



COMMUNITY MATTERS TORONTO
neighbours helping neighbours

CMT CA CERTIFICATE IN HEALTH PROMOTION



CMT CA CERTIFICATE IN HEALTH PROMOTION

SESSION 1

2

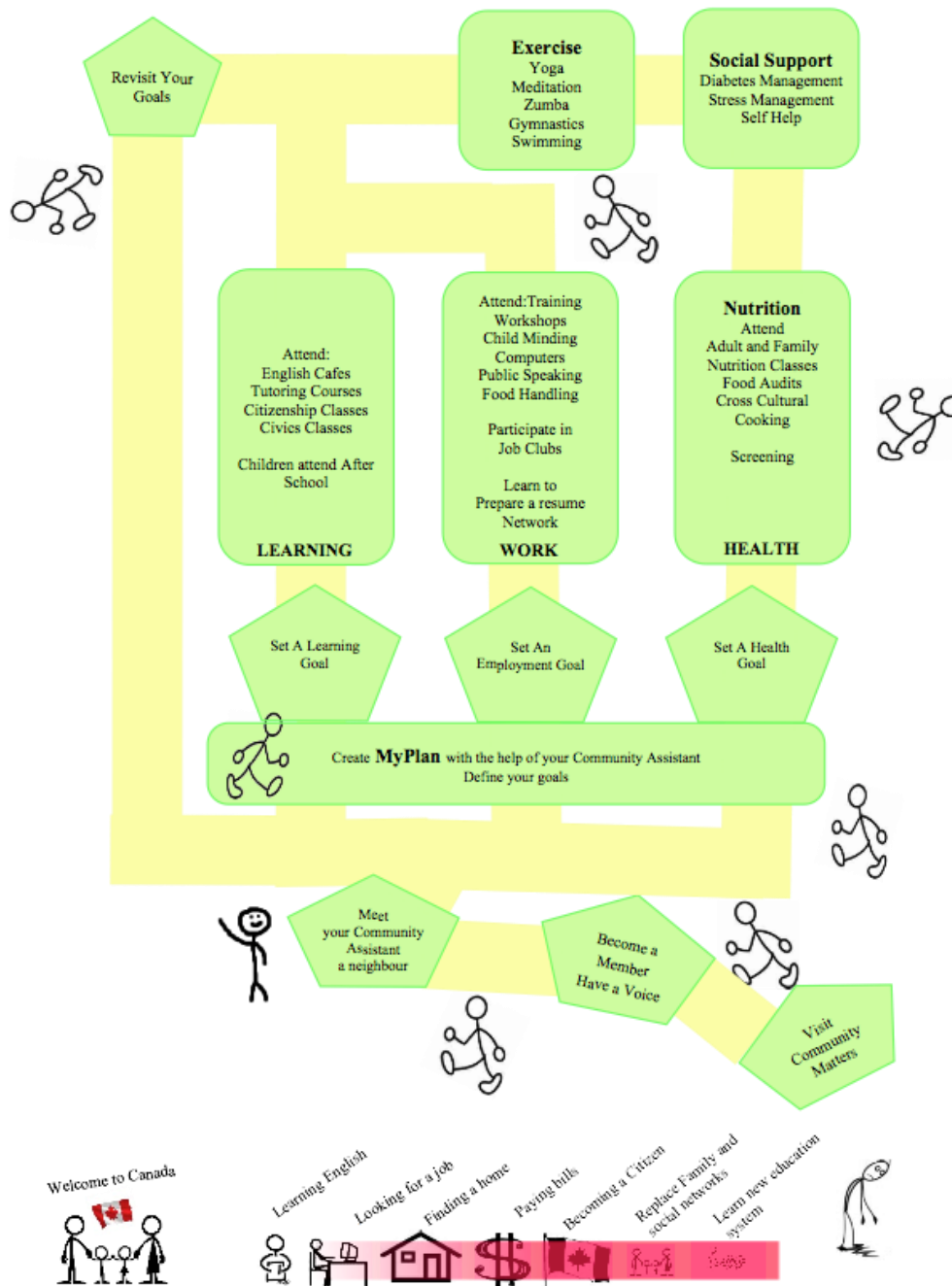
SESSION 1 AGENDA

- Welcome
 - Objectives and Agenda
 - Working Arrangements
- Discuss the Healthy Immigrant Effect – Executive Summary
- Discuss Community vs Agency approaches
- Review CMT Drop In Flowchart
- Discuss the World Health Organization Social Determinants of health
- Review ST. James Town data
- Discuss and practice using the information learned today
- Wrap up



HEALTHY IMMIGRANT EFFECT

- Healthier on arrival? Further insight into the “healthy immigrant effect” [Brian Gushulak](#) CMAJ. 2007 May 8; 176(10): 1439–1440. doi: [10.1503/cmaj.070395](https://doi.org/10.1503/cmaj.070395)



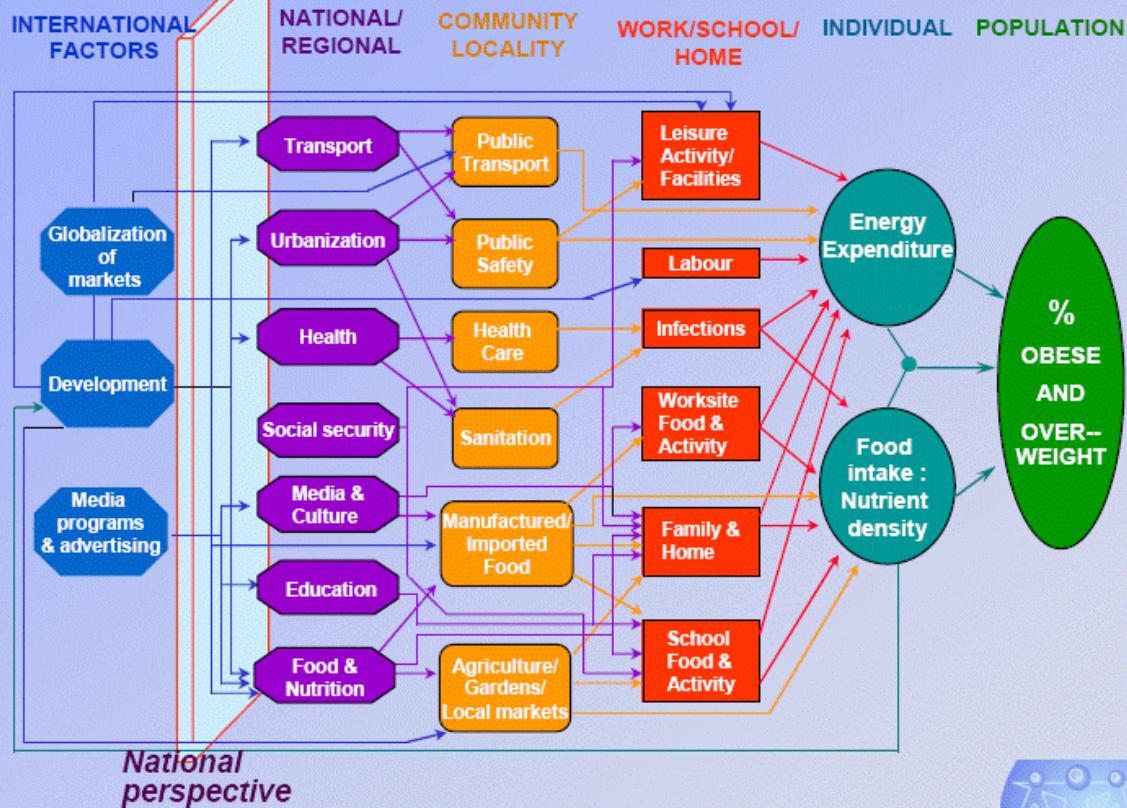
WORLD HEALTH ORGANIZATION SOCIAL DETERMINANTS OF HEALTH*

1. The Social Gradient
2. Stress
3. Early Life
4. Social Exclusion
5. Work
6. Unemployment
7. Social Support
8. Addiction
9. Food
10. Transportation

