://intranet.gov.bc.ca/assets/download/7AE9D007BCAA4A70A774B1C39CCD8727&filename=reportable_circumstances_guidelines.pdf)

Aboriginal Policy and Practice Framework

CFCSA101

<https://intranet.gov.bc.ca/mcfd/content?id=4BF05D2DBBFE4021868FE6A09AB41C65>

ICM user guide

<https://mcfdshare.gov.bc.ca/SOC/WEB/ICM/SitePages/Home.aspx>

Best Practice Approaches Child Protection and Violence Against Women (domestic violence)

[https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/best\\_practice\\_approaches\\_policy.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/best_practice_approaches_policy.pdf)

Dimensions of Permanency Planning

<https://intranet.gov.bc.ca/assets/download/B8ECB691EB674474842D046EF8B34BB6>



BC Handbook for Action on Child Abuse and Neglect

[https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_generalpublicbooklet.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf)

Social Worker Liability

[https://intranet.gov.bc.ca/assets/download/19F6805BECD646B4994F150CEE74BDC4&filename=sw\\_liability\\_1.pdf](https://intranet.gov.bc.ca/assets/download/19F6805BECD646B4994F150CEE74BDC4&filename=sw_liability_1.pdf)

trauma informed practice \_tip sheet

<https://intranet.gov.bc.ca/assets/download/33698E1F938146A8B48D9534BB428883>

Note: You may have to be on ICONNECT or your government email for some links to work

## **Activities**

There are activities you will be expected to complete that will demonstrate your knowledge and skills as you learn to do voluntary service practice. Each activity section will consist of 3 parts:

1. Learning objectives
2. Learning activities
3. Performance indicators

Once the activity is completed please check it off. The participant and supervisor will date and initial each section as it is completed

**i. Orientation to the Agency**

Orientation should occur as soon as possible, and is conducted by the field supervisor or field mentor. The purpose is to acquaint the participant with the office staff, provide information on the use of specific documents, the location of the documents and the steps in the record management process, as well as the key personnel involved at each step of the process. This is an important place for participants to learn about office protocols for securing and protecting confidential information as well as the storing and maintaining of specific documents.

**Getting started:**

During your first few days at work, your field supervisor (or mentor) will:

- Ensure you are provided with a general orientation to your immediate area (find the fire exit, assembly points, emergency preparation, first aid, washrooms, etc.
- Have the participant complete the required user agreements in order to access the computer system (appropriate use of government information and communications technology and Employee conditions and agreements)
- Review the standards of conduct for the Agency
- Review the existing protocols between the Agency, MCFD, other ministries, schools district, hospital, community services and Bands
- Review the available services through the Agency and those in the community, and interview a staff member from one of the service agencies
- Review referral process to external agencies for services, supports and the approval process for funding if a fee for service is required
- Complete the Privacy and Information Sharing: Awareness Training for Contractors and Service Providers. Contact your Operations Analyst at Aboriginal Services Branch to register.
- Review the staff list for the agency (co-workers and supervisors) and identify their roles and responsibilities
- Review where files are stored, the administrative process for filing, and management of paperwork (who does what, etc.)
- Review the Aboriginal Policy and Practice Framework and identify its application to voluntary services practice
- Do a search on the ICONNECT system and support you to make a list of policies, standards, and practice directives for future references
- Review the protocol and processes for shared resources (foster homes) between MCFD and the DAA

Orientation completed:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 1. Legislation, Policy, Standards and Court Orientation

