

Field Training Guide



INDIGENOUS
PERSPECTIVES
SOCIETY



Ministry of
Children and Family
Development

© IPS August 2021

Funded by the Ministry of Children and Family Development

Training Participant: _____

Field Supervisor: _____

Agency: _____

Aboriginal Social Work Training Program –Voluntary Services (C3)

Contents

Field Training Guide..... 3

Introduction to Field Training 4

 A. Field Guide Roles and Responsibilities..... 4

 B. Required Reference Documents..... 6

 C. Activities..... 7

Orientation to the Agency 8

 A. Getting started: 8

1. Legislation, Policy, Standards and Court Orientation 9

 A. Legislation 9

 B. Standards and Policies 10

 C. Court Knowledge 12

2. Roles and Responsibilities..... 13

 A. C3 Worker Roles 13

 B. Relationship and Engagement..... 14

 C. Family Care Homes 15

3. Liability, Accountability, Confidentiality and Disclosure..... 16

4. Professional Practice..... 17

 A. Care Plans..... 17

 B. Permanency Planning 19

 C. Child Development 20

 D. Developmental Disabilities..... 21

5. Working within the Context of Family Violence..... 22

 A. Family Violence..... 22

 B. Substance Misuse 23

 C. Abuse and Neglect Indicators..... 24

 D. Trauma 25

6. Documentation, File Management, Record Keeping, and Communication 26

 A. Written and Verbal Communication..... 26

 B. Reportable Circumstance..... 27

This area is for the participant or Field Supervisor to write free text. 29

Appendix A - Field Training Evaluation Form 31

Supervisor Evaluation 31

Field Training Guide

Organization of the field guide

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

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

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

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

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

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

The field participant and the field supervisor will complete the field guide evaluation form in Appendix A. This will confirm the completion of the training.

If any questions arise about the field guide, the field supervisor will contact the MCFD Practice Analyst assigned to the agency.

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

MCF.ASB.PDCW@gov.bc.ca Attention: Craig Sowinski

Introduction to Field Training

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

Field training is aligned with the responsibilities defined by the *Child, Family, Community Service Act (CFCSA)*, *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.

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

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

Definitions

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

A. Field Guide Roles and Responsibilities

Field Training Participant

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

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

Field Supervisor

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

The field supervisor is responsible for:

- Reading the field guide

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

Field Liaison

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

Evaluation

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

B. Required Reference Documents

Child, Family and Community Service Act

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

Family Support Services and Agreements (Chapter 2):

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

Resource Worker Policies (Chapter 8):

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

Children and Youth in Care Policies (Chapter 5)

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

Delegation Matrix

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

Reportable Circumstances Practice Guidelines

https://intranet.gov.bc.ca/assets/download/7AE9D007BCAA4A70A774B1C39CCD8727&filename=reportable_circumstances_guidelines.pdf

Aboriginal Policy and Practice Framework (APPF)

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

CFCSA 101

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

How to Access the ICM User Guide on SharePoint

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

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

https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/best_practice_approaches_policy.pdf

Dimensions of Permanency Planning

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

BC Handbook for Action on Child Abuse and Neglect

https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf

Social Worker Liability

https://intranet.gov.bc.ca/assets/download/19F6805BECD646B4994F150CEE74BDC4&filename=sw_liability_1.pdf

Trauma Informed Practice Tip Sheet

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

Repository of Agreements

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

Indigenous Governing Bodies List

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

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

C. Activities

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

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

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

Orientation to the Agency

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

A. Getting started:

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

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

Orientation completed:

Date _____

Participant Initials _____

Supervisors Initials _____

Comments: _____

1. Legislation, Policy, Standards and Court Orientation

A. Legislation

Learning Objectives

- Will be able to describe the purpose of an *Act respecting First Nations, Inuit and Métis children, youth and families* (Federal Act) and understand its relation to the United Nations Declaration on the Rights of Indigenous Peoples and the *Declaration on the Rights of Indigenous Peoples Act*
- Will be able to apply the principles of the Federal Act to voluntary service practice
- Will be able to apply the guiding and service delivery principles, and best interests of the child within the *Child, Family and Community Services Act (CFCSA)* to voluntary service practice
- Will be able to apply AOPSI Standards to voluntary service practice
- Will be able to describe the legal foundation and authorities that govern the Agency (Delegation Enabling Agreement)
- Will be able to describe the statutory responsibilities of a C3 social worker
- Will be able to identify the Section of the *CFCSA* that relates to the Rights of Children in Care
- Will be able to identify where, when and how to apply the Rights of Children in Out of Care Placements (Extended Family Program - EFP)
- Will be able to describe the limitations of their delegated responsibilities under an EFP
- Will be able to identify the section and describe the differences and eligibility criteria agreements in Part 2 and 2.1 of the *CFCSA*
- Will be able to compare the continuum of services and care options within the *CFCSA*, from least disruptive measures to most disruptive measures; and from in care to out-of-care options

