



Caregiver Training Curriculum

Philosophical Foundation

- The belief that all children and youth need permanent families who provide safe, stable, nurturing homes and lifelong relationships.
- The view that out of home placements are critical bridges between the time a child has to live away from their parents and when they return to them, or if reunification is not in a child's best interests, until the child is in a permanent home with relatives or another family.
- The intention to ensure that children and youth receive high quality care and therapeutic services experience as few changes as possible, achieve permanency as soon as can be safely arranged, and when necessary, are prepared and supported for the transition to adulthood.

Guiding Principles

1. Child and Youth Centred – the planning, care and treatment of children and youth is highly individualized and holistic, based on assessed and/or expressed needs. Integrating children's CFCSA & UNCRC rights, children and youth are given opportunities for meaningful engagement and input into planning and decisions impacting their lives.
2. Permanency Focussed – from the moment a child has to live outside of their parental home the focus is on developing and supporting each child's permanency plan. Permanency for children and youth is inclusive of legal, relational, physical and cultural permanency, securing safe, stable and enduring family relationships for children and youth through reunification, adoption, transfer of custody or other meaningful lifelong connections. Placement matching and stability support permanency outcomes.
3. Family and Community Involved – the child and youth focussed approach is integrated with a family-centered approach, with a primary focus on strengthening, building and sustaining relationships with family and extended family. Child and youth involvement and ongoing connections with their community, including peers, school, social and recreations activities supports positive self-concept and resiliency.
4. Culturally Safe – services are responsive to cultural diversity and are culturally safe and appropriate. The system of care and treatment is guided by an understanding and appreciation of the importance of culture in the lives of children, youth and their families, particularly within the Aboriginal population of BC with attention to the cultural values of Respect, Inclusion, Truth Telling, Wisdom and Belonging (*Aboriginal Policy and Practice Framework*).
5. Trauma and Attachment Informed – for optimal social and emotional development children and youth need healthy attachments and trusting meaningful relationships with the adults that care for them. Many children and youth who need to live outside of their parental home have experienced traumatic events and impacts, so it is essential that all involved with the child use trauma-informed approaches in planning, assessment, care and treatment.
6. Ecologically Oriented – children and youth are engaged in ongoing interactions with their environment as they grow and develop. Using a shared understanding of the ecology of child and adolescent human development, developmental needs, and developmental tasks along with asset building approaches that optimize relationships, social and community connections.
7. Collaborative, Integrated and Coordinated – children and youth benefit from having a committed care team or circle surrounding them that is inclusive of important people in their life, including family members and their caregivers. All members of the child's care team are valued and respected throughout the process of assessing the child's needs and developing and implementing the child's care, cultural and permanency plans. Best practice approaches are used to support collaboration, service coordination and integration (e.g. Wraparound, Circles of Care, and Integrated Care Management).

Pre-Service Training Learning Outcomes

1. Provide prospective caregivers with an orientation to the foster care system (in care) in British Columbia;
2. Help participants decide if they are ready and willing to become caregivers at this point in their lives; and
3. Ensure basic readiness to receive first foster child/youth placement into their home.

Content Topic	Knowledge & Requirements	Learning Objective
Introduction to Fostering	<p>Expectation of caregivers</p> <ul style="list-style-type: none"> • Types of foster care overview • Eligibility, minimum age, capacity guidelines • Local considerations • Mandatory training <p>Standard for Foster Homes, CSS Standard #2, Environment of Care Section E</p> <p>Initial screening</p> <ul style="list-style-type: none"> • Paper work expectations • In depth home study and approval process <p>Family Care Home Program:</p> <ul style="list-style-type: none"> • Specialized and Regular Family Care ,levels of care <p>Family Care Home Agreement</p> <ul style="list-style-type: none"> • Expectations (regular and specialized family care), family care Rate, regular payments and extras, insurance, obligations of the caregiver (confidentiality and reporting) 	<p><u>Learners can :</u></p> <ol style="list-style-type: none"> 1. Describe the process of becoming a caregiver. 2. Explain the importance of ongoing learning as it relates to their role of caregiving. 3. Explain the purpose, philosophy and expectations involved in the Family Care Home Program
Personal Values & Beliefs	<p>Personal Values and Beliefs</p> <ul style="list-style-type: none"> • Cultural awareness and cultural diversity • Inter-racial and cross-cultural • Beliefs and assumptions about behaviour • Exploring myths and stereotypes • Gender identity 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Reflect on personal and cultural values, beliefs and assumptions and how these may be similar and different from other individual and cultural groups. Relate how these similarities and differences may impact parenting.
Child and Family Community Services Act (CFCSA)	<p>Guiding Principles</p> <ul style="list-style-type: none"> • How children come into care, court processes, removals and agreements • Sections 13, 70, 71 • Standards for Foster Homes A-1 • Duty to report Section 14 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Describe how/when children come into care. 2. Relate how the child welfare process impacts caregivers, and what roles and responsibilities caregivers have within the process. 3. Describe the shift in child welfare from a focus of safety to a focus of safety and wellbeing. 4. Describe their responsibilities regarding confidentiality.