### A. Legislation

#### Learning objectives

- Will be able to apply the guiding and service delivery principles, and best interests of the child within the Child, Family and Community Services Act (*CFCSA*) to voluntary service practice
- Will be able to apply *AOPSI Standards* to voluntary service practice
- Will be able to describe the legal foundation and authorities that govern the Agency (Delegation Enabling Agreement)
- Will be able to describe the statutory responsibilities of a C3 social worker
- Will be able to identify the Section of the *CFCSA* that relates to the Rights of Children in Care
- Will be able to identify where, when and how to apply the Rights of Children in Out of Care Placements (Extended Family Program -EFP)
- Will be able to identify what section of the *CFCSA* that applies to a Special Needs Agreement (SNA), a Voluntary Care Agreement (VCA) and a Youth Agreement (YAG)
- Will be able to identify what Section of the *CFCSA* that applies to Family Support Services Agreements and when to use one
- Will be able to describe the limitations of their delegated responsibilities under a EFP
- Will be able to describe some of the services that can be supported through Section 5 of the *CFCSA* (Support Services for Families)
- Will be able to describe the time lines as outlined in the *CFCSA* for voluntary agreements
- Will be able to describe the eligibility criteria for a VCA, SNA and a YAG
- Will be able to describe the differences between a VCA, SNA and a YAG
- Will be able to compare the continuum of services and care options within the *CFCSA*, from least disruptive measures to most disruptive measures; and from in care to out-of- care options

#### Learning Activities

- Review Section 2, of the *CFCSA* and discuss with the field supervisor how the guiding principles inform voluntary service practice
- Review Section 3 of the *CFCSA* and discuss with the field supervisor how you would meet the intention of the Service Delivery Principles
- Review Section 4 of the *CFCSA* and discuss with the field supervisor the factors relevant to Best Interests of the Child
- Review the delegation matrix and discuss with the field supervisor the duties and responsibilities that apply to voluntary services
- Review Section 70 the Rights of Children in Care and observe a senior worker informing a child/youth of their rights
- Review the Rights of Children in Out of Care Placements and discuss with your field supervisor how they are different and the same as Section 70 Rights of Children in Care
- Review *CFCSA* 101  
<https://intranet.gov.bc.ca/mcfd/content?id=4BF05D2DBBFE4021868FE6A09AB41C65>
- Review the Delegation Matrix  
[https://intranet.gov.bc.ca/assets/download/6764E3300AB346A4A80C189AE8CD23FE&filename=dms\\_mcfd\\_full.pdf](https://intranet.gov.bc.ca/assets/download/6764E3300AB346A4A80C189AE8CD23FE&filename=dms_mcfd_full.pdf)

**Performance Indicators**

- Can identify the factors to consider when looking at the best interests of a child
- Can describe the different levels of guardianship as they relate to VCA’s, SNA’s and YAG’s
- Can describe what a C3 delegation social worker is able to do under the *CFCSA*, and what to do when C6 delegation is required.
- Can describe an understanding of how the guiding principles, service delivery principles and best interests of the *CFCSA* inform practice in voluntary services
- Can describe why Section 70 Rights of Children in Care is important
- Can describe who needs to follow the Rights of Children in care
- Can describe the criteria used to determine eligibility for a VCA, SNA and a YAG
- Can describe what delegated responsibilities they can serve within the context of a non-protection Extended Family Program agreement
- Can describe what the differences are between a VCA , SNA and a YAG

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments:\_\_\_\_\_

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## **B. Standards and Policies**

### **Learning Objectives**

- Will be able to explain and apply Chapter 2- Family Support Services and Agreements to their practice
- Will be able to explain and apply Caregivers Support Service Standards when assessing, developing and approving resources
- Will be able to explain when other standards and policies need to apply to voluntary work in addition to AOPSI
- Will be able to explain and apply Resource Work Policies (Chapter 8) when developing and accessing, and approving resources
- Will be able to explain and apply the Children and Youth in Care Policies (Chapter 5) to voluntary practice
- Will be able to explain and apply the policies that are applicable to the Extended Family Program (EFP)
- Will be able to explain and apply Aboriginal Operational and Practice Standards and Indicators (AOPSI) to voluntary practice
- Will be able to describe how standards and policy measure “best” practice through a quality assurance process of audits
- Will be able to describe how child and youth care plans are different from Extended Family Plans.
- Will be able to describe the process for developing, accessing and approving a resource
- Will be able to describe the purpose and function of the AOPSI and other standards that guide voluntary services

