

Pre-Conference Day Workshops

Indigenous Perspectives of Trauma and Healing

Many residential school survivors were able to tell their stories to the Truth and Reconciliation Commission. Indigenous people are returning to ancient healing methods that addresses their historic trauma and restores their traditional knowledges and spiritual approaches. In her book *Decolonizing Trauma Work*, Dr. Renee Linklater interviewed Indigenous health care practitioners exploring traditional healing stories and strategies. Dr. Linklater provided a framework for reconciliation of colliding worldviews in counseling and therapy service delivery. As a health care provider providing therapy services, I studied mainstream approaches and found that many Western paradigms do not consider historic trauma or Indigenous ways of healing. In this one-day workshop, I will focus on an integration of Indigenous perspectives of trauma and healing ways with the mainstream healing methodologies. The session will present Indigenous healing methods as a foundation to incorporate Western therapy models.

Speaker: Donald Keith Robinson | Winnipeg Regional Health Authority

Caring for Aboriginal Children (Digital On-Line Curriculum): Working Together to Ensure Safety, Well-Being and Permanency for Aboriginal Children in Out of Home Care

The Ministry of Social Services in Saskatchewan, First Nations Child & Family Services Agencies, some Elders from each of the five Nations and staff from Governors State University (GSU) have collaborated in developing a media rich cultural component to support resources families who are caring for aboriginal children.

Film crews from GSU traveled the length of the province over a period of five years, collecting interviews with some Elders, child welfare staff, resources parents and former children in care. They also documented the rich variety of Aboriginal and Métis experiences and history which include real experiences of loss of their families, culture and language. The workshop will be led and facilitated by the chairperson of the Aboriginal sub-committee and a staff member from the Ministry of Social Services who were part of the filming, and assisted in the development and design of the digital on-line curriculum.

They will share the details and process of how this curriculum was developed and approved through collaboration and partnership as they highlight the wonder of the Aboriginal stories that they have discovered. They will explain how well those stories fit into the International Model of Practice called P.R.I.D.E which Saskatchewan implemented to recruit, support and train their Foster and Adoptive parents. These are the stories of the people in their own words, filmed in their own communities which provide insight to both sacred and day to day living. This on-line digital curriculum promotes continuing education and relationship building and allows for other learning opportunities that extend beyond in-classroom training.

Through this partnership, a six-hour “on-line” digital curriculum and website has been developed and was approved by some Elders from each of the five Nations in Saskatchewan on February 25, 2014. The curriculum is available internationally for caregivers and child welfare staff to enhance their ability in meeting the needs of Aboriginal children, to support children’s relationships with their birth families, and to connect children to their culture as well as to have relationships intended to last a lifetime.

This full day workshop will allow participants to experience and view the whole Caring for Aboriginal Children Digital On-line Curriculum.

Speakers: Mark Reyes | Yorkton Tribal Council Child and Family Services Inc. Agency
Darlene Halyk | Saskatchewan Ministry of Social Services

Reclaiming Connections Workshop: An Aboriginal Focused Program, Strengthening and Honoring Relationships between Caregivers and Youth, through Communication and Understanding

The development of culturally sensitive and safe parenting programs for Aboriginal families is among the calls to action issued by the Truth and Reconciliation Commission. Although programs are available for caregivers of young children, few address the needs of parents and caregivers of teens. Reclaiming Connections is a relationally focused program for caregivers of teens, developed in partnership with parents, community partners and government stakeholders. Using role plays and reflection exercises, this group-based, 10 week program supports caregivers in understanding how their relationships with teens promote healthy social, emotional and neuro-development. We discuss how traditional knowledge, ceremonial and healing practices in each community can be integrated to fit the needs of families. Reclaiming Connections recognizes the historical and continuing trauma on Aboriginal families and communities. Safety, respect, trust and a strength based approach is emphasized throughout. In the morning session of this workshop we describe the development of Reclaiming Connections, implementation in communities across British Columbia, and feedback and evidence provided by caregivers, program leaders and community partners. In the afternoon of this workshop we introduce the first four principles/sessions of Reclaiming Connections, presenting role plays and reflection exercises that help caregivers see opportunities for shared partnership with their needs, strengthening their connection and promoting healthy teen development.

