

# **INDIGENOUS CERTIFICATION BOARD OF CANADA**



**DIRECTORY OF ICBOC-ACCREDITED TRAINING  
OFFERED BY TRAINING ORGANIZATIONS  
2020**

## LIST OF ICBOC-ACCREDITED TRAINING DEVELOPED AND DELIVERED BY TRAINING ORGANIZATIONS

The number of class hours for training sessions delivered by the organizations listed in this directory are normally accredited at 6.5 hours per/day. Extra hours can be added if the training includes extra learning such as assignments, readings, organized discussions, sharings etc.. completed by participants after the day of training, as well as follow-up learning activities attendees can take home.

One of the Indigenous Certification Board of Canada's mandate is to ensure that unregulated indigenous workers in occupations related to the addiction, mental wellness, and health support fields have access to education and/or training that is culturally competent, culturally safe and that matches ICBOC's professional certification standards and requirements. We are therefore always interested in adding Certification relevant training offered to our certified members to our directory.

The trainings listed in this directory is available either face-to-face or online, and is also available for delivery in communities or in a workplace. Please contact the organizations to obtain the information you need.

- Employers who wish to provide in-house training or conference organizers looking for presenters able to offer training on certain themes and subjects can contact the organizations listed in this directory **directly**

All the training organizations must provide participants with an evaluation form, and a certificate of attendance and completion that must include the following details:

- Logo or name of organization
- Title of the training
- Total number of training hours
- Date (s) the training was delivered or completed
- Name and signature of the trainer

Participants who complete the training delivered by an organization listed in this directory can apply the hours to their first certification, their upgrade application or as part of the 40 hours required for certification renewals.

In order to maintain the quality of this training access and referral service, we encourage anyone who contract the training offered by these organizations or participate in their training, to send us their feedback. You can forward this either by email at [registrar@icboc.ca](mailto:registrar@icboc.ca) or by regular mail:

ICBOC Registrar and Director of Standards  
207-2735, East Hastings Street  
Vancouver, BC  
V5K 1Z8

**ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING**

<b>Thunderbird Partnership Foundation (TPF)</b>	<b>Main Office</b> TPF Head Office 22361 Austin Line, Bothwell, ON N0P 1C0	<b>Phone:</b> (519) 692-9922 <b>Toll Free:</b> 1-866-763-4714 <b>Fax:</b> (519) 692-9977 <b>E-Mail:</b> info@thunderbirdpf.org
<b>Program Contacts</b>	Nora Bressette, Curriculum Coordinator 9320 Lake Road Kettle Point, ON N0N 1J1	<b>Tel:</b> 519-692-9922 ext.302 <b>Cell:</b> 519-383-9520 <b>Fax:</b> 519-786-2384 <a href="mailto:nbressette@thunderbirdpf.org">nbressette@thunderbirdpf.org</a>
	<b>Course Registration</b>	<a href="mailto:info@nnapf.com">info@nnapf.com</a>
<b>Course list Web page</b>	<a href="http://thunderbirdpf.org/about-tpf/scope-of-work/training-programs/accruited-courses/">http://thunderbirdpf.org/about-tpf/scope-of-work/training-programs/accruited-courses/</a> <a href="http://thunderbirdpf.org/about-tpf/scope-of-work/webinars-and-videos/">http://thunderbirdpf.org/about-tpf/scope-of-work/webinars-and-videos/</a>	
<b>Date of program accreditation</b>	Since 2013	
<b>Name of accredited courses</b>	<b>Learning Objectives</b>	<b>Accruited hours</b>
<b>Supporting Collaboration of Western and Indigenous Cultural Practices</b>	This course encourages understanding between service providers and community in relation to supporting collaboration of western and indigenous cultural practices within NNADAP/NYSAP services	<b>7hrs</b>
<b>Training For Supervisors, Program Managers and Clinical Supervisors</b>	Training modules and videos that engage students into critical thinking concerning their own capacity and potential to develop their supervisory and clinical potential	<b>12hrs</b>
<b>Protocols for Indigenous Practitioners</b>		<b>7.5hrs</b>
<b>Indicators to access Cultural Competency Along HOS</b>	This course provides a basic understanding of cultural competency indicators specific to system workforce aspects for program managers (community and Directors/Supervisors (Treatment Centre) in a First Nations Work setting.	<b>9hrs</b>
<b>Community Development as Cultural Practice &amp; Culture-Specific Strategies</b>	This course builds a foundation to effectively plan, implement and evaluate community development activities supported by cultural practices	<b>8hrs</b>
<b>Supporting the Use of Cultural Practices (Natural Medicines)</b>	This course encourages understanding between service providers and community in relation to the use of cultural practices and natural medicines within NNADAP/NYSAP services	<b>5hrs</b>

Name of accredited courses	Learning Objectives	Accredited hours
<b>Worker Wellness</b>	Participants will learn to develop culturally-competent wellness plans for staff and employers; to develop and review healthy workforce policies; to provide regular events/awards to recognize workers; to ensure employees and employers have formal ways to provide and receive feedback; and, to create plans for employee AND employer self-care development	<b>10hrs</b>
<b>Buffalo Riders Early Intervention Program (Training the Trainers)</b>	The program is derived from the latest research and culturally specific teachings about resiliency, risk and protective factors, and developmental assets -factors which research has identified as critical for young people’s successful growth and development. Early intervention for substance misuse refers to the specific activities or interventions designed for populations at risk or already engaged in harmful behaviours. Early intervention is a key strategy for reducing the progression and severity of substance use behaviours and decreasing or eliminating the psychosocial consequences that can disrupt the educational, occupational and social development of youth. Early Intervention may also reduce co-morbid mental health features that often accompany problem substance use.	<b>54hrs</b>
<b>Conducting an Organizational Review for a NNADAP/YSAP TC</b>	This course is a result of an identified priority (Supporting Component – Workforce Development) in Honouring Our Strengths: A Renewed Framework to Address Substance Use Issues Among First Nations People in Canada, which describes how a qualified workforce plays a vital role in the quality of care clients receive. A comprehensive strategy for human resource management supports recruitment and hiring and offers practical options for professional development at comparable industry wages and benefits. It sets the stage for employee satisfaction and retention in the long term, and complements an organizational review and development strategy to ensure the right mix of staff with appropriate qualifications and training is on hand to provide support and services on an ongoing basis within a NNADAP/YSAP Treatment Centre setting.	<b>8.5hrs</b>
<b>Prescription Drug Abuse</b>	This course provides a basic understanding of prescription drugs and how to facilitate a community training session for NNADAP and NYSAP workers	<b>15hrs</b>
<b>Cultural Safety and Competency</b>	This course resound to the need for growth for service providers and the system as a whole to respond effectively to First Nations people (AFN, NNAPF, and FNIHB, 2011:8) through culturally relevant service policies, protocols, and relationships with First Nations communities and service provider environment.	<b>18hrs</b>
<b>Motivational Interviewing</b>	This course provides a basic understanding of motivational interviewing for NNADAP and NYSAP workers	<b>6hrs</b>

Name of accredited courses	Learning Objectives	Accredited hours
<b>Community Wellness Development Toolkit</b>	This course will enable participants to assess and build knowledge of the Community Development Framework and identify how the principles-based Honouring Our Strengths: A Renewal Framework to Address Substance Use Among First Nations in Canada can be implemented in daily work.	<b>13.5hrs</b>
<b>Intake, Referral, Discharge and Aftercare Planning</b>	This course will promote and enhance the capacity of NNADAP workers to use standardized Intake & Referral and Discharge and Aftercare Planning protocols; promote cross-sector collaboration between NNADAP and other social and healthcare partners who are, at some point in the care continuum, involved in client Intake, Referral and Discharge and Aftercare Planning. Provides an overview of what Intake, Referral, Discharge and Aftercare Planning is in the context of working with clients with a substance abuse and/or mental health issue.	<b>17.5 hrs</b>
<b>First Nations Mental Wellness Continuum Framework Guidance for Implementation</b>	<ol style="list-style-type: none"> <li>1. Value “Culture as Foundation” as essential on coordinating comprehensive approaches to addressing mental health and substance use issues within First Nations Communities</li> <li>2. Build an understanding of the Indigenous Wellness Framework: Hope, belonging, Meaning and Purpose to inform the use of the FNMWC Framework to support individuals, families and communities</li> <li>3. Develop an understanding of how to apply the layers of the framework to support community planning, design of services, policies and strategies to meet the needs of First Nations Mental Wellness</li> <li>4. Review the FNMWC to become familiar with change management concepts such as how to engage community and mobilize systems change</li> <li>5. Identify and assess community strengths, needs, and opportunities utilizing strengths-based approaches and key cultural indicators of wellness</li> <li>6. Explore various formal and informal processes to initiate partnerships that can include many stages or phases in relationship building</li> <li>7. Discuss how to create a realistic and attainable plan for action that aligns and organizes community’s priorities</li> <li>8. Become familiar with culturally defined developmental stages of life to guide attention to key cultural indicators and social determinants of health that can guide design and delivery of community based programs and services</li> <li>9. Recognize the service provider and community role in supporting mental wellness across the life span</li> </ol>	<b>14hrs</b>
<b>Addiction and Trauma</b>	This course builds knowledge of a holistic perspective of addictions and trauma and identify how the principles-based Honouring Our Strengths: A Renewal Framework to Address Substance Use Among First Nations in Canada can be implemented in daily work.	<b>20hrs</b>