Learning Activities

- Review Declaration on the *Rights of Indigenous Peoples Act* (DIRPA)
- Review Section 2, of the *CFCSA* and discuss with the field supervisor how the guiding principles inform voluntary service practice
- Review Section 3 of the *CFCSA* and discuss with the field supervisor how you would meet the intention of the Service Delivery Principles
- Review Section 4 of the *CFCSA* and discuss with the field supervisor the factors relevant to Best Interests of the Child
- Review Section 10 of the Federal Act and discuss the factors to be considered in Best Interests of the Indigenous Child
- Review Sections 11 to 14 of The Provision of Child and Family Services in the Federal Act and discuss with the field supervisor how implementation will inform voluntary services practice
- Review Section 5 of the Federal Act and discuss notice of Significant Measures and discuss with the field supervisor how this is implemented in voluntary service practice in reference to Sections 6, 7, and 12.2 of *CFCSA*)
- Review the delegation matrix and discuss with the field supervisor the duties and responsibilities that apply to voluntary services
- Review Section 70 the Rights of Children in Care and observe a senior worker informing a child/youth of their rights
- Review the Rights of Children in Out of Care Placements and discuss with your field supervisor how they are different and the same as Section 70 Rights of Children in Care
- Review *CFCSA* 101

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

- Review the Delegation Matrix
https://intranet.gov.bc.ca/assets/download/6764E3300AB346A4A80C189AE8CD23FE&filename=dms_mcf_full.pdf

Performance Indicators

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

Learning Goals Met:

Date _____
 Participant Initials _____
 Supervisors Initials _____

Comments: _____

B. Standards and Policies

Learning Objectives

- Will be able to illustrate recognition and use of the Repository of Agreements
- Will be able to explain and apply Chapter 2- Family Support Services and Agreements to their practice
- Will be able to explain and apply Caregivers Support Service Standards when assessing, developing and approving resources
- Will be able to explain when other standards and policies need to apply to voluntary work in addition to AOPSI
- Will be able to explain and apply Resource Work Policies (Chapter 8) when developing and accessing, and approving resources
- Will be able to distinguish between Chapter 8 (Resource Work Policies) and Chapter 4 (Out of Care

Policies)

- Will be able to explain and apply the Children and Youth in Care Policies (Chapter 5) to voluntary practice
- Will be able to explain and apply the policies that are applicable to the Extended Family Program (EFP)
- Will be able to explain and apply Aboriginal Operational and Practice Standards and Indicators (AOPSI) to voluntary practice
- Will be able to describe how standards and policy measure ‘best’ practice through a quality assurance process of audits
- Will be able to describe how child and youth care plans are different from Extended Family Plans.
- Will be able to describe the process for developing, accessing and approving a resource
- Will be able to describe how Policy 1.1, Working with Indigenous Children, Youth, Families and Communities provides guidance respecting the identity of Indigenous children and collaboration with Indigenous communities and the implementation of the Federal Act in voluntary service practice

Learning Activities

- Navigate the Repository of Agreements
- Review AOPSI Voluntary Standards
- Review Chapter 2 and discuss with your field supervisor how they apply to voluntary services
- Review and discuss with the field supervisor how to apply the Children and Youth in Care Policies to voluntary services
- Discuss with field supervisor when you would be required to use both AOPSI and Chapter 2
- Review the agency’s last practice audit with the field supervisor and discuss patterns of compliance and non-compliance, and recommendations and the impact of the audit on the staff
- Review the Caregiver Standards with the field supervisor and discuss how you would incorporate them into the development, assessment and approval of a resource
- Discuss with the field supervisor when you would use Caregiver Standards in addition to AOPSI Resource Standards
- Discuss with the field supervisor the Extended Family Program and review some existing agreements
- Review Appendix I of Policy 1.1 and discuss with field supervisor how these principles are reflected in the practice of the Agency
- Review the Policy Visual Section C of Policy 1.1. Summary of the Federal Act national standards impacts on existing child welfare policy and discuss with field supervisor the implementation of policy sections relevant to voluntary service practice
- Discuss with the field supervisor the duty under the Federal Act to provide notice of significant measures (actions under Section 5, 6 and 12.2 *CFCSA*, also detailed in Appendix K of Policy 1.1)

