

Field Training Guide



INDIGENOUS
PERSPECTIVES
SOCIETY



Ministry of
Children and Family
Development

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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 the ministry's Aboriginal Services 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 as 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 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.

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.

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 document the field guide activities
- Participate in an evaluation session

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:

- 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 and review activities
- Ensuring that the field training participant receives close 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

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- 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 MCFD Aboriginal Services Training Analyst

Required Reference Documents

- *Child, Family and Community Service Act (CFCSA)*
- *Family Law Act (FLA)*
- Domestic Violence: Risk and Reintegration of Offending Parents Guidelines
<https://intranet.gov.bc.ca/mcfd/content?id=675786A42F254B46A79A7398D19C1E84>
- Protection Order Registry: Accessing Protection Orders
<https://intranet.gov.bc.ca/mcfd/content?id=675786A42F254B46A79A7398D19C1E84>
- Interagency Case Assessment Meeting (ICAT) Guidelines Regarding Communication and Documentation
<https://intranet.gov.bc.ca/mcfd/content?id=675786A42F254B46A79A7398D19C1E84>
- Best Practice Approaches: Child Protection and Violence Against Women
<https://www2.gov.bc.ca/assets/download/AF03B8BFC009487795AC10C0BA321620>
- Child Protection Response Policies (Chapter 3)
https://intranet.gov.bc.ca/assets/download/C0D4E220C03942DEA8B18DD9C9C475A7&filename=child_protection_response_policies.pdf
- Practice Guidelines for Using Structured Decision Making Tools
https://intranet.gov.bc.ca/assets/download/B6C94C2D7712454CA32461879B0F654A&filename=sdm_guide.pdf
- Practice Guidelines When Assessing Parental Problematic Substance use in Child Welfare
https://intranet.gov.bc.ca/assets/download/E331D9CE09344F5DA02F47F9A678483E&filename=cp_substance_abuse_guide.pdf
- Delegation Matrix
- Reportable Circumstances Practice Guidelines
https://intranet.gov.bc.ca/assets/download/7AE9D007BCAA4A70A774B1C39CCD8727&filename=reportable_circumstances_guidelines.pdf
- Aboriginal Policy and Practice Framework
<https://intranet.gov.bc.ca/mcfd/content?id=546A38B5162840499AEF788B530FC570>
- CFCSA 101
<https://intranet.gov.bc.ca/mcfd/content?id=4BF05D2DBBFE4021868FE6A09AB41C65>
- ICM user guide
<https://mcfdshare.gov.bc.ca/SOC/WEB/iCM/SitePages/Home.aspx>
- Operational and Practice Standards: Aboriginal Operational and Practice Standards and Indicators
- Agency policy manual
- BC Handbook for Action on Child Abuse and Neglect
- Social Worker Liability

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>
- Opioid use 01– Practice guidelines: responding to and supporting youth at risk and/or parent(s) known to be using illegal opioids
https://intranet.gov.bc.ca/assets/download/20E8CAB594D24599A8DEBF4C43FD88F6&filename=01_guidelines_for_responding_to_and_supporting_youth_at_risk_may_10_2017.pdf
- Opioid use 02 – overdose awareness factsheet
<https://intranet.gov.bc.ca/mcfd/content?id=81C444663E4C4A84B915151AA8B623F2>
- Opioid use 03 – Naloxone Kit training and access
<https://intranet.gov.bc.ca/mcfd/content?id=1F71A5975BC845AC9651CAC1F32AC60F>
- Opioid use 04- Practitioner guide to minimize drug exposure risk
<https://intranet.gov.bc.ca/mcfd/content?id=55A1927EEA7244A499ABE8426E90B869>
- Opioid use 05- caregiver guide to minimize drug exposure risk
<https://intranet.gov.bc.ca/mcfd/content?id=C9732712DC0A45D4A27106BDCC45EE4D>
- Opioid Use 06 – engaging in overdose prevention conversations
https://intranet.gov.bc.ca/assets/download/0A1AA71CAAAC4BA1976CF16FDB37B0C0&filename=06_engaging_in_od_prevention_conversations_fraserhealth.pdf
- Opioid 07- exposure control plan for MCFD front-line workers
<https://intranet.gov.bc.ca/mcfd/content?id=5D3F751E0AFC405D87BFED3C2C712B00>

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 three 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 mentor or supervisor. 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 shredding of specific documents.