Standards for Foster Homes	Standard for Foster Homes Introduction (* topic weaved throughout the preparatory modules*)	<u>Learners can:</u> 1. Identify key ministry priorities and standards that support quality care.
Positive and Trust based Parenting: Typical Child Development Trauma (includes attachment and grief and loss)	<p>Orientation to topics</p> <ul style="list-style-type: none"> • Positive and trust based parenting, (introduction including Ministry’s discipline policy and reference to Standards for Foster Home – D.1) • Standards for Foster Homes – Leisure Activities (D.4) Education (D.5) Health (D.6) Nutrition (D.7) Personal Care (D.8) Privacy and Personal Belongings (D.9) • Child development and brain development domains: physical, intellectual, emotional, social, sexual, cultural and spiritual) • Circle of Courage <p><u>An Introduction to:</u> A child being placed in foster care can experience a variety of traumas that effect their development. These can include attachment disruption, separation and loss, abuse and neglect, pre and post natal factors, domestic violence, brain injury and genetic factors.</p> <p>Creates a base understanding of how trauma impacts the ways a child behaves and sees the world and responding sensitively and effectively to their needs.</p>	<u>Learners can:</u> 1. Describe typical child development and how trauma in all its forms can effect typical development. 2. Describe different forms of child maltreatment. 3. Describe strategies to respond sensitively and effectively to children who have experienced trauma. 4. Assess their readiness for fostering, especially in relation to living with and responding to the effects of trauma. 5. Develop an appreciation and empathy for the experiences of separation and loss of families whose children come into care. 6. Describe the nature of attachment and its importance to children coming into care, and their families. 7. Participants can describe the differences between discipline and punishment, and develop positive parenting strategies. 8. Identify strategies that promote healing and resiliency for children and youth in care.
Permanency	<p>Four dimensions of permanency</p> <ul style="list-style-type: none"> • Legal • Relational • Cultural and • Physical permanence <p>Ways of support</p> <ul style="list-style-type: none"> • Life books and documentation <p>Standards for Foster Homes – C-3 – Transitional Planning</p>	<u>Learners can:</u> 1. Describe what is meant by permanency for children and youth 2. Articulate why permanency is importance for children and youth. 3. Approach permanency planning with children and youth in a way that supports the four dimensions of permanency and the four universal developmental needs. 4. Apply the Permanency Planning Practice Approach when working with children and youth.
Caring for Aboriginal Children	<p>Aboriginal history</p> <ul style="list-style-type: none"> • Colonization and effects of residential schools • Creating cultural safety • Working with aboriginal children • Families and communities and cultural plan <p>Standards for Foster Homes – D.2 and D.3</p> <p><i>Yet to be determined – the amount of ‘depth’ this topic will be covered within preparatory material. May be combined with personal values and beliefs module as potential caregivers are reflecting on their personal values and beliefs as it relates to a number of topics, including cultural safety, cultural diversity etc.</i></p>	<u>Learners can:</u> 1. Recognize the impacts of colonization on the spiritual, emotional, physical, and mental well-being of Aboriginal children, youth, families and communities. 2. Describe the importance of culture. 3. Describe the strategies to support Aboriginal children and youth to develop positive cultural identity. 4. Describe how the Circle as a strength-based and holistic process supports and empowers Aboriginal children, youth, families and communities.

Working collaboratively: Care Team	<p>Roles and responsibilities</p> <ul style="list-style-type: none"> • Effective communication • Professionalism • Effective advocacy • Team approach • Working with MCFD, (Delegated) Aboriginal Agencies (DAAs), and community partners <p>Documentation</p> <ul style="list-style-type: none"> • Email practices, use of social media, log books, reportable incidents • Standards for Foster Homes – F-2 Children’s Individual Service Records and B.2 Reportable Incidents • Care plans Standards for Foster Homes – C-1 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Describe and demonstrate the ministry’s commitment to sharing responsibility for planning and caring for children with members of the care plan team. 2. Describe the various roles and responsibilities of the team members and everyone’s ensuring the best interests of the child are met. 3. Describe the role and responsibilities of foster parents in assessment and planning for children and youth in care. 4. Develop strategies to support collaborative practice when working with a care plan team. 5. Apply the Permanency Planning Practice Approach when working with children and youth.
Working collaboratively: Families	<p>Importance of family connection</p> <ul style="list-style-type: none"> • Working with families • Access and visits <p>Transitions and reunification</p> <ul style="list-style-type: none"> • Access and visits • Boundaries • Supporting children/youth • Importance of relationships (across a few modules) • Standards for Foster Homes – C.2 – Maintaining Relationships also A-2 Involving Children and their Families in decision making • Trauma, grief and loss (as experienced by the child’s family) 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Describe the importance to actively support the relationship between children in care and their families (relational permanency). 2. Develop an appreciation of potential losses experienced by both children/youth in care and their families and develop strategies to support resiliency and healing through losses and change. 3. Define and explore different definitions of ‘family’. 4. Describe the value of the relationships to the child’s safety and well- being.
Concerns in Caregiving Homes	<ul style="list-style-type: none"> • Section 13 protocol investigations • Non-section 13 concerns • Safe guarding • Standards and CFCSA 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Describe how to safeguard the children/youth in their care as well as their own families.
Effects of Caregiving & Supports	<ul style="list-style-type: none"> • British Columbia Federation of Foster Parents Associations (BCFFPA), Aboriginal Foster Parents Association ((FAFP Federation of Aboriginal Foster Parents), Support Agencies, Self-Care • Grief and loss for the caregiver • Effects on self, family and extended family • Relief (formal, informal and contracted) • Rights of foster parents • Vicarious Trauma • Importance of networking 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Describe the role of the BCFFPA, and the associated support agencies in their communities, as well as supports for the children and youth they are caring for.