### **Learning Activities**

- Review AOPSI Voluntary Standards
- Review Chapter 2 and discuss with your field supervisor how they apply to voluntary services
- Review and discuss with the field supervisor how to apply the Children and Youth in Care Policies to voluntary services
- Discuss with field supervisor when you would be required to use both AOPSI and Chapter 2
- Review the agency’s last practice audit with the field supervisor and discuss patterns of compliance and non-compliance, and recommendations and the impact of the audit on the staff
- Review the Caregiver Standards with the field supervisor and discuss how you would incorporate them into the development, assessment and approval of a resource
- Discuss with the field supervisor when you would use Caregiver Standards in addition to AOPSI Resource Standards
- Discuss with the field supervisor the Extended Family Program and review some existing agreements

### **Performance indicators**

- Can describe when to use AOPSI standards
- Can describe when to use Chapter 2 policies for voluntary services
- Can describe when to use Caregiver Standards in conjunction with or in lieu of AOPSI resource standards
- Can describe how standards and policies ensure best practice
- Can describe how and when a voluntary service provider can use the EFP

Aboriginal Social Work Training Program –Voluntary Services (C3)

- Can describe the process for assessing, developing and approving a resource

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments:\_\_\_\_\_

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### **C. Court Knowledge**

#### **Learning objectives**

- Will be able to identify the Sections of the CFCSA and the agreements that are used in Voluntary Services
- Will be able to describe moving from a VCA, SNA or a YA to Temporary Custody (TCO) and Continuing Custody Orders (CCO).
- Will be able to identify the series of hearings that apply to child protection
- Will be able to describe the limited responsibilities a Voluntary Services Provider has in child protection hearings

#### **Learning activities**

- Review and discuss with your field supervisor the various orders and agreements that can be applied for under the CFCSA and how agreements are different from orders
- Review and discuss with your field supervisor the various court processes that apply to C6 work, and not C3 work
- Review and discuss with your field supervisor the limited responsibilities a voluntary social worker has in protection court hearings
- Review the CFCSA 101 document and discuss with your field supervisor the sections that relate to court processes
- Working with a senior worker or your field mentor to complete a VCA, SNA or a YAG

#### **Performance Indicators**

- Can describe how VCA, SNA and YA's are different from court orders under the CFCSA
- Can describe the sections of the CFCSA that apply to voluntary services
- Can describe the various court processes that can occur within the context of child protection and the limited responsibilities a voluntary social worker has within this context

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
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## 2. Roles and Responsibilities

### A. C3 Worker Roles

#### Learning objectives

- Will be able to describe the roles and responsibilities of a voluntary service social worker
- Will be able to describe what services a voluntary social worker is able to provide under the CFCSA
- Will be able to describe the guardianship responsibilities that are shared with a parent/s when a VCA or SNA is needed
- Will be able to describe the role of a voluntary services provider and distinguish it from that of the guardianship and child protection social worker
- Will be able to explain to the child/youth, the role of a voluntary social worker, using an approach that is developmentally appropriate to the child/youth’s age and stage of development.

#### Learning activities

- Discuss with the field supervisor the shared guardianship responsibilities between a parent/parents and a voluntary social worker
- Review Children and Youth in Care policies and discuss with the field supervisor the responsibilities of a voluntary social worker
- Review with the field supervisor the how a voluntary services worker responsibilities differ from a C4 and C6 worker

#### Performance indicators

- Can describe 5 responsibilities of a voluntary social worker
- Can describe the areas of practice that fall under voluntary services
- Can identify when and how to report a protection/safety concern to a C6 delegated social worker
- Can describe 3 strategies they use to work with children/youth experiencing stress/grief and loss as a result of being in voluntary care

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments:\_\_\_\_\_

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## **B. Relationship and Engagement**

### **Learning Objectives**

- Will be able to describe the importance and benefits of engagement and building a meaningful relationship with a child/youth and their parents/guardian and any other individuals involved in the care of the child
- Will be able to describe techniques for developing rapport with children, youth and their parents while providing services and supports under voluntary services
- Will be able to describe conflict resolution strategies
- Will be able to describe effective collaboration with the child, youth, their family and any other significant persons involved in the care of the child
- Will be able to champion and advocate for children/youth when required
- Will be able to demonstrate various strategies for engaging children/youth and their parents/caregivers
- Will be able to describe what cultural safety means
- Will be able to describe how to engage with a child, youth and family using the Aboriginal Policy and Practice Framework (APPF) as a guide
- Will be able to describe how to effectively work with the child, youth and family's community

