

# Field Training Guide



INDIGENOUS PERSPECTIVES SOCIETY

*Centre of Excellence in Community Education*



Ministry of  
Children and Family  
Development

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

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

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



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## Field Training Guide and Contact Instructions

### Organization of the Field 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](mailto: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/DAA 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 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, Caregiver Support Service Standards, Resource Work Policies, Child Protection Response Policies, the Delegation Matrix, and the Agency's policies.

### Definitions

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

## 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 document the field guide activities
- Participate in an evaluation session

### Field Supervisor

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

- Reading the field guide
- Ensuring that field training participants do not carry out tasks that exceed their level of delegation

## Indigenous Child and Family Services Training Program –Child Protection (C6)

- Meeting with the field training participant at the beginning of each field training session and periodically throughout their field training experience
- Scheduling weekly sessions with the field training participant to discuss and review activities
- Ensuring that the field training participant receives close supervision
- Providing feedback to the field training participant
- Organizing practice opportunities as indicated in the Activities section to ensure that the field training participant can carry out all the learning objectives
- Evaluating the progress of the field training participant
- Checking off, initialling, and dating the activities as they are completed
- Completing the final evaluation form for the field training participant, indicating that they have successfully completed the field training

### **Field Liaison**

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

### **Evaluation**

At the end of training, the field training participant will meet with the field supervisor to complete the evaluation. The completed evaluation will be reviewed by 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](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](https://www2.gov.bc.ca/assets/gov/family-and-social-supports/data-monitoring-quality-assurance/reporting-monitoring/policy_1_1v19.pdf)

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>

Domestic Violence: Risk and Reintegration of Offending Parents Guidelines

<https://intranet.gov.bc.ca/mcfd/content?id=EDF7C9BACACA467BB9AED14CD53EFF01>

Protection Order Registry: Accessing Protection Orders

<https://intranet.gov.bc.ca/mcfd/content?id=09B468F08D8F49EFAEE5C693856C5922>

InterAgency Case Assessment Meeting (ICAT) Guidelines Regarding Communication and Documentation

<https://intranet.gov.bc.ca/mcfd/content?id=C7ABE4406AB94531BDABF7DB81DE44F4>

Best Practice Approaches: Child Protection and Violence Against Women

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

Child Protection Response Policies (Chapter 3)

<https://intranet.gov.bc.ca/mcfd/content?id=965D88F8C53D41EA946591BF5A7F7964>

Practice Guidelines for Using Structured Decision Making Tools

<https://intranet.gov.bc.ca/mcfd/content?id=1516529E84604F938B304611F7B90892>

Practice Guidelines When Assessing Parental Problematic Substance use in Child Welfare

<https://intranet.gov.bc.ca/mcfd/content?id=C54A65A9F88C4D34A7970CFE192D8CC7>

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 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>

ICM - Training for Child Protection Workers – Tools for Success

<https://intranet.gov.bc.ca/mcfd/content?id=69503BB36B50485788CC455D3ECFE7EB>



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](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>

Opioid use 01– Practice guidelines: responding to and supporting youth at risk and/or parent(s) known to be using illegal opioids

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

Opioid use 02 – Overdose awareness factsheet

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

Opioid use 03 – Naloxone Kit training and access

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

Opioid use 04- Practitioner guide to minimize drug exposure risk

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

Opioid use 05- Caregiver guide to minimize drug exposure risk

<https://intranet.gov.bc.ca/mcfd/content?id=C9732712DC0A45D4A27106BDCC45EE4D>

Opioid Use 06 – Engaging in overdose prevention conversations

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

Opioid 07- exposure control plan for MCFD front-line workers

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

RCMP protocol agreement

[https://www2.gov.bc.ca/assets/gov/family-and-social-supports/foster-parenting/police\\_protocol\\_agreement\\_missing\\_cyic.pdf](https://www2.gov.bc.ca/assets/gov/family-and-social-supports/foster-parenting/police_protocol_agreement_missing_cyic.pdf)