Performance Indicators

- Can describe when to use AOPSI standards
- Can describe when to use Chapter 2 policies for voluntary services
- Can describe when to use Caregiver Standards in conjunction with or in lieu of AOPSI resource standards
- Can describe how standards and policies ensure best practice
- Can describe how and when a voluntary service provider can use the EFP
- Can describe the process for assessing, developing and approving a resource
- Can describe how Policy 1.1 ensures that the purpose and principles of the Federal Act are

incorporated into voluntary service practice

- Can describe the procedures to identify and notify Parents, Care Providers, and the Indigenous Governing Body before taking Significant Measures for non-court proceedings
- Can locate and review Nation specific agreements in the Repository of Agreements

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Court Knowledge

Learning Objectives

- Will be able to review the Indigenous Governing Body list
- Will be able to identify the Sections of the *CFCSA* and the agreements that are used in Voluntary Services
- Will be able to describe moving from a VCA, SNA or a YA to Temporary Custody (TCO) and Continuing Custody Orders (CCO)
- Will be able to identify the series of hearings that apply to child protection
- Will be able to describe the limited responsibilities a Voluntary Services Provider has in child protection hearings
- Will know when to use the cf0092 Form to Inform Parent, Care Provider and Indigenous Governing Body of Significant Measures in addition to service provisions

Learning Activities

- Review and discuss with your field supervisor the various orders and agreements that can be applied for under the *CFCSA* and how agreements are different from orders
- Review and discuss with your field supervisor the various court processes that apply to C6 work, and not C3 work
- Review and discuss with your field supervisor the limited responsibilities a C3 worker has in protection court hearings
- Review the *CFCSA* 101 document and discuss with your field supervisor the sections that relate to court processes
- Working with a senior worker/ field mentor to complete Agreements in Part 2 and 2.1 of the *CFCSA*.
- Review Policy 1.1. D. Detailed Procedures Section 5 Notice before Taking Significant Measures

Performance Indicators

- Can describe how Agreements (Part 2 and 2.1) are different from court orders under the *CFCSA*
- Can describe the sections of the *CFCSA* that apply to voluntary services
- Can describe the various court processes that can occur within the context of child protection and the limited responsibilities a has within this context
- Can describe the notification procedures for non-court proceedings

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

2. Roles and Responsibilities

A. C3 Worker Roles

Learning Objectives

- Will be able to describe the roles and responsibilities of a voluntary service social worker
- Will be able to describe what services a C3 workerC3 can provide under the *CFCSA*
- Will be able to describe the guardianship responsibilities that are shared with a parent when a *VCA* or *SNA* is needed
- Will be able to describe the role of a C3 worker and distinguish it from that of the guardianship and child protection social worker
- Will be able to explain to the child/youth, the role of a C3 worker, using an approach that is developmentally appropriate to the child/youth’s age and stage of development

Learning Activities

- Discuss with the field supervisor the shared guardianship responsibilities between a parent and a C3 worker
- Review Chapter 2 policies and discuss with the field supervisor the responsibilities of a C3 worker. C3 worker
- Review with the field supervisor how a C3 worker responsibilities differ from a C4 and C6 worker

Performance Indicators

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

- Can describe 3 strategies they use to work with children/youth experiencing stress/grief and loss as a result of being in voluntary care

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

B. Relationship and Engagement

Learning Objectives

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

Learning Activities

- Meet with children/youth of various ages and stages of development and identify how your work would be different with each age and stage of development.
- Review with a senior social worker their history of working with 3 children or youth and identify the methods/strategies they use to engage and connect with the children or youth
- Review 3 files where children or youth had to move resources and changed social workers and discuss with the field supervisor how changes were managed, how they were prepared, and the reason for the decision to move the child or youth.
- Discuss with the field supervisor or other senior worker strategies they have used to support a child or youth who has experienced grief and loss as a result of being placed in care under an Agreement under Part 2 and 2.1. of the *CFCSA*

Performance Indicators

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

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Family Care Homes

Learning Objectives

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

Learning Activities

- Review AOPSI resource standards with the field supervisor and discuss how they inform the development and approval process for a resource under voluntary services
- Review Resource Worker Policies with the field supervisor and discuss how they inform the development and approval process for a resource under voluntary services
- Review the Caregivers Support Service Standards with the field supervisor and discuss which ones apply to voluntary services and which ones have been replaced
- Review with the field supervisor the differences between a Quality of Care review and a Protocol Investigation and the different roles and responsibilities of a child protection worker and C3 worker
- Review Resource Worker responsibilities under the Federal Act and in Policy 1.1 Policy Visual C, and

