

C4 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), identified in the Ministry's policies as the Delegated Aboriginal Agencies (DAA), will use the abbreviation ICFSA in keeping with the Ministry's updated language. 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 field supervisor, senior child welfare workers (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 and Community Service Act (CFCSA)*, the Delegation Matrix, *An Act respecting First Nations, Inuit and Métis children, youth and families*, the Agency's policies, Child and Youth in Care Policies, and the Aboriginal Operational Practice Standards and Indicators (AOPSI). During field training, participants will be encouraged to reflect on and seek answers to the following questions:

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

Definitions

- Field training participant refers to the individual taking the training
- Field supervisor refers to the Agency's worker supervising the field training participant
- Field liaison is the in-class training instructor

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 provide mentorship to the field training participant. The field supervisor must be delegated, have practice experience and time available to work with the field training participant. The field supervisor is responsible for:

- Reading the field guide
- Providing orientation to the Agency practice, protocols, and policies
- 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
- Scheduling weekly meetings with the field training participant to discuss field training activities and the participants developing competency
- Ensuring that the field training participant receives close supervision
- Organizing practice opportunities to ensure that the field training participant can carry out all the learning objectives
- Evaluating the progress and provide feedback to 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 he or she has 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>

Out-of-Care Policy (Chapter 4)

<https://intranet.gov.bc.ca/mcfd/content?id=00C830D8A0AE4B398D5BC6724E4EDC20>

Children and Youth in Care Policies (Chapter 5)

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

Permanency Policies (Chapter 6)

<https://intranet.gov.bc.ca/mcfd/content?id=ADDBB22C82984CA09136784D5C5902B5>

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

Delegation Matrix

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

Reportable Circumstances Practice Guidelines

<https://intranet.gov.bc.ca/mcfd/content?id=448949E44F8E4EB5BC6A18CFA2F86D80>

Reportable circumstances Policy

<https://intranet.gov.bc.ca/mcfd/content?id=448949E44F8E4EB5BC6A18CFA2F86D80>

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>

Dimensions of Permanency Planning

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

Indigenous Child and Family Services Training Program—Guardianship (C4)

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>

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>

Sexual exploitation interview guide

https://intranet.gov.bc.ca/assets/download/BFE7F977730247279406F1897B0CEE0A&filename=interview_guide_response.doc

Practice guidelines: Responding to and supporting youth at risk and/or Parent(s) known to be using illegal opioids

<https://intranet.gov.bc.ca/mcfd/content?id=EAECC28D7234E588BA4A536E414BECF>

Overdose awareness fact sheet

<https://intranet.gov.bc.ca/mcfd/content?id=81C444663E4C4A84B915151AA8B623F2>

Naloxone Kit training and access

<https://intranet.gov.bc.ca/mcfd/content?id=1F71A5975BC845AC9651CAC1F32AC60F>

Practitioner guide to minimize drug exposure risk

<https://intranet.gov.bc.ca/mcfd/content?id=55A1927EEA7244A499ABE8426E90B869>

Engaging in overdose prevention conversations document

<https://intranet.gov.bc.ca/mcfd/content?id=8A16DF460550437195EAC7FEF439AA3E>

The Exposure control plan for MCFD front-line workers

<https://intranet.gov.bc.ca/mcfd/content?id=5D3F751E0AFC405D87BFED3C2C712B00>

Practice Guidelines for Working with children and youth at risk for suicide in community mental health settings

<https://intranet.gov.bc.ca/assets/download/635DDF7F8FB74FBCA6EBE18EB5E44A9A>

RCMP protocol agreement

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/foster-parenting/police_protocol_agreement_missing_cyic.pdf

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 C4 level of ICFS Training

Personal Effectiveness	Interpersonal Relationships	Professional Practice	Achieving Results/Outcomes
Empathy	Indigenous-Centred Service Approach	Organizational Scope	Accountability
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	Court Skills	
Ingenuity	Honesty and Transparency	Interviewing	
Open Listening	Promoting Accord		
	Conflict Management and Resolution		

Activities

There are activities you will be expected to complete to demonstrate your knowledge and skills as you learn to do guardianship 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.