### **Learning Activities**

- Meet with children /youth of various ages and stages of development and identify how your work would be different with each age and stage of development.
- Review with a senior social worker their history of working with 3 children or youth and identify the methods/strategies they use to engage and connect with the children or youth.
- Review 3 files where children or youth had to move resources and changed social workers and discuss with the field supervisor how those changes were managed, how they were prepared, and the reason for the decision to move the child or youth.
- Discuss with the field supervisor or other senior worker strategies they have used to support a child or youth who has experienced grief and loss as a result of being placed in care under a SNA, VCA or a YAG

### **Performance Indicators**

- Can describe 3 approaches they would use to engage a child or youth from: 0-5 years of age, 6-10 years of age, and 11 to 19 years of age.
- Can describe 3 benefits of engagement and the importance of a meaningful relationship with a child or youth
- Can describe the process used to support a child or youth who has to be moved to another resource
- Can provide 3 strategies to support a child or youth experiencing grief and loss as a result of being placed in care under a SNA or VCA

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments:\_\_\_\_\_

\_\_\_\_\_

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### **C. Family Care Homes**

#### **Learning objectives**

- Will be able to describe the different types of Family Care Homes, including Out-of-Care options
- Will be able to describe the various types of Family Care Home Agreements
- Will be able to describe the process for assessing, developing and approving a Family Care Home
- Will be able to describe the Family Care Home provider’s rights, role and responsibilities
- Will be able to describe the AOPSI and other standards that apply to a Family Care Home provider in terms of discipline of a child
- Will be able to describe the differences between a Quality of Care Review and a Protocol Investigation and the differing processes/responsibilities attached to each

#### **Learning activities**

- Review AOPSI resource standards with the field supervisor and discuss how they inform the development and approval process for a resource under voluntary services
- Review Resource Worker Policies with the field supervisor and discuss how they inform the development and approval process for a resource under voluntary services
- Review the Caregivers Support Service Standards with the field supervisor and discuss which ones apply to voluntary services and which ones have been replaced
- Review with the field supervisor the differences between a quality of care review and a protocol investigation and the different roles and responsibilities of a child protection worker and voluntary social worker

#### **Performance indicators**

- Can identify the AOPSI Standards and legislation that guide and define practice in the development of Family Care Homes
- Can identify the steps in the Family Care Home development process from application to approval
- Can identify the components of Family Care Home training and the mandatory training requirements of Family Care Home providers
- Can identify the types of Family Care Home agreements and can describe the requirements, limitations, payment levels and responsibilities covered by each type of agreement.
- Can describe the roles and responsibilities of a Family Home Care provider, a Family Care Home social worker, a child’s social worker and others who may be involved when a child is placed in a Family Care Home

- Can describe the Protocol Investigation and the Quality of Care review as they apply to C3 Delegation

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments:\_\_\_\_\_

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### 3. Liability, Accountability, Confidentiality and Disclosure

#### Learning objectives

- Will understand how information sharing is guided by the *Freedom of Information and Protection of Privacy Act* (FOIPPA), the *CFCSA*, and *Personal Information Protection Act* (PIPA)
- Will understand the duty of care a social worker has to the people they serve and general public will understand the meaning of reasonable standard of care
- Will be able to describe what bad faith and good faith mean in terms of liability and accountability
- Will be able to describe circumstances where they may face conflict of interest
- Will be able to describe the complaints process and the role of a complaints policy for their agency and MCFD

#### Learning activities

- Complete the Privacy and Information Sharing: Awareness Training for Contractors and Service Providers. Contact your Operations Analyst at Aboriginal Services Branch to register.
- Review the social worker liability document
- Review the agency's complaints process

#### Performance indicators

- Can describe the intent and purpose of the *FOIPPA*  
Can identify and describe three ethical considerations when sharing information
- Can describe when they would need to disclose confidential information without consent
- Can describe the concepts of due diligence, administrative fairness, negligence, duty of care and good and bad faith
- Can provide 2 examples of why it is important to be professionally accountable (by ensuring that procedures are followed, decision are based on all available information and supervision is used effectively)
- Can describe 3 strategies they could use to reduce both personal and corporate liability
- Can identify policies, processes, and best practices for appropriate information sharing, privacy, information integrity, and information incident management.

