

# **URBAN CIRCLE TRAINING CENTRE INC.**

## **RED RIVER COLLEGE**

### **Family Support Worker/FASD Certificate Program**

Updated: November 30, 2016

## **PROGRAM DESCRIPTION**

There is a continued need to train and employ certified Family Support Workers of Aboriginal ancestry. This is especially important in light of the increased need for service delivery and for trained Fetal Alcohol Spectrum Disorder (FASD) workers by the Aboriginal community in the field of child and family services.

In response to this need, Urban Circle Training Centre and Red River College's Community Services Department have partnered in the delivery of an 11 month Family Support Worker/FASD Certificate program for Aboriginal women and men. Graduates successfully completing all requirements will earn Red River College dual certification in these areas of specialization.

Based on Red River College's ongoing consultation with current service providers, the curriculum focuses on a wide range of skill development areas including assessment, advocacy, communication, referral, parenting, and introduction to counseling skills. In addition, the curriculum will cover the theory of child development, current theories of family dynamics, and the promotion of health and safety for children and their families. Understanding the needs of individuals impacted by FASD and the resources available to families is also an integral part of the program.

Upon program completion, graduates will have gained the skills to:

- Establish and maintain a caring and relationship with parents and children.
- Communicate effectively with families.
- Understand normal child development and behaviour.
- Assist families to gain knowledge of household management and organization, including nutrition planning, parenting skills, age appropriate life skills, and budgeting.
- Provide advocacy and awareness of community resources.
- Write reports and document accurately.
- Participate in case planning conferences.
- Teach and support the learning process.
- Participate in crisis intervention services, when required.
- Participate in the development of family and individual treatment plans.
- Work with individuals affected by FASD at all age levels.

The program includes a 150 hour practicum placement within an established Family or Social Services agency to gain hands-on experience at the end of the program. The program will be delivered at Urban Circle Training Centre Inc. and will have an Aboriginal culturally based component. Abundant employment opportunities have been identified in child and family agencies, youth care providers, and social services agencies within the core area of Winnipeg. The program is certified by Red River College.

## Course Descriptions – Family Support Worker/FASD Certificate

### **Life Skills – A Context for Practice with Aboriginal Peoples (FASE-1022, 174 hrs)**

The Life Skills course will focus on exploring topics in 5 areas of life: Self, Family, Job, Community, and Leisure. The lessons will help students to engage in self-reflection, sharing experiences, problem-solving, and practicing new skills. The cultural component is the foundation of this course and is integrated within the lessons. Students will develop their interpersonal skills through interactive activities like group work, role playing, sharing, team building, and presentations. Students are encouraged to take the information and strategies learned in the life skills & Aboriginal cultural awareness lessons and apply them to daily living both inside and outside of the classroom. This course will help students to work towards finding a balance in all areas of life based on the Medicine Wheel Teachings: Physical, Mental, Emotional, and Spiritual. Student attendance and participation are essential components of this course in order to build a strong foundation for successful completion of this program.

### **Introduction/Overview to FASD (FASE-1013, 40hrs)**

This course is the foundation for the entire Applied Studies in Fetal Alcohol Spectrum Disorder Certificate Program, providing knowledge of the history, definitions, descriptions, vocabulary and diagnostic criteria required to study the range of disabilities known as Fetal Alcohol Spectrum Disorder (FASD and also the older term is known as Fetal Alcohol Syndrome/Effects. Children with FASD often have secondary disabilities which can create ongoing challenges in finding good supports. Students develop an understanding of the signs and symptoms of common secondary disabilities and learn to promote the development of protective factors for individuals who are affected by FASD.

### **Advocacy & Teaming (FASE-1026, 40hrs)**

Best practices indicate that a collaborative, multi-systems approach (which includes health, education, family supports, justice, child welfare, community services and others working together) is needed to adequately support a person with FASD. In addition, individuals and their families may need assistance as they advocate for themselves. This course explores the many facets of advocacy, including the challenge of identifying and matching service providers and agencies with FASD, and the effects of intervention on the family.

In order to be an effective service provider for individuals and their families, an understanding of and respect for other's cultural values is necessary. This course will increase students' consciousness of the similarities and differences among cultures. Students will strive to move positively along a continuum of cultural competence and begin to develop skills to work comfortably and respectfully with "difference".

### **Documentation and Case Planning (FASE-1006, 36hrs)**

This course will assist students to develop the communication skills required in professional practice. Primary topics covered are: development of observation skills, recording of observations, development of reporting and documentation skills, such as supervised visits and the use of critical thinking skills. Conducting assessments and developing treatment plans are also covered. The principle of accountability in professional practice provides the foundation for the course.

### **Foundations in Addictions & Understanding Attitudes and Values (FASE-1007, 40hrs)**

This course is designed to provide participants with clear identifiable understanding of the issues and connections with addictions, parenting and FASD. It also is intended to challenge current thinking and to help students develop a deeper understanding of the lives of women and children affected by FASD. This course is designed to explore some of the current research and treatment models related to alcohol

and drug addictions. Areas of focus will include models for treatment and rehabilitation and issues specific to women and youth.