Getting started

During your first day at work, your 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, and supports reviewing 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 (APPF) and identify its application to voluntary services practice
- Do a search on the ICONNECT system and make a list of policies, standards, and practice directives for future reference
- Review the protocol and processes for shared resources (foster homes) between MCFD and the agency

Orientation completed:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

- **SKIP the Orientation section if have just completed the C3 Field Guide**

NOTE: If you have just completed the C3 Field Guide, some areas may appear to be redundant, but are not. These areas will be more in depth and more specific concerning this delegated authority.

1. Legislation, Policy, and Legal Skills

A. Legislation

Learning objectives

- Will be able to apply the guiding and service delivery principles, and best interests of the child of *CFCSA* to child protection
- Will be able to describe and apply Sections 13, 14 and 16 of the *CFCSA* to child protection practice
- Will be able to describe when a child is in need of protection
- Will be able to compare the continuum of services and care options within the *CFCSA* and Child Protection Response Policies from least disruptive to most disruptive; and from in care to out-of-care
- Will be able to identify the section of the *CFCSA* that relates to the Rights of Children in Care
- Will be able to describe when to use a Section 96 request

Learning Activities

- Review *CFCSA* 101 with your mentor and discuss sections of the Act that a child protection worker uses the most frequently
- Review Section 2, of the *CFCSA* and discuss with the field supervisor how the Guiding Principles inform protection work
- 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 Child
- 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

Performance Indicators

- Can describe when a child or youth is in need of protection
- Can apply the guiding and service delivery principles to child protection practice
- Can identify the factors to consider when looking at the best interests of a child
- Can describe why Section 70 – Rights of Children in Care is important
- Can describe the differences between the Rights of Children in Care and the Rights of Children in Out of Care Placements

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

B. Policy

Learning Objectives

- Will be able to describe and apply Child Protection Response Policies to child protection practice
- Will be able to describe the practice cycle of child protection as outlined by the Child Protection Response Policies
- Will be able to describe Best Practice Approaches: Child Protection and Violence Against Women as it applies to child protection embedded in the Child Protection Response Policies

Learning Activities

- Review with the field supervisor the practice cycle outlined in the Child Protection Response Policies
- Describe to the field supervisor how Child Protection Response Policies, the CFCSA and Structured decision Making (SDM) tools work together
- Review and discuss with the field supervisor the implications to practice from the Best Practice Approaches: Child Protection and Violence Against Women

Performance Indicators

- Can describe the practice cycle outlined in Child Protection Response Policies
- Can provide at least three examples of how Child Protection Response Policies, the CFCSA and the SDM tools work together
- Can provide at least three examples of assessing safety and risk factors associated with domestic violence

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Legal Skills

Learning Objectives

- Will be able to describe the various stages of legal proceedings after a protection response
- Will be able to describe the various court forms required when court is initiated through a protection response
- Will be able to describe the various orders granted during presentation and protection hearings
- Will be able to describe disclosure requirements during court proceedings
- Will be able to identify the provisions of the CFCSA which stipulate the notice of hearings
- Will be able to identify the characteristics of key dispute resolution mechanisms contained in the CFCSA

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- Will be able to describe when it is appropriate to use a Supervision Order
- Will be able to describe the Court Rules
- Will be able to describe the less disruptive measures
- Will be able to describe Collaborative Planning and Decision Making (CPDM)
- Will be able to describe out-of-care court orders