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, and 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 the 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 guardianship 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 ICFA

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 are more in depth and specific to this delegated authority.*

1. Legislation, Policy, Standards and Court Skills

A. Legislation

Learning Objectives

- Will be able to apply the primary considerations and factors to be considered in the Best Interests of the Indigenous child in *An Act respecting First Nations, Inuit and Métis children, youth and families* (S.C. 2019, c. 24) (Federal Act)
- Will be able to apply and understand the Federal Act and its relationship 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 understand and apply the legal principles of cultural continuity and substantive equality of the Federal Act
- Will be able to apply s. 16 and s. 17 of the Federal Act with respect to Placement of an Indigenous Child
- Will be able to apply the notice provisions under the Federal Act
- Will be able to apply the guiding and service delivery principles, and best interests of the child from the Child Family and Community Service Act (CFCSA), Chapter 5 and Aboriginal Operations and Practice Standards and Indicators (AOPSI) to guardianship case practice
- Will be able to describe the legal foundation and authorities that govern the Agency (i.e., Delegation Enabling Agreement)
- Will be able to describe the statutory responsibilities of a C4 guardianship worker
- Will be able to identify the section of the CFCSA that relates to the Rights of Children in Care
- Will be able to describe the legal role of the Public Guardian and Trustee (PGT) and their shared responsibility with a guardianship worker

Learning Activities

- Review the *Declaration on the Rights of Indigenous Peoples Act*
- Review s. 9 (1), (2), (3) of the Federal Act
- Review s. 2, of the CFCSA and discuss with the field supervisor how the Guiding Principles inform guardianship 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 Best Interests of the Child
- Review the Delegation Matrix and discuss with the field supervisor the limitations of a C4 guardianship worker as it relates to the CFCSA
- Review s. 70 the Rights of Children in Care and observe a senior worker informing a child/youth of their rights
- Review with the field supervisor other relevant acts and policies (*Youth Justice Act (YJA)*, *Family Relations Act (FLA)*, *Adoption Act* and high-risk activities etc.) that inform guardianship practice
- Interview the PGT

- Review s. 10 of the Federal Act and discuss with the field supervisor the primary consideration and factors to be considered under the Best Interests of Indigenous Child section
- Review Placement of indigenous Child, s. 16 and s. 17 in the Federal Act and discuss implementation with field supervisor

Performance Indicators

- Can identify the factors to consider when looking at the Best Interests of a Child
- Can identify the primary consideration and factors to consider under Best Interests of the Indigenous Child in the Federal Act
- Can describe responsibility under the Federal Act to provide notice of significant measure to parent, care provider and Indigenous Governing Body
- Can describe the intent of cultural continuity and substantive equality
- Can describe what a C4 worker is able to do under the *CFCSA*, and what to do when C6 delegation is required
- Can describe an understanding of how the Guiding Principles, Service Delivery Principles and Best Interest of the Child inform practice
- Can describe why s. 70 – Rights of Children in Care are so important
- Can describe the PGT's legal responsibilities to a child/youth in care and when they were appropriately involved with planning for a child/youth

Learning goals met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

B. Standards and Policies

Learning Objectives

- Will understand the impact of s. 92.1 Agreements
- Will be able to explain and apply the Children and Youth in Care Policies to practice
- Will be able to explain and apply the Aboriginal Operational and Practice Standards and Indicators (AOPSI)
- Will be able to describe how standards and policy measure best practice through a quality assurance process of audits
- Will be able to explain how Policy 1.1, Working with Indigenous Children, Youth, Families and Communities informs guardianship practice

- Will understand the responsibilities related to Missing and At-Risk Youth and the RCMP