*The Solid Facts Richard Wilkinson and Michael Marmot: 2003

SOCIAL DETERMINANTS OF HEALTH

Societal policies and processes influencing the population prevalence of obesity

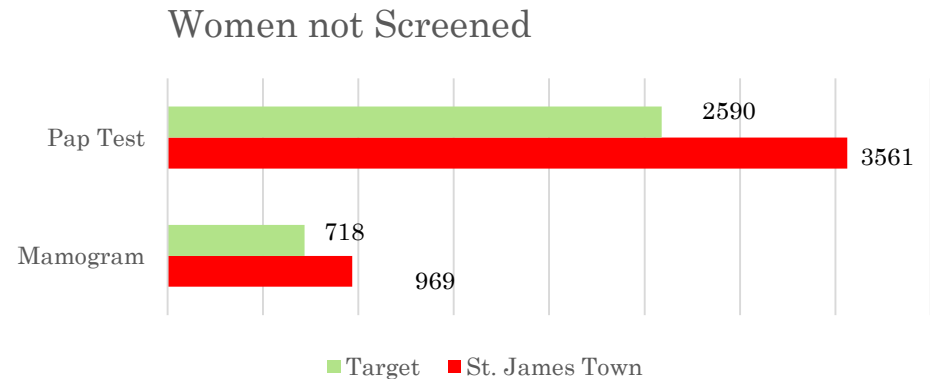
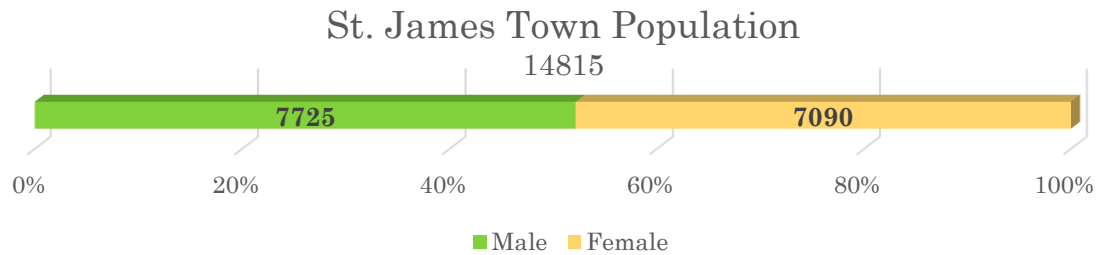


Modified from Ritenbaugh C, Kumanyika S, Morabia A, Jeffery R, Antipathies V. IOTF website 1999: <http://www.iotf.org>

WHAT MAKES A GOOD IMMIGRANT?

Personal Attributes	Social and Environmental	Other	?
<ul style="list-style-type: none"> • Resilience and EQ • Survivors • Not victims • Can ask for help • Strong social connections • Deal with setbacks • Flexibility • Internal locus of control • Problem solvers 	<ul style="list-style-type: none"> • Does not help to idealize “back home” • Need to learn to work in the new culture and think about where you came from • Need the context and social environment • Need better EQ • Hi IQ without EQ may lead to social deterioration • Need to be proud of culture AND adapt 	<p>NO PLAN FOR MULTICULTURALISM</p> <ul style="list-style-type: none"> • Better mental health if proud of own culture and develop the skills to navigate the new one <p>ROOTS & INTEGRATION</p> <ul style="list-style-type: none"> • Build on the past and embrace the future • Create social environments IQ+EQ = good mental health • Teach resilience and adaptability 	<p>Increase examples of cohesion:</p> <ul style="list-style-type: none"> • cross cultural marriages

ST JAMES TOWN – THE FACTS



ST JAMES TOWN – THE FACTS



St James Town Population		30000	14815	
St. James Town females				
	Between 50 and 69	2947	1670	
	Between 21 and 69	11426	6475	
At Risk of Diabetes				
	St James Town	3900	1926	13%
	Target	3300	1630	11%
At Risk of High Blood Pressure				
	St James Town	7500	3704	25%
	Target	6900	3407	23%
Females who have not had a Mamogram				
	St James Town	1709	969	58%
	Target	1267	718	43%
Females who have not had a Pap Test				
	St James Town	6284	3561	55%
	Target	4570	2590	40%

COMMUNITY WORK

SERVICE AGENCY

VS

Community Based Approaches

Community Based PARTICIPATION

- Increased participation in civic/civil life
- Increased involvement and influence of local residents in wider-governance arrangements
- Changes in who takes decisions on resource allocation and/or local priorities
- Increased numbers of formerly marginalised groups engaged with the decision making process
- Increased understanding of the difficult trade-offs required when making decisions about local service provision, and therefore increased perceptions of fairness

- Improved appreciation of the needs of others in the community
- Improved understanding of the issues surrounding resource allocation

- Efficient use of community resources and in terms of obtaining more sustainable and lasting benefits for the community
- Reduction in unit cost of services
- Reallocation of resources to better reflect the wishes of citizens
- Reallocation of resources in favour of those with greatest need
- Improved health and well-being of local residents

REPRESENTATION

- Speak for Individuals and Small Groups
- Service delivery
- Speak with the Community as a whole

METHOD

- Case management
- Business Plans
- Silos
- Reciprocity
- Networks
- Self-Examined Life

FRAMEWORK

- Business Plan/Model
- Neighbourhood

TERMINOLOGY

- Clients
- Patients
- Customers
- Business Plan
- Business Model
- Neighbours
- Friends
- People
- Family
- Community
- Citizens

RESPOND TO

- Political Will
- Community patterns and behaviours

Community Based EMPOWERMENT

- Enhanced skills and confidence,
- Expanded social networks, specialist policy knowledge
- Enhanced perception that residents can influence their local place and services
- Enhanced capacity to engage in local issues

Feeling of personal control

- Is magnified when supported by a group
- Is multiplied through group action

- Effective decisions are made in less time than in the past or more decisions taken using the same resources
- Better quality decisions, such as fewer reversals of previous decisions

- communities are able to exercise more influence on decision making
- a sustained shift in power towards communities and, in particular, previously excluded groups
- Increased social capital (including trust in each other and service providers)
- Increased community cohesion
- More people involved in local decision making

Community based DEVELOPMENT

Community Based SOCIAL CHANGE

GROUP EXERCISE – WHAT DOES IT MEAN?

- Take 5 minutes to work in your assigned group to review the data that you have been given and determine what it means



WHAT'S COMING UP IN SESSION TWO?

