

# Group Homes

Saskatchewan First Nations  
Family and Community Institute Inc.



# Course Catalogue

## **Introduction**

Our Group Home worker training, support and resources are designed for Group Home staff and other caregivers who work in the management and operation of group homes in Saskatchewan.

Learning is provided by facilitators delivering competency-based courses on how to deliver prevention programs.

Competency-based training is a method of instruction and delivery that aligns course content to specific roles and responsibilities participants have in their jobs. The courses are designed to engage participants by drawing on their own experiences and expertise, as well as the rest of the learning group, creating a collaborative and collegial approach to learning. A variety of activities are used that will be relevant, designed to engage, and reinforce learning.

Courses are culturally appropriate, trauma, and emotionally sensitive and were developed in consultation with Knowledge Keepers, Elders, First Nations Group Home Managers and comply with the Customary Standards of Care for First Nations Group Home, Assessment and Stabilization, Therapeutic, and Treatment Programs.

We actively engage Elder/Knowledge Keepers and honour their sacred teachings. We practice having an Elder/Knowledge Keeper present in each of our training deliveries to provide wisdom, guidance, and learner support.

## **Training Courses**

- Training includes 14 courses (126 hours)
- Learners must have 100% attendance to receive a Certificate of Participation for each course.
- Those who complete all 14 courses will receive a Certificate of Completion.

## **Case Management in a Group Home Setting**

**Course Length: 1 day (6 hours)**

Case management consists of people interested and involved in the well-being of the youth, working together in an organized way to meet the needs of the youth as identified by the youth and supportive others. As a member of that group of people it is important that you see yourself as an advocate, working alongside the youth to have their needs met and have their voices heard. Most often the youth will not have had the opportunity to develop the confidence to speak up for themselves, and very likely the awareness of their own strengths will be limited. Your role will be to, while working with others, make space for and encourage that confidence and awareness, while at the same time stepping in at times to speak on behalf of the youth when necessary.

### **Key Competencies**

1. Define case management.
2. Identify roles and responsibilities of all case management stakeholders/team members (including Group Home workers, managers, clinicians, specialists, families, and community)
3. Identify and demonstrate understanding of the components and processes that are integral to the case management strategy including goals and intended outcomes.
4. Achieve competency in case management reporting and documentation.

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## **Crisis Management and Support in a Group Home Setting**

**Course Length: 2 days (12 hours)**

Group homes in Saskatchewan create an environment for children and youth that is very positive and supports children and youth to grow and develop in a family-like setting. The aim for children and youth is to be safe and cared for so they can “just be kids”. This training provides the opportunity for the participant to develop the knowledge and skills to help children and youth when they are having difficulty self-regulating their emotions and who need assistance in navigating through a time of crisis.

### **Key Competencies**

1. To identify, learn and use crisis management and support skills, best practices and techniques when a youth/child is in a crisis situation.
  2. To identify and understand the stages, dynamics and effects of the Crisis Cycle in a child/youth.
  3. To develop and demonstrate skills to reduce conflict/de-escalate to help youth/children self-regulate.
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## **Communication Skills in a Group Home Setting**

### **Course Length: 2 days (12 hours)**

This two-day training will focus on basic communication skills for Group Home Workers. Participants will examine their own communication styles; learn key elements of communication including listening with empathy, responding with patience, and impacts of non-verbal communication; apply effective communication skills to build positive relationships; and using impactful communication skills when dealing with difficult or resistant clients or during crisis or conflicts.

### **Key Competencies**

This course is designed to equip you:

1. To understand key elements of models of communication.
  2. To demonstrate essential elements of effective communication skills.
  3. To use essential communication skills to build trust and reduce conflict (including verbal and non-verbal communication).
  4. To use essential communication skills in building positive relationships.
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## **Rights of Children in a First Nations Group Home Setting**

### **Course Length: 1 day (6 hours)**

The history of children's rights in Canada is one of two stories. One story speaks to the rights of non-indigenous children, and the other the story of Indigenous children's rights. Some of this is shared history, but there have been and still are tremendous discrepancies between the implementation and adherence to children's rights between the two groups. For the purpose of this course we will discuss several key treaties that influence children's rights in Canada and significant moments in history for Indigenous children's rights.

