



URBAN CIRCLE TRAINING CENTRE INC. RED RIVER COLLEGE POLYTECH FAMILY SUPPORT WORKER PROGRAM

Updated: March 14, 2025

PROGRAM DESCRIPTION

The Family Support Worker Program (FSW) is a 46-week program certified by Red River College Polytech and in partnership with Community Services Department. The training includes a life skills/cultural awareness component in addition to the full Red River College Polytech curriculum.

NOTE: Due to the uncertainty surrounding the Covid-19 Pandemic situation:

- This program could be offered through blended learning, a combination of in-class, on-line, and off-site learning opportunities and
- All students enrolled in the program must have access to desktop computer with a camera/microphone, laptop, cell phone and Wi-Fi
- This program is offered one time this academic year at the following time:
January 2025 to December 2025 (46-weeks)

PROGRAM INTAKE PROCEDURE

- **Orientation & Information Sessions:** FSW applicants will be invited to attend an Information Meeting and an Orientation Meeting, conducted by the UCTC Intake Coordinator and the FSW Life Skills Coach/Program Support.
- **Assessment & Evaluation:** Following the orientation session, FSW applicants will write the following assessments:
 - Degree of Reading Power Assessment (DRP)These assessments are scored by UCTC staff; after scores are tabulated, the FSW team (Life Skills Coach/Program Support, Teachers, Intake Coordinator) meets and evaluates each applicant's scores, along with any supporting documents, as provided by the applicant.
- **Intake Interview:** Following the assessment and evaluation step, FSW applicants will take part in an intake interview with two (2) staff members, who are usually program teachers and the Life Skills Coach/Program Support. During the interview, each applicant answers a series of questions designed to provide interviewers with a detailed picture of their readiness for success in the FSW program.
- **Deliberations:** With each applicant file (interview notes, assessment scores, character references, grade transcripts, funding approvals, and autobiographies) in hand, the program team meets, discusses each file, and identifies those applicants who will be offered acceptance into the program.

ENTRANCE REQUIREMENTS

- Grade 12 with English 40S; or Mature Grade 12 Diploma; or GED equivalent
- Demonstrate fluency in written and spoken English
- Successful completion of the prescribed reading skills test at the required competency level
- Good physical and mental health
- Immunizations are required of all students and must commence as indicated upon notification of acceptance into the program
- Submit current and acceptable criminal record check, child and adult abuse checks

LIFE SKILLS/CULTURAL COMPONENT

This course is offered by Urban Circle Training Centre Inc. (UCTC) UCTC utilizes the philosophy of the Medicine Wheel in all aspects of training delivery. This is a holistic approach that encompasses the mental, physical, emotional and spiritual aspects of human experience. The Medicine Wheel teaches us the interconnectedness of these four aspects and the ways in which they can bring about balance and wellness Sharing and Healing Circles are central to program delivery.

We follow a holistic model of adult learning. This is based on many cultural components and the Life Skills components. Depending on COVID 19 restrictions, learners will have the opportunity to participate and build our learning community through:

- Sharing Circles
- Elder traditional teachings and support
- Naming ceremony
- Medicine picking
- Feast
- Other teachings

The Life Skills Curriculum enhances students' personal and professional goals, assists them to become effective problem solvers, empowers them to set realistic obtainable goals and to gain the confidence required to become effective members of their family, workplace and community. Through lessons and exercises students learn effective communication skills, conflict resolution, anger management, stress, time management and the importance of teamwork. Taking responsibility and being accountable for the self is the basic goal of the life skills curriculum.

REQUIRED COURSES

Students participate in a full course load, and are required to attend in-person Monday through Friday, 8:30 a.m. to 4:30 p.m.

****Note: A final grade of C+ (65%) is required in each course to successfully complete the program****

Course Code and Title	HOURS
FSWP - 1001 Life Skills: A Context for Practice with Indigenous Peoples	240
FSWP-1002 The Role of the Family Support Worker	45

COMM-1169 Communications	45
CYCP 1014 – Behaviour Theory and Intervention	45
CYCP-2039 Substance Use Theory and Intervention	45
FSWP-1003 Strategies for Daily Living	45
PSYC-2003 Child and Adolescent Development	45
Introduction to Computers	30
Impact of Maltreatment and Trauma	45
CYCP-2038 Current Issues in Child & Youth Care (Critical Social Issues for Youth)	45
PSYC-2003 Child and Adolescent Development	45
CYCP-2041 Family Support & Intervention	45
CYCP-2042 Mental Health Literacy	45
PRAC 1217 - Practicum	150
FSWP 1004 Integration Seminar	20

ADDITIONAL WORKSHOPS MAY INCLUDE

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

COURSE DESCRIPTION

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 Indigenous 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, and within Manitoba. The Family Support Worker program is certified by Red River College Polytech.

LIFE SKILLS — A CONTEXT FOR PRACTICE WITH INDIGENOUS PEOPLES (240 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 Indigenous 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 & Indigenous 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.