- My Health Planner: Goal Setting
 - Behavioural Change
 - Self control: the marshmallow study
 - Consumer health - Self Care, Developing a voice



GROUP EXERCISE – BRINGING IT ALL TOGETHER

- In groups of 2 – 4, work through the following activity:
 - You are HL CA working with a new participant who is looking for child care because she wants to go back to work
 - The participant has been in Canada for 6 years / is 45 / from South Asia / has two kids and a husband
 - The participant is open to chatting with you about lots of things
 - You want to get the participant to think beyond their childcare need
 - Use the chart on the next page to write down what data/facts can you draw on to help them to see a bigger picture about their overall health
 - What three phrases will you use to start the conversation?

GROUP EXERCISE: DATA AND DISCUSSION STARTERS

What data that you have seen today will you use to help the participant understand the bigger picture about their health?

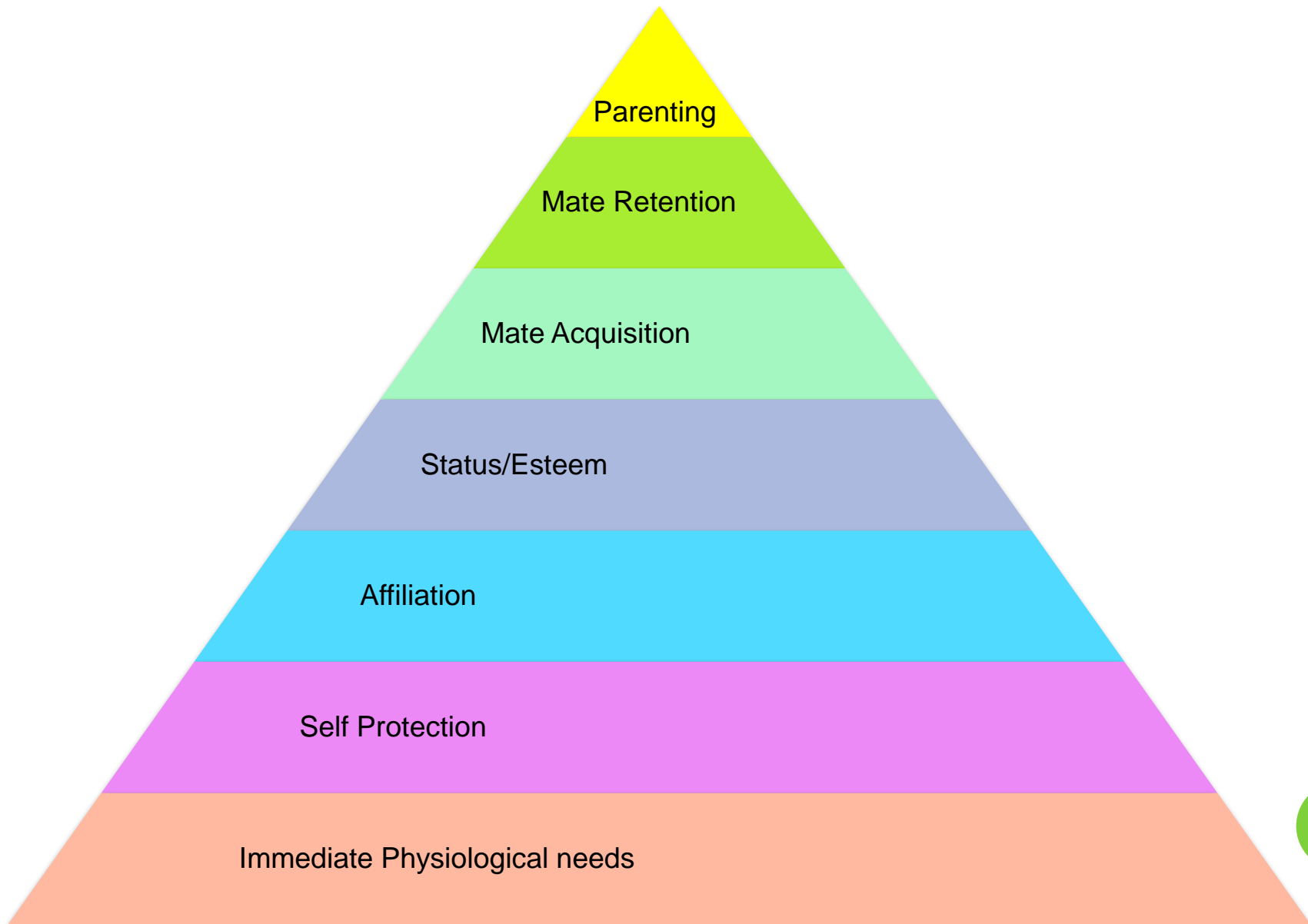
What three phrases could you use to start the conversation

CMT CA CERTIFICATE IN HEALTH PROMOTION

SESSION 2

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MASLOW'S THEORY OF SELF ACTUALIZATION



WHAT ARE MY NEEDS?

When I first arrived in SJT, what were my immediate needs...

Now that I have been here longer, what are some of my current needs.

OVERALL CA TRAINING OBJECTIVES

- Understand the meaning of grass roots community work.
- Understand the skills and knowledge needed to perform the Community Assistant role and feel better equipped to be a CA.
- Have increased awareness of the terminology related to Community Work.
- Be more familiar with CW employment opportunities and the current labour market as well as Canadian work expectations/norms.
- Have had an opportunity to build connections between participants (networking) and learn together.

SESSION 2 OBJECTIVES

- Discuss the understanding needs/priorities step of the CA Model
- Review how to tap into resources (networks)
- Review Community Work Terminology

SESSION 2 AGENDA

- Welcome
 - Objectives and Agenda
 - Working Arrangements
- Terminology Review
- Discuss Phase 2 of the CA Model using Maslow's Theory and Key Questions
- Tapping into Resources Network Exercises
- Skill practice exercise
- Terminology Assignments
- Wrap up



Community Assistant Model

Process

Welcome

Understand
Needs

Tap Into
Resources

Follow
Through/Refer

Outreach

Steps

Build Trust:

1. Interpersonal Skills:
 - Warm and Friendly
 - Accepting of Everyone
2. Active Listening
3. Ensure Confidentiality

- Use Key Questions
- Consider Personal Adaptations
- Identify Personal Goal(s)
- Encourage self sufficiency vs. taking over

- Use Networks
- Do research:
 - On-line:
 - Local
 - Core
 - Personal

- Keep Commitments
- Link back to the goal
- Coach People To Find Their Own Voice
- Suggest vs. Tell
- Know the Limits Of Our Role

- Identify Trends

- Reach Out
- Connect:
 - Personal
 - Flyer
 - Card
 - Social media
- Encourage involvement:
 - New Participants
 - Repeat participants

OPEN AND CLOSED ENDED QUESTIONS

Open Ended

- Require more thought
- Need a more detailed response
- Provide more information
- Can lead to more questions and therefore more information



Closed Ended

- Usually need 1 or 2 word answer (yes or no, black or white, hot or cold)
- Don't always keep the conversation going



EXAMPLES OF OPEN ENDED QUESTIONS

- How can I help you?
- What are you looking for?
- Tell me more about your family.
- Why are you looking for this?
- How do you think this will help you?
- What concerns do you have / what are you worried about?
- What else do you need?
- Other?