## **Key Competencies**

1. To demonstrate an understanding of the policies identified in Section 2: Rights of Children in the Customary Standards of Care (CSC) manual.
  2. To employ required skills to help children and youth understand their rights as identified in the policies and standards (Section 2: Rights of Children) in the Customary Standards of Care manual.
  3. To demonstrate an understanding of United Nations Convention on the Rights of Children (UNCRC), United Nations Declarations on the Rights of Indigenous People (UNDRIP), Duty to Report, and FSIN Child Welfare and Family Support Act/MSS Child Act
  4. To employ required skills to ensure that the standards, criteria and indicators stated in Section 2: Rights of Children in the Customary Standards of Care manual are adhered to and respected in the First Nations Group Home.
  5. To recognize, enable and give children and youth in a group home a voice.
  6. Demonstrate an understanding of the role of the advocate for children and youth.
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## **The History of Saskatchewan First Nations Child Welfare** **Course Length: 1 day (6 hours)**

This one-day course presents an overview of the history of First Nations child welfare in Saskatchewan and the key events that have impacted in the development of First Nations Child Welfare systems in Saskatchewan. The participants will review and discuss the Canadian Government's policies and acts of legislation including the Residential School System from late 1800's to 1996, Indian Act of 1876 and the 60's Scoop through the Adopt Indian Metis Program. Participants will learn about the long and challenging path and the efforts of First Nations to gain control of this system which continues into the 21st Century with Jordon's Principle in 2007, the 2015 TRC Calls to Action, the 2016 Canadian Human Rights Tribunal Ruling and the 2017 SFNFCI Engagement Project.

## **Key Competencies**

1. To understand the history of the child welfare system in Saskatchewan.
  2. To identify and understand the historical events that shaped First Nations child welfare.
  3. To identify and understand relevant sections of the Child and Family Services Act and related government policies as they apply to First Nations child welfare.
  4. To understand the Saskatchewan Child Abuse Protocol 2014 and one's responsibility to the Duty to Report, Section 12(1) Child and Family Services Act.
  5. To review the Reconciliation in Child Welfare: Touchstones of Hope for Indigenous Children, Youth, and Families to understand the phases of reconciliation.
  6. To understand the Authority of Care as outlined in the Saskatchewan Ministry of Social Services Youth Centered Services Policies, Standards and Procedures Manual.
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## **Documentation in a Group Home**

### **Course Length: 2 days (12 hours)**

This two-day training focuses on identification and application of effective observation, communication and report writing skills including an understanding of applicable terminology. Understanding that prevention is a diverse program that is developed and delivered based on community needs, participants will create and complete files routinely required in prevention work; learn file management; learn documenting client and worker activities; and case planning. The module will teach the key elements required for writing clear, concise, detailed reports including an understanding of opinion, objective and subjective comments and perspectives. The one-day module will also demonstrate competency in identifying situations requiring completion of critical incident reports (e.g., death, injury, sexual/physical abuse).

## **Key Competencies**

1. Identify and apply effective observation, communication and report writing skills.

2. Identify, understand and apply the key elements of file maintenance and record keeping including an understanding of applicable terminology.
  3. Identify and demonstrate competency in completing documents routinely required under the duty headings of file management, admissions, referral and client orientation.
  4. Demonstrate competency in identifying situations requiring completion of critical incident reports (E.g. death, injury, sexual/physical abuse).
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## **Engaging Clients Using Therapeutic Interventions**

### **Course Length: 1 day (6 hours)**

This one-day course focuses on multiple ways of engaging clients to assist in creating healthy, safe, helping environments. Participants will learn about the goal of therapeutic interventions, some basic interventions such as art therapy, play therapy and animal therapy, and how these can be beneficial for engaging families in relationship development. Participants will have an opportunity to discuss and practice skills in building respectful relationships.

### **Key Competencies**

1. Describe what is meant by therapeutic Intervention.
2. Describe the most frequent conditions that we see in clients that require us to know therapeutic interventions.
3. Describe some well-known types of interventions, including:
  - Cognitive Behaviour Theory
  - Applied Behavioural Therapy
  - Trauma Informed Practice
  - Art Therapy
  - Play Therapy
  - Animal Therapy including equine (horse)
4. Explain how therapeutic interventions can be beneficial for engaging families in relationship development.
5. Explain how culture can be used to provide therapeutic interventions for clients, and this will include:
  - Understand how trauma affects First Nations communities
  - What are some of the therapeutic interventions that can be specific to cultural needs, and how this can benefit your families

- Looking at organizations that are using the medicine wheel as a format for cultural therapeutic interventions for clients
6. Understand that children have unique needs when it comes to therapeutic interventions.
  7. Describe how to document a therapeutic intervention.
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## **Understanding Grief and Loss**

**Course Length: 2 days (12 hours)**

This two-day course is designed to introduce participants to the role of the worker in providing grief and loss support to clients. Through an understanding of grief, participants will demonstrate knowledge and skills to support clients experiencing grief and loss. Participants will also examine their own grieving and come to understand the importance of modelling positive, healthy grieving.