Name of accredited courses	Learning Objectives	Accredited hours
<b>Youth and Addictions</b>	In this course, participants will gain an understanding in: Service Model Design & Early Intervention; Addictions and Trauma; Screening & Assessment; Facilitation Skills; Therapeutic Models of Intervention and Note Taking	<b>9.5hrs</b>
<b>Screening and Assessment</b>	This course provides an understanding of the role and practice of screening and assessment for First Nation and Inuit clients with a potential substance abuse and/or mental health problems.	<b>10hrs</b>
<b>Land for Healing: Developing a First Nation Land Based Service Delivery Model</b>	The 5-day Training of Trainers provides introductory and reflective knowledge (technical and cultural) and skills (planning, preparation, facilitation) development to move Trainers progressively along a continuum of learning. The TPF train the trainer training focuses on training and process to ensure a holistic continuum of care; as well as mental health and wellness. It brings together technical and cultural knowledge, skills, attitudes and values into practice.	<b>45hrs</b>
	<b>MODULES and HOURS</b>	
	Module One: Train the Trainers Course	3.5 hrs
	Module Two: Land-based Programming and Healing	7.5 hrs
	Module Three: Understanding the Land-based Service Delivery Model	6.5 hrs
	Module Four: Traditional Healing and Therapeutic Practice	2.5 hrs
	Module Five: Risk Management	5.0 hrs
	Module Six: Building Land-based Capacity	6.5 hrs
	Module Seven: How to Run the Participant Training Workshop	7 hrs
<b>Additional hours granted for work assigned outside class hours</b>	6.5 hrs	
<b>Land for Healing: Developing a First Nation Land Based Service Delivery Model</b>	3-day Face to face Facilitators Training - Regional Trainers will be guided to facilitate training that is will support community capacity in their wellness. It will build cultural foundations as the key principle in training approaches that balance management of community learning and participation challenges.	<b>20 hrs</b>
<b>TPF Registered Trainers</b>	All TPF Trainers are ICBOC registered and approved	
<b>Overview</b>		
One of the Thunderbird Partnership Foundation's mandate is to establish a networked training system to support the development of the human resources required to ensure effective and efficient addictions services for Indigenous people regardless of where they live;		

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING			
<b>Youth Solvent Abuse Committee (YSAC)</b>	<b>YSAC – Saskatchewan</b> Saskatoon – Saskatchewan Canada – S7K 1H8	Phone: 1-306-683-4651 Fax: 1-306-382-0989	
<b>Program Contacts</b>	Debra Dell Executive Director	<a href="mailto:ysac@shaw.ca">ysac@shaw.ca</a> <a href="mailto:ysac@rogers.blackberry.net">ysac@rogers.blackberry.net</a>	URL: <a href="http://ysac.info/?page_id=26">http://ysac.info/?page_id=26</a>
<b>Date of program accreditation</b>	Since 2013		
<b>Name of accredited courses</b>	<b>Course Description</b>		<b>Accredited hours</b>
<b>Clinical Supervision</b>	The course is 2 full days in length in person delivery, and includes an online ethical decision making unit. This course is designed for team leaders, managers, Directors and supervisors who manage counselors. <b>This course is delivered in person</b> and has a take home knowledge integration piece that will take approximately 8 -10 additional hours to complete		<b>28</b>
<b>Emotional Intelligence</b>	Develop your EQ Training capacity in a transformational experience of personal and professional growth. Learn the connection between Emotional Intelligence and addictive patterns. Ideal for both front line workers seeking to incorporate emotional intelligence into direct client care or counselling and managers, coordinators and supervisors who have an interest in improving staff engagement. Five full days of hands -on, dynamic instruction, activities, practical projects, networking, laughter, and learning. This workshop is highly active, brain-based, and experiential. The content is based on 35 years of practical teaching experience and the Self-Science. <b>This course is delivered in person.</b>		<b>35</b>
<b>Ethics and Ethical Decision Making</b>	The YSAC Ethics and Ethical decision making course is an in person 4 hour module that has been realigned to also be offered online. It combines information about various codes of ethics, a unit on self-awareness as an essential tool for being ethical, and some scenario work around a variety of ethical dilemmas that can be present in addictions facilities . This course is delivered online (, and a printable certificate becomes available after successfully completing the course with a score of 80% or higher. The course is available to be retaken. <b>This course is delivered online</b>		<b>4</b>
<b>Mental Health- Building Concurrent Capable Centres</b>	Developed during fiscal years 2009-2011, the program focuses on the intersection of addiction and mental health issues in First Nation’s and Inuit youth. The new training program is YSAC Mental Health Training- Building Concurrent capable centres. The program was developed using the latest available research, and with a focus on strength based intervention, and prevention mechanisms. YSAC personnel are trainers in this course. <b>This course is delivered in person.</b>		<b>6.5 hrs per day</b>

Name of accredited courses	Course Description	Accredited hours
<b>Outcome Collection</b>	<p>The YSAC Group is committed to delivering programs that offer proactive, social, cultural and evidence-based programs that aid youth with solvent use issues and empower Indigenous families and communities to improve their quality of life. This course focuses on the use of standardized measures and the importance of selecting the right measures when you are conducting a program evaluation. It outlines some measures that we have found to fit nicely with the four directions of the medicine wheel. The course takes approximately 120 minutes to complete within the online course software.</p> <p>This course is designed for all levels of front Line of staff of YSAC treatment centres who have a role in treatment progress, collecting outcome, accreditation etc.</p> <p><b>This course is delivered online.</b> A printable certificate becomes available after successfully completing the course with a score of 80% or higher. The course is available to be retaken.</p>	<b>3 hrs</b>
<b>Resiliency Theory</b>	<p>Resiliency is intensive course. We provide participants with a training manual and strength based text book to compliment course offerings. The course itself is designed for helping professionals who would like to utilize a strengths-based approach to prevention, education, and treatment. The style of the course is flexible, fun and highly interactive.</p> <p>Participants walk away with an understanding of the seven resiliencies, how to look for them and promotes them in clients. Role play of strength based counseling, and a look at strength based documentation are also considered. The course is experiential and involves uncovering your own resiliency as a means to recognize it in others.</p> <p><b>This course is delivered in person</b> and takes 2 – 2.5 days classroom time, an optional knowledge integration piece can extend the hours to 3 days.</p>	<b>6.5 hrs per day</b>
<b>YSAC Registered Trainers</b>	Debra Dell, Carol Hopkins, Mary Deleary, Jessica Hibbs, Deborah MacLean, Loni Longclaws, Raija Vic	



ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING			
<b>Saint Elizabeth First Nations, Inuit and Métis Program</b>	<b>Saint Elizabeth Education Services</b> P.O. Box 291 Portage La Prairie, MB, R1N 3B5	<a href="https://fnim.sehc.com/se-learning">https://fnim.sehc.com/se-learning</a>	
<b>Program Contacts</b>	Tracy Scott RN MN Program Lead/Saint Elizabeth First Nations, Inuit and Métis Program	Tel: 204.253.3560 (Home Office) BB: 204.230 .0497	
	Elaine Kraeker Education Coordinator First Nations, Inuit & Métis Program, SE Healt	Unit 157-472 Madison St. Winnipeg, MB R3J 1J1	Telephone: 204.295.8739 Mobile: 204.295.8739 Email: ElaineKraeker@sehc.com
<b>Date of program accreditation</b>	Since 2013		
<b>Name of accredited courses</b>	<b>Program Description</b>	<b>Accredited hours</b>	
<b>Trauma Informed Relationships: Building Safety and Trust</b>	This course will guide you through everything you need to know about Trauma Informed Care. After completing this course, you will be better able to support your clients who may be dealing with various effects from trauma	<b>30</b>	
<b>Cancer Care</b>	This course will guide you in everything you need to know about the fundamentals of cancer. From caring for clients with cancer, to helping them reduce their risk of developing cancer in the first place, you will explore all the aspects of cancer care.	<b>30</b>	
<b>Elder Care</b>	This course will guide you through everything you need to know about Elder Care. After completing this course, you will be better able to care for Elders in the community.	<b>30</b>	
<b>Personal Support Program</b>	This course will guide you through everything you need to know about being a personal support worker. The content has been divided into the following three parts: Part I: Professional Approaches to Practice Part II: Health Part III: Healing	<b>30</b>	
<b>Program type</b>	Provided free in an online format		
<b>Program Duration</b>	Participants set the pace		
<b>Overview</b>			
Saint Elizabeth's vision is to Honour the Human Face of Health Care and our dedicated First Nations, Inuit and Métis Program is a key initiative that demonstrates how we live out our vision. Through partnership and collaboration, the program works to enhance and support the capacity of First Nations, Inuit and Métis communities to understand and solve complex health care issues, improve access and address barriers to care. Activities include partnership, action-based research, online learning, knowledge exchange and mobilization.			

**ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING**

<b>White Bison Wellbriety Institute</b>	<b>White Bison</b> 701 N. 20t Street Colorado Springs, CO 80904-2799	<b>Toll-Free :</b> 1-877-871-1495 <b>Tel:</b> 719-548-1000 Email: <a href="mailto:info@wellbrietytraining.com">info@wellbrietytraining.com</a> <b>URL:</b> <a href="http://whitebison.org/">http://whitebison.org/</a>
---	--	---

<b>Program Contacts</b>	Maria LaFrinière	<a href="mailto:maria@whitebison.org">maria@whitebison.org</a>
-------------------------	------------------	--

<b>Program Web page</b>	<a href="http://wellbrietytraining.com/wellbriety-training/">http://wellbrietytraining.com/wellbriety-training/</a>
-------------------------	---

<b>Date of program accreditation</b>	Since 2012
--------------------------------------	------------

<b>Name of accredited courses</b>	<b>Course Description</b>	<b>Accredited hours</b>
-----------------------------------	---------------------------	-------------------------

<b>Medicine Wheel &amp; the 12 Steps for Adults</b>	Provides a culturally appropriate 12 Step program based upon Teachings of the Medicine Wheel, the Cycle of Life, and the Four Laws of Change.	<b>24</b>
---	---	-----------

<b>Mending Broken Hearts</b>	Developing the capacity of the community to heal from unresolved grief and the losses created by the legacy of Historical and Intergenerational Trauma, especially the effects of the Boarding School.	<b>24</b>
------------------------------	--	-----------

<b>Understanding the Purpose of Life</b>	Youth have a high dropout rate, the need for cultural knowledge, and the inability to set and accomplish goals. This training will implement problem solving tools, cultural capacity building and program activities. Our Youth will have an increased sense of community, build their confidence and know t heir identity.	<b>24</b>
--	--	-----------

<b>Mothers of Tradition</b>	Participants will learn how to facilitate and implement the Mothers of Tradition program. This training assists Native Women in learning effective parenting and nurturing skills. We know that the greatest loss our people suffered due to the Boarding Schools was the loss of the parent-child bond, based on the traditional way of parenting. Our people had taught our children healthy ways of living and dealing with pain and trauma. Our family member who went to boarding school experienced no love and nurturing, and for too many, mental, spiritual, physical, and sexual abuses. That is what they were sent home with and how they learned their parenting skills. Generations later, we are still experiencing the repercussions. Mothers of Tradition was developed as a way for Native Women to heal and learn to become our children's best, first teachers again.	<b>24</b>
-----------------------------	---	-----------

<b>Program type</b>	All of the Wellbriety Institute trainings are available as part of a training package or as a stand -alone program
---------------------	--

<b>Program Duration</b>	Customized training duration
-------------------------	------------------------------

**Overview**

Health education courses are available through our award-winning e-platform, @YourSide Colleague®. All First Nations courses are developed with and for community health care providers to ensure content is culturally relevant and meets community realities.

White Bison Wellbriety Institute is an internationally recognized, Native American operated training institute and center of excellence, providing culturally based training for professionals and grassroots activists who work directly with individuals, families and communities. Purpose: To support a sustainable grassroots Wellbriety Movement by developing and providing culturally based training, tools and resources to enable the ongoing growth and sustainability of the Wellbriety Movement.

**ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING**

<b>Whitepath Consulting</b>		<b>Whitepath Consulting</b> 160 Charlotte Street, Suite 100 Peterborough, Ontario K9J 2T8	<b>Tel:</b> (705) 740-2003 <b>Toll free:</b> 1-888-887-7981 <b>Fax:</b> (705) 740-2055 <b>URL:</b> <a href="http://whitepathconsultinginc.com/contact/index.html">http://whitepathconsultinginc.com/contact/index.html</a>
<b>Program Contacts</b>	Leonard Hall	Email: <a href="mailto:lenard.whitepath@bellnet.ca">lenard.whitepath@bellnet.ca</a>	
<b>Program Web page</b>	<a href="http://www.whitepathconsultinginc.com/training/index.html">http://www.whitepathconsultinginc.com/training/index.html</a>		
<b>Date of program accreditation</b>	Since 2012		
<b>Name of accredited courses</b>	<b>Course Description</b>	<b>Accredited hours</b>	
<b>The RedPath Child &amp; Youth Life Skills Program</b>	The three-day training teaches you how to facilitate this program with the easy to use 378 page manual, 55 page supplement package and 147 page colouring book. This program is made up of 4 modules with a total of 12 sessions and targets areas of behaviour associated with substance misuse, violence, bullying and gang related problems. The program targets three age groups: 7 to 10, 11 to 14, and 15 to 18 years of age.	<b>21</b>	
<b>The RedPath Addictions Treatment Program</b>	The teaches you how to facilitate this program with the easy to use 172 page manual and 112 page supplement package. This program is made up of 5 modules with a total of 21 sessions offering skills to address the underlying problems associated with addictive behaviours.	<b>21</b>	
<b>Program type</b>	Short programs (see overview)		
<b>Program Duration</b>	Three-day training		
<b>Overview</b>			
All programs follow the RedPath model that blends clinical and cultural approaches offering techniques to cultivate a healthy mind, body and spirit. Those trained in any of the RedPath programs will receive a program manual and supplement materials, a template for report writing, certification, license agreement and ongoing program support. Access to assessment tools is also available.			

## ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING

<b>Brazzoni and Associates</b>		<b>Brazzoni and Associates - Mental Health Services</b> 301-1705 3rd Avenue Prince George, BC	<b>Tel:</b> 250-614-2261 <b>Toll Free:</b> 866-614-2261 <b>Fax:</b> 250-563-5496
<b>Program Contacts</b>	Christina Dobson Brazzoni	adminb@telus.net	
<b>Program Web page</b>	<a href="http://brazzoni.com/?page_id=19">http://brazzoni.com/?page_id=19</a>		
<b>Date of program accreditation</b>	Since 2014		
<b>Name of accredited courses</b>	<b>Course Description</b>	<b>Accredited hours</b>	
<b>Individual Crisis Intervention and Peer Support</b>	This program is designed to teach participants the fundamentals of, and a specific protocol for, individual intervention. The audience for this class includes emergency services personnel, military, and business/industrial peer support personnel without formal training in mental health, as well as mental health professionals, who desire to increase their knowledge of individual (one-on-one) crisis intervention techniques	<b>13</b>	
<b>Group Crisis Intervention</b>	This program is designed to teach participants the fundamentals of, and a specific protocol for, group intervention. The audience for this class includes emergency services personnel, military, and business/industrial peer support personnel without formal training in mental health, as well as mental health professionals, who desire to increase their knowledge of small and large group crisis intervention techniques.	<b>13</b>	
<b>Compassion fatigue: The Cost of Caring</b>	Compassion Fatigue was a concept developed by Johnson (1992) when describing nurses who were worn down by the daily hospital emergencies. It is now best understood as a function of the combined effects of secondary traumatization and burnout, caused by long term involvement in emotionally demanding situations (Figley, 1995). The following concepts are covered in this training: <ul style="list-style-type: none"> <li>• The biology of stress</li> <li>• Understanding and distinguishing between burnout and secondary traumatic stress</li> <li>• Assessment of Compassion Satisfaction, Compassion Fatigue and Burnout</li> <li>• Increasing resiliency and self care</li> </ul>	<b>6.5 hrs per day</b>	
<b>Program type</b>	Workshops		
<b>Program Duration</b>	Customized duration. The accredited hours for customized workshops are 6.5 hours/day		
<b>Overview</b>			
Brazzoni and Associates provide training through various workshops that are designed to meet the distinct requirements of your company or agency. All workshops are developed to meet the unique needs of the group. Other topics available upon request. We can also design training that might not be listed above through special request.			

<b>ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING</b>		
<b>Canadian Training Institute (CTI)</b>	CTI Head Office 50 Euston Ave. Toronto, ON M4J 3N3	Tel: (416) 778-7056 Toll-Free: 1(877) 889-6158 Fax: (416) 778-8103 URL: <a href="http://www.canadiantraininginstitute.com/">http://www.canadiantraininginstitute.com/</a>
<b>Program Contacts</b>	Duncan Gillespie Executive Director	<a href="mailto:dgillespie@cantraining.org">dgillespie@cantraining.org</a>
<b>Program Web page</b>	<a href="http://www.canadiantraininginstitute.com/crisis-intervention">http://www.canadiantraininginstitute.com/crisis-intervention</a>	
<b>Date of program accreditation</b>	Since 2013	
<b>Name of accredited courses</b>	<b>Course Description</b>	<b>Accredited hours</b>
<b>Crisis Intervention with the Hostile and Aggressive Individual</b>	This accredited three-day program has been approved by the Ministry of Community, Family and Children's Services for children, youth and adult- serving agencies receiving funding from this ministry. CTI's approach to crisis training has always been focused on prevention. Our skills training program reinforces the need to build relationships with clients, to understand the intra and interpersonal dynamics, and to enhance the staff's role as facilitator of learning.	<b>6.5 hrs per day</b>
<b>Program type</b>	Face-to-face course	
<b>Program Duration</b>	2 or 3 days	
<b>Overview</b>		
<p>CTI holds general offerings of the courses listed below. General offerings are for individuals who are interested in taking training and courses through CTI for their own personal interest, personal or for future career opportunities in the field of social work, public sector and health care.</p> <p>Although there are dates are listed on our website, all of our general offering courses will be based on interest. Please send in your registrations form and we will send you an email confirmation of your registration. Two to three weeks prior to the course date CTI will also send you an email confirmation to confirm the dates, times and locations of each course</p>		

## ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING

<b>Canadian Training Institute (CAMH)</b>			Aboriginal Engagement and Outreach Provincial System Support Program, CAMH 33 Russell Street Toronto, Ontario M5S 2S1	Tel: 705.675.1195 ext. 78333 Email: <a href="mailto:aboriginalinitiatives@camh.ca">aboriginalinitiatives@camh.ca</a> URL: <a href="https://www.porticonetwork.ca/web/camh-aboriginalinitiatives">https://www.porticonetwork.ca/web/camh-aboriginalinitiatives</a>
<b>Program Contacts</b>	Laura Thibeault		Project Manager, Mobile Training Teams Initiative, Aboriginal Engagement and Outreach Provincial System Support Program, (CAMH)	
	Alison Benedict, MSW, RSW		Provincial Aboriginal Training Coordinator (Alison.Benedict@camh.ca)	
	Team contact information		<a href="https://www.porticonetwork.ca/web/camh-aboriginalinitiatives/about-us/our-team">https://www.porticonetwork.ca/web/camh-aboriginalinitiatives/about-us/our-team</a>	
<b>Program Web page</b>	<a href="https://www.porticonetwork.ca/web/camh-aboriginalinitiatives/workforce-development">https://www.porticonetwork.ca/web/camh-aboriginalinitiatives/workforce-development</a>			
<b>Date of program accreditation</b>	Since 2015			
<b>Name of accredited courses</b>	<b>Course Descriptions</b>			<b>Accredited hours</b>
<b>Dancing with Spirit: Conversations about change</b>	Dancing with Spirit: Conversations about change is a version of Motivational Interviewing (MI) that was developed for Aboriginal populations. It is an approach or way of being for counsellors working with people experiencing co-occurring mental health and substance-related problems or any kind of addiction problem, or for addressing ambivalence around the need for any kind of personal change. It is a directional, collaborative, and person-centered approach for enhancing readiness for change in treatment. It is most often used in combination with other therapies but can also be used as a solo brief intervention.			<b>14 + 7 (coaching time)</b>
<b>Understanding Opiate Addiction: The Continuum of Care</b>	This one-day training is designed to share current knowledge and information about opiate misuse and related problems, as well as solutions for intervention and care. Information about the cycle of physical dependence and withdrawal, signs of problematic use, and stages of change is provided. Furthermore, participants will learn about screening and assessment tools, case examples, and options for management, intervention, prevention, and outreach.			<b>7</b>
<b>Child Adult Relationship Enhancement</b>	This training is designed to teach care providers specific methods for supporting positive relationships between children of all ages who may have challenging behaviours that might stem from trauma histories. It can be used alongside other interventions. Child-Adult Relationship Enhancement (CARE) is an adaptation of Parent-Child Interaction Therapy, which addresses histories of traumatic stress among children and their caregivers.			<b>14 + 7 (coaching time)</b>
<b>Quality Behavioural Competencies (QBC)</b>	This training focuses on improving the effectiveness of workers and helpers who have clients with challenging behaviours from a wide range of populations. Participants will learn how to apply positive behavioural strategies to teach adaptive alternatives to challenging or destructive behaviour while using positive reinforcement to encourage growth and improve the quality of life of their clients.			<b>14</b>

Name of accredited courses	Course Descriptions	Accredited hours
<b>Acceptance and Commitment Therapy FNIM (ACT)</b>	ACT teaches clients and therapists alike how to change our relationship with our unwanted thoughts and feelings rather than having to eliminate them. This empowering message has been shown to help clients cope with a wide variety of clinical problems, including depression, anxiety, stress, substance abuse, and even psychotic symptoms. The benefits are as important for the clinician as they are for clients. ACT has been shown empirically to quickly alleviate therapist burn-out.	<b>21 + 7 (coaching time)</b>
<b>Solution-Focused Brief Therapy</b>	Solution-Focused Brief Therapy focuses on goals and solutions – what works – rather than on problem solving. This approach assumes that individuals already possess the knowledge of what works or has worked that will make their life better. This therapy examines what has worked in the past or when the issue was less severe or not present at all. The helper/worker identifies, compliments, and evokes the strengths of the individual, helping them to quickly reach their goals.	<b>7</b>
<b>Foundation for Understanding: Trauma and the Health of Aboriginal People</b>	This training takes participants through history beginning with an exploration of strengths within traditional ways of being and knowing. The training examines the present day health status of Aboriginal peoples in the context of historical and present day trauma utilizing current research on brain development and the Adverse Childhood Experiences Study. Understanding trauma at this level fosters the ability for participants to utilize a trauma-informed approach to support individuals, families and communities in healing and restoration to well-being.	<b>14</b>
<b>Trauma-Informed Care</b>	Intergenerational trauma as well as direct, indirect and vicarious experiences of trauma have impacted the health and well-being of Aboriginal peoples. Understanding the complexity of how trauma affects emotional responses, triggers, perceptions and beliefs is foundational to a trauma-informed approach. A trauma-informed approach aims to create physical, mental, spiritual, and emotional safety in order to support healing and well-being. The purpose of this training is to provide all organizational staff, including facilities staff and board members, with the structural foundations for entrenching a trauma-informed approach in all aspects of care; from intake procedures, organizational policies to physical space.	<b>14</b>
<b>Focusing on Intimate Partner Violence</b>	Shorter version of the Trauma-Informed Care, with a specific focus on Intimate Partner Violence	<b>7</b>
<b>Program type</b>	Workshops	
<b>Program Duration</b>	1 to 3 days	
<b>Overview</b>		
Aboriginal Engagement and Outreach (AEO) is committed to creating systems change and improving health outcomes through the provision of innovative, culturally grounded, strengths-focused training for First Nations, Inuit and Métis communities.		

<b>ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING</b>			
<b>Atlantic Policy Congress (APC) of First Nations Chiefs</b>	153 Willowdale Drive Dartmouth, NS B2V 0A5	<b>Tel:</b> 1 (902) 435-8021 <b>Toll-Free:</b> <b>Fax:</b> 1 (902) 435-8027	
<b>Program Contacts</b>	Colleen d'Orsay	Mental Wellness Learning Coordinator	
<b>Program Web page</b>	<a href="http://www.apcfncc.ca">http://www.apcfncc.ca</a>		
<b>Date of program accreditation</b>	January 3rd, 2018		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>		<b>Accredited hours</b>
Self care for Mental Health and Addictions Workers	The purpose of this Self care for Mental Health and Addictions Workers training is to improve staff retention, personal well-being and client care through the reduction and remediation of staff burn-out. Participants will learn how to develop and implement self-care plans, set and maintain professional boundaries through case studies and role- playing. Self-care will also be examined and explored as a tool for building community capacity and enhanced efficacies on individual, organizational, client, and community levels. Upstream thinking will be employed to find ways to work collaboratively within systems to increase productivity and community capacity throughout the region.		<b>12 hours</b>
<b>Program type</b>	Workshops		
<b>Program Duration</b>	3 sessions over 2 days		
<b>Overview</b>			
The APC Health Department works in partnership with First Nations Inuit Health Branch – Atlantic (FNHIB) to improve Atlantic First Nations' health and wellbeing. The APCFNC has determined that staff learning about and being supported in self-care is a form of developing capacity in organizations, as it enables staff who have developed skills and experience to stay in the field (Health Canada, 2016; Rhymes, 2014c). The First Nations Mental Wellness Continuum Framework recommends that support for staff needs to be trauma-informed as well (Health Canada & AFN, 2015).			



<b>ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING</b>			
<b>Valdie Seymour and Associates</b>		346 Montgomery Ave., Winnipeg, MB R3L 1T4	<b>Tel:</b> (204) 479-3678 <b>Email:</b> Valdieseymour@hotmail.com
<b>Program Contacts</b>	Kevin Spice	204) 260-6629	Kevin_Spice@hotmail.com
<b>Program Web page</b>			
<b>Date of program accreditation</b>	January 1, 2018		
<b>Name of accredited program</b>	<b>Program Description</b>		<b>Accredited hours</b>
<b>Community Centred Therapy Program</b>	<p>The community centred Therapy Program is a two-year community-based training and mentorship program recognized by Red River College.</p> <p>The program is “portable” to the community, providing that (a) a sufficient number of students are sponsored to sustain the training; and the (b) the required community resources are in place and can be utilized by program staff for the duration of the program. Central location is chosen for individuals or small groups of participants from communities which are too small to sponsor their own program. Two or more communities can partner in sponsoring a program, or an open intake may be initiated in a central local such as Winnipeg (South) or Thompson (North).</p> <p>The students participate in thirty hours of classroom instruction during a one-week period each month. During the time between classes, the students are required to participate in work experience in community development, group facilitation and weekly peer therapy sessions. The courses of this program can be transferred as two-years of a four-year Bachelor of Aboriginal Counselling program offered by Brandon University. It is a personal and professional development program to facilitate creativity and confidence among the participants.</p>		<p><b>Course work: 720 hours</b></p> <p><b>Community Development practice: 250 hours</b></p> <p><b>Group facilitation Practice: 180 hours</b></p>
<b>Program type</b>	In-community program		
<b>Program Duration</b>	2 years in one week class instruction periods		
<b>Overview</b>			

Each one-week course delivered every month for two years builds a consistent community-driven process that provides the community with the ability to maintain a sustainable healing process. It is becoming more apparent that training workshops or individual therapy only provides temporary relief from crisis. The CCTP program is based on the holistic concept of community as the healing place, where support is offered not only on an individual basis, but also within the context of the family and the community. This approach extends beyond the individuals – its goal is to improve the quality of life for the whole community.

