



# **Aboriginal Community Support Worker Certificate**

ACSW 117 Health, Safety and Wellness

Version Fall 2018



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# Unit 1 – Making Informed and Knowledgeable Decisions

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Making informed and knowledgeable decisions and choices about health, wellness and safety for others

## Learning Objectives

- Describe how to make informed and knowledgeable decisions and choices about health, wellness and safety for others.

## Key Points:

- Understand health and wellness from a cultural perspective
- Understand what healing is.
- Understand the importance of what wellness and health means to yourself before being able to understand what health and wellness is to those your support.
- Identify what influences a healthy lifestyle
- Become aware of health goals and issues for yourself

## Pre-Assessment

What do you think this course might be about from the title – Health, Safety and Wellness?

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What might Safety look like in practice as an Aboriginal Community Support Worker?

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## What is “Risk”?

- exposure to the chance of injury or loss; a hazard or dangerous chance: *It's not worth the risk.*
- to expose to the chance of injury or loss; hazard: *to risk one's life.*
- to venture upon; take or run the chance of: *to risk a fall in climbing; to risk a war.*

<http://www.dictionary.com/browse/risk>

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What kinds of risks might you face as an Aboriginal Community Support Worker?

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How can you ensure safety and manage risk in practice as an Aboriginal Community Support Worker?

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Below is one example of a Risk Assessment Model:

## Example of a Risk Assessment Model



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### *Class Exercise:*

25 minutes: Research other examples of Risk Assessments Models that will be useful in your practice as an Aboriginal Community Support Worker.

Discuss results of students' research as a group:

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## **Culture is Healing**

What is meant by Culture is healing?

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### **Video**

#### **Cultural Canoe Journey: smoking cessatio**

<https://www.youtube.com/watch?v=0AK-Ynv6es0> (7:25)

What impact did the Canoe Journey have on the healing journey of the people in the video?

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What impact did the Canoe Journey have on the healing journey of the people in the video?

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How did the aspect of Culture impact the healing?

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## Importance of Support Worker Self – Care

### Qualities of the Exemplary Health and Human Service Provider

1. Is an effective communicator.
2. Is skilful in interpersonal relationships.
3. Is caring.
4. Promotes dignity and respect.
5. Respects diversity.
6. Has positive values.
7. Has a positive attitude.
8. Is pro-active.
9. Is passionate.
10. Is intuitive, reflective and self-aware.
11. Is empowered and empowering.
12. Promotes health in self and others.
13. Understands professional responsibility and acts on it.
14. Is an advocate.
15. Is an effective problem solver.
16. Is creative and flexible.

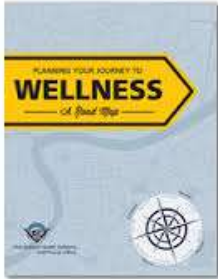
How does promoting health in yourself impact all the other qualities in the list?

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## Planning your Journey to WELLNESS: A Road Map Handout

([http://www.fnha.ca/wellnessContent/Wellness/FNHA\\_Wellness\\_Map.pdf](http://www.fnha.ca/wellnessContent/Wellness/FNHA_Wellness_Map.pdf))

Write a personal mission statement:

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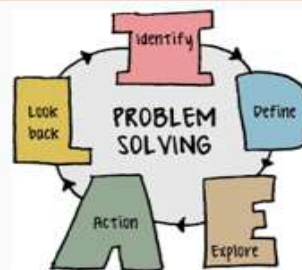
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### Personal Mission Statement

- A personal mission statement is a vision captured in three or four sentences that serves as a roadmap to your desired destination.
- Take out a pen and paper
- Close your eyes and think about where it is you want to go in your life? What kind of life do you want to live?
- When you are ready – open your eyes.....without thinking too much – write down what came to you when you thought about what kind of life you want to live.....

### The Problem Solving Model: Bransford's IDEAL Model (1984)

- Identify the Problem
- Define the Problem
- Explore possible strategies
- Act on one of the strategies
- Look back and evaluate the effect of the chosen strategy



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What additional information needs to be considered, to ensure this problem solving model is culturally relevant?