discuss implementation with field supervisor

Performance Indicators

- Can identify the AOPSI Standards and legislation that guide and define practice in the development of Family Care Homes
- Can identify the steps in the Family Care Home development process from application to approval
- Can identify the components of Family Care Home training and the mandatory training requirements of Family Care Home providers
- Can identify the types of Family Care Home agreements and can describe the requirements, limitations, payment levels and responsibilities covered by each type of agreement
- Can describe the roles and responsibilities of a Family Home Care provider, a Family Care Home social worker, a child’s social worker and others who may be involved when a child is placed in a Family Care Home
- Can describe the Family Care Home Investigation and the Quality of Care review as they apply to C3 Delegation
- Can describe the responsibilities of a Resource Worker to uphold the Best Interests of Indigenous Child in the Federal Act and to implement placement priorities and on-going re-assessment of placements for Indigenous children

Learning Goals Met:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

3. Liability, Accountability, Confidentiality and Disclosure

Learning Objectives

- Will understand how information sharing is guided by the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, the *CFCSA*, and *Personal Information Protection Act (PIPA)* and The Federal Act Section 12, (2) (1) personal information
- Will understand the duty of care a social worker has to the people they serve and general public
- will understand the meaning of reasonable standard of care
- Will be able to describe what bad faith and good faith mean in terms of liability and accountability
- Will be able to describe circumstances where they may face conflict of interest
- Will be able to describe the complaints process and the role of a complaints policy for their agency and MCFD

Learning Activities

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

Performance Indicators

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

Learning Goals Met:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

4. Professional Practice

A. Care Plans

Learning Objectives

- Will be able to assess the needs of a child or youth; develop and complete a care plan partnering with the child’s parent/s and other care team members
- Will be able to describe why a care plan is important for a child or youth in care
- Will be able to identify when a care plan is needed and timelines for renewal
- Will be able to describe the importance of the child/youth’s cultural identity and how to support and nurture its further development through the care plan and care team

Aboriginal Social Work Training Program –Field Training Guide - Voluntary Services (C3)

- Will be able to describe the importance of cultural planning and cultural continuity
- Will be able to describe the importance of transition planning for youth that will move to CLBC services and to young adult programs
- Will be able to describe the needs of a child under an EFP and how to address them
- Will be able to identify the seven domains of a care plan
- Will understand the differences between a care plan for a child/youth in care under a VCA or SNA and an EFP plan
- Will be able to develop SMART goals when developing a care plan

Learning Activities

- Review 3 care plans and discuss with the field supervisor the characteristics of a comprehensive care plan
- Review with the parent and child/youth their needs and concerns to be addressed in the comprehensive care plan
- Review and discuss with the field supervisor or senior worker the C3 worker’s responsibility transition planning for a youth in care under a SNA or VCA to Community Living BC (CLBC) services or young adult programs
- Review an EFP agreement and discuss with the field supervisor how a supports the agreement
- Review the Chapter 5 Child and Youth in Care Policies

Performance Indicators

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

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

B. Permanency Planning

Learning Objectives

- Will be able to explain the 4 dimensions of permanency: legal, relational, physical, and cultural permanency
- Will be able to describe what is meant by permanency for children and youth
- Will be able to explain the value of permanency planning
- Will be able to describe the various permanency options available to children in and out of care
- Will be able to describe the permanency planning process for an Indigenous child or youth, and who will need to be involved in the process
- Will be able to identify the importance and support the continuation of social networks, relationships, and supports for the child or youth, when they are transitioning out of care
- Will be able to describe placement priority and the necessity of on-going re-assessment of placement under Sections 16 and 17 of the Federal Act
- Will be able to describe the intention of Notice of a Significant Measure pursuant to Section 16 of the Federal Act

Learning Activities

- Review 3 files and participate in a care plan meeting where permanency planning is discussed
- Discuss with the field supervisor why permanency is important for children and youth
- Discuss with the field supervisor about what circumstances permanency planning would occur
- Review with the field supervisor the decision-making process for permanency planning, how to ensure decisions are made in a timely manner and which order will need to be applied for
- Discuss with the field supervisor the 4 dimensions of permanency planning and discuss how you would promote and support a child/youth's cultural, relational, physical, and legal permanency in voluntary services
- Discuss with the field supervisor or a senior worker the importance of establishing and preserving an Indigenous child/youth's Indigenous ancestry, culture and heritage when planning for permanency
- Discuss with the field supervisor or senior worker how to ensure permanency planning for children/youth who are in an out-of-care option (e.g., EFP)
- Discuss with the field supervisor the underlying principles and values that support permanency
- Identify the 4 dimensions of permanency
- Discuss with the field supervisor the different avenues to achieving legal permanency and how it fits in with voluntary service work
- Discuss with the field supervisor how to approach permanency planning practice in a culturally safe manner
- Review the child and youth in care policies with the field supervisor and discuss their application to permanency within voluntary service work
- Review Sections 7, 8 and 9 of Policy 1.1 and discuss placement of children and on-going re-assessment of placement with field supervisor
- Review Appendix K of Policy 1.1 and discuss Notice provisions relevant to Permanency Planning from a C3 perspective