Comparison of Out-of-Care and Permanency Options Chart

[https://intranet.gov.bc.ca/assets/download/9C9A2E07BB3947E0A65522FEB28B7353&filename=comparison\\_of\\_permanency\\_options.pdf](https://intranet.gov.bc.ca/assets/download/9C9A2E07BB3947E0A65522FEB28B7353&filename=comparison_of_permanency_options.pdf)

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

## **Activities**

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

## 1. 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 child protection 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/DAA

Orientation completed:

Date\_\_\_\_\_

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

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

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

SKIP the Orientation section if have just completed the C4 Field Guide. NOTE: *If you have just completed the C4 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, and Legal Skills

### A. Legislation

#### Learning Objectives

- Will be able to apply the principles of *An Act respecting First Nations, Inuit and Métis children, youth and families* (Federal Act) to the provision of child protection services
- Will be able to explain the potential jurisdictional changes for the delivery of child and family services under the Federal Act
- Will be able to apply s. 11 – 15 of the Federal Act with respect to Provision of child and family services, specifically the priority to preventive care at s. 14 (1), the impact of socio-economic conditions at s. 15, and reasonable efforts at s. 15.1 in decision making
- Will be able to utilize s. 16 (1) when making placement decisions in the delivery of child protection services
- Will be able to comprehensively review the repository of agreements for current protocols and Indigenous Governing Bodies
- Will be able to illustrate the transferral of a service delivery to the appropriate Nation based authority if one such exists
- 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 understand how to take appropriate steps in practice when considering the best interest of an Indigenous child
- Will be able to apply the guiding and service delivery principles, and best interests of the child of *CFCSA* to child protection
- Will be able to describe and apply s. 13, s. 14 and s. 16 of the *CFCSA* to child protection practice
- Will be able to describe when a child is in need of protection
- Will be able to compare the continuum of services and care options within the *CFCSA* and Child Protection Response Policies from least disruptive to most disruptive; from in-care to out-of-care
- Will be able to identify the section of the *CFCSA* that relates to the Rights of Children in Care and rights of children in out-of-care placements
- Will be able to describe when to use a s. 96 request

#### Learning Activities

- Review *CFCSA* 101 with your mentor and discuss sections of the Act that a C6 worker uses the most frequently
- Review s. 2 of the *CFCSA* and discuss with the field supervisor how the Guiding Principles inform protection work
- Review s. 3 of the *CFCSA* and discuss with the field supervisor how you would meet the intention of the Service Delivery Principles

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- Review s. 4 of the *CFCSA* and discuss with the Field Supervisor the factors relevant to Best Interests of Child
- 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 Provision of Child and Family Services s. 11-15 of the Federal Act and discuss with the Field Supervisor how the Federal Act informs child protection practice
- Review Jurisdiction – Child and Family Services s. 18-19 of the Federal Act and discuss with Field Supervisor how this is being implemented in Indigenous communities in British Columbia
- Review and discuss with a field supervisor the recommended approach to meet the expectations of s. 14 (1) and 16 (1) when considering court interventions to keep a child safe

### Performance Indicators

- Can explain the difference between delegation under the *CFCSA* and Jurisdiction under s. 18 of the Federal Act
- Can describe when a child or youth is in need of protection
- Can identify how and when to refer a report to a Nation with authority and how to verify the scope of jurisdiction of that authority
- Can apply options consistent with the Best Interests of an Indigenous Child when faced with a child or youth at risk of harm
- Can apply the guiding and service delivery principles of the *CFCSA* to child protection practice
- Can identify the factors to consider when looking at the best interests of a child from both the *CFCSA* and Federal Act and denote the differences
- Can describe why s. 70, Rights of Children in Care, is important
- Can describe the difference in, and importance of, the rights of children in out-of-care placements
- Can describe the responsibilities in the Federal Act to practice within the principles of best interest of the Indigenous child, cultural continuity and substantive equity
- Can describe the responsibilities regarding decisions or actions respecting removals and notice, rights to representations and party status, and prioritizing of preventative care in the Federal Act