<b>ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING</b>		
<b>ACHIEVE centre for Leadership and Workplace Performance</b>	120 Sherbrook St. Winnipeg, MB R3C 2B4	<b>Tel:</b> 204-452-0180 <b>Toll-Free:</b> 877-270-9776 <b>Email:</b> info@achievecentre.com <b>URL:</b> <a href="https://ca.achievecentre.com/">https://ca.achievecentre.com/</a>
<b>Program Contacts</b>	For public workshops, webinars, on-site training	<a href="https://ca.achievecentre.com/contact-us/">https://ca.achievecentre.com/contact-us/</a>
<b>Program Web page</b>	<a href="https://ca.achievecentre.com/workshop-descriptions/">https://ca.achievecentre.com/workshop-descriptions/</a>	
<b>Date of program accreditation</b>	2012	
<b>Name of accredited courses</b>	<b>Course Descriptions</b>	<b>Accredited hours</b>
<b>Team Development - Creating Functional Teams</b>	If your team is experiencing a transition, conflict or a confusion of identity, it can be beneficial for members to review team dynamics and establish team processes with the help of an outside facilitator. This workshop will allow members of your team to reflect on where they have been and where they are going. Teams will develop a clear blueprint of how to move forward to achieve optimum success.	<b>6 hours</b>
<b>Coaching Strategies for Leaders - Conflict, Performance, Change</b>	This workshop focuses on providing leaders with a set of tools to bring out the best in the people they lead. It will examine the mindset necessary to lead others through the difficult moments they encounter in their working careers. Participants will learn a coaching model for working with their employees to enable changes in behaviour, promote performance and resolve conflict.	<b>6 hours</b>
<b>Leadership and Management - The Essential Foundations</b>	This workshop is designed to help new or existing managers increase their abilities to lead teams. They will gain skills to assess team dynamics and to improve trust and influence with those they are leading. At the completion of this workshop participants will be equipped with the necessary tools to motivate their team to achieve desired results.	<b>6 hours</b>
<b>Essential Workplace Skills - Performing to Capacity</b>	The multiple demands of work necessitate that employees know how to prioritize their responsibilities, work with proficiency, be resourceful and complete tasks in a systematic and organized manner. The workshop provides training and activities to explore the habits and tools necessary for productivity, as well as the attitudes that support a successful work environment.	<b>6 hours</b>

<b>Stress Management - Increasing Workplace Productivity</b>	In many organizations it is common to find large numbers of employees suffering from the adverse effects of stress. Left unmanaged, stress can lead to unproductive patterns and result in loss of focus and productivity. This workshop will help participants identify personal stress factors and introduce them to practical methods for successfully managing stress. Participants will create a plan for stress management that centers on enabling them to function at their best in the work environment.	<b>6 hours</b>
<b>Program type</b>	Workshops	
<b>Program Duration</b>	Usually one day	
<b>Overview</b>		

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING		
<b>Bear Standing Tall and Associates</b>	Centre for Social Innovation – Regent Park 585 Dundas St. East, 3rd floor M5A 2B7	<b>Tel:</b> 416 806 4659 <b>Email:</b> <a href="mailto:jcarter@bearstandingtall.com">jcarter@bearstandingtall.com</a> <b>URL:</b> <a href="https://www.bearstandingtall.com/">https://www.bearstandingtall.com/</a>
<b>Program Contacts</b>	Jason Carter	Founder, Bear Standing Tall Corporate Training
<b>Program Web page</b>	<a href="https://www.icst.ca/">https://www.icst.ca/</a>	
<b>Date of program accreditation</b>	2015	
<b>Name of accredited courses</b>	<b>Course Descriptions</b>	<b>Accredited hours</b>
<b>Medicine Wheel Facilitator Training Program Level I</b>	This course provides participants with an introduction to Indigenous worldviews, philosophies and identities. The cultural, historical, societal, spiritual and psychological dimensions of pre-contact societies will be explored thus providing a framework for understanding traditional strengths of Indigenous communities, families and individuals. Students will develop conceptual and personal frameworks to understand the relationship of Indigenous identity to cultural, social spiritual and personal values utilizing the Medicine Wheel Philosophy.	<b>40</b>
<b>Program type</b>	Workshops	
<b>Program Duration</b>	On request	
<b>Overview</b>		
Bear Standing Tall & Associates (BSTA) is a Certified Aboriginal Business with the Canadian Council for Aboriginal Business. BSTA provides Indigenous Awareness and Cultural Sensitivity Training and consulting for organizations and corporations who work with or plan to work with Indigenous Peoples in Canada.		

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING		
<b>Manitoba First Nations Casino Trust - Addictions Foundation of Manitoba</b>	2-4820 Portage Ave, Headingley MB R4H 1C8	<b>Tel:</b> 1-204-885-5155 <b>Cell:</b> 1-204-470-5535 <b>Email:</b> <a href="mailto:fernette_farquhar@msn.com">fernette_farquhar@msn.com</a> <b>URL:</b> <a href="http://afm.mb.ca">http://afm.mb.ca</a>
<b>Program Contacts</b>	Fernette Farquhar	Trust Administrator
<b>Date of program accreditation</b>	Since 2015	
<b>Name of program</b>	<b>Program Description</b>	
<b>The Balancing Hook</b>	The theme of "The Balancing Hook" began with 'balance' as the basic concept; the balancing hook was derived from a craft piece from the past that transitioned into the symbolic hummingbird through the desire to incorporate culturally relevant tools based on First Nation concepts. Research on the hummingbird and its relevance to First Nations narrowed its intention to that of a messenger, with the larger wings helping the hummingbird to carry the message into the First Nations. The leather wing piece, with the words 'Wellness ~ Balance', is placed in its' center onto the hook. The hook is then balanced on the end of a finger. It appears to 'balance' like magic and attracts attention as it is intriguing. The concept of balancing the activities of your life is incorporated, including the time, energy, and money spent on gambling, with other areas of your life.	
<b>Name of accredited courses</b>	<b>Course Descriptions</b>	<b>Accredited Hours</b>
<b>The Balancing Hook Phase I</b>	<ul style="list-style-type: none"> <li>- Aboriginal People &amp; Addictions What are the issues</li> <li>- Fundamentals of addictions</li> <li>- Understanding Gambling and Gambling Behaviour</li> <li>- Application of Prevention Tools</li> <li>- Balancing Hook Board Presentation and practice</li> <li>- Self-Care Techniques</li> </ul>	<b>35</b>
<b>The Balancing Hook Phase II</b>	<ul style="list-style-type: none"> <li>- Review of key concepts of how gambling works</li> <li>- Psychology of gambling, gambling myths and beliefs</li> <li>- Gambling trends and their impacts on communities</li> <li>- Understanding the differentiation between responsible gambling and problem gambling</li> <li>- Prevention of problem gambling and Prevention tools</li> <li>- Problem gambling screening and assessment tools</li> <li>- Intervention skills development ('Fundamentals of Addictions' course)</li> <li>- Resources and referrals, including to various Manitoba Treatment Centres</li> <li>- How to test on course material provided and to move forward to Phase III of the Initiative</li> <li>- How to report on use and how to obtain additional resources for both Phase I and Phase II</li> </ul>	<b>28</b>
<b>Program type</b>	Ongoing program of workshops provided over several phases	
<b>Overview</b>		
The primary focus of this initiative is capacity development opportunities for the First Nations Community Addictions Specialists (a member of the Mental Health Team at each First Nation consisting of either the National Native Alcohol and Drug Abuse Program (NNADAP) workers, Building Healthy Community workers, and/or Brighter Future Coordinators) to continue to raise the awareness and understanding in the MFN's of gambling and gambling behaviour.		

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING			
<b>John Howard Society</b>	John Howard Society of Toronto 60 Wellesley street West Toronto, ON M5S 3L2	<b>Tel:</b> 204-452-0180 <b>Toll-Free:</b> 877-270-9776 <b>Email:</b> info@achievecentre.com <b>URL:</b> <a href="https://ca.achievecentre.com/">https://ca.achievecentre.com/</a>	
<b>Program Contacts</b>	Greg Rogers, Executive Director		
<b>Date of program accreditation</b>	2012		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>	<b>Accredited hours</b>	
Anger Management Program for <b>Aboriginal counsellors</b>	AM programs focus on anger as a misunderstood and misaligned emotion which often follows fear, depression, stress, fatigue or a perceived threat or personal attack. The situation which causes anger is not the problem, the unhealthy response to anger is the problem. AM are designed to train counsellors in assisting clients in the following areas: Emotional intelligence, stress management, anger management, and communication skills.	<b>21</b>	
<b>Program type</b>	Workshops		
<b>Program Duration</b>	3 days		
<b>Registered Trainers</b>	Rose Murray,	<b>Tel:</b> 416 615 2456	<b>Email:</b> <a href="mailto:sunnyrivers@hotmail.com">sunnyrivers@hotmail.com</a>
	Irene Bergman	<b>Tel:</b> 1 807 543 2305	<b>Email:</b> <a href="mailto:bergman@kmts.ca">bergman@kmts.ca</a>
<b>Overview</b>			
This training is provided by the two ICBOC registered and approved independent trainers, whose contact information is provided above.			