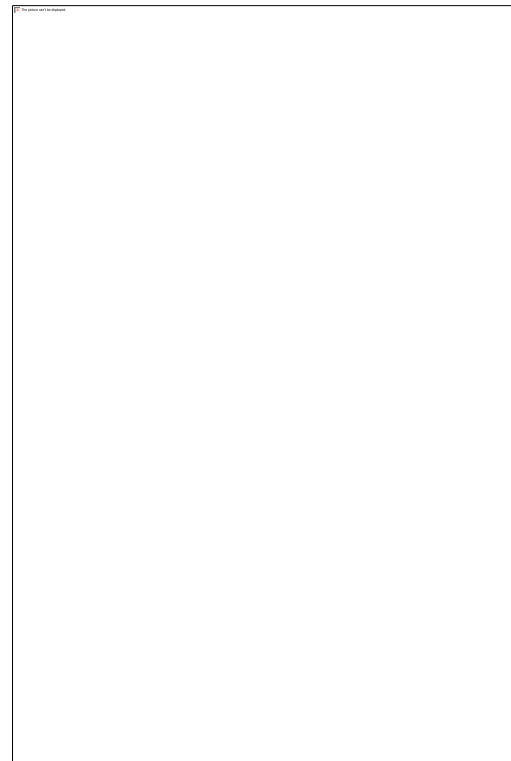
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SELF SUFFICIENT VS. DEPENDENT

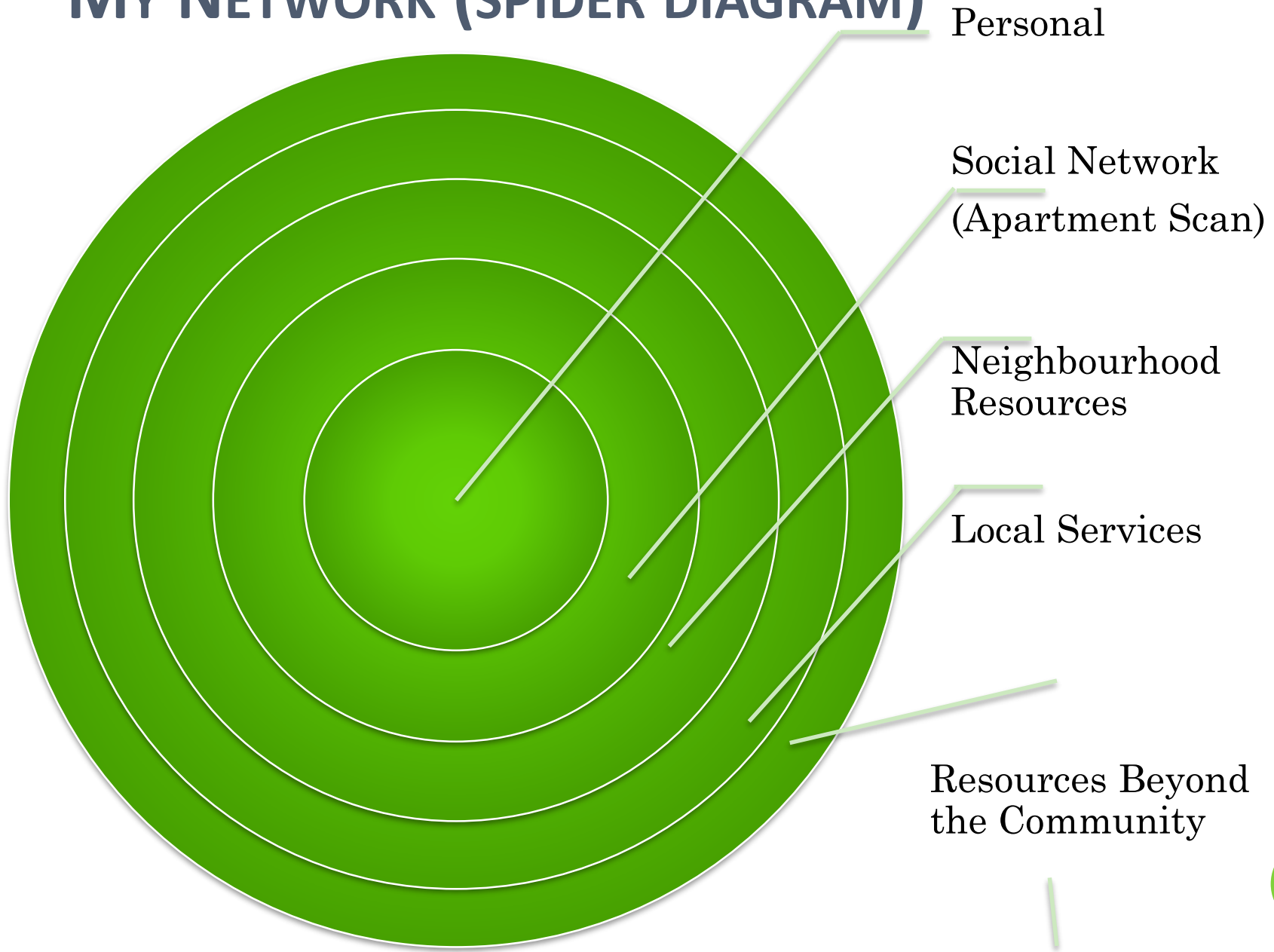
- Our role is to assess needs but also assess capability. We want to encourage self sufficiency vs. dependence. We may start out providing more support and then encourage increased independence.

Examples:

- Take someone to Yoga then they end up going by themselves
- Phone for information then hand over the phone and encourage the person to have their own discussion (while staying nearby to provide support)



MY NETWORK (SPIDER DIAGRAM)



UNDERSTAND NEEDS - SKILL PRACTICE

- *Bindu Kumar is looking for help with finding childcare for her two girls as she is hoping to work soon. Her English is between basic and intermediate. Your job as the CA is to understand her needs by using open ended questions.*
- Using the worksheet on the next page, take 5 minutes to write out what open ended questions you would use to help you understand some of **needs** her needs and her strengths.
- In pairs, take 15 minutes to practice using your skills. You will take turns being the CA and being Bindu.
 - Person A starts as the CA and Person B is Bindu (she only thinks she needs childcare but could also need LINC classes and to get her resume done)
 - Person A uses the worksheet to connect with Bindu (2-3 minutes)
 - Person B gives the CA feedback using the feedback sheet (2- 3 minutes)
 - Person B is now the CA and Person A is Bindu Bindu (she only thinks she needs childcare but could also need LINC classes and to get her resume done)
 - Person B uses the worksheet to connect with Bindu (2-3 minutes)
 - Person A gives the CA feedback using the feedback sheet (2-3 minutes)
- Debrief as a group (3 minutes)

SKILL PRACTICE: UNDERSTANDING NEEDS WORKSHEET

Write down what open ended questions you would use to understand her needs as well as any Trust Building skills you would continue to use

Open ended questions

Which Trust Building Skills will I use?

- Interpersonal skills
- Active Listening
- Confidentiality

SKILL PRACTICE: UNDERSTANDING NEEDS FEEDBACK

How Did the CA do and what could she/he do differently?