<p>Placement Needs & Caregiver Readiness</p>	<p>Profiles of children and youth in care</p> <ul style="list-style-type: none"> • Cultural needs • CYMH – mental health issues including anxiety, suicide, and mental health disorders • CYSN, Autism, FASD, Safe Babies • Sharing of information (referral documentation) <p>Placement needs of the child/youth</p> <ul style="list-style-type: none"> • Medical/dental • Education/schools • Recreation • Spiritual • Cultural • Emotional 	<p><u>Learners can:</u></p> <ol style="list-style-type: none"> 1. Recognize children and youth’s behaviour in relation to unmet universal developmental needs and develop strategies to respond effectively to those needs. 2. Develop a practical process for considering and deciding on a referral. 3. Identify ways to respond effectively to a child’s experience in coming into care. 4. Participants will be able to identify potential resources for a child/youth in care and how to access them.
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In-Service Training Learning Outcomes:

1. Provide caregivers with learning opportunities that will help them develop the skills required to meet the needs of children in care.
2. Provide caregivers opportunities to understand the structure and roles within the Child Welfare System in BC.
3. Provide caregivers with the information necessary to help them fulfill the obligations outlined in the Standards for Foster Homes and the Family Care Home Agreement (contract).
4. Provide caregivers with an understanding of their role in working with the child’s community, family, and culture.
5. Provide caregivers with an understanding of Indigenous (Aboriginal, First Nations, Metis and Inuit) history and importance of working with the child’s community.

Content Topic	Knowledge & Requirements	Learning Objectives	Teaching Points
Caring for Children: Overview	<p>MCFD’s Permanency Framework, the concept of teamwork, and the roles and responsibilities of those providing care to children.</p> <p>Overview of the training program include: Common themes for successive modules are introduced. Themes include child and youth development, developing relationships and communication skills, guiding children’s behavior, supporting families, and respecting the diversity of children and families.</p> <p>This module covers:</p> <ul style="list-style-type: none"> • Introduction setting the stage for the program. • Care plans and reporting requirements as per care plans expectations. • Care Teams (family group conferences, mediation). • CFCSA - How children come into care: steps involved, removal or voluntary, who is the guardian, who makes decisions. • Introduction to the Standards for Foster Homes (also to be woven in). Rights of Children in Care • Difference between caring for your children and caring for children in care Being a public parent (fishbowl syndrome) • Qualities that lead to successful caregiving (flexible, adaptable etc.) • Working with Aboriginal communities/bands (either here and/or in the Aboriginal modules) • Permanency (four dimensions) • Collaborative practice • Duty to report – Yellow handbook used for people to refer to. 	<p>The caregiver can:</p> <ol style="list-style-type: none"> 1. Describe and identify the legislation under which the caregiving system operates. 2. Explain the importance of the Care plan to the life of the child/youth. 3. Describe all the roles and responsibilities of the members of the care team. 4. Reflect on an overview of the BC Foster Care Education Program and describes the content areas within. 5. Describe the overall Ministry structure from the perspective of the district office. 	<p>Introductions – setting the dynamics of the group etc.</p> <p>Collaborative practice – woven throughout the modules.</p> <p>Help reinforce the Standards by weaving them into the modules.</p>