Learning Activities

- Review AOPSI Guardianship standards
- Review the Child and Youth in Care Policies (Chapter 5)
- Review Chapter 4 Out-of-Care Policy
- Review the protocol agreement regarding missing youth
- Review Interim Practice Guideline – When a child or Youth in Care is Missing
- Review Policy 1.1
- Review Policy 1.2
- Review the Repository of Agreements
- Discuss with field supervisor when you would be required to use both AOPSI and Chapter 5
- Review agencies last guardianship practice audit and discuss with the field supervisor patterns of compliance and non-compliance, scores
- Discuss with the field supervisor any of the recommendations and the impact an audit has on staff
- Review table in Appendix J of Policy 1.1, comparing s. 10 Best Interests of Indigenous Child in the Federal Act with s. 4 Best Interests of the Child in *CFCSA*
- 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 the implementation of policy sections relevant to guardianship practice with field supervisor
- Review ongoing re-assessment of placement in Policy 1.1 and discuss with field supervisor

Performance Indicators

- Can describe when to use AOPSI standards for Guardianship Services
- Can describe when to use Chapter 5 policies for Guardianship Services
- Can describe the responsibilities of a C4 worker related to readying a child or youth for a permanent transfer of custody
- Can describe why we use standards and policies
- Can describe how standards and policies ensure 'best' practice
- Can describe the expanded considerations of Best Interests of Indigenous Child under the Federal Act as reflected in Policy 1.1
- Can navigate the Repository of Agreements and utilize the terms in practice
- Can describe the activities of a guardianship C4 worker in relation to missing youth

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Court Knowledge

Learning objectives

- Will be able to identify sections and orders made under the *CFCSA* that apply to guardianship practice (CCO, TCO, s. 54.1, s. 98, etc.)
- Will be able to describe the differences between a Temporary Custody Order (TCO) a Continuing Custody Order (CCO) and a Permanent Transfer of Custody After a CCO Order and how the responsibilities as a guardianship worker are different under each type of order
- Will be able to describe significant measures relevant to guardianship practice and outline when to inform a Parent, a Care Provider, and an Indigenous Governing Body
- 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
- Will be able to identify when a parent, care provider and Indigenous Governing Body have the right to representations and party status under the Federal Act

Learning Activities

- Review and discuss court orders (CCO, TCO including access orders), adoption consent or agreement and determine the scope of the Director's guardianship authority, duties, and responsibilities with the supervisor
- Review and discuss with field supervisor the Notice of Significant Measure to Parent, Care Provider and Indigenous Governing Body and its application to guardianship practice
- Complete a Notice of Significant Measure ensuring s. 12 (2) of the Federal Act is followed
- Review s. 13 of the Federal Act and s. 6 of Policy 1.1

Performance Indicators

- Can describe relevant orders to guardianship practice
- Can explain the differences between various orders for children in-care and out-of-care and the different responsibilities attached to those orders
- Will know when to use the cf0092 Form to Inform Parent, Care Provider, and Indigenous Governing Body of Significant Measures
- Can describe when party status as defined by the Federal Act applies to related orders made by a C4 worker

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

2. Roles and Responsibilities

A. Roles

Learning Objectives

- Will be able to describe an understanding of their level of guardianship authority, duties, and responsibilities
- Will understand how the Federal Act National Standards impact the practice of a guardianship worker
- Will be able to describe strategies that will assist them in creating personal/professional boundaries
- Will be able to describe a guardianship worker's responsibility to ensuring that a child/youth's care is consistent with the rights defined by s. 70 of the *CFCSA*
- Will be able to describe the importance of stability for children/youth and how it applies to guardianship practice
- Will be able to describe strategies to assist a child/youth who is having a negative experience in their foster home, school setting, with a peer, racism, or extended family etc.
- Will be able to advocate on behalf of child or youth in care

Learning Activities

- Review the Delegation Matrix and discuss with the field supervisor the duties and responsibilities that apply to guardianship
- Review s. 11 of the Federal Act
- Discuss with the field supervisor how to ensure stability in child's placement
- Discuss with the field supervisor and other guardianship workers how to maintain a personal/professional balance with boundaries
- Discuss with a senior worker or the field supervisor their experience of advocating on behalf of a child in care
- Discuss with supervisor or senior worker strategies they use to assist a child/youth who may be having a negative experience in their foster home, school setting, with a peer, racism, or extended family etc.