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 4. Professional Practice

### A. Comprehensive Care Plans

#### Learning objectives

- Will be able to assess the needs of a child or youth; develop and complete a comprehensive care plan partnering with the child’s parent/s and other care team members
- Will be able to describe why a care plan is important for a child or youth in care
- Will be able to identify when a care plan is needed and timelines for renewal
- Will be able to describe the importance of the child/youth’s cultural identity and how to support and nurture its further development through the care plan and care team
- Will be able to describe the importance of cultural planning and cultural continuity
- Will be able to describe the importance of transition planning for youth that will move to CLBC services and to young adult programs
- Will be able to describe the needs of a child under an EFP and how to address them
- Will be able to identify the seven domains of a care plan
- Will understand the differences between a Care Plan for a child/youth in care under a VCA or SNA and an EFP plan.
- Will be able to develop SMART goals when developing a care plan

#### Learning activities

- Review 3 care plans and discuss with the field supervisor the characteristics of a comprehensive care plan
- Review with the parent and child/youth their needs and concerns to be addressed in the comprehensive care plan.
- Review and discuss with the field supervisor or senior worker the voluntary social worker’s responsibility for planning with the parent/parents transition planning for a youth in care under a SNA or VCA to Community Living BC (CLBC) services or young adult programs.
- Review an EFP agreement and discuss with the field supervisor how a voluntary social worker supports the agreement
- Review the child and youth in care policies

**Performance Indicators**

- Can describe the differences between a EFP care plan and a comprehensive care plan for a child in care
- Can describe the importance of completing a comprehensive care plan
- Can describe the importance of cultural continuity and strong cultural plans
- Can write SMART goals based on the needs and strengths of a child/youth
- Can describe the process when a youth is transitioning from in care under a SNA or VCA to CLBC services
- Can describe the characteristics of a comprehensive care plan
- Can describe the timelines for an initial and review comprehensive care plan

Learning Goals Met:

Date \_\_\_\_\_

Participant Initials \_\_\_\_\_

Supervisors Initials \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. Permanency Planning**

**Learning Objectives**

- Will be able to explain the 4 dimensions of permanency: legal, relational, physical, and cultural permanency
- Will be able to describe what is meant by permanency for children and youth.
- Will be able to explain the value of permanency planning
- Will be able to describe the various permanency options available to children in and out of care
- Will be able to describe the permanency planning process for an Indigenous child or youth, and who will need to be involved in the process
- Will be able to identify the importance and support the continuation of social networks, relationships, and supports for the child or youth, when they are transitioning out of care.

**Learning Activities**

- Review 3 files and participate in a care plan meeting where permanency planning is discussed
- Discuss with the field supervisor why permanency is important for children and youth.
- Discuss with the field supervisor about what circumstances permanency planning would occur
- Review with the field supervisor the decision making process for permanency planning, how to ensure decisions are made in a timely manner and which order will need to be applied for
- Discuss with the field supervisor the 4 dimensions of permanency planning and discuss how you would promote and support a child/youth’s cultural, relational, physical, and legal permanency in voluntary services

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- Discuss with the field supervisor or a senior worker the importance of establishing and preserving an Indigenous child/youth’s Indigenous ancestry, culture and heritage when planning for permanency
- Discuss with the field supervisor or senior worker how to ensure permanency planning for children/youth who are in an out-of-care option (e.g. EFP)
- Discuss with the field supervisor the underlying principles and values that support permanency.
- Identify the 4 dimensions of permanency.
- Discuss with the field supervisor the different avenues to achieving legal permanency and how it fits in with voluntary service work
- Discuss with the field supervisor how to approach permanency planning practice in a culturally safe manner.
- Review the child and youth in care policies with the field supervisor and discuss their application to permanency within voluntary service work