<p>Child and Youth Development</p>	<p>This module helps caregivers understand how children and youth develop and grow</p> <ul style="list-style-type: none"> • Typical ages and stages of development • Developmental screening tools - Ages and Stages Questionnaire (ASQ) • Infant Development • How the brain develops normally – inside out, bottom up. <p>Participants will learn how to support the growth and development of children and youth placed in their care. Including an awareness of community supports.</p>	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Describe the importance of being knowledgeable about the process of development for children and youth. 2. Identify principles of development with respect to physical, sensory, cognitive, sexual, social, emotional (healthy attachment) and spiritual and cultural development of children and youth. 3. Define secure attachment and describe the factors that promote secure attachment and how it presents. 4. Describe the factors that promote or inhibit the growth and development of children and youth, including age appropriate life skills. 5. Identify where to access specific information regarding the physical, cognitive, sexual, social, emotional, spiritual and cultural development of children and youth. 6. Begin to identify potential strategies to facilitate and support the growth and development of children and youth. 	<p>Dr. Karyn Purvis – Kids from hard places DVD Current trends and language re: child development (to be verified)</p> <p>Circle of Courage (Belonging, Mastery, Independence and Generosity)</p>
<p>Supporting Children’s Education</p>	<ul style="list-style-type: none"> • Awareness of the importance of school stability in improving educational outcomes for children in out-of-home-care • Understand the importance of being involved in the youth’s educational experiences • Recognise/dispel myths among school and child welfare staff about sharing educational information. • Recognise that school attendance is important for academic success. • Absence or excessive tardiness can lead to missed learning opportunities and risk of falling behind academically <p>Tips for academic success:</p> <ul style="list-style-type: none"> • Express/reinforce expectations regarding school achievement and behaviour • Take regular and active interest in child’s educational activities • Develop structured homework and study times • Ensure child attends school regularly • Encourage extracurricular activities • Get to know child’s friends • Attend school meetings • Consistently acknowledge and reward child’s efforts at school 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Describe responsibilities related to educational issues of youth in care. 2. Identify strategies to be actively involved in the educational status of the child in their home, including consistent attendance. 3. Describe the importance of their role in attending school based meeting to support the child’s education. 4. Describe their role as advocate for the child’s educational rights and needs. 	

<p>Trauma (includes attachment, grief and loss)</p>	<p>A child being placed in foster care can experience a variety of traumas that effect their development. These can include attachment disruption, separation and loss, abuse and neglect, pre and post natal factors, domestic violence, brain injury, genetic factors.</p> <p>Caregivers will learn strategies to promote healing of the brain that will guide the child back on the trajectory of healthy development (Neuroplasticity).</p> <p>CYSN – special needs is also a trauma to the brain</p>	<p>The caregiver can:</p> <ol style="list-style-type: none"> 1. Define and describe the sources of trauma (attachment, grief, loss, abuse, Aboriginal history) 2. Explains how trauma impacts typical brain development and how that impacts all domains of development and behavior <ul style="list-style-type: none"> • Neurological and Biological • Over Reactive Stress Response Systems • Emotional Regulation • Attachment Style and Relationships • Identity Development • Behavioral Regulation • Cognitive and language Challenges 3. Describes behaviors a child may exhibit based on the trauma they have experienced (all behavior has meaning, children want to do well, children learn strategies based on survival) 4. Identifies the risk involved with unhealthy attachment. 5. Describe CYSN diagnoses and how it is different from other traumas. 	<p>Arousal-Relaxation Cycle Self-awareness Journaling exercise</p> <p>Why attachment matters – DVD – Karyn Purvis. References – K. Purvis, D. Siegel, Tina Bryson, Dr. Perry, G. Mate Important to note – approvals may be needed when referencing this material and using it in our curriculum.</p>
<p>Parenting Challenging Behaviors</p>	<p>This module will introduce strategies for working with the behaviors of children and youth in care using a child/youth-centered approach with a foundation in attachment</p> <p>Include discussion of practical strategies for some of the common behaviors that new foster parents can expect – lying, stealing, bedwetting, missing children and youth.</p> <ul style="list-style-type: none"> • The meaning behind behaviours – responding rather than reacting 	<p>The caregiver can:</p> <ol style="list-style-type: none"> 1. Identify personal triggers and explore their own beliefs, values, ethics, and parenting styles in relation to guiding the behavior of children and youth. 2. Identify, describe and demonstrate appropriate responses to children and youth based on their developmental level (not chronological) and from an attachment framework. 3. Describe elements necessary for an effective caregiving environment. 4. Describe how to support the development of positive self-esteem and pro-social behavior in children and youth. 5. Describe how anger and aggression develop in children and youth and articulate strategies to help children and youth manage these feelings and behaviors 6. Describe their role and understand the definition of Missing Children/Youth, level of police involvement as per the missing Children/Youth policy. 7. Describe the ministry’s policy on seclusion and restraint. 	<p>Dan Siegal – No Drama Discipline</p> <p>Jane Nelson and Steven Drenn (Positive parenting A-Z).</p> <p>G. Neufeld – Making sense of Discipline</p> <p>Trust based video – K. Purvis</p>