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## **B. Policy**

### **Learning Objectives**

- Will be able to describe and apply Child Protection Response Policies to child protection practice
- Will be able to describe and apply Policy 1.1, Working with Indigenous Children, Youth, Families and Communities
- Will be able to describe how to approach and collaborate with the Indigenous communities throughout the child protection continuum of services
- Will be able to effectively reference and utilize the repository of agreements
- Will understand the impact of s. 92.1, Agreements and how to apply them in the provision of child protection services
- Will be able to describe the practice cycle of child protection as outlined by the Child Protection Response Policies
- Will be able to describe Best Practice Approaches: Child Protection and Violence Against Women as it applies to child protection embedded in the Child Protection Response Policies

### **Learning Activities**

- Review with field supervisor the practice cycle outlined in the Child Protection Response Policies
- Review the Procedures Section Policy 1.1 on the implementation of the Federal Act and discuss with field supervisor how these procedures will impact practice
- 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 child protection practice with field supervisor
- Describe to the field supervisor how Child Protection Response Policies, the *CFCSA* and Structured Decision Making (SDM) tools work together
- Review and discuss with the field supervisor the implications to practice from the Best Practice Approaches: Child Protection and Violence Against Women

### **Performance Indicators**

- Can describe the practice cycle outlined in Child Protection Response Policies
- Can provide at least three examples of how Child Protection Response Policies, the *CFCSA* and the SDM tools work together
- Can provide at least three examples of assessing safety and risk factors associated with domestic violence
- Will be able to apply expanded procedures of Policy 1.1 with respect to decisions and actions respecting removal and placement with parent

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

### **C. Legal Skills**

#### **Learning Objectives**

- Will be able to describe the various stages of legal proceedings after a protection response
- Will be able to describe the various court forms required when court is initiated through a protection response
- Will be able to describe the various orders granted during presentation and protection hearings
- Will be able to describe disclosure requirements during court proceedings
- Will be able to identify the provisions of the *CFCSA* which stipulate the notice of hearings
- Will be able to identify the characteristics of key dispute resolution mechanisms in the *CFCSA*
- Will be able to describe when it is appropriate to use a Supervision Order
- Will be able to describe the Court Rules
- Will be able to describe the less disruptive measures
- Will be able to describe Collaborative Planning and Decision Making (CPDM)
- Will be able to describe out-of-care court orders
- Will be able to describe s. 12.1 Notice of Significant Measures and s. 13 Representations and Party Status of the Federal Act
- Will know when to use the cf0092 Form to Inform Parent, Care Provider and Indigenous Governing Body of Significant Measures
- Will be able to understand the rescindment of a CCO process and how to cancel a CCO and when this option is appropriate

#### **Learning Activities**

- Review and discuss with field supervisor the policies and procedures for preparing files for disclosure
- Discuss with field supervisor or senior child welfare worker the various CPDM processes available and when these can be utilized
- Review *CFCSA* 101 and discuss with the field supervisor the Hearings and Orders flow chart
- Review *CFCSA* 101 and discuss with the field supervisor the Care Arrangements flow chart

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- Complete various court forms associated with *CFCSA* matters under the supervision of your field supervisor including presentation hearing, protection hearing, CPDM, etc.
- Prepare notices, serve court documents, and attend court under the supervision of your field supervisor or senior child welfare worker
- Discuss with your field supervisor the appropriate attire for court
- Introduce yourself to the Agency lawyer and a few family lawyers
- If available, meet with the Aboriginal Court Worker and Victims Assistance Worker to discuss their roles
- Review and discuss with field supervisor the Notice of Significant Measure to Parent, Care Provider and Indigenous Governing Body in s. 12.1 of the Federal Act
- Review and discuss with field supervisor detailed Appendix K Notice Schedule for Court Proceedings in Policy 1.1
- Review the two-step process for rescindment of a CCO