**Performance Indicators**

- Can identify and describe permanency planning options for a child or youth in care and out of care, and the value of permanency planning
- Can name and describe the 4 dimensions of permanency
- Can describe what the permanency planning process for an Indigenous child or youth, and who will need to be involved in the process
- Can identify the importance of supporting the continuation of social networks, relationships, and supports for the child or youth, when they are transitioning out of care.

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Child Development**

**Learning objectives**

- Will be able to identify stages of typical child development within the cultural context of the family and their community
- Will be able to identify community resources that provide support, education and respite services to the family.
- Will be able to describe 3 ways to promote healthy development
- Will be able to describe developmental milestones for infants and toddlers, early childhood, middle children and adolescence within their cultural context

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- Will be able to describe how attention to universal developmental needs supports a child or youth’s well-being

**Learning activities**

- Research and review with the field supervisor some literature on child development and describe how you could promote healthy development
- Discuss with the field supervisor community resources and programs that are available to a child and youth under voluntary care

**Performance indicators**

- Can relate the behaviour of children and youth to underlying developmental issues in specific case practice situations
- Can identify community resources that provide support, education and respite services to the family.
- Can describe developmental milestones for infants and toddlers, early childhood, middle childhood and adolescence within their cultural context
- Can describe 3 ways to promote healthy development

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D. Developmental Disabilities**

**Learning objectives**

- Will be able to describe a range of childhood developmental disabilities
- Will be able to recognize indicators of developmental disabilities, illnesses and other conditions that may impact a child’s development
- Will be able to identify the behaviour of children or youth in relation to underlying developmental disabilities in a specific case
- Will be able to describe the needs of a family with a child or youth diagnosed with a developmental disability
- Will understand the importance of collaboration when assessing and planning for a child or youth with a developmental disability



**Learning activities**

- Meet with a CYSN generalist and discuss with them supports, services and programs that they can provide to a child or youth with a developmental disability
- Attend an integrated team planning meeting to observe how planning can be different for a child or youth with a developmental disability
- Identify how to create a comprehensive care plan for a child or youth diagnosed with a developmental disability
- Discuss with the field supervisor how to support a child or youth manoeuvring within the developmental disability system

**Performance indicators**

- Can provide 3 examples of how to create a care team that promotes the child’s strengths and needs and does not focus on their disability
- Can describe how a care team for a child or youth with special needs might be different from a care team supporting a child or youth who is developing typically

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Working within the Context of Family Violence**

**A. Family Violence**

**Learning objectives**

- Will be able to define the various types of family violence
- Will be able to identify factors that contribute to family violence within families and communities
- Will be able to describe the impact of family violence on children and families
- Will be able to identify strategies to ensure a child or youth’s safety and assist families to protect their children from family violence within a voluntary service context
- Will be able to describe how the Family Law Act (FLA) defines family violence
- Will be able to describe a protection and prevention order
- Will be able to describe the “best” practices approach from the Violence Against Women in Relationships Policy

**Learning Activities**

- Review the Best Practices Approach – Violence Against Women in Relationships Policy with the field supervisor
- Review with the field supervisor the different definitions of family violence
- Review with the field supervisor the different ways family violence impacts the children, youth and families
- Review the CFCSA and the FLA in relation to family violence
- Describe to the field supervisor the various sections of the Acts that guide working within the context of family violence
- Review with the field supervisor protection and prevention orders as they relate to voluntary services

**Performance indicators**

- Can describe the various types of family violence
- Can describe how family violence impacts children, youth, families and communities
- Can describe what a protection and prevention order is and how they function to keep the children, youth and their non-offending parent safe
- Can describe 3 strategies to keep a child safe and to assist a family to protect their children from family violence

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. Problematic Substance Use**