Learning Activities

- Review and discuss with field supervisor the policies and procedures for preparing files for disclosure
- Discuss with field supervisor or senior child welfare worker the various CPDM processes available and when these can be utilized
- Review CFCSA 101 and discuss with the field supervisor the Hearings and Orders flow chart
- Review CFCSA 101 and discuss with the field supervisor the Care Arrangements flow chart
- Complete various court forms associated with CFCSA matters under the supervision of your field supervisor including: presentation hearing, protection hearing, etc. and CPDM
- Prepare notices, serve court documents and attend court under the supervision of your field supervisor or senior child welfare worker
- Discuss with your field supervisor the appropriate attire for court
- Introduce yourself to the agency lawyer and a few family lawyers
- If available meet with the Aboriginal Court Worker and Victims Assistance Worker to discuss their roles

Performance Indicators

- Has completed or helped complete all court forms used in various court processes under CFCSA
- Can explain the different court forms required for a presentation hearing, protection hearing and a continuing custody trial hearing
- Has served or arranged for service of accurately prepared court notice of hearing within the required timelines
- Has identified and assisted in case preparation for court, and provided examples of what they did
- Has attended court and observed a senior child welfare worker present evidence
- Can identify when legislated Alternative Dispute Resolution processes are used, and what procedures are followed
- Can explain the importance of ensuring accurate information is loaded onto ICM upon returning from court
- Can explain to a child, youth or family member the court process and what to expect in court
- Attend court and observe a Temporary Custody Order (TCO) or Continuing Custody Trial (CCO) trial from beginning to end
- Can describe the process to access the provincial mediator roster
- Can describe how to access and initiate mediation processes
- Can describe how to access Aboriginal Family Group Conference (AFGC), Family Group Conferencing (FGC), and Traditional Dispute Resolution Procedures
- Can give three examples of what terms and conditions should be put in a Supervision Order
- Can give three examples of the types of less disruptive measures a child welfare worker could implement with a family prior to a court process
- Can give two examples of when a Protection Intervention Order is necessary

- Can describe the differences between accepted evidence in a child protection court case as opposed to a criminal case
- Can describe what happens when a *Family Law Act* (FLA) application is heard together with a CFCSA proceeding
- Can describe the differences between a 54.01 and a 54.1 Transfer of Custody
- Can describe least disruptive alternatives to in- care placements

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

2. Roles and Responsibilities

A. Roles

Learning Objectives

- Will be able to describe the use of legislated authority versus power
- Will be able to describe the roles and responsibilities of a C6 social worker based on the Delegation Matrix
- Will be able to describe the Continuum of Care and the respective roles and responsibilities of everyone throughout the process
- Will be able to explain your role as you plan, conduct and complete an investigation

Learning Activities

- Review Child Protection Response Policies and discuss with the field supervisor the continuum of care and the different roles and responsibilities of everyone from the various care options
- Discuss with the field supervisor the differences between legislated authority and power
- Discuss with field supervisor the role of the Centralized Screening Hub and After Hours, and how they support the agency
- Review the Delegation Matrix and discuss with the field supervisor the duties and responsibilities that apply to protection worker
- Review the policy for collaborative practice between Child And Youth Mental Health (CYMH), Child And Youth Special Needs (CYSN) and child protection
- Discuss with the field supervisor the various roles and responsibilities when CYSN and CYMH interface with child protection
- Arrange with the field supervisor to visit the local police detachment to introduce yourself and familiarize yourself with process and responsibilities involved when calling for police support, or

in a joint child protection response / police investigation (If possible attend a joint response/investigation)

- Discuss with field supervisor what to do when you get a notification of a child death and how to complete a reportable circumstance
- Review the APPF and discuss with a senior worker or field supervisor how the agency would bring together the circle during a protection response

Performance Indicators

- Can describe the roles/ responsibilities of After Hours, the Centralized Screening Hub and the Service Desk and how support workers
- Knows the name of their Aboriginal Services Practice Analyst and how they support DAA’s
- Can describe their roles and responsibilities as defined in the Delegation Matrix
- Can describe a process where they would incorporate the APPF into their work

Learning goals met:

Date _____

Participant Initials _____

Supervisors Initials _____

Comments: _____

B. Structured Decision Making Tools

Learning objectives

- Will be able to name all the SDM tools
- Will be able to explain the Protection Services Practice Cycle & associated SDM tools
- Will be able to describe the criteria used for decision making and supervisory consultation points and how to document each decision
- Will be able to identify and apply cultural context using the assessment tools
- Will be able to describe the differences between an Investigation and a Family Development Response (FDR)
- Will be able to describe the intake process and the decision points as you work through the decision process

Learning activities

- Review the SDM tools and their related indicators as outlined in the guide
- Complete all the SDM tools under the supervision of a senior child welfare worker
- Complete a safety assessment and safety plan with a senior child welfare worker
- Spend time with a screener and discuss with them how they make decisions; what documents they must complete; how and when documents are processed and what factors are considered in determining the best response to a request for services and a child protection concern

- Accompany a senior child welfare worker on meeting with a family where a FDR is the response to a protection report.
- Debrief with your mentor or field supervisor how it was determined that a FDR was the best response to the report; which tools were used to assess the family’s situation; how the child, family and extended family are involved in the process and what the plan is to support the child and family.
- Arrange with field supervisor or senior child welfare worker to document a call/request on ICM as a Service Request or Incident (If Best Practice user, document on BP and link concern to ICM through the interface)
- Discuss with field supervisor or senior child welfare worker how they prepare physically, mentally, emotionally and spiritually prior to/during responding to an Incident
- Review policy and procedures for arranging a medical examination of a child in care or the subject of a removal

Performance indicators

- Can describe Chapter 3 policies and the use of SDM tools
- Can describe the process for developing safety assessments and safety plans
- Can describe the collaborative planning and decision making process
- Can describe when you begin concurrent planning
- Can accurately complete all the SDM tools using the guideline indicators
- Can describe at what points in a case you would use each of the SDM tools
- Can apply accurate legislation, polices and use the SDM tools when receiving and assessing child protection reported concerns
- Can explain at what times you need to consult with the supervisor
- Can give reasons why reporter motivation and credibility is important to consider
- Can identify and explain when a report is accepted and why
- Can explain how risk determines response times
- Can make accurate and consistent recommendations regarding the response to the child protection concern
- Describe at least three similarities and differences between FDR and Investigation
- Can articulate the differences between a service request, an incident, and a no case made
- Can provide at least three examples of how Child Protection Response Policies and Structured Decision Making Tools work together, and how they are applied to determine risk, set response priorities, and to choose the least intrusive response
- Has conducted a child protection investigation under supervision
- Can describe the key steps in planning and conducting a child protection response investigation, including a joint investigation with the police
- Can describe when an FDR response is appropriate

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

3. Liability, Accountability, Confidentiality and Disclosure

C6 has different responsibilities than a C3 and C4 worker. Please go through the next sections as a C6 worker

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/ good faith mean in terms of liability and accountability
- Will be able to describe circumstances where they may experience conflict of interest
- Will be able to describe the complaints process and the role of a complaints specialist 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 complaints process
- Review the CFCSA 101 section on privacy and disclosure and discuss with the field supervisor the Director’s authority to disclose and the limitations imposed under the CFCSA and FOIPA

Performance indicators

- Can describe the intent and purpose of the Freedom of Information and Protection of Privacy Act
- 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 two 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 three strategies they could use to reduce both personal and corporate liability
- Will have completed the Complete the Privacy and Information Sharing: Awareness Training for Contractors and Service Providers.

