

C3 Field Training Guide



INDIGENOUS PERSPECTIVES SOCIETY

Centre of Excellence in Community Education



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 Training Guide

The Field Training Guide is organized into the following four sections:

- Orientation to your office
- Introduction to field work
- Learning objectives; learning activities; and performance indicators
- 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 activity, and then the evaluation is reviewed by the Ministry's Aboriginal Services Branch analyst for the purposes of moving forward for delegation.

The section on **Activities** 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 Perspectives 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

Please note that in this time of transition, the Indigenous Child and Family Services Agencies (ICFSA), may be identified in some of the Ministry's policies as the Delegated Aboriginal Agencies (DAA). We will use the abbreviation ICFSA in this document as we expect these changes will be reflected in policies as they are updated.

Field training is a critical component of the delegation process and the Indigenous Child and Family Services Training 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)*, *An Act respecting First Nations, Inuit and Métis children, youth and families*, Family Support Services and Agreements Policies, Practice Guidelines for Family Care Homes, 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 are 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:

- 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, initialing, 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 (CFCSA)

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96046_01

An Act respecting First Nations, Inuit and Métis children, youth and families S.C. 2019, c. 24

<https://laws.justice.gc.ca/eng/acts/F-11.73/page-1.html#h-1150567>

Policy 1.1 Working with Indigenous Children, Youth, Families and Communities

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/data-monitoring-quality-assurance/reporting-monitoring/policy_1_1v19.pdf

Policy 1.2 Upholding Indigenous Jurisdiction over Child and Family Services

<https://www2.gov.bc.ca/assets/download/f4b192063ba642be9a41088647db4a77>

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/mcfd/content?id=448949E44F8E4EB5BC6A18CFA2F86D80>

Aboriginal Operational and Practice Standards and Indicators

https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/child-family-development/aopsi_practice_standards.pdf

Aboriginal Policy and Practice Framework (APPF)

<https://intranet.gov.bc.ca/mcfd/content?id=546A38B5162840499AEF788B530FC570>

CFCSA 101

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

How to Access the ICM User Guide on SharePoint

<https://intranet.gov.bc.ca/assets/download/CFC4CC0DA07543E59CEED3D357574C79>

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

<https://intranet.gov.bc.ca/mcfd/content?id=4E6821AA943D4D9E8F64CD765F9C5728>

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_serviceprovider.pdf

Social Worker Liability

<https://intranet.gov.bc.ca/mcfd/content?id=E35D810B81D6409685F0D5186681CF1E>

Trauma Informed Practice Tip Sheet

<https://intranet.gov.bc.ca/mcfd/content?id=2B4D90FF3A06499F9F0FCF3127EB016C>

Repository of Agreements

<https://www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development/repository-of-agreements>

Indigenous Governing Bodies List

<https://www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development/indigenous-governing-bodies>

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

Competencies

Competencies are the ability or capability to perform a function or combination of skills and knowledge needed to perform a task. A competency can also be described as a measurable characteristic of a person that is associated to performance in a specific role.

These competencies are for the practitioner, and ultimately the families and children they serve, which is why the competency statements or descriptions are written as “I” statements – intended to help the practitioner see themselves, their strengths and their areas for development in these statements.

Please refer to Appendix B in this document for the competencies and descriptions.

Competencies included in the C3 level of ICFS Training

Personal Effectiveness	Interpersonal Relationships	Professional Practice	Achieving Results/Outcomes	Leading
Empathy	Indigenous-Centred Service Approach	Organizational Scope	Accountability	Interpersonal Change
Self-Discovery and Awareness	Cultural Agility	Integrating Theory and Knowledge into Practice	Collaborative Practice	
Sustained Learning and Development	Building a Trust-Based Relationship	Critical Thinking and Reflective Practice	Case Management	
Commitment	Empowering Others	Interviewing		
Ingenuity	Honesty and Transparency			
Open Listening	Promoting Accord			
Resilience	Conflict Management and Resolution			
Integrity				

Activities

There are activities you will be expected to complete that will demonstrate your knowledge and skills as you learn to do Voluntary Services (C3) 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.