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING			
<b>ILINNIAPA Skills Development Centre</b>		775 Iqaluit, Iqaluit NU X0A	<b>Tel:</b> 867-979-4344 <b>Email:</b> helen@ilinniapaacampus.ca <b>URL:</b> ilinniapaacampus.ca
<b>Program Contacts</b>	Helen Roos,	President and Lead Facilitator	Tel: (867) 222-9570
<b>Date of program accreditation</b>	2018		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>		<b>Accredited hours</b>
<b>Trauma Foundations for Inuit Frontline Workers</b>	<p>In this 1-day workshop, we provide a comprehensive overview of the definition of trauma, and review the different types of trauma from standard western clinical perspectives. We explore standard categories of trauma from acute, chronic and complex. We then move into specialized categories of historical, cultural, collective, ambiguous loss (missing persons) and intergenerational trauma as it relates to Inuit across the Inuit Nunangat, and resultant linkages to mental wellness impacts such as PTSD, FASD and evidence-based care approaches supporting individuals after trauma.</p> <p>To supplement this topic, our firm has undertaken specialized research in areas of trauma within the victimization of Inuit children, women and men, including socio-cultural recommended approaches to client support and victim services after trauma. We explore the new legislative tools such as the Canadian Victim Bill of Rights as it relates to Northern support context; key findings and recommendations to support Inuit from child abuse, sexual exploitation, fetal alcohol spectrum disorder, and the parallels in Inuit traditional knowledge and western approaches to supporting coping and resiliency after trauma through relationships, participation in work and hopefulness/perseverance for healing. Participants will have an opportunity to share knowledge and strategies through group engagement.</p>		<b>7</b>
<b>Mental Wellness</b>	<p>This ½ day session provides an overview of mental wellness as the broader scope of mental health from the indigenous perspective. In the morning component of this session, we frame mental wellness as a concept within Inuit traditional knowledge, and the state of mental wellness to include physical, emotional, spiritual and mental dimensions. We discuss both the Inuit approach to mental wellness that balances the mental wellness of the individual within the social framework of family and community to include one's sense of belonging, purpose, hope and meaning.</p> <p>The second component of this session discusses the importance of understanding one's clients from a holistic strengths-based lens, while also understanding the complex interplay of both cultural and historical intergenerational trauma, evidence-based research on childhood development trauma, substance use, mental disorders and the use of medications, as they may present within individuals seeking to cope.</p>		<b>4</b>

Name of accredited courses	Course Descriptions	Accredited hours
<b>Self-Care for the Wellness Worker</b>	<p>This session provides frontline workers an opportunity to pause and reflect on the state of their own mental wellness; identify areas to rebalance and calibrate, and reaffirm those self-care methods that bring emotional, physical, spiritual and mental joy. If unaddressed, vicarious trauma may result in counter-transference, compassion fatigue and burnout, so it is important that organizations and individuals understand how to be trauma-informed and support the mental wellness and balance of staff and fellow team members.</p> <ul style="list-style-type: none"> <li>• The first component of this session will explore the occupational health and safety impact of wellness work of why vicarious trauma occurs, and how to mitigate compassion fatigue and burnout. The participants will also have an opportunity to explore how individual traits and factors contribute to being at risk of burnout, and undertake their own self-examination of the emotional, psychological, behavioural, physical and spiritual and using the PROQL self-assessment tool, and discuss the ABC's of self care: awareness, balance and connection.</li> <li>• The second component will conclude with examine evidence-based exercises to support the mental wellness of the frontline worker, and facilitate a relaxation technique that is an easy, low physical impact and culturally safe approach.</li> </ul>	<b>4</b>
<b>Ethics and Professional Conduct</b>	<p>This 1-day session introduces the issue of ethics from a professional, cultural and geographic perspective, to explore how ethics are determined; what differs from values, and who makes the determination of what is ethical. The first section will review standard models that guide professional conduct as defined by clinical practice and standards, legal issues, systemic issues, cultural issues, ethical issues, as well as the standard options dealing with an issue.</p> <ul style="list-style-type: none"> <li>• In the second section, we will explore an example of a clinical issue of counseling and identify whether it is a valid ethical dilemma or whether it is influenced by context inherent in addictions work</li> <li>• Finally, using the Inquiry method, we will explore what are the key issues and challenges facing the participants. We will look at the generally accepted principles of professional conduct and ethics in the field of addictions that respond to common clinical and non-clinical issues. For this section we will engage Inuit Elder wisdom and co-facilitation to impart traditional knowledge on ethics and professional conduct that is rooted in Inuit societal values of humility, compassion and respect that provides a culturally safe context to ethical guidelines and conduct for consideration. For this session, we will endeavor to include Elder Piita Irniq (Nunavut Inuk leader) on his personal reflections as a wellness worker in federal corrections, cultural ambassador and territorial senior executive.</li> </ul>	<b>7</b>
<b>ILINNIAPAA Online Inuit Community Support Worker and Management Trainee program</b>		
<p><b>The training program, entitled Qanuinnirmut Ikajuqtiit:</b> This innovative Model in the Training and Employability of Inuit in Health and Social Services, designed and delivered accredited training modules leading to a certificate for Inuit Community Support Worker (CSW). The program is based on the technical and behavioural competencies necessary for the position. A strong foundation of holistic Inuit ways of knowing and doing is rooted in the program. The program supports a transition of Inuit who have worked in social service organizations to further develop their competencies in organizational management and leadership under the Management Trainee training stream. This will assist organizations in Nunavut and Ottawa to strengthen Inuit representation at all levels of organizational capacity, and improve the overall capacity and labour pool for Inuit serving organizations.</p>		

Name of accredited courses	Course Descriptions	Accredited hours
<b>Computer Foundation</b>	<ul style="list-style-type: none"> <li>- Computer basics and keyboarding</li> <li>- Internet search techniques</li> <li>- Ms Word Level 1</li> <li>- Ms Excel Level 1</li> <li>- MS Powerpoint Level 1</li> <li>- Ms Outlook Level 1</li> </ul>	<b>35 hrs</b>
<b>Lifespan issues</b>	<ul style="list-style-type: none"> <li>- Childhood</li> <li>- Adolescence</li> <li>- Pregnancy</li> <li>- Women</li> <li>- Men</li> <li>- Elders</li> </ul>	<b>35 hrs</b>
<b>Occupational Health &amp; safety Foundations</b>	<ul style="list-style-type: none"> <li>- WHMIS - 19 topics</li> <li>- Worker Health and Safety - 18 topics</li> <li>- AOD – IASR (accessibility training) – 10 topics</li> </ul>	<b>35 hrs</b>
<b>Communication competencies for front line workers – Part 1</b>	<ul style="list-style-type: none"> <li>- Trauma informed care</li> <li>- Intersectionality</li> <li>- Racism, prejudice and Biases</li> <li>- Building rapport with and creating a safe space for clients</li> <li>- Confidentiality</li> </ul>	<b>35 hrs</b>
<b>Communication competencies for front line workers – Part 2</b>	<ul style="list-style-type: none"> <li>- Active listening</li> <li>- Emotional intelligence</li> <li>- Dealing with conflicts</li> <li>- Setting Boundaries</li> <li>- Cultural competence</li> </ul>	<b>35 hrs</b>
<b>Uvanga – Work readiness</b>	<ul style="list-style-type: none"> <li>- Time Management</li> <li>- Personal financial management</li> <li>- Ethics and professional conduct</li> <li>- Self-care</li> <li>- Journalling</li> </ul>	<b>35 hrs</b>
<b>Community Development and History</b>	<ul style="list-style-type: none"> <li>- Community development and history</li> <li>- Community Development</li> <li>- Residential school</li> <li>- History</li> <li>- Policy and research</li> <li>- Culturally relevant program design</li> </ul>	<b>35 hrs</b>



<b>Reconciliation and Healing</b>	<ul style="list-style-type: none"> <li>- Trauma Foundation</li> <li>- Mental wellness</li> <li>- Resiliency and coping</li> </ul>	<b>35 hrs</b>
<b>Program type</b>	Online and In-class	
<b>Program Duration</b>	2 years with placement	
<b>Overview</b>		
<p>ilinniapaa campus is a unique full service learning and employment centre that offers skills development programs and services for youth, peoples with disabilities, New Canadians and folks already employed requiring technical certification, competency-based skills development or career planning support.</p>		

<b>ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING</b>			
<b>LivingWorks Education Inc.</b>		#119, 807 - 42 Avenue SE Calgary, Alberta Canada T2G 1Y8	<b>Tel:</b> 403-209-0242 <b>Toll Free:</b> 1-888-733-5484 <b>Fax:</b> 403-209-0259 <b>Email:</b> <a href="mailto:info@livingworks.net">info@livingworks.net</a> <b>URL:</b> <a href="http://lifeworks.cc">http://lifeworks.cc</a>
<b>Program Contacts</b>	Elaine Woodward		<b>Email:</b> <a href="mailto:elainew@lifeworks.cc">elainew@lifeworks.cc</a>
	Terry Garchinski	Therapeutic Counselor & Workshop Facilitator	<b>Tel:</b> (403)931-1094 <b>Email:</b> <a href="mailto:terryg@lifeworks.cc">terryg@lifeworks.cc</a>
<b>Program Web page</b>	<a href="http://lifeworks.cc/workshops">http://lifeworks.cc/workshops</a>		
<b>Date of program accreditation</b>	2018		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>		<b>Accredited hours</b>
safeTALK	safeTALK is a half-day alertness training that prepares anyone 15 or older, regardless of prior experience or training, to become a suicide-alert helper. Most people with thoughts of suicide don't truly want to die, but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK-trained helpers can recognize these invitations and take action by connecting them with life-saving intervention resources, such as caregivers trained in ASIST.		<b>4</b>
<b>Program type</b>	Workshops		
<b>Program Duration</b>	Usually a half day		
<b>Overview</b>			
Living Works specializes in Workplace, Family and Personal Wellness. Workshops are designed to meet and support the needs of communities, organizations, families and individuals. Workshops include expert facilitators, interactive sessions, specialized manual and/or course materials, personalized certificates of completion.			

## ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING

<b>Ilisaqsivik Society</b>	Ilisaqsivik Family Resource Centre P.O. Box 150 Clyde River NU XOA OEO	Tel: (867) 924-6565 Toll Free: Fax: (867) 924-6570 URL: <a href="http://ilisaqsivik.ca/">http://ilisaqsivik.ca/</a>		
<b>Program Contacts</b>	Malcolm Ranta	Executive Director	Tel: (867) 924-6565	Email: <a href="mailto:jakobmg@ilisaqsivik.ca">jakobmg@ilisaqsivik.ca</a>
	Terry Garchinski	Therapeutic Counselor & Workshop Facilitator	Tel: (403)931-1094	Email: <a href="mailto:terryg@lifeworks.cc">terryg@lifeworks.cc</a>
<b>Program Web page</b>	<a href="http://lifeworks.cc/services/programs">http://lifeworks.cc/services/programs</a>			
<b>Date of program accreditation</b>	2016			

### Our Life's Journey: the Inuit Counsellors' Training and Peer Support Program

This program provides certificate training in Self-Actualization Therapy, Traditional Inuit Therapy, Individual and Group Therapy and Client-Centered Therapy to Counsellors. The program provides Counsellors with the knowledge, skills and abilities to counsel clients suffering from addictions, trauma, loss and grief, abuse and violence and suicide ideation. The topics and program outline are reviewed and adjusted according to the guidance of the elders and students.

This program is Student-centered and determined. The students are already the experts in knowing what will be most helpful for the people and how they can provide the highest service within their communities. The students focus on the selected topics and develop usable culturally appropriate skills.

The program is divided into four phases. Each phase will involve a range of 80 to 120 hours of coursework, which will be followed with 6-10 hours of practical work assignments, teleconference calls and a peer support program:

- Phase 1: Becoming an Effective Counsellor
- Phase 2: Addictions Counselling Skills, Impacts of Alcoholism and Other Addictions on All Members of the Family (Family Disease Model) and Assessment and Intervention
- Phase 3: Factors That May Create Imbalance That May Lead to Addictions and Factors That Help to Create Balance
- Phase 4: Inuit Cultural and Societal Values and Beliefs; Traditional Knowledge, Survival Skills, Ceremonial Practices, and Culture-in-Transition

In-between the major instructional phases, each Student is involved in a small peer support group. Students can further increase their effectiveness by sharing and learning from peers, within a structure of giving and receiving feedback, evaluating self and the other, and reporting back to the larger group. Each Student is required to do a certain number of hours of practical work assignments. They are required to have frequent interactions during and in between each phase of the program, with the intent of building networks, and developing professional and community capacity building. Networks will help to strengthen the students' capacity in building skills, knowledge and competencies, and in developing leadership qualities and partnerships. It allows them to engage in a process of sharing with one another, and with other affiliated organizations or groups.

Throughout this program, peer support relationships will be established, as a way of bringing people together, from various communities, with different backgrounds, positions, experiences, resource accessibility, and positions of influence. Students will be required to respect and trust the confidentiality of their interactions with one another. They will be required to have frequent interactions during and in between each phase of the program, with the intent of building networks, and developing professional and community capacity building. Networks will help to strengthen the students capacity in building skills, knowledge and competencies, and in developing leadership qualities and partnerships. It allows them to engage in a process of sharing with one another, and with other affiliated organizations or groups.

## ILISAQSIVIK Train the Facilitator program

The Train the Facilitator Program is the next stage in professional development for counsellors. It trains counsellors to co-facilitate workshops such as:

1. Healing from Loss and Grief
2. Trauma Recovery
3. Take Charge of Your Life!
4. Employment Readiness Modules: Time Management, Communications, Addictions and Family Issues that Impact Retention of Employment, Money Management, Stress Management

**The Program Objectives are:**

To train the counsellors to be professional facilitators on sensitive topics as noted above;

To deliver the Train the Facilitator Course, in a structured, hands-on setting, utilizing booklets, materials, tools, and the Facilitating Participant-Centered Healing Workshops Manual, for each of the five listed workshops;

To mentor participants throughout the Train the Facilitator Program;

To learn facilitator self-care.

<b>Program types</b>	Counsellor training courses integrated in the overall program called Our Life’s Journey: Inuit Counsellor’s Training and Mentorship Program
<b>Program Duration</b>	Two Year

### Overview

This two year, four-part training program called **Our Life’s Journey: Inuit Counsellor’s Training and Mentorship Program** which includes the **Training the Trainer** courses was developed in partnership with Life Works Counselling and Training Services. This program invites all Elders, students, interpreters and translators, and facilitators to share their collective wisdom within the context of Inuit Social Values in developing effective Counsellors. The summary of this process is documented and transferred on media that can be shared: digital print, such as the Our Life’s Journey: The Inuit Counsellor’s Training and Mentorship Manual by Terry Garchinski (et al), photographs, posters and videos. Trainings incorporate Inuit language, culture, traditions and values. They involve on-the-land training and incorporate arts and crafts such as carving, crocheting, or sewing traditional clothing as therapeutic methods. They offer training in a variety of counselling and therapeutic models, including traditional Inuit counselling, utilizing counselling maps, storytelling, effective communication, developing a therapeutic relationship, constellation work, and play therapy.

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING			
<b>Alberta Health Services Mental Health Promotion &amp; Illness Prevention</b>		10101 Southport Road SW, Calgary, Alberta T2W3N2	<b>Tel:</b> 403-943-6716 <b>Fax:</b> 403-943-2211 <b>URL:</b> <a href="http://www.albertahealthservices.ca">www.albertahealthservices.ca</a>
<b>Program Contacts</b>	Catharine McFee	Health Promotion Facilitator	<b>Tel:</b> 403-690-6840 <b>Email:</b> <a href="mailto:catharine.mcfee@ahs.ca">catharine.mcfee@ahs.ca</a>
<b>Date of program accreditation</b>	2017		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>		<b>Accredited hours</b>
<b>Psychological First Aid (PFA)</b>	<p>The Psychological First Aid (PFA) with Indigenous communities has been developed to support First Nations, Metis and Inuit people (front line community, health staff, administration staff, counsellors, Elders, community leaders and partners etc.) to develop skills and feel more comfortable and confident when supporting communities, individuals and their families after an emergency or disaster. The workshop builds on the foundations of the AHS PFA program of providing a compassionate and caring response that addresses basic needs in the hours, days and/or the first weeks following a crisis, emergency or disaster.</p> <p>Psychological First Aid (PFA) was developed as an evidence-informed approach to help children, youth, adults and families in the immediate aftermath of disasters. The provision of PFA is intended to reduce the initial distress caused by traumatic events and to foster short and long term adaptive functioning and coping. The principles and techniques of PFA are highly flexible and adaptable to individuals and to contexts and have the advantages of being: consistent with research evidence on risk and resilience following trauma; applicable and practical in varied settings; appropriate for developmental levels across the lifespan; culturally informed; and delivered in a flexible manner.</p>		<b>6.5</b>
<b>Program type</b>	Workshop		
<b>Program Duration</b>	One day		
<b>Overview</b>			
<p>The training workshop increases the capacity and confidence in responding to individual and community needs following a disaster/emergency during the impact and response phase. The workshop and training support helps to build capacity with Indigenous workers (health care and others) and communities to be able to prepare and respond to psychosocial needs province wide. Our organizational values and approach are: to work collaboratively with communities to ensure the PFA interventions and approach addresses individual preferences on how services are delivered; to incorporate the traditional wellness supports such as prayer gatherings, community blessings, smudging ceremonies, room layout, food and engagement of Elders; and that workshops are facilitated by Indigenous facilitators and/or in conjunction with non-indigenous facilitators who have the required technical knowledge and experience.</p>			