### **Performance Indicators**

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



- Can describe the differences between a s. 54.01 and a s. 54.1 Transfer of Custody
- Can describe least disruptive alternatives to in-care placements
- Can describe the appropriate use of a rescindment of a CCO

Learning goals met:

Date\_\_\_\_\_

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

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

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

## 2. Roles and Responsibilities

### A. Roles

#### Learning Objectives

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

#### Learning Activities

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

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

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

### **Performance Indicators**

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

## **B. Structured Decision-Making Tools**

### **Learning Objectives**

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

### **Learning Activities**

- Review the SDM tools and their related indicators as outlined in the guide
- Complete all the SDM tools under the supervision of a senior child welfare worker

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

### **Performance Indicators**

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

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

#### Learning Objectives

- Will understand how information sharing is guided by the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, *CFCSA*, and *Personal Information Protection Act (PIPA)* and the 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 experience conflict of interest
- Will be able to describe the complaints process and the role of a complaints specialist for their Agency and MCFD

#### Learning Activities

- Complete the Privacy and Information Sharing: Awareness Training for Contractors and Service Providers (contact your Operations Analyst at Aboriginal Services Branch to register)
- Review the Social Worker Liability document
- Review the Agency complaints process
- Review the *CFCSA* 101 section on privacy and disclosure and discuss with the field supervisor the Director's authority to disclose and the limitations imposed under the *CFCSA* and *FOIPPA*

#### Performance Indicators

- Can describe the intent and purpose of the *Freedom of Information and Protection of Privacy Act*
- Can identify and describe three ethical considerations when sharing information
- Can describe when they would need to disclose confidential information without consent
- Can describe the concepts of due diligence, administrative fairness, negligence, duty of care and good and bad faith

- Can provide two examples of why it is important to be professionally accountable (by ensuring that procedures are followed, 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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 4. Professional Practice

### A. Strengths Based Practice

#### Learning Objectives

- Will be able to describe how to use a strengths-based approach to practice
- Will be able to describe the principles of strengths-based practice
- Will be able to describe strength-based practice in relation to the Aboriginal Policy and Practice Framework (APPF) and the circle process
- Will be able to describe the complexity of engagement and collaboration within child protection practice, and the importance of using a strength-based practice approach
- Will be able to describe how strength-based practice assists in engagement and collaboration
- Will be able to outline how the Priority to Preventative Care, s. 14-15 of the Federal Act will be implemented through strength-based practice

#### Learning Activities

- Discuss with your field supervisor the Agency's use of strengths-based practice
- Discuss with field supervisor imperatives to consider alternatives to apprehension as indicated in the Federal Act
- Participate in a collaborative meeting Aboriginal Family Group Conference (AFGC), Family Group Conferencing (FGC), or Traditional Dispute Resolution Procedures (TDRP) and observe and identify the strengths-based approach and questions used by the child welfare worker

- Discuss with your Field Supervisor and other child welfare workers some of their struggles and rewards when trying to apply the principles of strength-based practice
- Review the Aboriginal Policy and Practice Framework (AOPSI) and identify how strength-based practice is described
- Arrange to accompany with a senior worker two home visits and two office visits involving different families
- Observe how the worker deals with engaging the client, overcoming distrust, use of authority; identifying strengths, confidentiality, and cultural safety, and discuss with your field supervisor your observations, providing examples.

### **Performance Indicators**

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

## **B. Trauma**

### **Learning Objectives**

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

### **Learning Activities**

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

### **Performance Indicators**

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

## **C. Parental Problematic Substance Use**

### **Learning Objectives**

- Will be able to describe major indicators of problematic substance use
- Will be able to describe how problematic substance use impacts children, youth, families and their community

- Will be able to identify the historical influences in a community where there are issues of problematic substance use
- Will be able to describe some interventions and approaches one can use when working with families struggling with problematic substance use
- Will be able to describe the stages of change when working with problematic substance use