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 few days 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, school 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 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 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 (required reading material)
- 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 (care homes) between MCFD and the ICFSA

Orientation completed:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

1. Legislation, Policy, Standards and Court Orientation

A. Legislation

Learning Objectives

- Will be able to describe the purpose of an Act respecting First Nations, Inuit and Métis children, youth and families (Federal Act) and understand its relation to the United Nations Declaration on the Rights of Indigenous Peoples and the Declaration on the Rights of Indigenous Peoples Act
- Will be able to apply the principles of the Federal Act to voluntary service practice
- 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 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 describe the limitations of their delegated responsibilities under an EFP
- Will be able to identify the section and describe the differences and eligibility criteria agreements in Part 2 and 2.1 of the CFCSA
- 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 the Declaration on the Rights of Indigenous Peoples Act (DIRPA)
- Review s. 2, of the CFCSA and discuss with the field supervisor how the guiding principles inform voluntary service practice
- Review s. 3 of the CFCSA and discuss with the field supervisor how you would meet the intention of the Service Delivery Principles
- Review s. 4 of the CFCSA and discuss with the field supervisor the factors relevant to the best interests of the child
- Review s. 10 of the Federal Act and discuss the factors to be considered in the best interests of the Indigenous child
- Review s. 11 to s. 14 of The Provision of Child and Family Services in the Federal Act and discuss with the field supervisor how implementation will inform voluntary services practice
- Review s. 5 of the Federal Act and discuss notice of Significant Measures and discuss with the field supervisor how this is implemented in voluntary service practice in reference to s. 6, s. 7, and s. 12.2 of CFCSA)
- Review the delegation matrix and discuss with the field supervisor the duties and responsibilities that apply to voluntary services

- Review s. 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 s. 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_mcfdfull.pdf

Performance Indicators

- Can describe the different levels of responsibility as they relate to Part 2 and 2.2 of the *CFCSA*
- Can describe what a C3 worker is able to do under the *CFCSA*, and when to involve a C6 worker
- Can describe an understanding of how the guiding principles, service delivery principles and the best interests of the child in the *CFCSA* inform practice in voluntary services
- Can describe why s. 70 Rights of Children in Care is important
- Can describe what delegated responsibilities they can serve within the context of a non-protection Extended Family Program agreement
- Can describe how the Federal Act sets out national standards for the provision of *CFCSA* services to Indigenous children both on and off-reserve
- Can describe the responsibilities in the Federal Act to practice with the principles of the best interest of the Indigenous child, cultural continuity and substantive equity
- Can outline the s. 12 notice and s. 13 representation and party status requirements under the Federal Act that apply to voluntary services

Learning Goals Met:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

B. Standards and Policies

Learning Objectives

- Will be able to illustrate recognition and use of the Repository of Agreements
- Will be able to explain and apply Chapter 2- Family Support Services and Agreements to their practice

- Will be able to explain and apply Resource Work Policies 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 distinguish between Chapter 8 (Resource Work Policies) and Chapter 4 (Out-of-Care Policy)
- 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 how Policy 1.1, Working with Indigenous Children, Youth, Families and Communities provides guidance respecting the identity of Indigenous children and collaboration with Indigenous communities and the implementation of the Federal Act in voluntary service practice
- Will be able to describe how Policy 1.2 Upholding Indigenous Jurisdiction over Child and Family Services provides the steps a director must take to meet their duties related to upholding Indigenous jurisdiction over Child and Family Services for Indigenous children and youth; and when this policy applies within the scope of voluntary service practice

Learning Activities

- Navigate the Repository of Agreements
- 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 Resource Work Policies 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 Resource Work Policies in addition to AOPSI Resource Standards
- Discuss with the field supervisor the Extended Family Program and review some existing agreements