Self -Awareness	<p>The importance of how self-awareness impacts our relationships with others.</p> <ul style="list-style-type: none"> • Personal values and beliefs (understanding how values impact expectations of others on the care team and the child’s family) • Perception of the world is molded by a person’s experiences • Professional conduct (mutual respect) • Personal history of attachment 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Explain how personal values and beliefs impact perception of the world and recognize when they are reacting based on their values and beliefs. 2. Describe ways in which people, including themselves, may respond to and feel about childhood trauma. 	<p>Weaving self-awareness through the modules (journaling exercise)</p>
Communication Skills	<p>This module addresses why effective communication skills are foundational to caregiving relationship with children, youth, families, and members of the child care team.</p> <ul style="list-style-type: none"> • Effective communication, including confidentiality • How we communicate – in person, phone calls, emails, texts, internet, Facebook • Effective advocacy • Conflict resolution 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Articulate the importance of being an effective communicator throughout the caregiving process. 2. Describe your responsibilities regarding confidentiality 3. Describe the characteristics of an effective communicator and their connection to effective caregiving. 4. Demonstrate at an introductory level, the basic communication skills of attending and empathy and attunement. 	<p>Key aspect of working as a team member – collaborative practice. Especially awareness piece – that has an impact on responding to children’s behaviors etc.</p>
Advocacy/ Partnership	<p>This module will review the role of advocacy as a caregiver. Topics to include:</p> <ul style="list-style-type: none"> • Role of Advocacy • Right of Children in Care • Working with the system: strategies and good working relationships • Effective advocacy – (“not about getting your way but getting your say”) • Professionalism of advocacy • Collaborative Practice • Supporting children and youth to advocate for themselves (RCY) 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Describe role on the care team. 2. Describe traits of an effective advocate. 3. Identify who and how to get services for children/youth to advocate for themselves. 	<p>Rights to Success – a workshop developed – rights and responsibilities – developed with Youth in Care Network and MCFD and former Child and Youth Advocates office.</p> <p>Landy Anderson – The Foster parent survival Guide</p>

Effects of Caregiving	<p>Learners explore the possible impacts of caregiving on the foster family and on self. Relationships within neighborhood and community are also discussed. The signs and sources of stress will be addressed, as well as methods for managing them.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Vicarious trauma • Value of support networks/networking • Impacts of needing to be available – cell phones, checking Facebook, etc. • Rights of Foster Parents 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Compare the initial motivators to caregiving to realities of caregiving to date. 2. Identify sources and signs of caregiver stress and impacts of caregiving on self, family, extended family and other relationships. 3. Identify sources of positive experiences in caregiving 4. Identify and describe resiliencies in their own life. 5. Identify formal and informal sources of support. 6. Explain vicarious trauma and identify possible triggers 7. Report self-care strategies for themselves and their children. 8. Identify self-care strategies when working with children who have experienced trauma. 	<p>Value of support networks/networking.</p> <p>Co-training with caregiver – or have as a guest.</p>
The Child’s Family	<p>This module emphasizes the importance of family to the child and promotes an understanding of the child’s family. The caregiver’s role in working with and involving the child’s family is explored.</p> <ul style="list-style-type: none"> • Understanding and empathy for the child’s family and their situation (addictions, mental health, poverty, intimate partner violence) • Intergenerational trauma – Aboriginal and non-Aboriginal • Aboriginal history (may be here/and or stand-alone module) • Working with families whose children are in care via Special Needs agreement (CYSN needs) • How to develop skills for working with families – practical skills including: boundaries, preparing for visits, managing return from visits, and related issues due to no shows, upset after visits (emotions related to visits). • Introduction to attachment (why visits are so important) 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Identify specific reasons why family is important to a child. 2. Describe emotions and behaviors that families may present as a result of the removal and placement of a child. 3. Identify and describe the roles of caregivers when working together with the child’s family. 4. Describe ways of involving the child’s family during removal; placement; and, where applicable, the reunification process. 5. Identify and describe skills when working with the child’s family. 6. Describe factors that contribute to child abuse and neglect. 	<p>Model of change – used in this module. (Confirm that MCFD supports this ‘model’)</p> <p>Self-awareness woven through here.</p>
Observing, Recording, and Reporting	<p>This module addresses the importance of communicating succinct, accurate, and relevant information to the child’s worker and other professionals involved with the child.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Logs, Life Books, Health Care Passports, Medicals • Strengths and challenges (Freedom Of Information (FOI) implications) • Financial reporting/accountability and mileage • Observations skills facts (not opinions) • Reportable incidents • Written reports • Waivers, high risk activities and consent forms • Ownership of Directors documents 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Describe the benefits and purposes of observing and recording the behavior of children in care. 2. Describe the difference between behavioral description and behavioral interpretation and demonstrate the recording of each. 3. Identify what is relevant to record in a daily log. 4. Identify when to report relevant information to the appropriate member of the guardianship team 5. Complete reportable incidents (as outlined in the Standards for Foster Homes) – what to report and to who and when. 6. Identify, describe, and demonstrate how to record, report and support a child who is disclosing an abusive or neglectful experience. 	<p>New care plan template</p>