**Learning objectives**

- Will be able to describe indicators of problematic substance use
- Will be able to describe how problematic substance use impacts children, youth, their family and community.
- Will be able to identify the historical influences in a community where there are issues of problematic substance use
- Will be able to describe some interventions and approaches used when working with families struggling with problematic substance use
- Will be able to describe the stages of change when working with individuals struggling with problematic substance use

**Learning activities**

- Discuss with the field supervisor indicators of problematic substance use
- Discuss with the field supervisor how problematic substance use impacts children, youth, their family and community
- Discuss with the field supervisor the historical influences on the children, youth, their family and community where there are issues of problematic substance use
- Discuss with the field supervisor some interventions and approaches you could use to work with Indigenous families struggling with problematic substance use
- Contact a Alcohol & Drug counselor and discuss with the stages of change when working with families struggling with problematic substance use

**Performance indicators**

- Can describe the indicators of problematic substance use
- Can describe the impact problematic substance use has on children, youth, family and their community
- Can describe the stages of change when working with individuals struggling with problematic substance use
- Can describe the historical influences that may have contributed to problematic substance use

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Abuse and Neglect Indicators**

**Learning objectives**

- Will be able to describe indicators of child abuse and neglect
- Will be able to provide definitions of physical, sexual, and emotional abuse and neglect.
- Will be able to describe some non-abusive conditions and/or cultural practices that may appear as abuse-like indicators
- Will be able to describe the effects of child abuse and neglect on a child’s development
- Will be able to describe the parental, social and environmental factors that may contribute to child abuse and neglect
- Will be able to describe Section 13 of the CFCSA, when a child needs protection

**Learning activities**

- Review the BC Handbook for Action on Child Abuse and Neglect

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- Discuss with the field supervisor the definitions of abuse and neglect
- Review with the field supervisor indicators of abuse and neglect
- Review with the field supervisor factors that may contribute to abuse and neglect
- Review with the field supervisor the effects of child abuse and neglect on a child or youth’s development
- Review with the field supervisor Section 13 of the CFCSA
- Review with the field supervisor duty to report concerns of abuse and neglect to a C6 child protection social worker

**Performance indicators**

- Can describe 5 definitions of abuse and neglect
- Can describe 5 indicators of abuse and neglect
- Can describe 5 ways abuse and neglect impacts a child or youth’s development
- Can describe 5 factors that may contribute to child abuse and neglect
- Can describe when to report concerns of abuse and neglect to a C6 child protection social worker

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**D. Trauma**

**Learning objectives**

- Will be able to describe historical influences that have contributed to intergenerational trauma
- Will be able to describe the differences between simple and complex trauma
- Will be able to recognize trauma responses in children, youth, families and community
- Will be able to describe why cultural safety is critical when working with children, youth and families impacted by trauma
- Will be able to describe the importance of traditional medicine in a trauma informed approach

**Learning activities**

- Review the trauma informed tip sheet with the field supervisor
- Discuss ways to approach your work with individuals and families who have experienced historical trauma
- Meet with a community Elder or Cultural Advisor and discuss with them how intergenerational trauma impacts the community
- Contact a child and youth mental health clinician and discuss how to recognize trauma responses and ways to safely support the children, youth and families

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- Discuss with a child and youth mental health clinician the differences between simple and complex trauma
- Discuss with child and youth mental health clinician or any other service provider the importance and application of traditional medicine in a trauma informed approach

**Performance indicators**

- Can describe historical influences that have contributed to intergenerational trauma
- Can describe the differences between simple and complex trauma
- Can describe 3 trauma responses in children, youth, families and community
- Can describe why cultural safety is critical when working with children, youth and families impacted by trauma
- Can describe the importance of traditional medicine in a trauma informed approach

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6. Documentation, File Management, Record Keeping, and Communication**

**A. Written and Verbal Communication**

**Learning Objectives**

- Will demonstrate effective communications skills within a variety of settings such as in meetings, emails, texts and instant messaging
- Will be able to demonstrate strong record keeping skills
- Will be able to record information in a clear, accurate and organized manner
- Will be able to identify the purpose of recording information
- Will be able to identify the principles associated with good case recording
- Will be able to write an opening, review and closing recording
- Will be able to demonstrate working knowledge of the file transfer process
- Will be able to identify what AOPSI standards and organizational polices apply to case documentation
- Will be able to use MCFD’s computer system (Outlook, ICM, etc.)