What open ended questions really helped uncover Bindu's Needs and capabilities?

Suggestions for improvement...

Which Interpersonal Skills Active Listening Confidentiality

Suggestions for improvement...

WHAT'S COMING UP IN SESSION THREE?

- Terminology Review
- Tapping Into Resources – Research



CA LEVEL 1 TRAINING – SESSION 3

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OVERALL CA TRAINING OBJECTIVES

- Understand the meaning of grass roots community work.
- Understand the skills and knowledge needed to perform the Community Assistant role and feel better equipped to be a CA.
- Have increased awareness of the terminology related to Community Work.
- Be more familiar with CW employment opportunities and the current labour market as well as Canadian work expectations/norms.
- Have had an opportunity to build connections between participants (networking) and learn together.

SESSION 3 OBJECTIVES

- Understand how to tap into resources using research to uncover additional community services
- Review Community Work terminology

SESSION 3 AGENDA

- Welcome
 - Objectives and Agenda
 - Working Arrangements
- Terminology Review
- Discuss Phase 3 of the CA Model
- Skill practice exercise
- Terminology Assignments
- Wrap up



Community Assistant Model

Process

Welcome

Understand
Needs

Tap Into
Resources

Follow
Through/Refer

Outreach

Steps

Build Trust:

1. Interpersonal Skills:
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2. Active Listening
3. Ensure Confidentiality

- Use Key Questions
- Consider Personal Adaptations
- Identify Personal Goal(s)
- Encourage self sufficiency vs. taking over

- Use Networks
- Do research:
 - On-line:
 - Local
 - Core
 - Personal

- Keep Commitments
- Link back to the goal
- Coach People To Find Their Own Voice
- Suggest vs. Tell
- Know the Limits Of Our Role
- Identify Trends

- Reach Out
- Connect:
 - Personal
 - Flyer
 - Card
 - Social media
- Encourage involvement:
 - New Participants
 - Repeat participants

COMMUNITY RESOURCES

- Resources that are beyond our personal networks and local soft resources:

Employment

Housing

Adult Education

Financial

Legal/Immigration

Literacy Services

Counseling (individuals and children)

Physical Health

Child Education

911 DOS AND DON'TS

In Case Of An Emergency (Police, Fire, Ambulance)

○ When To Call 911: Call 9-1-1 to:

- stop a crime
- report a fire
- save a life
- in any EMERGENCY situation whenever police, fire or ambulance assistance is required immediately
- If you are unsure, call 9-1-1 and the communicator will make the final determination.

○ Do NOT Call 9-1-1 to:

- report a hydro outage
- check weather or highway conditions
- obtain government information
- for directory assistance
- for information about school closings, road conditions, directions, etc.

○ Use these numbers instead:

- **416 760-0000 (INTLEGUARD at 260 Wellesley St. E)**
- **416 929-3532 (Management Office at 260 Wellesley St. E)**
- 1-888-310-1122 - O.P.P. 24 hr toll-free
- 1-800-222-TIPS (8477) - Crimestoppers
- 1-800-268-4686 - MTO Road Info.
- 4-1-1 - Directory Assistance
- 1-888-310-1133 - O.P.P., TDD/TTY telephone for the deaf

IF YOU NEED TO CALL 911 IN AN EMERGENCY

- Stay calm.
- Dial **911** from your cell phone or the CMT phone (*cell is better so you can keep talking to the Communicator and still be able to buzz the emergency team in from the CMT phone*)
- Your 911 call will be answered...
 - **"911, Do you require Police, Fire or Ambulance"**
- When you reply with one of the above you will be instantly transferred to the agency you requested.
- **Language Note:** If you are having a problem communicating in English just tell the dispatcher what language you speak and they will connect to someone who speaks your language (they have access to people who speak 170 languages)

When you call 911 to report an emergency, the Communicator will ask you these basic questions:

- A description of what is happening
 - "Where is this happening?"
 - "When did this happen?"
 - "What is happening now? why?"
 - "Who is involved?"
 - "Did you see any weapons or any mention of weapons?"
- Your name
- The address and phone and access code of your location
- Stay on the line to provide any other information until the dispatcher tells you to hang up.
- Have someone meet the emergency personnel at the front door to the building
- If you are at an office, you need to advise the managers immediately.

My NOTES

911	211	311	411

EVALUATING PROGRAMS – PERSONAL EXERCISE

AFTER SCHOOL PROGRAM

Work in pairs to answer the questions below:

**WHAT ARE YOU LOOKING FOR IN
AN AFTER SCHOOL PROGRAM?**

**HOW WOULD YOU EVALUATE A
PROGRAM USING YOUR CRITERIA**

TAP INTO RESOURCES - SKILL PRACTICE

- *Bindu Kumar is looking for childcare for her two girls as she is hoping to work soon. She needs after school care for 7 year old and daycare for her 2 year old. Because of her income level, she is eligible for subsidized daycare.*
- Divide into two groups.
 - One group will work together to research After School programs in the St. James Town area using 211 in order to provide Bindu with several After School Program options.
 - Try After School Programs / Childcare / Community Programs (postal code M4X 1G6)
 - The other group will research how to access the licensed daycare using 211/311(postal code M4X 1G6) and provide Bindu with several daycare options.
 - Extra Challenge – find the Childcare Fee Subsidy form on line as well
- Take 15 minutes to do research as a group.
- Debrief as a group by discussing what was easy what was difficult (3 minutes)
- Share your findings with the other group.

WHAT'S COMING UP IN SESSION FOUR?

- Terminology Review
- Follow Through and Refer Phase of the CA Model
- Outreach Phase of the CA Model



CA LEVEL 1 TRAINING – SESSION 4

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OVERALL CA TRAINING OBJECTIVES

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SESSION 4 OBJECTIVES

- To discuss the Follow Through and Refer phase of the CA Model
- To Discuss the Outreach phase of the CA Model
- Review Community Work terminology

SESSION 4 AGENDA

- Welcome
 - Objectives and Agenda
 - Working Arrangements
- Terminology Review
- Discuss Follow Through and Refer of the CA Model
- Discuss the Outreach Phase of th CA Model
- Skill practice exercise
- Terminology Assignments
- Wrap up



Community Assistant Model

Process

Welcome

Understand
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Resources

Follow
Through/Refer

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- Identify Trends

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- Connect:
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 - Repeat participants

FOLLOW THROUGH AND REFER

Follow Through

- Link back to the goal
 - Build Trust
 - Demonstrate concern
- Coach people to find their own voice:
 - Suggest not tell
 - Provide all important details (programs / time / address / etc.
 - Support their next steps without taking over
- Limits of our role (reach out for more help when):
 - you haven't been able to find the information
 - Situations become more serious
 - You haven't been given the "whole story"
 - You don't know what to do

Refer

- Refer internally or externally
 - Make introductions on internal referrals to close the loop.
 - On external referrals:
 - Call to find the right information/contacts etc.
 - Provide information: name / address / phone / website / contact
 - Coach to find a voice around next steps (support next steps without taking over)



IDENTIFYING TRENDS

- Keep track of needs and then patterns/trends
- Discuss with other CAs to confirm your idea
- Determine audience numbers (short and long term)
- Consider what you would recommend (present more than just a hunch or a problem – provide a solution)