- Review Appendix I of Policy 1.1 and discuss with field supervisor how these principles are reflected in the practice of the Agency
- Review the Policy Visual Section C of Policy 1.1. Summary of the Federal Act national standards impacts on existing child welfare policy and discuss with field supervisor the implementation of policy sections relevant to voluntary service practice
- Review section A: Policy in Policy 1.2 and discuss with field supervisor a) the purpose of this policy and b) when this policy applies in voluntary service practice
- Review Appendix J: CFCSA Principles relating to Jurisdiction in Policy 1.2: 4.5 Disputes relating to Indigenous Laws and discuss with field supervisor how these disputes are resolved in your agency
- Discuss with the field supervisor the duty under the Federal Act to provide notice of significant measures (actions under s. 5, s. 6 and s. 12.2 CFCSA, also detailed in Appendix K of Policy 1.1)

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 Resource Work Policies 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
- Can describe the process for assessing, developing and approving a resource
- Can describe how Policy 1.1 ensures that the purpose and principles of the Federal Act are incorporated into voluntary service practice
- Can describe the purpose of Policy 1.2 and when it is applied in voluntary service practice
- Can describe how disputes regarding Indigenous Law are resolved pursuant to Policy 1.2 - J: Appendix – CFCSA Principles Relating to Jurisdiction
- Can describe the procedures to identify and notify Parents, Care Providers, and the Indigenous Governing Body before taking Significant Measures for non-court proceedings
- Can locate and review Nation specific agreements in the Repository of Agreements

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Court Knowledge

Learning Objectives

- Will be able to review the Indigenous Governing Body list
- 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
- Will know when to use the cf0092 Form to Inform Parent, Care Provider and Indigenous Governing Body of Significant Measures in addition to service provisions

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 C3 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/ field mentor to complete Agreements in Part 2 and 2.1 of the *CFCSA*.
- Review Policy 1.1. D. Detailed Procedures s. 5 Notice before Taking Significant Measures

Performance Indicators

- Can describe how Agreements (Part 2 and 2.1) 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 has within this context
- Can describe the notification procedures for non-court proceedings

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

2. Roles and Responsibilities

A. C3 Worker Roles

Learning Objectives

- Will be able to describe the roles and responsibilities of a C3 worker
- Will be able to describe what services a C3 worker can provide under the *CFCSA*
- Will be able to describe the responsibilities that are shared with a parent when a VCA or SNA is needed
- Will be able to describe the role of a C3 worker and distinguish it from that of the C4 and C6 worker
- Will be able to explain to the child/youth, the role of a C3 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 responsibilities between a parent and a C3 worker
- Review Chapter 2 policies and discuss with the field supervisor the responsibilities of a C3 worker.
- Review with the field supervisor how a C3 worker responsibilities differ from a C4 and C6 worker

Performance Indicators

- Can describe 5 responsibilities of a C3 worker
- Can describe the areas of practice that fall under C3 delegation
- Can identify when and how to report a protection/safety concern to a C6 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: _____

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 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 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 an Agreement under Part 2 and 2.1. of the *CFCSA*

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 in care.

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

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
- Will be able to describe the Resource Work responsibilities under the Federal Act

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 Resource Work Policies 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 C6 worker and C3 worker
- Review Resource Worker responsibilities under the Federal Act and in Policy 1.1 Policy Visual C, and discuss implementation with field supervisor

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 Family Care Home Investigation and the Quality of Care review as they apply to C3 delegation
- Can describe the responsibilities of a Resource Worker to uphold the best interests of Indigenous child in the Federal Act and to implement placement priorities and ongoing re-assessment of placements for Indigenous children

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

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)* and The Federal Act s. 12, (2) (1) personal information
- Will understand the duty of care a social worker has to the people they serve and the 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 a 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 for the training
- 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 the purpose of *PIPA*
- 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, decisions are based on all available information and supervision is used effectively)