Performance Indicators

- Can describe 5 responsibilities of a guardianship worker
- Can describe the effect of services under the Federal Act
- Can describe the areas of practice that fall under a guardianship worker's level of delegation as outlined by the *CFCSA* Delegation Matrix
- Can identify when to report a protection/safety concern to a C6 worker
- Can provide 3 strategies they will use to maintain a balance between personal/professional boundaries
- Can provide 3 strategies to use when working with a child/youth that are having a negative experience in their foster home, school setting, with a peer, or extended family etc.

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
- Will be able to describe the importance and benefits of engagement with individuals involved in the care of the child/youth (i.e., foster parents, care providers, service providers, family, etc.)
- Will be able to explain to the child/youth, the role of a C4 worker, using an approach that is developmentally appropriate to the child/youth's age
- Will be able to champion and advocate for children/youth when required
- Will be able to demonstrate various strategies for engaging children/youth

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 working with 3 children or youth and identify methods/strategies they use to engage with them
- Review 3 files where CIC's had to move resources and change social workers
- Discuss with the field supervisor how the changes were managed, how CIC were prepared, and the reason for the decision to move children or youth

Performance Indicators

- Can describe 3 approaches they would use to engage with a child/youth at the various stages of 0-5 years of age, 6-10 years of age, and adolescence
- Can describe 3 benefits of child/youth engagement and the importance of a meaningful relationship with a child/youth

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Liability, Accountability, Confidentiality and Disclosure

*Required reading: Social Worker Liability document.

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

Learning Objectives

- Will understand how information sharing is guided by the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, *CFCSA*, *Personal Information Protection Act (PIPA)*, and *An Act respecting First Nations, Inuit and Métis children, youth and families* (Federal Act)
- 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/good faith mean in terms of liability and accountability
- Will be able to describe circumstances where they may face conflict of interest
- Will be able to describe the complaints process and the role of a complaints policy for their Agency and MCFD

Learning Activities

- Complete the Privacy and Information Sharing: Awareness Training for Contractors and Service Providers (Contact your Operations Analyst at Aboriginal Services Branch to register)
- Review the Social Worker Liability document
- Review the Agency complaints process

Performance Indicators

- Can describe the intent and purpose of the *FOIPPA* and *PIPA*
- Can identify 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 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: _____

3. Professional Practice

A. Care Plans

Learning Objectives

- Will be able to assess the needs of a child to develop and complete a care plan
- Will be able identify when a care plan is needed and when it is renewed
- Will be able to describe the importance of the child/youth's cultural identity and how to support and nurture its further development through their care plan and care team
- Will be able to describe the importance of cultural planning and cultural continuity
- Will understand the importance of transition planning for children and youth who will move forward into CLBC services and age out-of-care and to young adult programs
- Will be able to describe the available educational, vocational, and rehabilitative program funding for youth in care and young adults
- Will be able to describe why it is important that planning for a child/youth ensures stability and continuity
- Will be able to describe the various options available to youth (i.e., Youth Agreements, Independent Living, and Agreements with Young Adults, etc.)
- Will be able to identify the 7 domains of a care plan

Learning Activities

- Review 3 child/youth's care plans and discuss with the supervisor what are the characteristics of a comprehensive care plan
- Assist in the assessment of needs and completion of a child/youth's care plan

- Review with the supervisor or senior worker when to begin transition planning for a child/youth leaving care or to an out-of-care placement
- Review with the field supervisor the protocol for working with a child/youth's community in order to develop a cultural plan
- Review with a senior worker or the field supervisor the protocol for transitioning a youth from care into CLBC services
- Review 3 Youth Agreements or Independent Living Agreements and discuss with the field supervisor how these agreements are different from creating care plans
- Review the various supports available to youth who are transitioning from care, including post-secondary supports, etc.