<p>Cultural Diversity and Responsiveness</p>	<p>Learners will explore how caregivers can welcome and be mindful of the diversity of children and youth-in-care. Learners will address the importance of maintaining cultural identity for children’s healthy development and will learn supportive ways to respond to children’s social and cultural experiences.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Rites of passage • Cultural milestones • Traditions • Familial culture • Invisible Disabilities • Gender identity • LGBTQ2S • Team culture • Perceptions of children in care – how to advocate for them • Biases, discrimination, dissidence • Perceptions of individuals with Mental Health issues 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Identify the characteristics of culture and identify/describe how personal cultural background, values and attitudes may influence relationships with children and families. 2. Identify the importance of maintaining cultural identity for children’s healthy development. 3. Identify relevant sections of the CFCSA, Standards for Foster Homes and the Child’s 4. Identify ways to support the Care plan as it relates to the children’s cultural, racial, linguistic and religious heritage. 5. Identify ways to provide children with opportunities, guidance and encouragement to maintain cultural heritage in the home and community. 6. Identify ways to assist and respond with understanding and empathy to children’s experiences related to racial and cultural differences. 7. Identify and provide to children practical strategies for dealing with bullying. 	<p>Journaling</p>
<p>Substance Misuse</p>	<p>Learners will explore the varying degrees of substance use, the indicators and factors that may contribute to misuse. Participants will learn ways to assist and support a child or youth that misuses substances. Accessing resources dealing with substance misuse will be discussed.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Prescription and street drugs • Parents misuse of substances • Circle of Change • Harm reduction • How use of drugs and alcohol may be a coping mechanism for children/youth and parents/adults in their lives. • Impact of drug use on developing brain • Rules around youth using tobacco and alcohol • Link between mental health and drug and alcohol use – dual diagnosis • Recognizing and responding to overdose 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Define terms relevant to substance misuse. 2. Describe myths regarding substance misuse. 3. Describe degrees of substance use and the implications for caregivers. 4. Describe indicators of substance misuse 5. Identify several factors that may contribute to and/or cause substance misuse. 6. Describe basic approaches to assist and support a child or youth who misuses substances. 7. Identify and access resources to educate and assist oneself and a child or youth regarding concerns related to substance misuse. 8. Identify most common drugs and/or paraphernalia. 	<p>Have a co-facilitator - drug and alcohol counsellor.</p> <p>Up to date Drug Guide for Prescriptions and over the counter.</p> <p>Up to date Street drug guide</p>

Mental Health/ Mental Illness	<p>Working with children and youth in care that have mental health related issues and/or their families.</p> <p>Topics to includes:</p> <ul style="list-style-type: none"> • Infant Mental Health • Child/Youth Mental Health (ADHD, anxiety, depression, eating disorders) <ul style="list-style-type: none"> ○ Common classes of medication and effects • Adult Mental Health • Mental Health First Aid • Dual Diagnosis 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Recognize and describe the indicators of mental health issues and can identify sources of service. 2. Identify responsibilities defined under the Care plan. 3. Recognize the child’s parents may have mental health issues, and can describe the impact this has on the child and parent and demonstrate empathy. 	
Introduction to Fetal Alcohol Spectrum Disorder FASD including Neonatal Abstinence Syndromes	<p>This module provides caregivers with some factual information about the effects of prenatal exposure to alcohol on the development of children. Neonatal Abstinence Syndrome will also be introduced. Attention will also be given to understanding the implications of caring for children whose development and behaviors may be influenced by this condition and how to respond and support the needs of these children.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Introduction to Safe Babies • New diagnostic criteria coming out April 1, 2016 • Develop strategies for living with children and youth with FASD • Common primary and secondary effects • Invisible disability and societal expectations • Advocacy and supports • History and terminology of FASD • Identify and build on strengths • Importance of Self Care 	<p><u>The caregiver can:</u></p> <ol style="list-style-type: none"> 1. Describe some of the effects of prenatal exposure to alcohol and describe some of the characteristics of children with Fetal Alcohol Spectrum Disorder (FASD). 2. Describe some of the effects in the neonate of maternal drug and alcohol abuse (Neonatal Abstinence Syndrome - NAS). 3. Explain the value of having a diagnosis of FASD and indicate why diagnosis of this condition is difficult. 4. Describe some of the later life problems that may affect children with FASD. 5. Describe effective parenting approaches for responding to the particular needs of children with FASD. 6. Describe the particular demands on caregivers of children with FASD and ways of providing support for themselves (self-care). 7. Identify community and other resources that may be of assistance to families caring for children with FASD. 	<p>Video – Finding Hope</p> <p>FASD Keyworker invited to facilitate or co-facilitate this module.</p> <p>Charts and handouts – Myles Himmreich – on YouTube.</p> <p>POPFASDE Website</p> <p>Morgan Fawcett – YouTube</p> <p>Curriculum may be built on stages of development – strategies for age groups.</p>