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## Power and Control, Equality and the Medicine Wheel

Power and Control Wheel and Equality Wheel – How do they fit with Traditional Knowledge and the Medicine Wheel concept?

Power and Control Wheel was developed by Domestic Abuse Intervention Program in 1984. The model was created to explain the aspects of domestic violence and became known as the “Duluth Model”

There are two “wheels” – one is the Power and Control which describes the types of violence that can occur – violence and power and control include more than physical violence.



Domestic Abuse  
Intervention Program

Home of the Duluth Model

<http://www.theduluthmodel.org/training/wheels.html>



The Equality Wheel describes the changes people who use Power and Control need to make.



DOMESTIC ABUSE INTERVENTION PROJECT  
392 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
www.duluth-model.org

## Reminders

### Journal Entries:

Self-care:

What are some ways I take care of myself?

Reflection:

What did I learn today?

What do I still have questions about?

How does what I learned today apply to my practice as an Indigenous community support worker?

## Unit 2: Recognizing the Issues of Abuse and Neglect in Aboriginal Communities

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### Learning Objectives

- Describe the issues of abuse and neglect in Aboriginal communities.

### Topics

- Define “abuse” and “neglect”;
- Protocols on intervention strategies when risk is suspected;
- Power and Control and Equality Wheels

What is “abuse”?

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What is “neglect”?

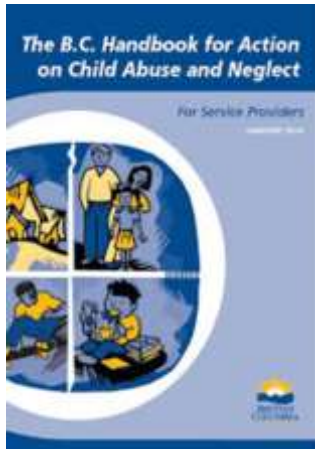
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## Focus on Child Abuse and Neglect:



### ***BC Handbook for Action on Child Abuse and Neglect***

[http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf)

“Working Together” section (p. 11-20)

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Assign the “Recognizing” (p. 23-33)

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Assign the “Responding” section (p. 37-54)

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**Points to highlight:**

Working together (p. 11-13)

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Legislation, Principles and Protocols (p.13-19)

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Summary of Roles and Responsibility (p. 19-20)

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Recognizing Child Abuse and Neglect (p. 23-29)

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When should I call a Child Welfare Worker? (p. 30-33)

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Responding to suspected child abuse and neglect (p. 37-39)

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Reporting suspected child abuse or neglect (p. 40-41)

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How could this model be applied to other areas of Abuse and Neglect? Elder? Domestic? People who are vulnerable/ have disabilities?

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# Unit 3: Exploring Strategies for Responding to, and Preventing, Abuse and Neglect

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## Learning Objectives:

- Explore strategies for responding to and preventing abuse and neglect

## Topics:

- Define “prevention”. Define “intervention”
- Traditional Wellness Strategic Framework including:
  - Vision and Mission for Traditional Wellness in BC
  - Core Values
  - 4 Wellness Streams

## Resources for today:

Community Guide to End Violence Against Aboriginal Women:

[http://www.onwa.ca/upload/documents/onwa\\_2011community-guide.pdf](http://www.onwa.ca/upload/documents/onwa_2011community-guide.pdf) - especially page 19-25  
– community assessment section

Mapping The Healing Journey:

The final report of a First Nation Research Project on Healing in Canadian Aboriginal Communities

<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mppng-hlng/index-en.aspx#part1>

First Nations Health Authority Traditional Wellness Strategic Framework:

[http://www.fnha.ca/wellnessContent/Wellness/FNHA\\_TraditionalWellnessStrategicFramework.pdf](http://www.fnha.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf)

What are the strategies we can use to respond and prevent abuse and neglect?

In order to respond and prevent abuse, we need to understand the reason for the abuse and neglect.