Performance Indicators

- Can describe the 7 domains of a care plan and why they are important
- Can conduct a comprehensive assessment of the strengths and needs of the child/ youth for the purpose of planning and their care plan
- Can describe how they promote a child and child's participation in their own plans and decision making and the identification of their supports
- Has written or been involved in the writing of a care plan or care plan review
- Can describe when a care plan is initially developed, reviewed, and renewed (timelines)
- Can describe the requirements of a comprehensive cultural plan
- Can describe when to begin transition planning for a child/youth who is transitioning out-of-care, to an out-of-care option or to CLBC services
- Can describe the various educational, vocational, and rehabilitative programs available to a youth who transition from care
- Can describe the difference planning needs of a Youth Agreement and Independent Living Agreement
- Can describe the best way to assist a youth preparing to live successfully in the community upon reaching the age of majority
- Can describe how to develop a plan to fulfill the child/youth's need for stability and continuity of lifelong relationships

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 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 of supporting the continuation of social networks, relationships, and supports with the child and youth, when they are transitioning out-of-care
- Will be able to describe the Adoptions Exception process for a child/youth being placed in a non-Indigenous home
- Will be able to describe placement priority and the necessity of on-going re-assessment of placement under s. 16 and s. 17 of the Federal Act

Learning Activities

- Review 3 files and participate in a care plan meeting where permanency planning is discussed
- Review with the field supervisor the decision-making process for permanency planning – how do you ensure that you are making decisions in a timely manner and which order to apply 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
- Interview an adoptions worker and discuss the roles and responsibilities of a social worker when a child is placed with caregivers and adoptive parents
- Discuss with the field supervisor the Adoptions Exceptions procedure
- Discuss with the field supervisor the unique aspects of working with an older youth and the focus on transition to adulthood while advancing the 4 dimensions of permanency- How would you do this?
- Discuss with the field supervisor the importance of establishing and preserving a child/youth's culture when planning for permanency
- Discuss with the field supervisor how to ensure permanency planning for children/youth who are in an out-of-care option (e.g., Extended Family Program)
- Review s. 7, s. 8 and s. 9 of Policy 1.1 and discuss placement of children and on-going re-assessment of placement with field supervisor

Performance Indicators

- Can identify and describe permanency planning options for a child/youth in and out-of-care, and the value of permanency planning
- Can explain the importance of on-going re-assessment of placement to promote placement with family or member of Indigenous Governing body
- Can identify and describe when to consider the permanency options of transfer of custody under a 54.01 and 54.1
- Can identify and describe permanency planning options under *the Family Law Act* and the guardianship workers role in *FLA* matters

- Can name and describe the 4 dimensions of permanency
- Can describe what the permanency planning process involves for a child /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 with the child and youth, when they are transitioning out-of-care
- Can describe the Adoptions Exception process for a child/youth being placed in a non-Indigenous home

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

4. Specialized Intervention

A. Child and Youth Mental Wellness

Learning Objectives

- Will be able to describe what mental health & wellness means
- Will be able to describe 5 common symptoms of a mental health challenge or disorder
- Will be able to describe the importance of working from an integrated and collaborative approach when planning with a child/youth experiencing mental health concerns
- Will be able to describe what concurrent disorder means
- Will be able to assess the needs of a child/youth using a team-based approach
- Will be able to describe the most common mental health challenges that affect children/youth (i.e., anxiety, depression, and attachment disorder)
- Will be able to describe the importance of applying culturally appropriate services when supporting a child/youth with mental health challenges
- Will be able to describe protective factors and resiliency and how they could be used to mitigate mental health concerns

Learning Activities

- Interview a Mental Health Clinician to determine their role, what services they provide and how to access the services
- Participate in an integrated team planning meeting for the purposes of planning for a child/youth

with mental health challenges

- Review 2 child service files and identify some of the high-risk concerns associated with the file and discuss them with your field supervisor
- Discuss with the field supervisor some strategies they have used to determine the most appropriate services and supports for a child/youth experiencing mental health challenges
- Discuss with the field supervisor or another guardianship worker some of the cultural programs/supports that have been developed to support a child/youth experiencing mental health challenges
- Discuss with the field supervisor how they assess protective factors in a child/youth with mental health challenges