Suicide Awareness	<p>Part One: Through the use of lecture, experiential exercises, video and group discussions, emphasis will be placed on warning signs, risk assessment, response mechanisms and where to get help.</p> <p>Topics to Include:</p> <ul style="list-style-type: none"> • Suicide rates/risks in Aboriginal communities • Suicide ideation and attempts • Recognizing and responding to overdose • Safety plans • Collaborative practice – supported by care tea members, including additional community supports • Expectations of caregivers (suicide watch) • Supports to caregivers <p>Part Two: Practical application of conversation with youth on suicide</p> <p>Topics to Include:</p> <ul style="list-style-type: none"> • Role plays • Case scenarios • Mental Health First Aid (program) • Debriefing the caregiver 	<p>Part One: The caregiver can:</p> <ol style="list-style-type: none"> 1. Demonstrate attitudes favorable to suicide intervention, including adoption of a non-judgmental approach, demonstration of willingness to make referrals and the foresight to seek consultation. 2. Recognize youth stressors and suicide warning signs. 3. Demonstrate skills in initiating intervention, assessing risk and developing action plans. <p>Part Two: The caregiver can:</p> <ol style="list-style-type: none"> 1. Express comfort in having a conversation with the youth around suicide 	<p>Crisis Line – provides great support material for this module (have an updated risk model)</p> <p>Reaching out – PowerPoint and video (Interior Health)</p> <p>Aboriginal Mental Health counsellor – as a speaker</p> <p>ASSIST program</p>
Business Side of Caregiving	<p>Topics to include:</p> <ul style="list-style-type: none"> • Family Care Home Agreement • Rights of Foster Parents • Protocols • Workers Compensation Board, Income Tax and Insurance • Maintenance (financial record keeping) • Relief • Foster Parent Association, support agencies • Resources – who to call, when, Provincial services, websites, online learning opportunities etc. • Info re: Public Guardian and Trustee 	<p>The caregiver can:</p> <ol style="list-style-type: none"> 1. Articulate the expectations of being a self-employed contractor. 2. Describe the reason for and the process of a Protocol Investigation. 3. Explain how to utilize maintenance money and tracking. 4. Complete appropriate paperwork and assessment of a relief provider selected by them. 5. List resources available to them in the community (WCB, accountant services, contract). 	<p>Safeguarding (Canadian Foster Family Association working on update Summer 2016).</p>

Permanency	<p>Caregivers will learn the importance of permanency for all children in care and strategies to support permanence.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> Principles of transitioning identified for achieving best practice and improved outcomes for children and youth. Four domains of permanency Care team CYSN moving to adulthood and working with Community Living BC (CLBC) Supporting caregiver through the process of the transition. Family group conference, mediation 	<p>The caregiver can:</p> <ol style="list-style-type: none"> Describe the four domains of permanency and their importance. Describe the importance of transitioning children and list strategies to facilitate the transition. Describe the impact on them and their family and list strategies to support them through this process Explain the process of working with CLBC when a youth is transitioning to an adult residential placement. <p><i>To discuss with Learning and Development - new permanency planning curriculum developed. Determine what elements can be shared/used within caregiver training.</i></p>	The art and science of transplanting children – Dr. Neufeld)DVD series
Health and Safety	<p>Topics to include:</p> <ul style="list-style-type: none"> Immunizations, Diabetes, Hepatitis C, Lice, CPT1 Needle use and disposal (safeguarding for caregiver) Universal precautions Value of fitness and nutrition Emergency preparedness and fire drills Non-violent crisis intervention Administering and charting medication 	<p>The caregiver can:</p> <ol style="list-style-type: none"> Describe strategies for dealing with a number of health related concerns/issues (lice, blood transmitted diseases, nutrition, universal precautions, communicable diseases). Prepare and demonstrate their emergency preparedness plan. Chart the dispensing of medication. 	<p>Sneezes and Diseases – through Public Health</p> <p>Too hot for Tots – video – Children’s Hospital</p> <p>Health Passport</p>
Internet Safety	<p>Topics to include:</p> <ul style="list-style-type: none"> Cyberbullying Whole digital world Facebook Cell phone use Sexting (texting) Confidentiality – by text and email Posting pictures electronically of children/youth in care 	<p>The caregiver can:</p> <ol style="list-style-type: none"> Describe the risks associated with the digital world. Express comfort in having a conversation with youth around internet safety. Demonstrate strategies to manage technology. 	<p>Meryln Horton – reference/expert</p> <p>Brett Holfeld, PhD Banting Postdoctoral Fellow Cornett A209, Department of Psychology University of Victoria bholfeld@uvic.ca</p>

Out of Care Learning Outcomes:

1. Care providers will develop knowledge about the Out - of - Care system in BC and learn the roles and responsibilities that are specific to their out-of-care arrangement.
2. Care providers will develop knowledge and skills to manage the unique circumstances while caring for child in an Out-of-Care arrangement.
3. Care providers will recognize the impact of trauma and how it may affect childhood attachment and development.