FOLLOW THROUGH AND REFER - SKILL PRACTICE

- *Bindu Kumar is looking forward to discussing your information about childcare .*
- One participant will play the role of the CA and another will be Bindu
 - The CA will take a few minutes to:
 - review the information that will be shared with Bindu
 - Consider:
 - any questions that Bindu may ask / responses to those questions
 - open ended questions to ask Bindu to provide support
 - anything else that could be done to provide support
 - Using the After School and Daycare lists, the CA will share the information with Bindu
 - Bindu will ask for a recommendation – the CA will respond using Building Trust skills (open and friendly / active listening) and open ended questions etc. and making sure Bindu is involved in “finding a voice” (part of the process)
- The rest of the group will observe and during the debrief will:
 - provide feedback as to what went well
 - provide suggestions as to what could be done differently

CHILDCARE RESOURCES

After School

- Community Matters Toronto After School Program
- Cabbagetown Youth Centre After School Program
- Wellesley Community Centre After School Program

Daycare

- George Brown College Rose Avenue Child Care Centre
 - Rose Ave. Public School
- Winchester Daycare Centre
- Glen Road Early Learning and Childcare Centre
- Wellesley Early Learning Centre
- In-home **licensed** childcare

SKILL PRACTICE: FOLLOW THROUGH/REFER

Write down what you would say/do to Follow Through or Refer...

**What information
am I going to share?**

Interpersonal Skills: Warm and Friendly / Accepting / Active Listening

Suggest not Tell

**Open ended
questions:**

What questions can I anticipate?

What answers will I give?

**Coach to find a voice
(provide support
without taking over)**

SKILL PRACTICE: FEEDBACK FORM

Watch the CA in action and write down what behaviours...

Help the conversation with Bindu...

Not help the conversation with Bindu...

What suggestions do you have?

Notes:

OUTREACH

To reach out.

The activity or process of linking people to information or services to people and building networks.

Extending services or assistance beyond the usual limits (often done by not-for-profits or NGOs)

Community Assistant Model

Process

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- Encourage involvement:
 - New Participants
 - Repeat participants

WHAT'S COMING UP NEXT?

- Terminology Review
- CA Employment Opportunities and current labour market
- Educational Resources



CA LEVEL 1 TRAINING – SESSION 5

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OVERALL CA TRAINING OBJECTIVES

- Understand the meaning of grass roots community work.
- Understand the skills and knowledge needed to perform the Community Assistant role and feel better equipped to be a CA.
- Have increased awareness of the terminology related to Community Work.
- Be more familiar with CW employment opportunities and the current labour market as well as Canadian work expectations/norms.
- Have had an opportunity to build connections between participants (networking) and learn together.

SESSION 5 OBJECTIVES

- To discuss the different types of CA employment
- To discuss the current labour market
- To discuss additional career resources
- Review Community Work terminology

SESSION 5 AGENDA

- Welcome
 - Objectives and Agenda
 - Working Arrangements
- Terminology Review
- Discuss the various CA employment opportunities
- Speaker(s)
- Review additional resources
- Homework (research CA labour opportunities)
- Terminology review
- Wrap up



CA Roles

○ **Employment Counsellor:**

- Works with people to help them think about their knowledge and skills / creating a resume / finding employment / interview skills / finding references
- Examples: ERC / CMT / JVS / Project Work / In The neighbourhood

○ **Health worker:**

- Promotes health programs
- Examples: Toronto Public Health / Dental Programs / Mental Health / Food Audit

○ **Personal Support Worker (PSW):**

- Works one-on-one to provide or help with personal care for seniors, people who are chronically ill or who have disabilities either in their own homes or in care facilities
- Examples: CCAC / Home Health / Homemaker

○ **Human Service Worker (HSW) Development Service Worker (DSW):**

- Works with adults, children and families with disabilities in residential, vocational and community settings. Delivers programs or promotes physical, mental and emotional health (respite care / applied behaviour analysis etc.).
- Examples: Geneva Centre / Surrey Place / Holland Bloorview / Toronto Association for Community Living

Notes



CA Roles

- **Youth Worker:**
 - Works primarily to deliver programs and provide support for youth
 - Examples: Covenant House / Yonge St. Mission / Hincks Dellcrest
- **Social Service Worker (SSW);**
 - Works in government funded organization (provincial or municipal)
 - Examples: Children's Aid / Probation Officers / Social Assistance
- **BSW / MSW (Bachelor or Masters of Social Work):**
 - Licensed and regulated by the Ontario Association of Professional Social Workers (OAPSW)
 - Examples: Group Therapy / Family Therapy / Community Development Work / Administration / Support in Clinical Setting (Chemo Clinic / Family Doctor Clinic)

Notes



NATIONAL OCCUPATION CLASSIFICATION FOR SKILLED PROFESSIONALS (NOC)

- [Senior Managers – Financial, Communications and other Business Services \(NOC 0013\)\(Click Here\)](#)
- [Senior Managers – Trade, Broadcasting and Other Services, n.e.c. \(0015\)\(Click Here\)](#)
- [Financial Managers \(0111\)\(Click Here\)](#)
- [Human Resources Managers \(0112\)\(Click Here\)](#)
- [Purchasing Managers \(0113\)\(Click Here\)](#)
- [Insurance, Real Estate and Financial Brokerage Managers \(0121\)\(Click Here\)](#)
- [Managers in Health Care \(0311\)\(Click Here\)](#)
- [Construction Managers \(0711\)\(Click Here\)](#)
- [Home Building and Renovation Managers \(0712\)\(Click Here\)](#)
- [Managers in Natural Resources Production and Fishing \(0811\)\(Click Here\)](#)
- [Manufacturing Managers \(0911\)\(Click Here\)](#)
- [Financial Auditors and Accountants \(1111\)\(Click Here\)](#)
- [Financial and Investment Analysts \(1112\) \(Click Here\)](#)
- [Securities Agents, Investment Dealers and Brokers \(1113\)\(Click Here\)](#)
- [Other Financial Officers \(1114\)\(Click Here\)](#)
- [Professional Occupations in Advertising, Marketing and Public Relations \(1123\)\(Click Here\)](#)
- [Supervisors, Finance and Insurance Office Workers \(1212\)\(Click Here\)](#)
- [Property Administrators \(1224\)\(Click Here\)](#)
- [Geoscientists and Oceanographers \(2113\) \(Click Here\)](#)
- [Civil Engineers \(2131\) \(Click Here\)](#)
- [Mechanical Engineers \(2132\) \(Click Here\)](#)
- [Electrical and Electronics Engineers \(2133\)\(Click Here\)](#)
- [Petroleum Engineers \(2145\) \(Click Here\)](#)
- [Information Systems Analysts and Consultants \(2171\)\(Click Here\)](#)
- [Database Analysts and Data Administrators \(2172\)\(Click Here\)](#)

NATIONAL OCCUPATION CLASSIFICATION FOR SKILLED PROFESSIONALS (NOC)

