

B.C. CAREGIVER TRAINING PROJECT

Update # 1 September 2016

Since publishing the last project announcement in May, PRIDE has been confirmed as the training model for foster and kinship caregivers in British Columbia (B.C.). The caregiver training project team has also completed and submitted the initial round of B.C. pre-service adaptations to the PRIDE vendor, Governors State University (GSU).

The goal of revising caregiver training is to strengthen B.C.'s System of Care and contribute towards addressing the challenges outlined in the Residential Review. A content working group, comprised of representatives from the B.C. Federation of Foster Parents Associations (BCFFPA), the Ministry of Children and Family Development (MCFD) Strategic Priorities Branch, fostering agencies and other stakeholders, have been reviewing the online PRIDE pre-service modules in detail to ensure they meet or exceed the approved training outline for caregivers. Where required, content adaptations to and additions of legislation, policy, procedures, terminology, and practice have been made to align materials with the B.C. context. GSU is now processing these content adaptations while the project team prepares for a comprehensive pre-service pilot, scheduled to begin in late fall 2016.

The Aboriginal Content Advisory Group has been busy developing the Aboriginal content outline and learning objectives, defining the stand-alone Aboriginal modules, and identifying additional Aboriginal content that will be interwoven throughout the training. An Aboriginal caregiver forum involving participants from several areas of the province was held at the Secwepemc Delegated Aboriginal Agency in August to review and discuss the content outline and draft curriculum. The Aboriginal Perspectives content outline has since been approved and provides the basis for developing the PRIDE Pre-service Aboriginal content. The Aboriginal Content Advisory Group recently connected with the Saskatchewan Ministry of Social Services to share learning about the creation of PRIDE Aboriginal content in their province.

To support change management and knowledge exchange, the project team remains committed to keeping stakeholders informed of progress. The project team continues to welcome questions and have used this update to answer some that were previously submitted. A number of questions received relate to transition and implementation factors, which in many cases require additional consultation prior to a response to ensure that service delivery and policy implications are addressed. Further updates will be provided as soon as decisions are made with respect to transition and implementation related factors. These updates will be posted to MCFD iConnect, BCFFPA and other partner websites.

Frequently Asked Questions

Questions and comments will continue to be tracked and addressed throughout the project. If you have any questions or comments, please write to the project team: mcf.strategicpriorities@gov.bc.ca

CONTENT DEVELOPMENT

1. Can PRIDE material be adapted to suit the needs of B.C. caregivers?

Yes. The BCFFPA and project team are working collaboratively with Governors State University (GSU) to ensure B.C. content is incorporated throughout the PRIDE materials.

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2. How will training materials be kept consistent and up to date?

As a PRIDE licence holder, B.C. will have a place at the content development table along with GSU and other jurisdictions. This table monitors content for any applicable changes to align with new research and practice developments. B.C. will also be able to adapt content in line with any changes to legislation, policy, language or practice. GSU is experienced in making ongoing requested updates in a timely manner.

3. PRIDE uses the term 'race' instead of 'multicultural'. How will this be addressed?

Terminology is being modified throughout the online platform and handouts by the BCFFPA, project team and GSU. Other Canadian jurisdictions have made similar adaptations. A provincial/territorial PRIDE review table is also under development to further refine PRIDE content and make it more reflective of Canadian perspectives and language.

4. Some foster caregiver support agencies already have online training modules in place (e.g.: the Foster Caregiver Education Program, or 53 hours). What will happen to these training curriculums moving forward?

Once the PRIDE In-service modules are ready for implementation, they will fully replace the Foster Caregiver Education Program currently used both in-person and online.

5. The current caregiver training program names are Pre-Service and the Foster Caregiver Education Program (or 53 hours, or Core). Will this language change?

PRIDE uses the terms Pre-service and In-service to describe the individual training programs. B.C. will adopt this terminology to avoid confusion when implemented.

6. Will training cover the needs of Children and Youth with Special Needs (CYSN) caregivers?

CYSN caregivers will learn all of the basic caregiving skills through the PRIDE Pre-service and In-service programs, but may require additional training to acquire unique and specialized skills needed to care for a specific child as outlined in their caregiver learning plan.

7. Has the Policy Branch been involved to ensure alignment of work?

Yes. The project team has been working alongside Child Welfare Policy to review and align curriculum content with standards and policies in preparation for the upcoming implementation of PRIDE training and to promote the foundation for practice change.

8. Is Safe Babies part of the curriculum?

Safe Babies is not part of the PRIDE curriculum and is out of scope for this project. Safe Babies is one of the specialised learning pathways that will continue to be delivered at the community level.

DECISION MAKING & ENGAGEMENT

9. Was the Federation of Aboriginal Foster Parents (FAFP) included in the decision making process?

The Federation of Aboriginal Foster Parents was invited to participate in the caregiver training development process; however, they did not provide representation within the content working group and their contract with MCFD has since expired. Nevertheless, the project team has received extensive input from several Delegated Aboriginal

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Agencies, Aboriginal caregiver support agencies, Aboriginal caregivers and elders throughout content development (see the *Caregiver Curriculum Consultations* document for a complete listing). The project team has also connected with Indigenous Perspectives Society (IPS), who was recently awarded the provincial contract to provide support and training for Aboriginal caregivers.

10. Is it more cost effective to licence and adapt existing PRIDE materials, or build customized B.C.-made materials?

After reviewing the costs and benefits of both approaches, PRIDE was determined to be the preferred option. Included in this analysis was the benefit of continuous updates and revisions as required over time. B.C. will also benefit from participation in the Canadian PRIDE development table, which includes seven other provinces and territories that have implemented PRIDE. For more information on the decision to proceed with PRIDE, please refer to the *B.C. Child and Youth Caregiver Training Approach* document.

11. Have the unique needs of Canadian newcomers been considered?

Some learners may have unique needs that must be considered on a case-by-case basis. The PRIDE program allows for some degree of flexibility in training delivery that can be explored at a community level upon receiving a new caregiver application (e.g.: community group discussions to further explore diversity and culture, or assistance with comprehension for individuals where English is their second language).

TRANSITION PLANNING & IMPLEMENTATION

The Provincial Director of Child Welfare has been identified as the interim provincial program lead for caregiver training and has delegated responsibility to the Executive Director of Guardianship, Adoption and Permanency. A newly created committee has been formed to steer the strategic approach for implementation and sustainability of the PRIDE training program in B.C. This MCFD interdivisional committee is composed of the following membership:

- Anne Clayton, Executive Director Guardianship, Adoption and Permanency (Committee Chair)
- Linda Bradford, Executive Director, Strategic Priorities
- Mark Fassina, Director, Strategic Priorities
- Anita Misri, Director, Learning and Development
- Robert Watts, Executive Director, Service Delivery Operations
- Denise Devenny, Executive Director, Aboriginal Services
- Joanne White, Executive Director of Practice
- Donna Mathiasen, Executive Director Corporate Operation Services
- Sarah Gosman, Manager, Child Welfare Policy

The committee has already begun working through a number of implementation-related questions and further updates will be provided as soon as decisions are made.