
Certificate in Childhood-Family Intervention in Indigenous Context - 4861

RESPONSABLE :

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SCOLARITÉ :

30 crédits, Premier cycle

OBJECTIFS :

This certificate is aimed at training students on the realities of Aboriginal families, their challenges, the issues faced by their members as well as their impact on their relations and the community. It fosters the development of knowledge, competencies and abilities from a practical and theoretical perspective. This should allow those involved in Aboriginal communities on a daily basis to acquire essential knowledge and tools, in order to be able to assist and cooperate in the intervention in a manner appropriate to the local values and culture. This training also provides basic knowledge of the goals, legislative frameworks and approaches of the various resources working in the field of childhood and family.

This program uses an approach based on reflective practice in childhood-family intervention, including self-awareness as a practitioner and the capacity to reflect upon one's actions. It will allow those completing the program to demonstrate more self-assurance in their work with families and to intervene in a problem situation and context in a more structured and relevant manner. The approach also fosters the ability to work in concert with other practitioners in cross-disciplinary and cross-cultural context.

CONDITIONS D'ADMISSION :

Base collégiale

Hold a diploma of College Studies (DCS) or the equivalent.

Base études universitaires

Be at least 21 years of age and have successfully completed a minimum of three university courses.

Base expérience

Be at least 21 years of age with knowledge and experience considered relevant by the program administrator.

PLAN DE FORMATION :

Semester 1

GPS1200E	Personal Development in Aboriginal Context (3 cr.)
JUR1150E	Social Policies and Social Services in Indigenous Context (3 cr.)
SOA1100E	Introduction to Social Practice Models and Helping Relationship in Aboriginal Context (3 cr.)
SOA1300E	Support to Aboriginal Families (3 cr.)

Semester 2

SOA1400E	Crisis Management in Indigenous Context (3 cr.)
SOA1401E	Social Intervention in Indigenous Communities I (3 cr.)
SOA5201E	Integration Project I (3 cr.) (SOA1100E)
SOC2311E	Aboriginal Social Environment (3 cr.)

Semester 3

SOA1301E	Support to Indigenous Families II (3 cr.)
SOA5401E	Integration Project II (3 cr.) (SOA5201E)

* : Disponible à distance

GPS1200E**Personal Development in Aboriginal Context**

Objectifs : Learn the cycles of life and initiate oneself to personal development theories from an Aboriginal perspective. Analyze the value and place of the child in the Aboriginal community. Acquire knowledge of the challenges and barriers to the Aboriginal child's development, by taking into account the social and cultural contexts. Learn to recognize indicators of difficulties in children and youth. Examine one's own life path.

Contenu : Life cycles and personal development theory from an Aboriginal cultural perspective. Value and place of the child in Aboriginal society. Child and teenager development in Aboriginal context. Dimensions of the 0-18 year-old child development: physical, cognitive, psychological, affective, psychosexual, spiritual. Issues and challenges of child development: parent(s)-child attachment relationship, grief and personal, collective and cross-generational trauma. Development problems and main problems experienced by Aboriginal children: fetal alcoholization, neglect, abandonment, uprooting, family ties breakdown, (repetitive placements), sexual abuse and problematic sexual behaviors, drug and alcohol addiction, poverty, learning difficulties, parents' low education level, school absenteeism, spousal and family violence, mental health problems, etc. Particularities and strengths in Aboriginal context: early parenthood, extended family, intra-family placement or traditional adoption, resilience, family and community life, spirituality, transmission of cultural values, identity. Relation to one's own life path: life stages, experiences and incidents, and psychosocial needs.

JUR1150E**Social Policies and Social Services in Indigenous Context**

Objectifs : Know key social policies and legislation relating to family and social services in Indigenous and non-Indigenous contexts in Québec and Canada, and the circumstances of their creation. Understand the economic, political and social concepts that form the basis of social security systems. Understand political and social institutions and processes influencing the development and implementation of social policies in indigenous context.

Contenu : Identification and development of key social policies, social legislation, charter of rights, social programs and services. Main State and social services organizational reforms. Key social policies, federal and provincial regulations concerning Indigenous families: Indian Act, Youth Protection Act and provisions specific to Indigenous youth (ex. section 37.5), Act Respecting Health Services and Social Services, frontline services in Indigenous communities. Analysis models of public policy, current issues and critical analysis components. Issues related to the implementation of key social policies and legislation related to families and

services in Indigenous context. Jordan's Principle. Indigenous governance of social services.