**Learning Activities**

- Participate in or lead a meeting demonstrating effective communication skills
- Record information in a clear, accurate and organized manner that contains all relevant facts and pertinent information
- Assist a senior voluntary social worker with their paperwork responsibilities, both hard copy and electronic by writing case plans/reviews, entering information on database and filling out forms
- Review and discuss with the field supervisor the information and associated documents in a child or youth’s file to ensure it is accurate and complete
- Review documentation in both Child Service Files and Family Service Files observing as per AOPSI appropriate case documentation
- Discuss with the administrative person responsible for file maintenance of the hard file the file transfer process
- Familiarize oneself with MCFD’s computer system (Outlook, ICM, etc.)

**Performance Indicators**

- Can demonstrate effective communication skills
- Can write clear, accurate and organized case notes
- Can describe the requirements for effective case presentation and file documentation according to AOPSI and organizational policies
- Can describe how communication styles may affect how individuals receive and interpret information contained in an email, text or instant message
- Can describe the legislation, standards and policies that guide documentation
- Records significant information and action during the provision of service in a clear, accurate and organized manner and within the prescribed time frames.
- Organizes file documentation according to applicable file formats
- Can use MCFD’s computer systems (Outlook, ICM, etc.)

Learning Goals Met:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Reportable Circumstance**

**Learning objectives**

- Will be able to describe what a reportable circumstance is
- Will be able to describe the criteria for when it is necessary to submit a reportable circumstance
- Will be able to describe the process (elements required, who is required to submit and sign off, timelines) for completing a reportable circumstance

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- Will be able to complete a reportable circumstance (if applicable)

**Learning activities**

- Review the Reportable Circumstance Practice Guidelines
- Discuss with the field supervisor when it is necessary to submit a reportable circumstance
- Discuss with the field supervisor the process (elements required, who is required to submit and sign off, timelines) for completing a reportable circumstance
- Complete or review a reportable circumstance and discuss it with your field supervisor or senior voluntary social worker

**Performance indicators**

- Can describe what a reportable circumstance is
- Can describe when it is necessary to submit a reportable circumstance
- Can describe the process for completing a reportable circumstance
- Has completed or reviewed a reportable circumstance

Learning Goals Met:

Date \_\_\_\_\_

Participant Initials \_\_\_\_\_

Supervisors Initials \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Aboriginal Social Work Training Program –Voluntary Services (C3)

This area is for the participant or Field Supervisor to write free text.

(Please include anything that the agency feels is missing and vital to be a good guardianship worker in your community)

During field training, participants were encouraged to reflect on and seek answers to the following questions:

- What makes voluntary service work within an Indigenous context unique?
- Why is relationship-building and engagement important?
- How are cultural practices and traditional values incorporated into Agency practice?
- What is the role of Elders and other cultural advisors, and how are they involved?
- How is the community engaged when planning for children, youth and their families?
- How is strength-based practice demonstrated at the Agency?

Answers provided:

Date\_\_\_\_\_

Participant Initials\_\_\_\_\_

Supervisors Initials\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Appendix A - Field Training Evaluation Form

Participant: \_\_\_\_\_

Name of Field Supervisor: \_\_\_\_\_

Agency: \_\_\_\_\_

Training Dates: \_\_\_\_\_

We have discussed and agreed on the assigned tasks in the Guardianship Services field training and they have been undertaken.

### Supervisor Evaluation

**Field Training by Participant:**

Not Met Expectations       Partly Met Expectations  
 Met Expectations       Surpassed Expectations

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Indicate any actions to be taken in future:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Field Training Participant:**     Agrees with Evaluation  
    Disagrees with Evaluation

Participant Signature:

Field Supervisor Signature:

Participants Comments:  
\_\_\_\_\_  
\_\_\_\_\_