### **Key Competencies**

1. Understand what grief is.
  2. Learn that grieving relative/persons we are supporting have unique needs.
  3. Understand grieving and how to provide support.
  4. Understand ways to assist the relative/person we are supporting and their children as they are both grieving a loss.
  5. Understand components of healthy grieving.
  6. Learn healthy coping strategies to share with their grieving relative/person we are supporting and their children.
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## **Mental Health First Aid - Adults who interact with Youth in a Group Home Setting**

**Course Length: 2 days (12 hours)**

This two-day course focuses on mental disorders and crisis first aid skills specifically for adults working with youth. The course focuses on mental disorders including, but not limited to mood, anxiety, eating disorders, and psychotic disorders. The course also discusses stigma and discrimination as well as five basic actions of mental health first aid.

### **Participants will learn:**

- Mental disorders including, but not limited to, mood, anxiety, eating disorders, psychotic disorders, and crisis first aid skills specifically for adults working with youth.
  - Stigma and discrimination associated with mental health.
  - Five basic actions of mental health first aid.
  - Participants completing this course receive a certificate from Mental Health First Aid Canada.
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## **Working with Children and Youth with Exceptionalities in a Group Home Setting**

**Course Length: 1 day (6 hours)**

In this one-day course, participants will learn about the symptomologies/spectrums and assessment processes associated with FASD, Autism, ADHD Oppositional Defiance Disorder, Anxiety Disorder, Attachment Disorder and Depression. Learners will explore and examine biases, myths, and misperceptions about exceptionalities with the aim of developing an informed understanding of the issue. Participants will also learn how to apply basic techniques, interventions, and strategies for each of the designated exceptionalities appropriate to the age and developmental level of the child and youth.

### **Key Competencies**

1. Understand terms associated with exceptionalities.
2. Understand the symptomologies/spectrums and assessment processes associated with FASD, Autism, ADHD Oppositional Defiance Disorder, Anxiety Disorder, Attachment Disorder, and Depression.
3. Demonstrate appropriate skills, interventions and strategies when working with children/youth who have been medically diagnosed with FASD, ADHD or Autism.
4. Understand and practice Policy 4.7 in the Customary Standards of Care – The Administration of Medication.
5. Understand my roles and responsibilities in working with children who are exceptional.

## **Child and Adolescent Behavior from a First Nations and Western Perspective - Course Length: 1 day (6 hours)**

This one-day training will provide the learner with an understanding of child and youth development from a western and First Nations perspective. Through this awareness, learners will be able to design programs and services that meet the developmental levels of children and youth in their care. Learners will also learn about different parenting styles and how they support or hinder child and youth development.

### **Key Competencies**

1. To understand theories of child and youth development.
  2. To understand child and youth development from a Saskatchewan First Nations perspective.
  3. To identify the ways in which an understanding of child and youth development can assist in work with children and youth in the group home setting.
  4. To design programs and services that meet the developmental level of children and youth in your care.
  5. To develop awareness of developmental transitions in child and youth development and respond to these in an effective manner.
  6. To develop an awareness of different parenting styles and how they hinder or support child/youth development.
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## **Helping Skills for the Group Home Worker** **Course Length: 1 day (6 hours)**

In this one-day course, learners will develop an understanding of the basic theoretical foundations of the helping skills models of counselling and their role in providing help to children and youth as part of the continuum of care in a group home setting. Through in class practice sessions, participants will actively demonstrate basic helping skills appropriate to the age and developmental level of the child and youth.

### **Key Competencies**

1. To understand the role of the group home worker in providing paraprofessional interpersonal counselling.
2. To understand, demonstrate and apply the skills, techniques and best practices of helping based on the helping skills model

## **Working with Children Who Have Experienced and Witnessed Violence - Course Length: 2 days (12 hours)**

This two-day course informs the participants on the different types of violence that children and youth living in a group home may have witnessed and experienced including; family/domestic violence, intimate partner violence, child abuse, bullying, gangs, sexual abuse, emotional abuse, drug abuse and media violence. These types of violence are discussed in a historical and current context that supports the learner to better understand the tools necessary to develop trusting relationships as a means of better understanding and modelling behavior with children and youth.

### **Key Competencies**

1. To understand the key types of violence affecting child/youth in care.
2. To demonstrate essential skills and knowledge in understanding the behaviors of a child/youth who has witnessed/experienced violence.
3. To understand the impact of violence on children.
4. Understand the role of Trauma Informed practice when working with children and youth who have experienced and witnessed violence.
5. To understand the policy and practice standards for children/youth exposed to violence.