The history of First Nations people and the impact of contact and residential school created a break in the traditional approaches to wellness. Health and wellness in the western view is something that is done by “experts” to people. The traditional view is that healing is individual, is from the inside out and is supported by community and traditional wisdom passed down from the elders.

What is prevention?

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What is intervention?

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How do these concepts relate to responding to abuse and neglect?

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How can we use these concepts to increase health, safety and wellness in our communities?

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### Vision and Mission for Traditional Wellness

**BC Elders Guide – Pages 8-9** explains the visual depiction of the way First Nations people achieve health and wellness.


[http://www.fnha.ca/wellnessContent/Wellness/BC\\_EldersGuide.pdf](http://www.fnha.ca/wellnessContent/Wellness/BC_EldersGuide.pdf)

## Video - Implementing the Vision – Chapter 1 - System of Wellness (7:39)

Video - Implementing the Vision – Chapter 1 -  
System of Wellness (7:39)

<http://www.fnha.ca/wellness/our-history-our-health>

- What is the system of wellness discussed in the video?
- What is the lesson in the story of the flea for support workers?



Clipart Of.com  
#1244801

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### 4 Wellness Streams

- Healthy Eating 
- Respecting Tobacco 
- Being Active 
- Nurturing Spirit 

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## BC Elders Guide

Pages 8-18 – Excellent description of First Nations Perspective on Wellness visual and the Wellness Streams.

[http://www.fnha.ca/wellnessContent/Wellness/BC\\_EldersGuide.pdf](http://www.fnha.ca/wellnessContent/Wellness/BC_EldersGuide.pdf)

### Student Exercise:

1. Pick one of the 4 Wellness Streams
2. Find resources that would be helpful in using this wellness stream as a strategy for prevention.
3. The website Best Start Resource Centre has excellent resources

## Best Start Resource Centre

<http://en.beststart.org/resources-and-research>

The Best Start Resource Centre produces multi-media resources on a broad range of topics related to preconception health, prenatal health and early child development, developed in collaboration with, or with support from other organizations and experts. Materials range from fact sheets, brochures, manuals, posters, displays and videos to program planning guides and reports.

What did you find out? Share with the class.

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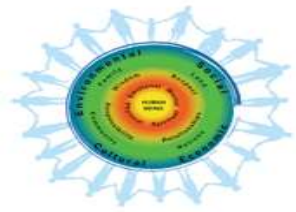
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### Core Values for Traditional Wellness

- Respect
- Wisdom
- Responsibility
- Relationships



[http://www.beststart.org/resources-and-research/PSHA\\_TraditionalWellnessStrategy.pdf](http://www.beststart.org/resources-and-research/PSHA_TraditionalWellnessStrategy.pdf)

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### Respect



- Respect is about honouring where you come from, your culture, your traditions, yourself.
- It is intergenerational, and is passed on through one's community and family. It is the driving force of the community because it impacts all of our life experiences, including our relationships, our health, and our work.
- It is defined as consideration of and appreciation for others, but there is recognition that respect is so much more in First Nations communities – it entails a much higher standard of care, consideration, appreciation and honour and is fundamental to the health and wellbeing of our people.
- There is an intuitive aspect to respect, because it involves knowing how to be with oneself and with others.

[http://www.beststart.org/resources-and-research/PSHA\\_TraditionalWellnessStrategy.pdf](http://www.beststart.org/resources-and-research/PSHA_TraditionalWellnessStrategy.pdf)

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## WISDOM



- Wisdom includes knowledge of language, traditions, culture and medicine.
- Like respect, wisdom is an understanding that is passed on by our ancestors from generation to generation and has existed since time immemorial. It is sacred in nature and difficult to define.