Performance Indicator

- Can describe what mental health & wellness means
- Can describe the behavioural and emotional signs of a child/youth experiencing mental health challenges
- Can describe why it is important to use an integrated approach when assessing and planning for a child/youth experiencing mental health challenges
- Can describe some available cultural programs for child/youth with mental health challenges
- Can describe what a Mental Health Clinician does and the criteria for a referral
- Can describe protective factors that can be used to mitigate mental health concerns

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

B. Trauma

*Required reading: Trauma Informed Practice Guidelines

Learning Objectives

- Will be able to describe the different types of trauma, and describe how trauma impacts a child/youth's daily functioning and overall development
- Will be able to describe how a child/youth's trauma history can be a contributing factor to mental health issues, problematic substance use, suicidality, eating disorders, sexual exploitation, and other

self-harming behaviors

- Will be able to describe an integrated approach to services and supports for children and youth living with complex trauma, children and youth at risk for sexual exploitation, children and youth presenting with suicidal ideation and self-harming behaviours, problematic substance use and mental health concerns
- Will be able to describe resources available to children and youth living with complex trauma
- Will be able to describe the impact of trauma on a child/youth's overall development
- Will be able to describe how trauma interrupts a child's development and presents itself through behaviours, reactions, responses, and symptoms that often mimic or contribute to the development of a mental health disorder

Learning Activities

- Review the Trauma Informed Practice Guidelines
- Meet with a child and youth mental health clinician and discuss ways to support a child/youth living with trauma
- Participate in an integrated team meeting for the purposes of planning for a child/youth who is living with a trauma history

Performance indicators

- Can describe how they use a trauma informed approach while engaging with children and youth
- Can describe the importance of an integrated approach when working with children and youth who are living with multiple challenges associated with their trauma history (i.e., suicidal ideation, self-harming behaviour, sexual exploitation, and problematic substance use)

Learning Goals Met:

Date _____

Participant Initials _____

Supervisors Initials _____

Comments: _____

C. Problematic Substance Use

Learning Objectives

- Will be able to complete a referral to a program and service to support a child or youth with problematic substance use
- Will be able to describe how to respond and support youth at risk of using illegal opioids

- Will be able to describe risk factors that place children and youth at high risk to problematic substance use
- Will be able to describe the stages of substance use (non-use, experimental, recreational, or regular and problematic)
- Can describe some of the behavioural and physical signs of a child/youth struggling with problematic substance use

Learning Activities

- Review the practice guidelines: Responding to and Supporting Youth At Risk and/or Parents Known to be Using Illegal Opioids
- Review the Overdose Awareness Fact Sheet
- Review the Naloxone Kit Training
- Review the practitioner guide to minimize drug exposure risk
- Review the Engaging in Overdose Prevention Conversations document
- Review the Exposure Control Plan for MCFD front-line workers
- Can describe 3 risk factors associated with problematic substance use

Performance Indicators

- Can describe the referral process to a substance use counsellor
- Can describe the stages of substance use
- Can provide three risk factors that place child/youth at a higher risk to problematic substance use
- Can describe behavioral and physical signs of problematic substance use in children and youth
- Can describe the guidelines for responding to a child/youth using illegal opioids
- Can describe protective strategies to protect themselves from drug exposure risk

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

D. Sexual Exploitation

*Required reading: Sexual Exploitation Interview Guide

Learning Objectives

- Will be able to describe circumstances and risk factors that place children/youth at risk to sexual exploitation
- Will be able to describe behaviours of a child/youth at risk for sexual exploitation
- Will be able to describe protective factors that mitigate the child or youth's risk to sexual exploitation
- Will be able to explain the role of a C4 worker to support and protect sexually exploited children and youth
- Will be able to describe resources available to sexually exploited children and youth
- Will be able to use the Interview Guide Issues of Sexual Exploitation

Learning Activities

- Review the Interview Guide Issues of Sexual Exploitation
- Discuss with the field supervisor any strategies they use to mitigate a child/youth's risk to sexual exploitation

Performance Indicators

- Can identify the constellation of risk factors that place children/youth at risk to sexual exploitation
- Can describe behavioural indicators of a child/youth being sexually exploited
- Can describe protective factors that can mitigate the risk of sexual exploitation
- Can provide 3 strategies to support children and youth in situations that are deemed high risk