### **Learning Activities**

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

### **Performance Indicators**

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

## **D. Family Violence**

### **Learning Objectives**

- Will be able to define the various types of family violence
- Will be able to identify contributing factors to family violence within families and communities
- Will be able to describe the impact of family violence on the children and the non-offending parent



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

### **Learning Activities**

- Review the Best Practices Approach – Violence Against Women in Relationships Policy with the field supervisor
- Review with the field supervisor the different definitions of family violence
- Review with the field supervisor the different ways family violence impacts a child/youth and women or men
- Review the *CFCSA*, Child Protection Response Policies, and the *Family Law Act* and describe to the field supervisor the various sections of the *CFCSA* that guides working within the context of family violence
- Review with the field supervisor how to apply for a Protective Intervention Order
- Attend an ICAT meeting with a senior social worker and report back to field supervisor the noted roles and responsibilities of members of the ICAT team

### **Performance Indicators**

- Can describe the various types of family violence
- Can describe how family violence impacts children/youth and the adults in the family
- Can describe what a protection and prevention order is and how they function to keep a child and their non-offending parent safe
- Can describe 3 strategies to keep a child safe and assist a family to protect a child from family violence
- Can describe at least 3 strategies that promote safety planning with the non-offending parent and children who are experiencing domestic violence, with a focus on victim safety factors within the larger context of relationships, as well as abuser and system factors
- Can describe the dynamics of power and control in domestic violence and how an individual’s experience of marginalization impacts safety planning
- Can describe the risk factors associated with domestic violence and can describe three factors associated with a child’s safety

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## **E. Abuse and Neglect**

### **Learning Objectives**

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

### **Learning Activities**

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

### **Performance Indicators**

- Can describe five definitions of abuse and neglect
- Can describe five indicators of abuse and neglect
- Can describe five ways abuse and neglect impacts a child's development
- Can describe five factors that may contribute to child abuse and neglect
- Can describe when to report concerns of abuse and neglect to a C6 worker

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## **F. Interviewing**

### **Learning Objectives**

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

### **Learning Activities**

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

### **Performance Indicators**

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

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

## 5. Documentation and Communication

### A. Communication

#### Learning Objectives

- Will demonstrate effective communications skills within a variety of settings
- Will be able to demonstrate strong record keeping skills
- Will be able to document information clearly, accurately and in an organized manner
- Will be able to identify the purpose of recording
- Will be able to identify the principles associated with good case recording

## Indigenous Child and Family Services Training Program –Child Protection (C6)

- Will be able to write an opening, review and closing recording on ICM
- Will be able to demonstrate working knowledge of the file transfer process

### Learning Activities

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

### Performance Indicators

- Can retrieve information on the ICM and Best Practice computer systems
- Can write clear, concise and fact-based case notes
- Can identify a range of strategies for effective communication with individuals, groups, agencies, organizations, and communities, including how to address difficult issues
- Can describe the requirements for effective case presentation and file documentation according to legislation and organizational policies
- Can describe how personal communication styles may affect how individuals receive and interpret information contained in an email, text, or instant message
- Can name 3 barriers to effective communication
- Can describe the legislation, standards and policies that guide documentation (i.e., limitations of recording youth justice information)
- Records all significant information and action taken during the provision of service, accurately, concisely, completely, and within time frames
- Organizes file documentation according to applicable file formats

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## **B. Reportable Circumstance**

### **Learning Objectives**

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

### **Learning Activities**

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

### **Performance Indicators**

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

Learning goals met:

Date\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

## Checklist

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

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

#### A) Responding to the Reporter

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

#### B) Obtaining Information

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

#### C) Concluding the Report

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

**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 C6 worker in your community)



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

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

Answers provided:

Date\_\_\_\_\_

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

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

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

## 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 Child Protection 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
<b>Achieving Results/ Outcomes</b>	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.
<b>Interpersonal Relationships</b>	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
<b>Leading</b>	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.
<b>Personal Effectiveness</b>	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.
<b>Professional Practice</b>	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.