[http://www.fdaa.ca/wellnessContent/Wellness/FNHA\\_TraditionalWellnessStrategicFramework.pdf](http://www.fdaa.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf)

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## RESPONSIBILITY



- Every person has responsibility to self, families, communities and the land.
- Responsibility extends not just to those that we come into contact with or relate to, but also to the roles we play within our families, our work and our experiences in the world.
- There is also a mutual accountability and reciprocity aspect to responsibility.
- Responsibility intersects with so many areas of our lives, and involves maintaining a healthy and balanced life and leadership through modelling healthy behaviour and wellness.

[http://www.fdaa.ca/wellnessContent/Wellness/FNHA\\_TraditionalWellnessStrategicFramework.pdf](http://www.fdaa.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf)

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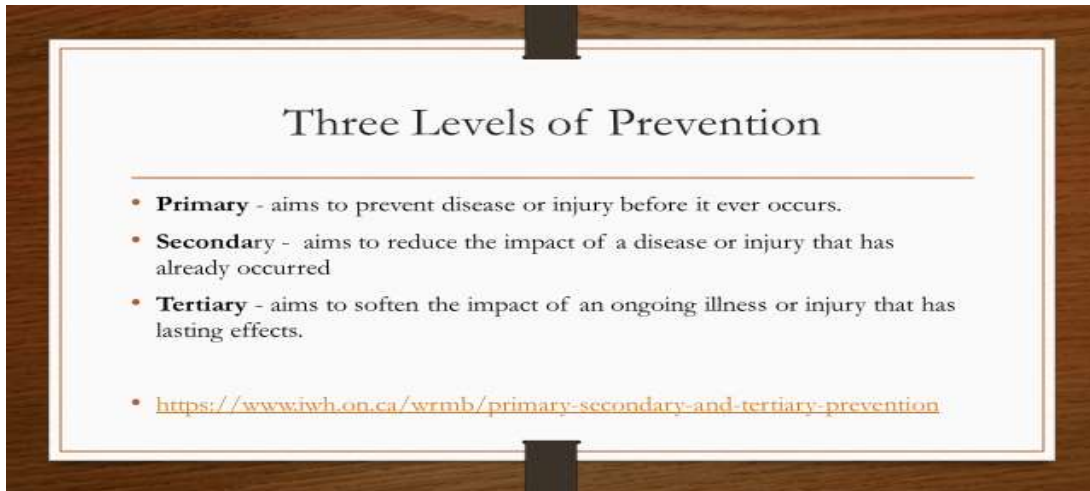
## RELATIONSHIPS



- Relationships are what sustain us.
- Relationships and responsibility go hand in hand. Like responsibility, relationships involve mutual accountability and reciprocity.
- Relationships are about togetherness, team-building, capacity building, nurturing, sharing, strength and love.
- It is recognized that relationships need to be maintained strongly within oneself as well as with those around you.

[http://www.fdaa.ca/wellnessContent/Wellness/FNHA\\_TraditionalWellnessStrategicFramework.pdf](http://www.fdaa.ca/wellnessContent/Wellness/FNHA_TraditionalWellnessStrategicFramework.pdf)