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## **Culture and Diversity - Course Length: 2 days (12 hours)**

This two-day course is designed to be led by Elders, Knowledge Keepers, and course participants. The First Nations Prevention Working Group and the First Nations Group Home Curriculum Development Committee identified a general list of teachings and information to assist the structuring of this course. Depending upon the Elders and Knowledge Keepers and their expertise, topics may include: history, storytelling worldviews, sacred circles, tipi teachings, animals and their significance in teaching values, oral traditions, protocols, plants and medicines, treaties, diversity, etc.

### **Key Competencies**

1. To understand the importance of culture and diversity in our work and lives.
2. To understand and experience the purpose of culture through Elders teachings and ceremonies.

# SFNFCI Training Policy

## Training Offerings

Our current training delivery model supports SFNFCI in offering a certain amount of training sessions annually. This guides our planning and helps us maintain high-quality delivery within budgetary constraints.

Group Home Training courses are offered 6 to 8 times per year, strategically scheduled based on the evolving needs of our audience. This flexible approach ensures that each session is timely and relevant, aligning with current demand and maximizing impact.

## Registration

Registration for a SFNFCI event (training or conference) is done using our online registration process. Please check the SFNFCI website Calendar of Events for current offerings. <https://sfnfci.ca/latest-events/>

Participants are accepted on a first-come-first-served basis so be sure to register by the deadline date to guarantee your spot. If the event is full, you will automatically be added to a waitlist and contacted if spaces open. If the registration deadline has passed and if there are still spots available, your registration may be accepted. Please contact SFNFCI at [\(306\) 373-2874](tel:3063732874).

## Training Fees

On an annual basis Saskatchewan First Nations Family and Community Institute (SFNFCI) reviews the pricing structure for the training deliveries we offer. This annual review ensures that we are providing you with a level of service that is second to none and that our trainings are delivered in the most cost-effective way for you and your organization.

Our 2025-26 pricing structure is as follows:

**One-day training: \$150**

**Two-day training: \$300**

## Payment

Once registration is confirmed, an invoice will be sent within 7 days to the email address provided on the registration form. A receipt will be issued and sent to you.

### **Training fees may be paid by cheque payable to:**

Saskatchewan First Nation Family and Community Institute Inc.  
221 – 2553 Grasswood Road West  
Saskatoon, SK S7T 1C8

### **Withdrawal**

We understand that schedule changes are sometimes unavoidable. However, the following procedures are in place to ensure we can consistently deliver quality training and conferences.

If you must withdraw your registration, you may send another person in your place. Please advise SFNFCI of any changes.

If substitution is not an option and you need to withdraw your registration, contact SFNFCI at [\(306\) 373-2874](tel:3063732874). You will be sent a withdrawal form to complete and submit. Once a completed withdrawal form is received, SFNFCI staff will process your withdrawal and may issue a refund based on eligibility.

### **Refunds**

If you withdraw from a training course or event and submit a withdrawal form to SFNFCI seven or more days from the event start date, you will receive a 100% refund.

Refunds will not be issued for withdrawals submitted less than seven days from the training/event start date, no-shows, or withdrawal after the start of a training/event. If payment has not yet been made, an invoice will be sent, and the registered participant will be responsible for paying the event fees in full.

### **Cancellation**

SFNFCI reserves the right to cancel any training and/or event. If this occurs, SFNFCI will make every effort to reschedule it within 6-12 months.

If SFNFCI must cancel a training/event for any reason beyond its control, it will not be held liable for any related costs incurred by participants or their organizations. In this unlikely event, SFNFCI will offer a full refund of event fees if the event has not yet started, or a pro-rated refund if the event has already begun. Circumstances beyond SFNFCI's control include, and are not limited to, human-induced and/or natural disasters.

## **Learner Expectations**

To ensure a positive and productive learning experience for everyone, we kindly ask all participants to follow these expectations:

### **Arrive Prepared and On Time**

Be punctual and ready to engage. Late arrivals may miss important content and disrupt the session. Training starts at 9:00am each day.

### **Respect the Learning Environment**

Be courteous to facilitators and fellow learners. Maintain a professional and inclusive atmosphere throughout the session. Please demonstrate respectful behavior, remember all discussions are confidential

### **Use Technology Responsibly**

Silence or turn off mobile devices unless they are needed for the training. Please try to avoid distractions such as texting, browsing, or using social media during the training

### **Bring Necessary Supplies**

Please bring a notebook and pen or pencil to take notes and participate in activities. Additional materials may be provided, but having your own supplies ensures you're ready to learn.

### **Participate Actively**

Contribute to discussions, ask questions, and complete any required activities. Your engagement supports a richer learning experience for everyone.