Performance Indicators

- Can identify and describe permanency planning options for a child or youth in care and out of care, and the value of permanency planning

- Can explain the importance of on-going re-assessment of placement to promote Principle 2 of the Federal Act (Cultural Continuity)
- Can name and describe the 4 dimensions of permanency
- Can describe what the permanency planning process for an Indigenous child or youth, and who will need to be involved in the process
- Can identify the importance of supporting the continuation of social networks, relationships, and supports for the child or youth, when they are transitioning out of care

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Child Development

Learning Objectives

- Will be able to identify stages of typical child development within the cultural context of the family and their community
- Will be able to identify community resources that provide support, education and respite services to the family
- Will be able to describe 3 ways to promote healthy development
- Will be able to describe developmental milestones for infants and toddlers, early childhood, middle children and adolescence within their cultural context
- Will be able to describe how attention to universal developmental needs supports a child or youth’s well-being

Learning Activities

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

Performance Indicators

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

- Can describe 3 ways to promote healthy development

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

D. Developmental Disabilities

Learning Objectives

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

Learning Activities

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

Performance Indicators

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

Learning Goals Met:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

5. Working within the Context of Family Violence

A. Family Violence

Learning Objectives

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

Learning Activities

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

Performance Indicators

- Can describe the various types of family violence
- Can describe how family violence impacts children, youth, families and communities

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

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

B. Substance Misuse

Learning Objectives

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

Learning Activities

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

Performance Indicators

- Can describe the indicators of substance misuse
- Can describe the impact substance misuse has on children, youth, family and their community
- Can describe the stages of change when working with individuals struggling with substance misuse

- Can describe the historical influences that may have contributed to substance misuse

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

C. Abuse and Neglect Indicators

Learning Objectives

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

Learning Activities

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

Performance Indicators

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

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

D. Trauma

Learning Objectives

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

Learning Activities

- Review the trauma informed tip sheet with the field supervisor
- Discuss ways to approach your work with individuals and families who have experienced historical trauma
- Meet with a community Elder or Cultural Advisor and discuss with them how intergenerational trauma impacts the community
- Contact a child and youth mental health clinician and discuss how to recognize trauma responses and ways to safely support the children, youth and families
- Discuss with a child and youth mental health clinician the differences between simple and complex trauma
- Discuss with child and youth mental health clinician or any other service provider the importance and application of traditional medicine in a trauma informed approach

Performance Indicators

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

Learning Goals Met:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

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

A. Written and Verbal Communication

Learning Objectives

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

Learning Activities

- Participate in or lead a meeting demonstrating effective communication skills
- Record information in a clear, accurate and organized manner that contains all relevant facts and pertinent information
- Assist a senior C3 worker with their paperwork responsibilities, both hard copy and electronic by writing case plans/reviews, entering information on database and filling out forms
- Review and discuss with the field supervisor the information and associated documents in a child or youth’s file to ensure it is accurate and complete
- Review documentation in both Child Service Files and Family Service Files observing as per AOPSI appropriate case documentation
- Discuss with the administrative person responsible for file maintenance of the hard file the file transfer process
- Familiarize oneself with MCFD’s computer system (Outlook, ICM, etc.)

Performance Indicators

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

Learning Goals Met:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

B. Reportable Circumstance

Learning Objectives

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

Learning Activities

- Review the Reportable Circumstance Practice Guidelines
- Discuss with the field supervisor when it is necessary to submit a reportable circumstance
- Discuss with the field supervisor the process (elements required, who is required to submit and sign off, timelines) for completing a reportable circumstance
- Complete or review a reportable circumstance and discuss it with your field supervisor or senior C3 worker

Performance Indicators

- Can describe what a reportable circumstance is
- Can describe when it is necessary to submit a reportable circumstance

Aboriginal Social Work Training Program –Field Training Guide - Voluntary Services (C3)

- Can describe the process for completing a reportable circumstance
- Has completed or reviewed a reportable circumstance

Learning Goals Met:

Date _____
Participant Initials _____
Supervisors Initials _____

Comments: _____

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

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

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

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

Answers provided:

Date_____

Participant Initials_____

Supervisors Initials_____

Comments: _____