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## Levels of Prevention

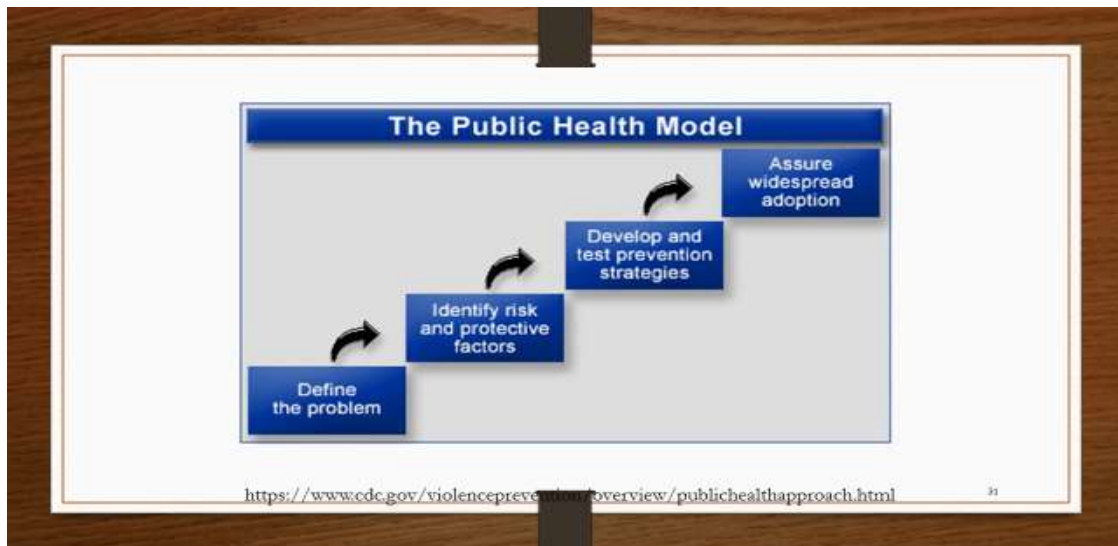
Primary \_\_\_\_\_  
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Secondary \_\_\_\_\_  
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Tertiary \_\_\_\_\_  
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What researchers mean by **primary**, **secondary** and **tertiary** prevention.

<https://www.iwh.on.ca/wrmb/primary-secondary-and-tertiary-prevention>



## Examples of Intervention and Prevention Programs

**Model of a Prevention Program** - This is an excellent handout that describes the process of setting up a violence prevention program. It includes a section called "Putting it All Together"

The Public Health Approach to Violence Prevention:

[https://www.cdc.gov/violenceprevention/pdf/ph\\_app\\_violence-a.pdf](https://www.cdc.gov/violenceprevention/pdf/ph_app_violence-a.pdf)

**Review Community Guide to End Violence Against Aboriginal Women** - This is an excellent reading that goes through developing a violence prevention program in Ontario – has an excellent section on Community Assessment on pages 19 -25

[http://www.onwa.ca/upload/documents/onwa\\_2011community-guide.pdf](http://www.onwa.ca/upload/documents/onwa_2011community-guide.pdf) - especially page 19-25

### Prevention Program Regarding Family Violence:

Kizhaay Anishinaabe Niin: I am a Kind Man Community :Action Kit To Encourage Aboriginal Youth and Men To Speak Out Against Violence Against Women

<http://www.iamakindman.ca/IAKM/pdf/KizhaayAdultToolkit.pdf>

## Unit 4: Self-care

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Describe common approaches and strategies for self-care in the human service sector including practitioner ethics, boundaries, coping with stress and alleviating practitioner burnout.

### Learning Objectives:

- Describe common approaches and strategies for self-care in the human service sector including practitioner ethics, boundaries, coping with stress and alleviating practitioner burnout.

### Key Points:

- Understand lateral violence
- Overview of non-violent crisis Intervention
- Understand the concept of compassion Fatigue
- Identify the signs and symptoms of compassion fatigue
- Define a Personal Window of Perception

What is Lateral Violence?

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Watch video – Lateral Violence by Bear Paw media Productions (19:57 mins)

<https://www.youtube.com/watch?v=neWtt3sAqMM&feature=youtu.be>

What are four take away's from the video?

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Students to read: Aboriginal Lateral Violence Handout (Appendix A)

<https://www.nwac.ca/wp-content/uploads/2015/05/2011-Aboriginal-Lateral-Violence.pdf>

### *Class Discussion:*

How will you manage your emotions, if someone is being laterally violent to you in the workplace?

## **Overview of Non-violent Crisis Intervention:**

Review Ten Tips for Crisis Intervention (Appendix B)

[https://www.crisisprevention.com/CPI/media/Media/Resources/info%20capsules/09-CPI-INT-007\\_infocap10\\_Tips\\_Crisis\\_Prevention.pdf](https://www.crisisprevention.com/CPI/media/Media/Resources/info%20capsules/09-CPI-INT-007_infocap10_Tips_Crisis_Prevention.pdf)

What skills and learning from the program modules already prepared you for non-violent crisis intervention?