Speakers: Marlene Moretti | Simon Fraser University
Annette McComb | Simon Fraser University
Karla Braber | Maples Adolescent Treatment Centre

Exploring a Communal Self Approach to Child Welfare

The welfare of Indigenous peoples is a grave topic of concern in Canada. Aboriginal children and youth bear the brunt of disadvantage, overrepresenting rates of poverty, poor physical and mental health, low academic achievement, and involvement with the child protection and youth justice systems. While there is consensus that Indigenous welfare is hindered by ill-definitions in jurisdiction and funding, little attention is paid to the conceptual disparity and irreconcilability between Indigenous and Western conceptions of selfhood. In this workshop participants will consider ways in which the problematic Western—so-called individualistic—conception of selfhood on which Canadian child protection systems are largely predicated (1) individualize social problems; (2) hinder reunifications; (3) support reactive stances to child welfare; and (4) deflect attention from the enormous socio-economic barriers interfering with parenting. Sample scenarios will guide participants in the discussion of limitations in their mainstream practice and legislation and help participants consider the challenges of Delegated Aboriginal Agencies that remain circumscribed by legislation that elevates Western models of selfhood. Sample scenarios and activities will also encourage participants to explore the affordances, attitudes, and possible implications of adopting an alternative, and more holistic approach to child welfare, based on a communal self for children, families, and communities.

Speaker: Elisa Vandeborn | Simon Fraser University

The Emergence of Indigenous Best Practice in Dealing with Youth Suicide on Reserve

With the release of the Truth and Reconciliation Commission's Recommendations, the need for Social Workers to have a more in depth understanding of Indigenous worldviews is crucial. The over representation of Indigenous people in the human services systems such as Justice and Child Welfare is an indicator that our practice must include and reflect Indigenous culture and ceremony.

In 2014 an un-delegated First Nation near Edmonton, Alberta experienced a multitude of suicides (most primarily young people) within a two to three week period. The historic relationship between the Nation and Children's Services could have been an indicator that getting services where they were needed was going to be next to impossible. What happened next was transformational. The Nation approached Children's Services and said, "We need your help." This help came with some caveats - and the Nation, although wounded and traumatized, wanted a say in how and what services would be offered.

This workshop will provide participants with an overview of how the next two weeks on that Nation in 2014 began to change the course of its future for its' members. The workshop will also highlight how current services (currently being delivered by four community agencies chosen in conjunction with the Nation. This project is entitled Wapekin*) were developed, how the relationship with the Nation has grown over the last two years, the use of an outside

consultant and their findings that helped give voice to the Nation, share data on how suicides have reduced over that time period, the challenges that the working group has experienced and some of the strategies to overcome those challenges. The workshop will also discuss future directions and how these goals coincide with the TRC Recommendations.

* Wapekin is a Cree word meaning “white buck skin.” In a story told by an Elder from the Nation involved, the white buck skin was used by tribes when they were traveling through another tribes territory. They hung it in the tree to show they meant no harm and soon they would be on their way. Our project reflects that story. We mean no harm, and once our services are no longer needed we too will be on our way.

Upon completion of this workshop participants will be able to articulate how Indigenous knowledge can be incorporated into practice. Participants will become culturally aware of best practice as defined by Nations. The concepts such as healing vs. helping, collectivism, compassion fatigue and advocacy will be covered in detail. Lastly, participants will gain knowledge and confidence about how best to work in partnership with Nations.

Speakers: Derek Chewka | Alberta Human Services
Elder Will Campbell

EMBRACE, ENGAGE, EMPOWER: Dr. Martin Brokenleg’s Approach to Working with Youth

As a Métis social worker, practicing in a mainstream setting has made it important for me to find a way to incorporate indigenous teachings and models into my process. I have long been impressed by Dr. Martin Brokenleg’s Circle of Courage teachings and have used them as a guide in my clinical work with students from Kindergarten to Grade 12.

In my work my primary goal is always to develop a strong and focused relationship not just with the student, but with the family and school support team as well. While this has always been part of my professional process, it has been even more key to me as a Métis social worker.

Looking at the four core messages of the Circle of Courage I see very relevant lessons for those in the social service professions:

Belonging – Treating others as kin forges strong social bonds. The community can raise a child.

