CHARLIE Amalgamated-1

Duration: 3 days (19.5 hours)
Hours recognized by: OTSTCFQ et SOFEDUC
Number of participants: 20 maximum

TARGET CLIENTELE

This program is adapted from the MSSS CHARLIE Program and is intended for the Cree Board of Health and Social Services of James Bay (CBHSSJB) Front Line and Youth Protection caseworkers. It aims to level up the knowledge and skills of these workers with coming from various professional horizons and with various levels of experience.

The worker who is working in social practice or rehabilitation practice within an organization whose mission is to meet the needs of troubled youths and their family must thoroughly understand his role, his mandate and the way his mandate fits into the institution’s mission. He must possess knowledge that will enable him to acquire intervention and communication skills and must as well demonstrate interpersonal skills in order to carry out quality interventions.

DESCRIPTION

- **History of Social Services in Québec**
  - The family tree: my family, our history, our values
  - Social values, evolution of services provided to children and their families and background of various laws concerning children

- **The impact of charters of rights and freedoms and the civil code of Québec on social intervention in Québec**
  - The Canadian Charter of Rights and Freedoms and the Charter of Human Rights and Freedoms
  - The Civil Code of Québec (CcQ)

- **Various laws governing professional practice in Québec**
  - An Act respecting health services and social services
  - The Youth Protection Act (YPA)
  - Youth Criminal Justice Act (YCJA)
  - The Education Act
  - An Act respecting the protection of persons whose mental state presents a danger to themselves or to others (P-38)
- Legal framework and organization of services: what is common to front-line and youth protection
  - Basic principles of the organization of health services and social services
- Mandate of the Cree health board (CBHSSJB)
- The medicine wheel
- An approach that brings workers together and creates synergy around the youth and his family: the ecosystemic conceptual framework
- Intervention planning
  - The place of the youth, his family and various systems in understanding the situation in the intervention
- Clinical hypothesis: the bridge between the assessment and the intervention plan
  - Definition of hypothesis
  - A hypothesis
  - Valid systemic hypothesis
- Mobilization of the youth and his/her family
  - Establishing a meaningful relationship with the youth and his/her family a matter of intervention skills and interpersonal skills
  - Being clear about one's role and mandate
  - The main obstacles to establishing a helping relationship
- The NUTS Acronym
- Knowing one’s comfort and discomfort zones
- The intervention plan
  - Whose intervention plan?
  - Steps in Creating an IP
- The necessary support, the right means/activities (doing for, doing with, getting the client to do it) the necessary

**TARGETED SKILLS**

- The worker knows the main sections of the charters and laws affecting the services provided to troubled youths and their families and their impact on professional practice.
- The worker is made aware of the ecosystemic approach and uses it in all of his professional actions.
- The worker defines the elements that are essential to thorough, ongoing assessment.
- The worker develops his skills by using the Intervention Plan process in order to encourage the mobilization of the youth and her family (helping relationship perspective).
- The worker prompts the youth and her family to actively participate in the implementation of an Intervention Plan.

**FURTHER INFORMATION**