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

4. Professional Practice

A. Strengths Based Practice

Learning Objectives:

- Will be able to describe how to use a strengths-based approach to practice
- Will be able to describe the principles of strengths-based practice
- Will be able to describe strength-based practice in relation to the Aboriginal Policy and Practice Framework (APPF) and the circle process
- Will be able to describe the complexity of engagement and collaboration within child protection practice, and the importance of using a strength-based practice approach
- Will be able to describe how strength-based practice assists in engagement and collaboration

Learning Activities:

- Discuss with your field supervisor the agency’s use of strengths based practice
- Participate in a collaborative meeting Aboriginal Family Group Conference (AFGC), Family Group Conferencing (FGC), or Traditional Dispute Resolution Procedures (TDRP) and observe and identify the strengths- based approach and questions used by the child welfare worker
- Discuss with your Field Supervisor and other child welfare workers some of their struggles and rewards when trying to apply the principles of strength-based practice
- Review the Aboriginal Policy and Practice Framework and identify how strength-based practice is described
- Arrange to accompany with a senior worker two home visits and two office visits involving different families. Observe how the worker deals with: engaging the client; overcoming distrust; use of authority; identifying strengths; confidentiality, cultural safety. Discuss with your field supervisor your observations and provide examples.

Performance Indicators:

- Can describe when to use strength-based questions and why this approach is used
- Can provide at least three examples of strength-based questions
- Can describe the foundational and practice principles of the APPF that align with strength-based practice
- Can explain why it is useful to know the similarities, differences, strengths, resources and risks for every child and family in the community prior to making a response decision

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

B. Trauma

Learning Objectives

- Will be able to describe a basic knowledge of intergenerational/collective trauma
- Will be able to describe the differences between simple trauma and complex trauma
- Will be able to recognize trauma responses in the people you work with
- Will be able to describe why cultural safety is critical when working with Indigenous peoples and trauma
- Will understand to describe the importance of traditional medicine in a trauma informed approach

Learning Activities

- Review the trauma informed tip sheet with the field supervisor and discuss ways to approach your work with a family who has experienced historical trauma
- Meet with a community Elder or cultural advisor and discuss with them how intergenerational trauma may be impact community members
- Contact a child and youth mental health clinician and discuss how to recognize trauma responses in the children, youth and families
- Discuss with the child and youth mental health clinician how to work in a safe manner with the children , youth and families
- Discuss with a child and youth mental health clinician the differences between simple and complex trauma
- Discuss with a child and youth mental health clinician or any other service provider the importance and application of traditional medicine/ traditional practice that would assist your work with a trauma survivor

Performance Indicators

- Can describe the differences between complex and simple trauma
- Can describe three cultural approaches to working with a trauma survivor
- Can describe three trauma responses that may manifest in your interactions with children, youth and families
- Can describe historical influences that may have contributed to intergenerational trauma

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Parental Problematic Substance Use

Learning Objectives

- Will be able to describe major indicators of problematic substance use
- Will be able to describe how problematic substance use impacts children, youth, families and their 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 one can use when working with families struggling with problematic substance use
- Will be able to describe the stages of change when working with problematic substance use

Learning Activities

- Discuss with the field supervisor indicators of problematic substance use
- Discuss with the field supervisor when a parent would be required to be abstinent rather than using a harm reduction model
- Discuss with the field supervisor how problematic substance use impacts a child, youth, their families and community
- Discuss with the field supervisor some interventions and approaches you could use to work with problematic substance use
- Contact a substance use clinician and discuss with the stages of change when working with problematic substance use

Performance Indicators

- Can describe the stages of change when working within a problematic substance use context
- Can describe the impact problematic substance use has on children, youth, families and their community
- Can describe the indicators of problematic substance use
- Can describe the historical influences that may have contributed to problematic substance use
- Can describe when substance use is a protection concern requiring an abstinence model rather than a harm reduction model

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

D. 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 the children and the non-offending parent.
- Will be able to identify strategies to ensure children’s safety and assist families to protect children from family violence
- Will be able to describe how the 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
- Will be able to describe the dynamics of power and control in domestic violence and how a person’s experience of marginalization impacts safety planning
- Will be able to describe strategies that promote safety planning with the non-offending parent and children in situations of domestic violence
- Will be able to describe the Interagency Case Assessment meeting (ICAT) and describe all involved roles and responsibilities

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 a child/youth and women or men
- Review the CFCSA, Child Protection Response Policies, and the Family Law Act and describe to the field supervisor the various sections of the CFCSA that guides working within the context of family violence
- Review with the field supervisor how to apply for a Protective Intervention Order
- Attend an ICAT meeting with a senior social worker and report back to field supervisor the noted roles and responsibilities of members of the ICAT team