- Can describe 3 strategies they could use to reduce both personal and professional 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. Care Plans

Learning Objectives

- Will be able to assess the needs of a child or youth; develop and complete a 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 C3 worker's responsibility for

transition planning for a youth in care under an SNA or VCA to Community Living BC (CLBC) services or young adult programs

- Review an EFP agreement and discuss with the field supervisor how it supports the agreement
- Review Chapter 5 Child and Youth in Care Policies

Performance Indicators

- Can describe the differences between an EFP care plan and a care plan for a child in care
- Can describe the importance of completing a 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 care plan
- Can describe the timelines for an initial and review 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
- Will be able to describe placement priority and the necessity of ongoing re-assessment of placement under s. 16 and s. 17 of the Federal Act
- Will be able to describe the intention of Notice of a Significant Measure pursuant to s. 16 of the Federal Act

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
- 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 they fit 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
- Review s. 7, s. 8 and s. 9 of Policy 1.1 and discuss placement of children and ongoing re-assessment of placement with the field supervisor
- Review Appendix K of Policy 1.1 and discuss Notice provisions relevant to Permanency Planning from a C3 worker's perspective

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 explain the importance of ongoing re-assessment of placement to promote Principle 2 of the Federal Act (Cultural Continuity)
- Can name and describe the 4 dimensions of permanency
- Can describe 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 adolescents within their cultural context
- 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 a voluntary care agreement

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 navigating the 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 it functions 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. Substance Use

Learning Objectives

- Will be able to describe indicators of problematic substance use
- Will be able to describe how 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 substance use
- Will be able to describe some interventions and approaches used when working with families struggling with substance use
- Will be able to describe the stages of change when working with individuals struggling with substance use

Learning Activities

- Discuss with the field supervisor indicators of problematic substance use
- Discuss with the field supervisor how 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 substance use
- Discuss with the field supervisor some interventions and approaches you could use to work with Indigenous families struggling with substance use
- Contact an Alcohol & Drug Counselor and discuss the stages of change when working with families struggling with substance use

Performance Indicators

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

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Recognizing Abuse & 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, social and environmental factors that may contribute to child abuse and neglect
- Will be able to describe s. 13 of the *CFCSA*, when a child needs protection

Learning Activities

- Review the BC Handbook for Action on Child Abuse and Neglect
- 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 s. 13 of the *CFCSA*
- Review with the field supervisor duty to report concerns of abuse and neglect to a C6 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 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
- 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 communication 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 a working knowledge of the file transfer process
- Will be able to identify what AOPSI standards and organizational policies 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 C3 worker with their paperwork responsibilities, both hard copy and electronic by writing case plans/reviews, entering information on the 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
- 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 C3 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: _____

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: _____

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 being a good C3 worker in your community)

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 Voluntary 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:

Participant's Comments:

Appendix B: Competencies & Descriptions

Competency	Description
Achieving Results/ Outcomes	This competency domain encompasses the separated and connected ways of knowing Case Management; Accountability; Collaborative Practice
Case Management	I undertake case management responsibilities effectively, collaboratively and proactively to provide responsive services to children, youth and families. I engage in a collaborative process of assessment, planning, facilitation and advocacy for options and services to promote positive outcomes for children, youth and families.
Accountability	As a practitioner I am accountable to the public and to the organization and will meet legislative requirements and standards of the profession.
Collaborative Practice	I share planning, jointly establish priorities and assign resources accordingly, with sensitivity to the competing demands faced by the people that I am working with. I use collaboration to develop plans with families to ensure that the services and resources align with each family's needs and interests.
Interpersonal Relationships	This competency domain encompasses the separated and connected ways of knowing Indigenous-Centred Service Approach; Building a Trust-Based Relationship; Honesty and Transparency; Cultural Agility; Conflict Management/Resolution
Indigenous-Centred Service Approach	Indigenous-Centred Service Approach is a desire to serve Indigenous people, focusing one's efforts on understanding their interests in order to increase the quality of the service and produce better outcomes. It implies a willingness to support Indigenous people in determining their own future. It involves demonstrating a welcoming demeanour, an attitude of helpful curiosity, and a willingness to enter into the interaction or relationship without judgement or stereotyping. It means being open-minded and flexible in one's attitudes toward people who are different from oneself and showing respect for the differences.
Building a Trust-Based Relationship	I have a fundamental understanding that building meaningful relationships takes time and commitment and recognize that the quality of my professional relationships affects outcomes. I will maintain a caring attitude when working with others, and I will demonstrate integrity and transparency. Building a Trust-Based Relationship requires a fundamental understanding that relationship is the foundation from which all