Content Topic	Knowledge & Requirements	Learning Objectives
Introduction	<p>What is Kinship and Out-of-Care</p> <ul style="list-style-type: none"> • Care Providers unique role. • How it is valued and benefit to the child. <p>Motivations</p> <ul style="list-style-type: none"> • Reasons and motivating factors that compel extended family to step forward to become kinship care providers <p>Array of emotions experienced by the child</p> <ul style="list-style-type: none"> • Complex set of emotions (grief, loss, anger, fear uncertainty, may have loss of friends, loss of school, divided loyalties). <p>Array of emotions experienced by care providers</p> <ul style="list-style-type: none"> • Care providers experience emotions that are specific to kinship care providers such as guilt, loss of future plans (e.g. retirement, friends, and leisure time) shame and embarrassment. <p>Unique Challenges Working with the birth parent</p> <ul style="list-style-type: none"> • Role confusion, disruption of tradition roles, torn loyalties, setting boundaries with parent’s (saying no), denial, starting all over again as a parent, new responsibilities (grandparent needs to learn how to be child centered), Ministry expectations – impact on role confusion. <p>Self-Care</p> <ul style="list-style-type: none"> • Combatting isolation, support groups (aging, health, getting breaks, respite). <p>Teaching Points: Motivation Video of different stories presented by Care Providers explaining why they are caring for their relatives (grandmother’s, aunt/uncle’s stories) Shared Experience Dr. Joseph Crumbley</p>	<p>The care provider can:</p> <ol style="list-style-type: none"> 1. Describe kinship and out of care options. 2. Recognize the important connections between caregiving and the positive impacts on children’s safety and well- being. 3. List five reasons why someone becomes a kinship/out of care- care provider. 4. Describe how kinship/out of care has changed and emotionally impacted their lives – positives and negatives. 5. Identify and explain the shared experiences/emotions between the child and care providers. 6. Identify the challenges in working with the parent and describe strategies to manage the challenges putting the child’s needs first. 7. Describe areas where self-care is not being addressed. Lists five actions they can start doing now to promote self-care. <p>Note: The training expectation for restricted caregivers needs to be addressed by policy. If not required to take preparatory training, then these modules will be expanded to include training for restricted caregivers and the additional expectations re: FCHA and Standards for Foster Homes.</p>

Mental Health/ Addictions/ Substance Abuse	<p>The complexity of working with parents with addiction/substance issues and mental health issues particularly when the child’s parent is related to the care provider (often parent is the care provider’s child). Care Providers often want answers for why their child had/has an addiction, and what they can do to change the addictive behaviour.</p> <p>Teaching Points: Use an addictions counsellor – could be a video</p>	<p>The care provider can:</p> <ol style="list-style-type: none"> 1. Describe the impact of substance misuse on parenting and the safety and well-being of children. 2. Describe how addiction is impacting their life and the care of the child. 3. Identify strategies to support the child’s parent without compromising the safety and well-being of the child. 4. Develop strategies for setting healthy boundaries with the child’s parent.
Legal roles & responsibilities	<p>Legal Roles and Responsibilities</p> <ul style="list-style-type: none"> • The continuum of out of care options • Extended Family Program (EFP) care provider • Interim and Temporary Guardian • Working with the MCFD and social worker’s roles • Why they had to fill out the paper work they did • Reporting incidents and changes in circumstance • Financial support and benefits <p>Importance of Permanency</p> <ul style="list-style-type: none"> • Section 54.01/54.1/FLA and Adoption • Four dimensions of permanency 	<p>The care provider can:</p> <ol style="list-style-type: none"> 1. Explain the continuum of care 2. State where their legal status fits on the Out-of care continuum. 3. Describe the roles of the care provider, MCFD, the parent and the child. 4. Describe expectations and differences regarding documentation and expectations to report. 5. Explain the financial support and benefits available for care providers. Identify what additional supports are available for children in terms of education, health, and daycare. 6. List the legal pathways to permanency. 7. Explain the difference between the various legal options to legal permanency. 8. List the dimensions of permanency and what they mean. 9. Explain why permanency on each domain is important for every child. 10. Describe how permanency is being provided for the child in their home on each domain.
Child Development/ Attachment/ Trauma	<p>Orientation to topics</p> <ul style="list-style-type: none"> • Positive parenting • Child development • Grief and loss • Trauma and attachment (abuse and neglect) 	<p>The care provider can:</p> <ol style="list-style-type: none"> 1. Describe typical child development and how trauma in all its forms can effect typical development. 2. Describe the different forms of abuse and neglect. 3. Describe strategies to respond sensitively and effectively to children who have experienced trauma. 4. Discuss how grief and loss has impacted them, the child in their home and the parent of the child. 5. Explain attachment and its importance to them and the child in their home 6. Describe the differences between discipline and punishment, and develop positive parenting strategies.