Performance indicators

- Can describe the various types of family violence
- Can describe how family violence impact children/youth and the adults in the family
- Can describe what a protection and prevention order is and how they function to keep a child and their non-offending parent safe
- Can describe three strategies to keep a child safe and assist a family to protect a child from family violence
- Can describe at least three strategies that promote safety planning with the non-offending parent and children who are experiencing domestic violence, with a focus on victim safety factors within the larger context of relationships, as well as abuser and system factors
- Can describe the dynamics of power and control in domestic violence and how an individual’s experience of marginalization impacts safety planning

- Can describe the risk factors associated with domestic violence and can describe three factors associated with a child’s safety

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

E. Abuse and Neglect

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, child, social and environmental factors that may contribute to child abuse and neglect
- Will be able to describe Section 13 and the definitions of abuse and neglect as outlined by the CFCSA

Learning Activities

- Review the BC Handbook for Action on Child Abuse and Neglect and discuss with the field supervisor the various definitions of abuse and neglect
- Review with the field supervisor indicators of abuse and neglect
- Review with the field supervisor the effects of child abuse and neglect on a child’s development
- Review with the field supervisor the various factors that may contribute to abuse and neglect
- Review with the field supervisor Section 13 of the CFCSA and duty to report concerns of abuse and neglect

Performance Indicators

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

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

F. Interviewing

Learning Objectives

- Will be able to describe the characteristics of investigative interviewing
- Will be able to describe things to consider when interviewing children
- Will be able to describe a number of interview styles
- Will be able to describe the challenges and strengths of each interview style

Learning Activities

- Observe and assist (if possible) in a number of interviews with children, parents, caregivers, collaterals, and support service personnel
- Discuss with the field supervisor or a senior child welfare worker the various interview styles, strategies, locations, developmental and cultural considerations when interviewing, highlighting any issues and concerns
- Discuss with clients their personal preference regarding cultural practices while receiving services in the agency
- Review protocols for working with Indigenous communities and identify who the Band contact person/s is prior to and following an interview
- Under supervision of your field supervisor, conduct an interview with children in different age groups, their parents, caregivers, extended family members, community professionals, and relevant collaterals
- Discuss with field supervisor ways to strengthen your interviews
- Discuss with field supervisor or senior child welfare worker policies for debriefing all interviews observed and conducted

Performance Indicators

- Can describe at least three strategies for establishing rapport within an interview, and adapt their interview styles and strategies to the context of the child and family situation
- Can effectively obtain information during an interview that develops the workers understanding of the family situation and the protection concern
- Can share information according to the purpose of the interview in a supportive non-judgemental manner
- Can describe the stages of an investigative interview
- Can use strength-based questions within an interview process

- Can recognize family strengths and identify potential supports needed
- Can analyze information for validity, accuracy and completeness of information obtained from interview
- Can assess the safety and well-being of a child or youth at each point of contact with the family
- Can identify the strengths and challenges experienced when interviewing children and their family
- Can identify personal triggers and work through them in order to maintain professionalism and the integrity of the interview
- Can describe the qualities of professional conduct and relationship building with their co-workers and other professionals
- Can effectively engage with community professionals
- Can document interviews in a clear, concise, non-judgmental manner for the electronic file (ICM or BP)
- Has explored the use of cultural practices utilized in the agency prior to and/or following an interview (i.e. smudging)
- Can describe three locations where an interview could take place with a child, and describe the advantages and disadvantages of each location

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

5. Documentation and Communication

A. Communication

Learning Objectives

- Will demonstrate effective communications skills within a variety of settings
- Will be able to demonstrate strong record keeping skills
- Will be able to document information clearly, accurately and in an organized manner
- Will be able to identify the purpose of recording
- Will be able to identify the principles associated with good case recording
- Will be able to write an opening, review and closing recording on ICM
- Will be able to demonstrate working knowledge of the file transfer process