SOA1100E**Introduction to Social Practice Models and Helping Relationship in Aboriginal Context**

Objectifs : Learn the different social intervention practices developed in Aboriginal context: holistic, emancipatory, community-based and traditional. Learn the main intervention frameworks (prevention, promotion, partnerships, involuntary context, crisis, frontline services, traditional, etc.) used with Aboriginal children and families in Québec. Understand the helping relationship. Develop an awareness of human rights and freedoms, and of social intervention ethics applied to Aboriginal families' context. Initiate oneself to the notion of ethics in social intervention.

Contenu : Different social intervention methods: collective (promotion, prevention, education), group (e.g. sharing, support, education), family (e.g. family circles) and individual. Study of existing Aboriginal models. Models of holistic, emancipatory, community, traditional practice. Models and approaches used in social intervention: appropriation and development of the power to act, holistic, anti-oppressive, feminist, biopsychosocial, systemic, network, and other models appropriate to the Aboriginal context. Concept of cultural safety. Aboriginal worldview and spirituality (mentors, metaphors, traditional rituals, dreams, etc.). Basic elements of communication in helping relationship: required attitudes, skills, techniques. Ethics applied to social intervention (e.g. confidentiality, fundamental rights, evaluation of social intervention) and particularities regarding the helper's role in a small community.

SOA1300E**Support to Aboriginal Families**

Objectifs : Familiarise oneself with the different Aboriginal and non-Aboriginal family models, from a multicultural perspective by situation the historical, political and legal background, the contemporary changes and the resulting realities. Understand the Aboriginal families' role with regard to personal development and wellness of the individuals and the communities. Learn the main political sciences and legislations related to family and social services. Identify relationships between the realities experienced by Aboriginal families and the social services. Identify relationships between the realities experienced by Aboriginal families and the social environmental, territorial, economic, political context and the main legal provisions they are subject to. Develop knowledge of the main problem areas affecting families. Learn about the main resources for supporting Aboriginal families. Develop family social support skills. Situate one's own family context in relation to the course content.

Contenu : Aboriginal and other cultures' family models. Historical background,

Aboriginal values, contemporary changes in Aboriginal families and future perspectives. Impact of governments' historical oppression and role on families, and related issues. Main social policies, federal and provincial legislations regarding aboriginal families and social services : Indian Act, Protection Act and provisions regarding Aboriginal people (e.g. x. 37.5), Act Respecting Health and Social Services, frontline services in Aboriginal communities.

Cross-generational traumas and their impacts on families. Analysis of the correlations between the Aboriginal communities' living conditions (discrimination, social, economic and political inequalities, exclusion, poverty, ethno-stress, loss of identity, idleness) and family problems (e.g. : spousal and family violence, substance and gaming addiction, mental/physical illness and neurological deficit, intergenerational breakdown and transmission of traumas, difficulties in the parent(s)-child attachment relationship, neglect, etc.). Family as a place of socialisation, education, emotional security, cultural identity-building. Parenting skills. Structural elements of families : organisation and functioning of relationships between family members (roles, rules, structure, emotional expression, natural support network). Family support intervention : community (resources), groupe intervention (support, education, sharing), systemic, focused on family (circle), humanistic (reception, active listening, assistance, individual referral). Examination of one's own family background.

SOA1301E**Support to Indigenous Families II**

Objectifs : Assess the relationships between the realities experienced by Indigenous families and the social, environmental, territorial, economic, political contexts and main legal provisions within which they evolve. Develop a critical analysis of the Indigenous family and its main potential issues of concern: violence, relational and intergenerational challenges, compromise situations, etc. Master intervention methods specific to these issues. Understand the role of Indigenous family support workers. Reinforce capacity to use issue-specific methodologies, skills and attitudes appropriate to social intervention in Indigenous families. Evaluate the various components of relationships and dynamics at work within Indigenous couples and families. Realize the family intervention process in Indigenous context. Deepen one's understanding of the professional ethics and norms of social work practice with Indigenous families.