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What are some other skills, experience or knowledge do you need to gather to be prepared for non-violent crisis intervention?

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Personal Safety Tip Sheet for Human Service Workers (Appendix C)

[http://www.everydayselfdefense.com/uploads/4/7/5/5/47555789/esd-pdf\\_tip\\_sheet\\_july\\_2016.pdf](http://www.everydayselfdefense.com/uploads/4/7/5/5/47555789/esd-pdf_tip_sheet_july_2016.pdf)

When Compassion Hurts:

Burnout, Vicarious Trauma and Secondary Trauma in Prenatal and Early Childhood Service Providers

[http://www.beststart.org/resources/howto/pdf/Compassion\\_14MY01\\_Final.pdf](http://www.beststart.org/resources/howto/pdf/Compassion_14MY01_Final.pdf)

What do you think Compassion Fatigue is?

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## Introduction to Compassion Fatigue

Compassion Fatigue Awareness Project: <http://www.compassionfatigue.org/>

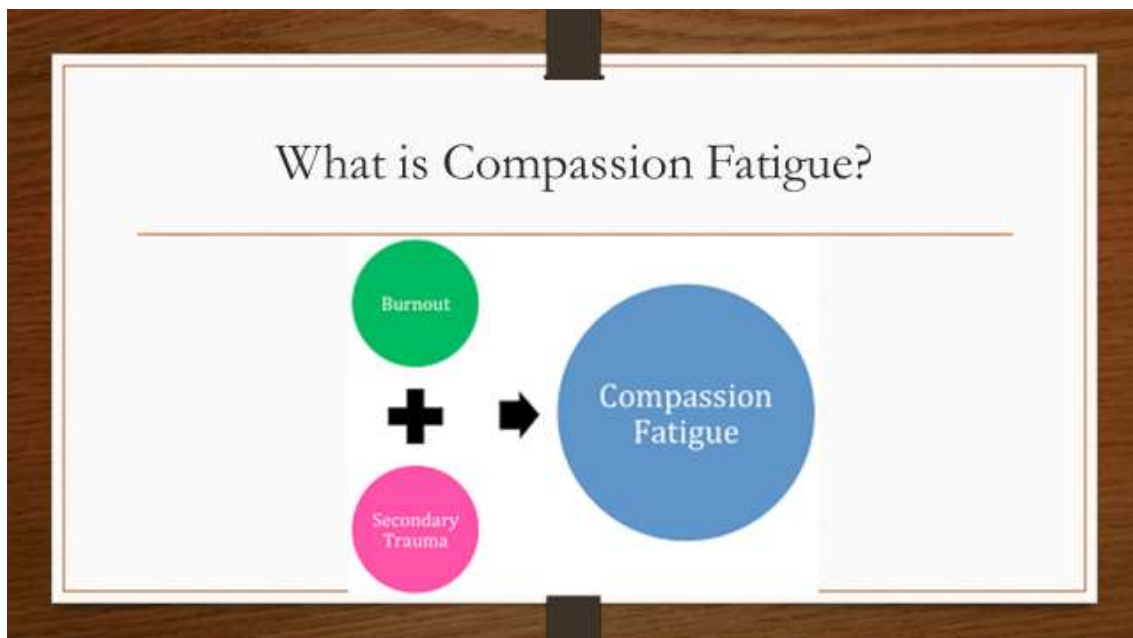
### Definition of Compassion Fatigue:

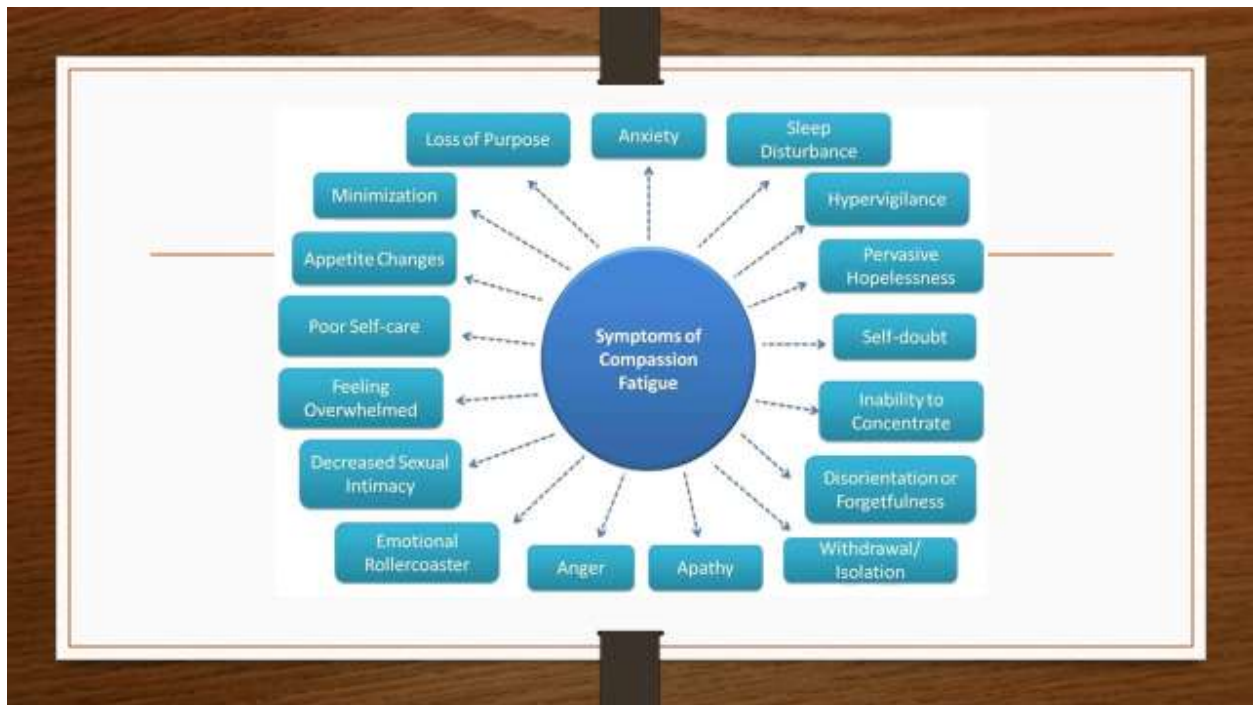


Compassion Fatigue

- "Compassion Fatigue is a state experienced by those helping people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create a secondary traumatic stress for the helper."
- Also called "vicarious traumatization" or "secondary traumatization"

Dr. Charles Figley





## Burnout vs. Compassion Fatigue

Burnout and Compassion Fatigue – watch for the signs. Refer to the link below:

<http://www.compassionfatigue.org/pages/healthprogress.pdf>

## Stress vs. Compassion Fatigue

A good way to remember the difference between stress & burnout is this:

**Stress is 'too much'** – too much pressure, too much work, too many expectations.

**Burnout is 'not enough'** – feelings of depletion, emptiness, apathy, devoid of motivation.



If **stress** is drowning, **burnout** is being dried up.  
(Compassion Fatigue Awareness Project © 2009)

## Breaking the Compassion Fatigue Cycle

The Window of Perception is the framework through which each one of us interprets our experiences and world around us. This window of perception encompasses the following elements:

- Cultural – our roots, identity
- Physical – the world around us
- Emotional – our thoughts & feelings
- Spiritual – our spiritual belief system

### **Exercise:** Create Your Own Window of Perception

On your piece of Bristol board or poster paper, divide the paper in four. Then label each section with one of the following:

**Cultural**- what cultural background do you come from; what cultural practices are you part of?

**Spiritual** – how do you express your spirituality?

**Physical** – how do you express yourself physically? What do you like to do to be physical?

**Emotional** - Are you an emotional person? How do you show this?

By filling- in each section, you are gaining insight into your own “Window of Perception”

**Please share your Window of Perception with a partner.**