CYCP-2039 SUBSTANCE USE THEORY AND INTERVENTION (45 HRS)

In this course, you will be led through a tapestry of knowledge surrounding use, misuse, and addiction of psychoactive substances. This course helps students reflect on the current trends and issues related to substance use, misuse and abuse. Students learn a breadth of history, theory, terminology, leading to the understanding of holistic treatment and best practice when helping people affected by substance use.

THE ROLE OF THE FAMILY SUPPORT WORKER (45 HRS)

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, professional roles and future trends and issues will be studied.

BEHAVIOUR THEORY & INTERVENTION (45HRS)

This course is intended to help the student learn behavioural theories and frameworks to develop their ability to assess and understand challenging behaviours of youth. Students will become familiar with various approaches to behaviour management that will assist young people and families in a variety of settings in a positive way.

STRATEGIES FOR DAILY LIVING (45HRS)

Service providers working with children, adolescents and adults who are diagnosed with Fetal Alcohol Spectrum Disorder (FASD) require strategies to prepare individuals for developmental changes and for daily living challenges. This course will provide students with the skills to develop and apply training plans that assist this population group with daily living. Issues related to health, safety, nutrition and medications will also be explored. Topics include: infection control, diabetes, HIV/AIDS, hepatitis, tuberculosis, importance of nutritional balance & physical activity, stress, and fire safety and home products safety and the proper use of medications.

COMMUNICATION (45HRS)

This course covers both the theory of communication as well as specific skills and attitudes required to give the student an introduction to effective interpersonal communication. Course content provides an overview of communication, self-concept, perceptions, an understanding of how interpersonal relationships work and explores non-verbal communication.

CHILD AND ADOLESCENT DEVELOPMENT (45HRS)

This course begins with an overview of the major theoretical perspectives and research methods of contemporary human developmental research. Discussion then turns to an exploration of development from a chronological perspective, beginning with conception, then moving through the stages of infancy and toddlerhood, early childhood, middle childhood, concluding with adolescence. Within each period, discussion is structured around the physical, motor, cognitive, and social-emotional aspects of development. Selected topics of interest will be explored in greater detail. A central theme

of the course is the complex interaction between the environmental and biological factors that correspond to development.

FAMILY ACROSS THE LIFESPANS (45HRS)

Families are strong, diverse and resilient and are an integral part of every young person. This course is designed to introduce foundational theories and explore family across the lifespan. Using an ecological framework, students will gain an understanding of how contemporary issues (i.e. poverty, addictions, family violence) affect children, youth and families. Students will also explore family of origin, and the impact of self in family work.

INTRODUCTION TO COMPUTERS (30HRS)

This course will provide students with an introduction to computers including hardware and software. Students will learn computer fundamentals using Microsoft Windows applications. Content includes introduction to common Microsoft Applications including Word, Excel, Internet and PowerPoint. The components of Microsoft Office 2010 will be taught with the emphasis on Microsoft Word (upgrading to Microsoft Office Professional 2016). Students will learn the importance of resume writing and will complete their own resume using the computer skills from this course. Word processing and spreadsheet skills will be developed in order to demonstrate computer knowledge in a variety of situations.

IMPACT OF MALTREATMENT AND TRAUMA (45HRS)

This course is intended to help students explore the impact or neglect, abuse, and other forms of trauma on the developing young person. Students learn to identify the physical and behavioural symptoms associated with maltreatment and trauma as well as the potential impact of the trauma on the young person. Students will develop an understanding of the healing process and learn intervention strategies which can be used in their work with young people who have experienced maltreatment and trauma.

MENTAL HEALTH LITERACY (45HRS)

Mental Health affects everyone. It is imperative that we explore not only the classifications, theories, and research about what we know about mental health, but the interventions and supports for an individual's mental well-being. In this course, the student will explore major frameworks and perspectives from which to view definitions and explanations for some of the most common disorders of youth. From this foundation, the student will develop their relational, holistic, and strength-based lens for working with children, youth, and families and the promotion of healthy mental wellness.

CURRENT ISSUES FOR YOUTH AT RISK (45HRS)

Youth at Risk" are some of the most vulnerable people in our society. They are faced with many issues and are at-risk of harm. This course is designed to be an introduction to the current areas and issues facing youth today and begin to explore assessment and planning skills for youth care professionals. Topics of exploration in this course will include culture, diversity and sexual orientation; youth affected by FASD; youth suicide; sexual exploitation; homelessness and "street-involvement"; addictions; risky sexual behavior and adolescent sexual offending.

FAMILY SUPPORT AND INTERVENTION (45HRS)

Students will be introduced to conceptual frameworks to assess family systems and utilize a strength-based approach to working with families. Family assessment and intervention

skills required to work in the life space of the family are a major focus of this course. We will examine how issues such as poverty, family violence, being a newcomer to Canada and addiction can influence risk.

PRACTICUM PLACEMENT (150HRS)

Students will participate in a 150-hour work practicum delivered in partnership with local social services, community outreach, and child and family services agencies 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 (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 time and discuss how knowledge and skills could be applied in the workplace. Various group process strategies such as group discussion, role plays, and presentations are used to encourage critical thinking, analysis and interaction.

Workshops with separate certificates:

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