- [Software Engineers and Designers \(2173\)\(Click Here\)](#)
- [Computer Programmers and Interactive Media Developers \(2174\) \(Click Here\)](#)
- [Mechanical Engineering Technologists and Technicians \(2232\)\(Click Here\)](#)
- [Construction Estimators \(2234\)\(Click Here\)](#)
- [Electrical and Electronics Engineering Technologists and Technicians \(2241\)\(Click Here\)](#)
- [Industrial Instrument Technicians and Mechanics \(2243\) \(Click Here\)](#)
- [Inspectors in Public and Environmental Health and Occupational Health and Safety \(2263\) \(Click Here\)](#)
- [Computer Network Technicians \(2281\)\(Click Here\)](#)
- [Nursing Co-Ordinators and Supervisors \(3011\)\(Click Here\)](#)
- [Registered Nurses and Registered Psychiatric Nurses \(3012\)\(Click Here\)](#)
- [Specialist Physicians \(3111\)\(Click Here\)](#)
- [General Practitioners and Family Physicians \(3112\)\(Click Here\)](#)
- [Dietitians and Nutritionists \(3132\)\(Click Here\)](#)
- [Audiologists and Speech-Language Pathologists \(3141\) \(Click Here\)](#)
- [Physiotherapists \(3142\) \(Click Here\)](#)
- [Occupational Therapists \(3143\) \(Click Here\)](#)
- [Respiratory Therapists, Clinical Perfusionists and Cardiopulmonary Technologists \(3214\) \(Click Here\)](#)
- [Medical Radiation Technologists \(3215\) \(Click Here\)](#)
- [Medical Sonographers \(3216\) \(Click Here\)](#)
- [Licensed Practical Nurses \(3233\)\(Click Here\)](#)
- [Paramedical Occupations \(3234\)\(Click Here\)](#)
- [University Professors and Lecturers \(4011\)\(Click Here\)](#)
- [Psychologists \(4151\)\(Click Here\)](#)
- [Early Childhood Educators and Assistants \(4214\)\(Click Here\)](#)
- [Translators, Terminologists and Interpreters \(5125\)\(Click Here\)](#)

NOC FOR SOCIAL AND COMMUNITY SERVICE WORKERS

- Aboriginal centre co-ordinator. Aboriginal outreach officer – social services, Aboriginal outreach worker, co-ordinator, Native centre
- addictions worker, addictions worker – compulsive gambling
- assistant, social services, case aide – social services
- certified return-to-work co-ordinator – disability management
- certified return-to-work facilitator – disability management
- child and youth worker, child welfare worker
- child-care worker (except day care), coach, life skills
- community and social services worker, community centre co-ordinator
- community centre worker, community counsellor – social services
- community development worker, community liaison worker
- community mental health worker, community organization worker
- community rehabilitation worker, community service worker
- community services officer – social services, community worker
- co-ordinator, community centre, co-ordinator, youth development
- crisis intervention worker, detention home worker
- development service worker, disability management worker, independent living instructor, instructor, life skills, intellectual disabilities worker
- drop-in centre worker, drug addiction worker
- eligibility co-ordinator – social assistance, eligibility co-ordinator – welfare

NOC FOR SOCIAL AND COMMUNITY SERVICE WORKERS

- exceptional-child-care worker (except day care)
- family service worker
- field officer, veterans' affairs
- financial assistance officer – social assistance, financial assistance worker – social services
- group home operator, group home worker, halfway house supervisor, halfway house worker
- help centre supervisor – social services, hostel co-ordinator, hostel outreach worker
- income maintenance officer – social services
- Itinerant support service worker
- life skills coach, life skills instructor
- meals-on-wheels worker
- mental health proctor, mental health support worker, mental health worker
- Native centre co-ordinator, Native community worker, Native outreach officer – social r, services, Native outreach worker, Native outreach – social services
- neighbourhood worker – social services ,peer support worker
- personal skills development instructor – social services
- proctor, mental health, psychological assistant
- registered social service worker
- rehabilitation officer – social services, rehabilitation service worker, rehabilitation worker – social services
- residence co-ordinator – group home, residential counsellor – group home
- return-to-work co-ordinator – disability management, return-to-work facilitator – disability management

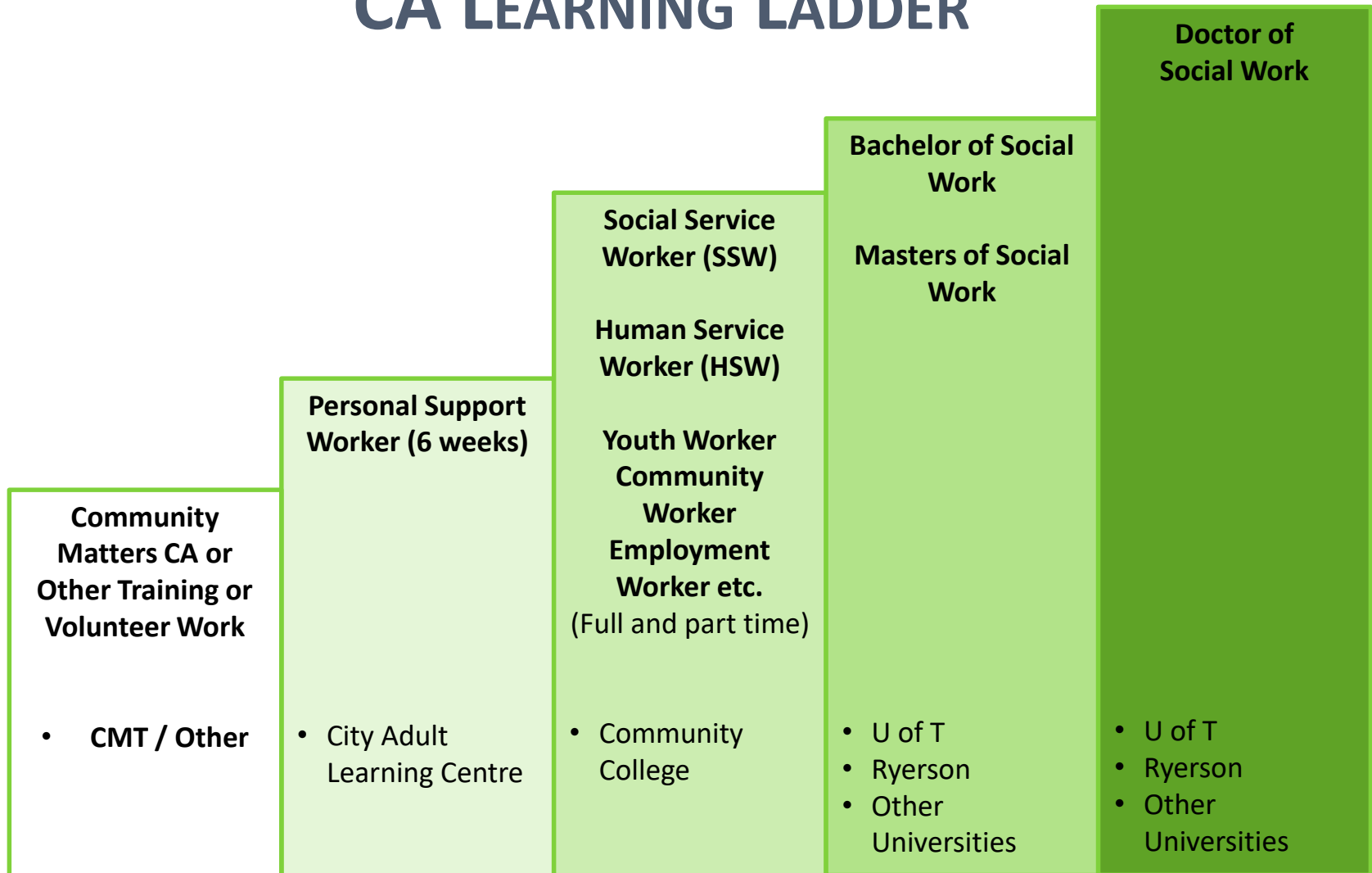
NOC FOR SOCIAL AND COMMUNITY SERVICE WORKERS