Learning Activities

- Participate or lead a meeting

- Organize and prepare information to complete file documentation and other forms of communication that is well written and grammatically correct that contains all relevant facts and pertinent information
- Assist a senior social worker with their paperwork responsibilities, both hard copy and electronic - writing case plans, entering information on the database and filling out forms
- Review and discuss with the field supervisor the information and associated documents in the child/youth’s file to ensure it is accurate and complete
- Review documentation in both Child Service Files and Family Service Files on how to record, store and retrieve information in both hard copy and electronic format.
- Discuss with the administrative staff responsible for file and maintenance of the hard file

Performance Indicators

- Can retrieve information on the ICM and Best Practice computer systems
- Can write clear, concise and fact based case notes
- Can identify a range of strategies for effective communication with individuals, groups, agencies, organizations and communities, including how to address difficult issues
- Can describe the requirements for effective case presentation and file documentation according to legislation and organizational policies
- Can describe how personal communication styles may affect how individuals receive and interpret information contained in an email, text or instant message
- Can name three barriers to effective communication
- Can describe the legislation, standards and policies that guide documentation (i.e. limitations of recording youth justice information)
- Records all significant information and action taken during the provision of service, accurately, concisely, completely, and within time frames.
- Organizes file documentation according to applicable file formats

Learning goals met:
Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

B. Reportable Circumstance

Learning objectives

- Will be able to describe what a reportable circumstance is and the process for completing documentation
- Will be able to describe the two criteria necessary before a reportable circumstance is required
- Will be able to describe one reportable circumstance type

Learning activities

- Review the Reportable Circumstance Practice Guidelines and discuss with the field supervisor the process for reporting, the necessary criteria and the various reportable types.
- Complete or review a previous reportable circumstance and discuss it with your field supervisor or senior social worker

Performance indicators

- Can describe the criteria used to decide whether a reportable circumstance is necessary
- Can describe the various types of reportable circumstances
- Can describe the process for reporting and documenting a reportable circumstance

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

Checklist

Guideline for New C6 Child Welfare Workers: A checklist for receiving child protection concerns

When receiving a child welfare concern try to check off each item below:

A) Responding to the Reporter

- Listen attentively to reporter's concerns
- Provide verbal statements of support for reporting
- Communicate empathy regarding reporters concerns for reporting
- Respond in a calm manner
- Show respect to reporter
- Provide clear, direct, honest answers to reporters' questions
- Respect the reporters desire for anonymity
- Encouraged the professional (teacher, doctor) advise client of report (if appropriate)
- Explain the limits of reporter's confidentiality

B) Obtaining Information

- Demonstrate objectivity
- Provide verbal statement of support for reporting
- Communicate empathy regarding reporters concerns and anxiety for reporting
- Ask open-ended, non-leading, clear concise questions to clarify information provided
- Explain why questions are necessary
- Obtain a clear statement of fact regarding concerns that prompted the report
- Obtain a clear statement of fact regarding the child, family, and community
- Obtain a clear statement of fact regarding the alleged offended
- Obtain a clear statement of fact regarding time and place concern occurred
- Obtain a clear statement of fact regarding other witnesses
- Obtain the name of child, family and their location
- Clarify the basis of any opinions provided by reporter
- Obtained additional data to find out reporters motivations
- Obtained additional data about the appropriateness of call and why now?
- Obtained additional data about the urgency of call
- Explain from information given this may have to be shared with police (if necessary)
- Obtain the name and contact information of caller if any further questions arise
- Ask the caller what they think should happen and why

C) Concluding the Report

- Reassure reporter that calling was the right thing to do
- Explain the rules of confidentiality and caller information is not given out, except for court
- Advise someone may be calling in future if questions arise
- Reassure that someone will be looking into the concern (don't promise any action)
- Ask the reporter if they have any questions that you may assist them with
- Thank the reporter for calling and cooperating

Aboriginal Social Work Training Program –Child Protection (C6)

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 voluntary services worker in your community)

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

- What makes child protection 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: _____