### **Behaviour: Learning and Teaching (FASE-1003, 40hrs)**

Just as individuals with disabilities related to mobility issues need environmental adaptations and support as they learn to manage their disabilities, children with FASD need adaptations and support as they learn to manage their behavioural issues and overcome their learning problems. This course is designed to help direct service providers see behaviour as a form of communication and to provide teaching and learning strategies that help individuals with FASD learn. By understanding how the physical manifestations of the disability of FASD affect an individual's ability to learn and behave within their environment, students will learn to implement strategies, adaptations and environmental modifications to support the individual with FASD.

### **Strategies for Daily Living (includes a medication overview) (FASE-1017, 40hrs)**

Service providers working with children, adolescents and adults who are affected by fetal alcohol require strategies to prepare clients for developmental changes and daily living challenges. This course will provide students with the skills to develop and apply training plans that assist their clients with daily living. This course is an introductory course presenting issues related to health, safety and nutrition of children and families i.e. preventing injuries, promoting healthy lifestyles, infection control, common childhood infections, importance of nutritional balance and its role in promoting health, and fire safety.

### **Interpersonal Communications (FASE-1011, 40hrs)**

This course introduces interpersonal communications. The content includes communication, self-concept, perceptions, emotions, language, non-verbal communication, listening and an understanding of interpersonal relationships.

### **Child and Adolescent Development (FASE-1005, 40hrs)**

This course begins with an overview of the theoretical perspectives and research methods that compromise contemporary human development. It then explores life from a chronological perspective, beginning with conception, then moving through the classic periods of infancy, childhood, and concludes with adolescence. Within each period emphasis is balanced among the physical, motor, cognitive and social-emotional aspects of development. Student-selected topics of interest will be delved into greater detail. Finally, a central theme of the course will revolve around the complex interaction between the environmental and biological factors that produce development.

### **Understanding the Family (FASE-1020, 40hrs)**

Understanding the Family is an introduction to the study of family. This course looks at traditional Aboriginal family values and systems as well as contemporary issues families may face. In the spirit of respect, this class will introduce students to examining their own family of origin as well as models of understanding and respecting the diversity of families. In order to assist and empower families to identify and meet their needs Family Support Workers must understand the many facets and challenges of family life.

### **Guiding Child and Adolescent Behaviour (FASE-1008, 40hrs)**

This course introduces basic concepts in guiding children's behaviours including the importance of nurturing and respectful care, positive communication skills, direct and indirect guiding techniques, as well as helping children express and control their own feelings and actions in acceptable ways. This course also introduces the importance of negotiation and mediation in interactions with adolescents.

### **The Role of the Family Support Worker (FASE-1015, 40hrs)**

This course is an introductory course to the field of family support work. The student will explore the professional tasks of a family support worker and the challenges of being a member of this profession. An overview of the needs of children and families, the types of agencies providing service, governing legislation with regard to child protection, professional roles and future trends and issues will be studied.

### **Introduction to Computers (COMP-1302, 24hrs)**

This course will provide students with an introduction to computers including hardware and software. Students will learn the components of Microsoft Office with emphasis on Microsoft Word. Students will also learn about the importance of resume writing and will complete their own resume using the computer skills from this course.

### **The Impact of Maltreatment and Trauma (FASE-1023, 40hrs)**

The course is intended to help the student explore the impact of neglect, abuse, and other forms of trauma on the developing young person and families. The student will learn to identify the physical and behavioural symptoms associated with maltreatment and trauma as well as the potential impact of the trauma on the physical, social, intellectual, emotional and sexual development of the young person. Students will develop an understanding of the healing process and learn intervention strategies which can be used in their work with children and families who have been traumatized.

### **Helping Skills in Action (FASE-1025, 40hrs)**

This course focuses on the role of the helper. The course presents a developmental model and emphasizes a non-directive, humanistic style of intervention. Skills to assist children, youth and family members to fully clarify problems and explore opportunities for change, are covered.

### **Special Topics in Family Support Work (FASE-1016, 40hrs)**

This course will examine a number of special issues of significance to the prospective family support worker. It is designed to be an introduction to current issues that may impact upon children and families. Some examples of relevant topics for discussion would include; gangs; families and the justice system; ADHD/ODD; mental health issues, and other selected topics.

### **Practicum Placement (PRAC-1217, 150hrs)**

Students will be teamed up with a Family Support Worker / Resource Team from a social service agency for **one 150 Hour practicum work placement at the end of the academic program.** Practicum experiences provide an opportunity for the student to integrate theory and practice and be mentored by individuals working in the field. Throughout the placement, students are expected to identify professional strengths, weaknesses and learning needs. Students will examine the concept of community, identify community resources.

### **Integration Seminar (FASE-1019, 20hrs)**

Integration seminar provides an opportunity for small group sharing and support during the practicum experience. Students will be challenged to assess practicum experiences, plan for future practicum times, and discuss how knowledge and skills could be applied in the workplace.

### **Workshops with separate certificates:**

- Non-violent Crisis Intervention
- Basic Rescuer CPR/First Aid
- ASIST (Suicide Intervention)
- PHIPA (Personal Health Information Protection Act)