- settlement worker – community services
- shelter supervisor – social services, shelter workshop supervisor
- social aid officer, social assistance officer, social rehabilitation officer, social rehabilitation technician, social rehabilitation worker
- social animator
- social services assistant
- social services volunteer co-ordinator
- social services worker, social welfare officer
- special education technician – social and community services
- street outreach worker, streetworker – social services
- substance abuse worker
- supervised access worker, supervisor, halfway house
- supervisor, women's centre – social services, supervisor, women's shelter – social services
- transition home worker – social services, transition house worker – social services
- veteran services officer, veterans' affairs field officer
- volunteer co-ordinator, social services
- welfare and compensation officer
- welfare organization supervisor, welfare worker
- women's centre co-ordinator – social services, women's centre program supervisor – social services, women's shelter supervisor
- youth development co-ordinator, youth hostel co-ordinator, youth services worker
- youth worker, youth worker – social services

Pros of CA Role

Cons of the CA Role

CA LEARNING LADDER



RESOURCES

○ Citizenship and Immigration Canada (CIC)

- <http://www.cic.gc.ca/english/immigrate/skilled/apply-who.asp>
 - Basic Eligibility (NOC)
 - <http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx>
 - NOC 2011 Occupational Descriptions
 - Group 42
 - 4212 Social and Community Service Worker

○ Ministry of Training, Colleges and Universities (TCU)

- <http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>

○ Career Cruiser:

- <http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>
 - Username: bayville
 - Password: nassau

○ Charity Village:

- <http://charityvillage.com/>

○ Toronto City:

- www.toronto.ca
 - Accessing City Hall
 - Jobs at the City

HOMEWORK - WHAT'S OUT THERE FOR ME?

- For next session, research and uncover a career opportunity that interests you. Use the following tools:
 - Worksheet on next page
 - TCU website
 - Career Cruiser
 - Charity Village
 - Toronto City
- Share your findings with the rest of the group in a 1-2 minute presentation:
 - What's your background
 - What interests you?
 - What career/role did you find?
 - What next steps do you have (more research / education / volunteer / other?)



CAREER OPTIONS WORKSHEET

My Career Goal	
My Educational Background	
My Work Experience	
Volunteer Experience	
Career Opportunities	

WHAT'S COMING UP NEXT?

- Homework - CA Labour Market
- Canadian Work Expectations and Norms
- Workshop Debrief
- Post Test



CA LEVEL 1 TRAINING – SESSION 6

74

OVERALL CA TRAINING OBJECTIVES

- Understand the meaning of grass roots community work.
- Understand the skills and knowledge needed to perform the Community Assistant role and feel better equipped to be a CA.
- Have increased awareness of the terminology related to Community Work.
- Be more familiar with CW employment opportunities and the current labour market as well as Canadian work expectations/norms.
- Have had an opportunity to build connections between participants (networking) and learn together.

SESSION 6 OBJECTIVES

- To review the CA labour market homework
- To discuss the Canadian work place
- To conduct a workshop debrief
- To review Community Work terminology

SESSION 6 AGENDA

- Welcome
 - Objectives and Agenda
 - Working Arrangements
- Hear your CA labour market presentations
- Discuss the Canadian workplace
- Workshop debrief
- Terminology review
- Post test
- Wrap up:
 - Pot Luck / terminology dictionary and certificates



HOMEWORK - WHAT'S OUT THERE FOR ME?

- For next session, research and uncover a career opportunity that interests you. Use the following tools:
 - Worksheet on next page
 - TCU website
 - Career Cruiser
 - Toronto City
 - Charity Village
- Share your findings with the rest of the group in a 1-2 minute presentation:
 - What's your background
 - What interests you?
 - What career/role did you find?
 - What next steps do you have (more research / education / volunteer / other?)



CAREER OPPORTUNITY NOTES

This space is for you to write notes on the CA labour market presentations...

CANADIAN WORKPLACE

Word	Definition
Vision	A statement that outlines where an organization wants to be in the future.
Mission	What the organization does now <ul style="list-style-type: none">• The organizations goals/the work that an organization does• Who does the organization serve (customers/participants)• What value is provided
Values	The ethical beliefs of the organization. How the organization will work internally and externally.
Competencies	The knowledge, skills, attitudes that the organization sees as critical to fulfilling the vision, mission and values.
Priorities	These are the key priorities and goals of the company for a one year period.

ORGANIZATIONAL CULTURE

- Each organization has its own culture (can be quite different from one place to the next).
- Culture includes:
 - Organizational history
 - Vision / Mission / Values
 - Leadership
 - Norms
 - Processes and systems
- Culture affects:
 - How people interact with customers / each other / partners etc.
- Get to know the company culture:
 - Ask what the culture is like during interviews
 - Find a mentor who can help you understand the culture



KEY COMPETENCIES

○ Integrity and Trust:

- People are truthful and honest with each other
- People follow all compliance standards
- Keeps confidences

○ Customer / Client Focus:

- People think of the customer/consumer/participant/end user in all things they do (internal and external)
- Understands expectations
- Works to exceed expectations
- Following up to make sure the work was satisfactory

○ Results Oriented:

- Focused on being organized
- Getting the work done on time / meeting commitments
- Being prepared

○ Innovation/ Continuous Improvement:

- Always thinks of ways to make thing better
- Researches best practices

○ Collaboration and Team Work:

- Works well in a team
- Contributes to a positive work environment
- Shares ideas and thoughts to improve the end result

CANADIAN WORK NORMS

- Be proactive
- Be punctual (on time even early)
- Be flexible
- Be willing to do lots of things
- Clean and Tidy
 - Clothes are in good condition and clean (no strong cooking smells on clothes)
 - Personal Hygiene (no: body odour / dirty nails / chipped polish)
- No Bodily Sounds
 - It is not acceptable to make public body sounds other than laughter and sneezing



IT'S HARD BUT...

- Expand your skills (work to demonstrate the competencies we just discussed)
- Volunteer
- Network (i.e with someone who works in a Canadian workplace)
- Find a mentor
- Stay healthy
- Get out of St. James Town and explore
- Join a Canadian club or activity
 - Toast Masters
 - Book Club
 - City Tours
 - Cooking Club
 - Fitness
- Connect with people who have navigated the system and had success
- Stay connected with each other



NOW IT'S YOUR TURN!!!

- What did you like about the workshop?
- What should we do more of?
- What did you not like about the workshop?
- What could we do differently?
- Any other suggestions?

WHAT'S COMING UP NEXT?

- Pot Luck workshop celebration
- Terminology Dictionary
- Certificates



THANKS!