Contenu : Elements of family structure: organization of relationships between family members and their inner workings (roles, rules, structure, affective expression, natural support network). Intervention skills and principles for efficient implementation of screening tools relevant to Indigenous family issues. Family support intervention: community (resources), group (support, learning, sharing), family-based (circle),

humanist (reception, listening, assistance, referral). Explanatory theories and prevalence measure of issues experienced in Indigenous families. Prevention, screening and intervention. Psychosocial and legal intervention models. Policies and support services for victims, aggressors, witnesses. Theory of family systems and application to the evaluation of Indigenous family issues. Evaluation of couples and family dynamics in Indigenous context. Process of change within families. Main traps in family intervention. Consolidation of intervention process and social work methodology with families and specific techniques and skills. Positioning oneself as a social support worker with Indigenous families.

SOA1400E**Crisis Management in Indigenous Context**

Objectifs : Familiarize oneself with the underlying key concepts of the crisis notion, the characteristics of various crisis types and their impacts on the psychosocial, social, cultural and professional dimensions of the individuals affected and their environment. Develop tools for analysis, evaluation and intervention in situations of crisis, suicidal crisis, social emergency and short-term intervention. Develop knowledge relevant to approaches in crisis resolution in Indigenous context. Familiarize with intervention approaches in crisis situation, the suicidal processes and short-term approaches in social work. Be able to intervene in various crisis contexts with unwilling, dangerous or hard to reach clients reluctant to receive help in an authority context.

Contenu : Presentation of the notion of crisis and associated concepts. Legal components of intervention in situations of crisis and suicidal crisis. Institutional and organizational components influencing short-term intervention practices. Approaches and intervention models in crisis situations and interventions in Indigenous context. Intervention processes in crisis situations, suicidal processes and social emergencies. Characteristics of individual, group and collective intervention in crisis situations and social emergencies in unwilling intervention contexts or under authority. Management of impacts on individual and community levels.

SOA1401E**Social Intervention in Indigenous Communities I**

Objectifs : Understand critical thinking underlying the theoretical, methodological and ethical foundations of collective intervention in Indigenous context to develop a reflexive citizen practice. Position oneself within a community dynamic and develop capacity to analyze needs and tensions at play within an Indigenous community while taking into account the multiple viewpoints of social actors. Identify the relationships between individual and collective issues, as well as local and global issues.

Contenu : Specific dynamics of coexistence in an Indigenous community. Analysis of the socio-political-economic context, needs assessment and transformation of issues into collective projects. First steps of a citizen project: needs assessment. Understanding of the role of awareness raising in the collective intervention process.

SOA5201E

Integration Project I

Objectifs : Develop the practical links with the theoretical and methodological notions acquired in the field of study and facilitate the integration of this knowledge into one's own experience.

Contenu : Production of a personal and professional development portfolio (collection of productions and teaching material for reflective analysis and evaluation; identification of challenges to be faced during training; needs assessments, project assessment, tool development, etc.) leading to the proposal of a community project or a practical experience using knowledge - theoretical and methodological, personal and professional - acquired before and during the training.

SOA5401E

Integration Project II

Objectifs : Consolidate theoretical, methodological and practical notions acquired in the field of study by linking the newly acquired knowledge with its integration in one's own experience.

Contenu : Development, planning and implementation of a supervised project (promotional, preventive, educational or other type) related to childhood and family, and responding to a community need, which may build upon one's own experience at work and/or in one's community. Application of theoretical and methodological knowledge acquired during the training.

SOC2311E

Aboriginal Social Environment

Objectifs : Introduce the student to the analysis of social, environmental, cultural and organizational factors that characterize Aboriginal populations in Canada and Quebec, as well as their relationship to society as a whole. Distinguish between the major research theories and strategies that enable a sociological analysis of Aboriginal individuals, groups, communities and nations. Compare the research theories and strategies being discussed with contemporary social situations or phenomena. Learn about restorative justice (philosophy and rules of Aboriginal traditional justice); understand its impacts and be able to compare them with the impacts of the application of non-Aboriginal justice. Identify formal and informal authorities in the Aboriginal communities in Abitibi-Témiscamingue and Northern Quebec.

Contenu : The major cultural groups in Canada. Demographic and socioeconomic characteristics of Aboriginal people within the social

groups in Canada and Quebec; analysis of Aboriginal social and political institutions, of contemporary social dynamics, of their beliefs, values, and of their relationship to society as a whole. Sociology of minorities and ethnocultural relationships in the context of traditional societies, modernity and post-modernity. The various research strategies demonstrating the different Aboriginal realities concerning education, health and employment as well as their origins via documentary and content analysis, observation, conversation, site studies, statistical and comparative analysis.