	activities happen, and that building a good relationship takes time and commitment. It is a willingness to build a personal relationship in addition to a professional one, participating in open exchanges of experiences and culture. It requires a genuine, non-controlling approach and relies upon demonstrated integrity and transparency. Building a trust-based relationship requires a high level of consciousness of the experience of Indigenous people with colonization. It assumes that strengths abound in Indigenous people, cultures and communities.
Honesty and Transparency	I establish effective and productive working relationships through open, truthful and forthright communication and information sharing without concealing facts, details or intent.
Cultural Agility	I work respectfully, knowledgeably and effectively with Indigenous people and with those from cultures different from my own. I notice and readily adapt to cultural uniqueness in order to create a sense of safety for all.
Conflict Management/Resolution	I have the ability to develop working relationships that facilitate the prevention or resolution of conflicts
Leading	This competency domain encompasses the separated and connected ways of knowing Interpersonal Change Management
Interpersonal Change Management	I provide support to families in their efforts to change. I help the family members to understand what the change means to them, what their role is for effective change and provide ongoing support to facilitate any changes.
Personal Effectiveness	This competency domain encompasses the separated and connected ways of knowing Empathy, Resilience and Self-Discovery & Awareness.
Self-Discovery and Awareness	Self-Discovery and Awareness means understanding one's thoughts, feelings, values and background and how they impact the success of the interaction and relationship, or how they may influence one's work. It is recognizing one's own biases by tracing them to their origins, through reflection and by noticing one's own behaviour and then intentionally seeking a way forward that positively impacts the interaction and relationship. It means maintaining new ways of thinking and acting when situations become difficult or uncertain, or in times of urgency.
Empathy	I have the ability to recognize and understand the circumstances and emotion of another. I listen, accepting their message, and stay focused on their experience responding appropriately.

Resilience	I am able to adapt to stress and adversity and face challenging situations by effectively navigating through crises and utilizing effective coping strategies.
Integrity	It is important that my actions are consistent with what I say. I communicate my intentions, ideas and feelings openly and directly, and welcome openness and honesty even in difficult negotiations or discussions.
Lifelong Learning	I proactively take actions to improve personal capability. I am willing to assess my own level of development or expertise relative to my current position, or as part of focused performance management and career planning.
Professional Practice	This competency domain encompasses the separated and connected ways of knowing: Organizational Scope; Critical Thinking and Reflective Practice; Court Skills; Interviewing; Integrating Theory and Knowledge into Practice
Organizational Scope	I clearly understand the child welfare mandate, the scope of the roles and responsibilities of child welfare workers within the delegation framework that pertains to various functions within the organization, and apply this in my practice.
Critical Thinking and Reflective Practice	Critical thinking is based on my belief system that values independent thought, learning and reflection. Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning.
Court Skills	I have the ability to work within the legal systems and utilize legal mechanisms to provide services to children, youth and families.
Interviewing	I have the ability to conduct interviews in a variety of situations.
Integrating Theory and Knowledge into Practice	I integrate the various theories and foundational knowledge I learned through post-secondary studies and programs as well as additional training and life experiences into my practice.