ORGANIZATIONS AND COMPANIES PROVIDING FACE-TO-FACE AND ONLINE TRAINING			
<b>First Nations Health Managers Association</b>	<b>Head Office</b> 341 Island Road, Unit E Akwesasne, ON K6H 5R7	<b>Ottawa Office</b> 203-300 March Road Kanata, ON K2K 2E2	<b>Phone:</b> 613-599-6070 <b>Toll free:</b> 1-844-218-0440 <b>Fax:</b> 613-319-8092 <b>E-mail:</b> info@fnhma.ca
<b>Program Contacts</b>	Kristine Neglia, education specialist	<b>Tel:</b> 613-599-6070 ext. 5	<b>Email:</b> kristine@fnhma.ca
<b>SPECIAL NOTE</b>	The only Indigenous Certification Boards of Canada offering culture-embedded certification and training to front line Indigenous workers (ICBOC) and Managers and executives in health services (FNHMA) have forged a partnership. They have established a career continuum to enable ICBOC certified front line workers to access a career in management through a Management Track Program (MTP). Through a process of reciprocity, ICBOC certified members can submit their training portfolio to FNHMA for assessment, as well as register, attend and complete FNHMA courses and workshops, to later apply and enrol I the FNHMA certification process.		
<b>Date of program accreditation</b>	2013		
<b>Program type</b>	FNHMA offers an educational program leading to the Certified First Nations Health Manager (CFNHM) professional designation. The professional designation begins with five courses in the Certified First Nations Health Manager Program (CFNHMP). The courses are based on the First Nations Health Manager Competencies, and information about each of the courses can be found at <a href="https://www.fnhma.ca/workshop-courses/cfnhmp-courses/">https://www.fnhma.ca/workshop-courses/cfnhmp-courses/</a> FNHMA also provides a number of ICBOC-accredited workshops, see page <a href="https://www.fnhma.ca/workshop-courses/fnhma-workshops/">https://www.fnhma.ca/workshop-courses/fnhma-workshops/</a>		
<b>Delivery format</b>	The courses are delivered in two formats: Intensive and Online		
<b>Program Duration</b>	<b>Intensive courses:</b> Where interest and numbers exist, a course may be delivered in a five day intensive program with pre- and post- activities. The intensive courses are delivered over a nine week period with a five day on-site session. <b>Online courses:</b> Our online courses in the CFNHMP are delivered and offered in the fall, winter or spring/summer session. Each online course is delivered over a 12 week period. The typical sessions are: Spring / Summer – May 13, 2019 to August 2, 2019    Fall – September 16, 2019 to December 13, 2019 Winter – January 21, 2020 to April 19, 2020		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>	<b>Accredited</b>	
<b>Course 100 — Health Issues and Systems</b>	The key topics of this course are: history, policy, systems and programs, determinants, epidemiology, health human resources, communities, health governance, health issues and future directions.- The lessons present the relevance of history to the current health status of First Nations communities. The importance of policy-making at national, provincial, regional and community levels is examined. Learners explore how communities are situated within a broader system, and are taught to identify the linkages that create a more effective continuum of care. Other lessons will support the learners' understanding of accountable governance, and this will be reviewed through a community health lens. Additionally, new strategies are presented to mediate the challenge of recruitment and retention of health human resources in First Nations. Lessons support a sound understanding of health programs and services, the determinants of health, and epidemiology. This leads to the identification of community needs and the establishment of effective programs and services. The course concludes with a forward-looking perspective addressing current issues and trends, and what the future should look like	<b>5-day intensive + pre- and post-activities.</b>	

<b>Course 200 — Leadership and Strategy</b>	<p>The key topics of this course are: leadership; problem-solving and decision-making; working with people; working with change; strategy formulation; strategy implementation; strategy evaluation; accountability; performance management, and policies. This course provides the health manager with key insights into leadership and an assessment of their leadership situation. The lessons will cover how to effectively facilitate problem-solving and decision-making as a leader in your organization. These skills rely on the ability to work with people, to deal with change, to facilitate the development of strategy and to create implementation and evaluation plans. Moreover, the importance of the accountability of a leader in terms of policy and performance management is stressed. The course will bring together key elements of leadership that will enhance your leadership capacity.</p>	<p><b>5-day intensive + pre- and post-activities</b></p>
<b>Course 300 — Health Management Services 1</b>  <b>Course 300 is the third of our five courses and</b>	<p>The key topics of this course are: understanding community needs; program and services development; program and project management; program and services evaluation; continuous quality improvement; risk management; bench-marking, best practices and innovation; advocacy, partnerships and relationships; community engagement, and program communications. This course provides health managers with the knowledge and skills necessary to develop, deliver and evaluate health services in a First Nations community. The lessons will demonstrate how understanding community needs are a key component of health service development, delivery and evaluation. This understanding will help you to engage your community and provide relevant program communications. The importance of considering quality and risk issues when developing and improving health services is also examined. Finally, the lessons will address the retention, promotion and growth of partnerships and relationships with other organizations/governments through advocacy efforts necessary to support health services delivery.</p>	<p><b>5-day intensive + pre- and post-activities</b></p>
<b>Course 400 — Health Management Services 2</b>	<p>The key topics of this course are: the people of human resource management; the practices of human resource management; meeting management; negotiations and dispute resolution; financial and management accounting; funding and proposals; funding and reporting; technology; information and knowledge management, and; general operations. This course provides information and knowledge about support services and the resources necessary to develop and deliver health services. Two of the lessons address the most valuable resource of any organization – their human capital. One of the lessons addresses how to move things forward in terms of negotiations and conflict resolution, to help efficiently plan, deliver and evaluate services. Another lesson addresses the importance of meetings. In order for people to get things done, meetings are held to make decisions. The following lesson looks at financial and management accounting systems to support decision making and accountability. The lessons also provide an understanding of how to fund activities that people engage in, and teach how to develop compelling proposals. After proposals have been approved, funding arrangements and reporting requirements must be complied with, and the lessons will cover that as well. The lessons also address how technology can be used to track finances and other health services, and to support ease of use and productivity. Finally, the last lesson will look at legal and risk elements that must be considered when developing and delivering services.</p>	<p><b>5-day intensive + pre- and post-activities</b></p>

<b>Course 500 — Professionalism, Ethics and Cultural Awareness</b>	The key topics of this course are: cultures and community; cultures and health care; professionalism; continuous learning; ethical considerations; self-care, and; integration of information and knowledge. This course provides health managers with key insights into the importance of cultures and community, and cultures and health care. Cultural influences affect decision making and behaviours in communities, which is why it is so important for health managers to clearly understand the community culture in which they work. It is necessary to support the creation of a culturally competent health system where First Nations people can experience culturally safe care. The lessons will cover professionalism as well, and this will help health managers be responsible professionals and role models for their employees. One aspect of being professional includes engaging in continuous learning activities for yourself and others. The lesson about continuous learning will help develop career management goals and a sound understanding of future development requirements. Lesson 6 will address ethical considerations for health managers, and the content will assist health managers to support ethical decision-making. Self-care will also be covered, because it is often neglected by health managers and it is so valuable to put into practice. The last lesson will talk about research and reports to help health managers prepare for Assignment 2. It is a substantial project: health managers will have the opportunity to demonstrate their ability to integrate their knowledge from the courses to establish or improve a given situation.	<b>5-day intensive + pre- and post-activities</b>
<b>FNHMA WORKSHOPS</b>		
<b>Name of accredited courses</b>	<b>Course Descriptions</b>	<b>Accredited</b>
<b>Financial Management for First Nations Health Services</b>	This workshop focuses on financial management activities necessary to support development and delivery of health services.	<b>1.5 days</b>
<b>Governance and the First Nations Health Director</b>	This workshop covers the critical elements that a Health Director should be aware of and the things they should be able to do to improve the effectiveness of health governance for their First Nation.	<b>1 day</b>
<b>Governance and the Health Portfolio Councillor</b>	This workshop covers the critical elements that a Health Portfolio councillor should be aware of and the things they should be able to do to improve the effectiveness of health governance for their First Nation.	<b>1.5 days</b>
<b>Health Determinants and Epidemiology</b>	This one day workshop focuses on determinants of health and epidemiology and how health professionals can facilitate health planning.	<b>1 day</b>
<b>Improving Health Leadership Governance</b>	This workshop addresses the critical elements of governance: roles and responsibilities; planning; policies; finance and information; people, governance operations; health and governance.	<b>2 days</b>
<b>Prior Learning and Assessment Program</b>	This one-day workshop is for individuals that are eligible for and interested in pursuing the PLAR path to certification as a Certified First Nations Health Manager (CFNHM), and will help participants develop a PLAR portfolio.	<b>1 day</b>
<b>Program and Project Management</b>	This workshop focuses on program and project management; how they are alike, how they are different and how together they help your health services work better.	<b>2 days</b>
<b>Strategic Thinking and Planning</b>	This workshop focuses on strategic thinking and strategic planning and how health professionals can facilitate health planning and performance management.	<b>1 day</b>



<b>Use of Management Tools — Decision-Making and Problem Solving</b>	This workshop focuses on tools to help make decisions and solve problems.	<b>1 day</b>
<b>Use of Management Tools — Human Resources</b>	This workshop focuses on tools to help understand and upgrade human resources policies and practices.	<b>1 day</b>
<b>Overview</b>		
<p>The FNHMA offers an educational program leading to the Certified First Nations Health Manager (CFNHM) professional designation. The professional designation begins with five courses in the Certified First Nations Health Manager Program (CFNHMP). The courses are based on the First Nations Health Manager Competencies, and information about each of the courses can be found below. This program and the courses are for you if you are working in the field of First Nations health management or aspire to a career in this area.</p>		