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

E. Suicidality

Learning Objectives

- Will be able to assess and describe the signs of a high-risk suicidal ideation
- Will be able to apply a suicide intervention
- Will be able to identify the importance of relationship when working with children and youth who are at risk for suicide
- Will be able to describe the distinct differences between self-harming behaviours and suicide

- Will be able to describe the importance of working with an integrated team when planning for a child/youth with suicidality

Learning Activities

- Review: Practice Guidelines for Working with Children and Youth at Risk for Suicide
- Discuss with the field supervisor some of the strategies they have used to work with children/youth who express suicidal ideation
- Interview a Child and Youth Mental Health Clinician and discuss strategies to assess and monitor the level of risk to suicide for a child/youth

Performance Indicators

- Works collaboratively with child and youth mental health services when assessing risk of suicide and self-harming behaviors
- Can describe some coordinated activities between a Child and Youth Mental Health Clinician or foster parent when working to mitigate concerns of suicidality
- Can describe risk factors that contribute to suicidality and other self-harming behaviors

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

5. Documentation and Communication

A. Written and Verbal Communication

Learning Objectives

- Will demonstrate effective communications skills within a variety of settings
- Will be able to demonstrate strong record keeping skills

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 C4 worker with their paperwork responsibilities (both hard copy and electronic) writing case plans, entering information on database, and filling out forms
- Describe the process of applying for dental and medical benefits, driver's licenses, passport, etc.
- Ensure that the information and associated documents in the child/youth's file is accurate and complete, to help provide as much continuity as possible in their care and planning

Performance Indicators

- Writes clear, articulate and grammatically correct case notes
- Identifies a range of strategies for effective communication with individuals, groups, agencies, organizations, and communities, including how to address difficult issues
- Knows the requirements for effective case presentation and file documentation according to legislation and organizational policies
- Understands how personal communication styles may affect how individuals receive and interpret information contained in an email, text, or instant message
- Can name 3 barriers to effective communication

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments:_____

B. File Management and Recording

Learning Objectives

- Will be able to demonstrate good record keeping skills (hardcopy and electronic)
- Will be able to describe the process of applying for children or youth to receive medical/dental benefits, driver's licenses, social insurance numbers, passport, legal counsel, etc.

Learning Activities

- 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

Performance Indicators

- Understands 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:_____

C. Reportable Circumstances

Learning Objectives

- Will be able to follow the reporting responsibilities of Critical Incidents
- Will be able to describe when a Reportable Circumstance report needs to be submitted
- Will be able to describe what constitutes a Reportable Circumstance
- Will be able to describe the 3 reportable circumstance types

Learning Activities

- Review the Reportable Circumstance practice guidelines
- Review the Reportable Circumstance policy
- Review 3 Reportable Circumstance reports and discuss with the field supervisor the importance of the report, when to create a report, and what information is required
- Assist a senior C4 worker with the completion of a Reportable Circumstance

Performance Indicators

- Can describe what a reviewable service is
- Can describe the decision process for whether a Reportable Circumstance is required or not
- Can describe the 3 Reportable Circumstance types
- Can identify who receives copies of the Reportable Circumstance (i.e., PGT, RCY)
- Can describe the limitations to information that can be shared with respect to youth justice matters
- Can complete a Reportable Circumstance under the guidance of a senior worker

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 guardianship 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 be a good C4 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 Guardianship field training, and they have been undertaken.

Supervisor Evaluation

Field Training by Participant:

___ Not Met Expectations ___ Partly Met Expectations

___ Met Expectations ___ Surpassed Expectations

Comments: _____

Indicate any actions to be taken in future:

Field Training Participant:

___ Agrees with Evaluation

___ Disagrees with Evaluation

Participant Signature:

Field Supervisor Signature:

Participants Comments:

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	<p>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.</p> <p>Building a Trust-Based Relationship requires a fundamental understanding that relationship is the foundation from which all</p>

	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.