Mastery – Learning by observation, the importance of mentorship.

Independence – Learning by experience, supporting youth in making decisions, solving problems and showing personal responsibility.

Generosity – Showing unselfish behaviour and respect for all.

Weaving these teachings into my social work practice has not only helped me provide strong clinical services but also a personal comfort that respects who I am as a Métis elder. Integrating

these teaching along with the seven sacred teachings has been of enormous benefit to the students and families that I serve, be they Indigenous or not.

The workshop will challenge Social Workers to link their focused Social Work learning/training with a traditional approach built around Dr. Martin Brokenleg's teaching. The hope is that this will strengthen your practice and service to the Indigenous community.

Speaker: Reid Hartry | Louis Riel School Division

Structural and Definitional Problems with Assessment Approaches in working with First Nation Parents

There is strong evidence that First Nations children are significantly over represented in the child welfare systems across Canada. For example, in Alberta, 69% of children in government care are from Indigenous families and, in some parts of Canada, there are now higher rates of children in care than were in the Residential schools (Mann-Johnson, 2016).

Many parents are referred for assessments of their parenting capacity with the question of whether they can be good enough to raise their children (Choate & Engstrom, 2014). These assessments can act as powerful influences on casework and court decisions (Choate & Hudson, 2014). There is a serious question about whether they are done, however, from a position of reflecting the socio-cultural realities of First Nations. There are also concerns methods used are not culturally relevant (Choate & McKenzie, 2015).

The Truth and Reconciliation Commission (2015) has challenged child protection authorities across Canada to reflect upon their approaches to consider the inter-generational impact of colonization. The recent decision of the Canadian Human Rights Tribunal (2016) has demonstrated that First Nations families have experienced systemic discrimination when the Government of Canada funds services. Thus, we see increasing evidence that child protection services sustain colonization with the utilization of approaches that are rooted in cultural positions other than those of First Nations.

This workshop will examine why current approaches are inappropriate. Discussion will focus on what needs to end and ways in which new approaches can be developed. The workshop will also include the results of an expert consultation with six Blackfoot Elders. Recommendations for practice will be presented.

Speakers: Peter W. Choate | Faculty of Social Work, Mount Royal University
Gabrielle Lindstrom | University of Calgary
Elder Leonard Bastien

Day 1 Concurrent Sessions - Morning

The Way Forward: A Collective Action Approach to Ending Human Trafficking in Canada

This presentation highlights the ground breaking work/recommendations of the National Task Force on Trafficking of Women and Girls in Canada and provides up-to-date facts on this abhorrent human rights abuse. Sex-trafficking includes a continuum of violence reflected in child abuse, domestic violence, sexual assault, and rape. While the deepest harms are borne by trafficked women and girls, and those closest to them, there are public cost as well. This presentation will illustrate how a collective action approach can assist to drive alignment, bring about collaboration and partnerships resulting in effective practices and thus creating stronger communities to combat this crime. Hear how sex trafficking affects indigenous and vulnerable women and girls and the resulting connections to the current Missing and Murdered Indigenous Women's Inquiry. The current partnership between the Canadian Coordination Centre Preventing Human Trafficking and the Ma Mawi Chi Itata Centre in Winnipeg MB, will be detailed along with the Centre's main goals and objectives and plans for the way forward. Diane Redsky is the former Task Force Project Director, now the Executive Director of the Ma Mawi Chi Itata Centre, Winnipeg MB and Barbara Gosse was the Task Force's Senior Director of Research, Policy and Innovation, now the Executive Director of the Canadian Coordination Centre Preventing Human Trafficking. Both were at the forefront of the Task Force's important national and international collaborations as well as discussions with over 160 Survivors of sex trafficking and/or sexual exploitation and over 260 representatives of non-profits, government and law enforcement who worked directly with Survivors.

Speakers: Diane Redsky | Executive Director of the Ma Mawi Chi Itata Centre, Winnipeg MB
Barbara Gosse | Executive Director of the Canadian Coordination Centre Preventing Human Trafficking

Use and utilization of Kinship Care placements in the Prairie Provinces: Implications for social work

This global shift to focus on kinship placements as an option for abused and neglected children reflects and aligns with the 2010 United Nations guidelines for alternative care. Based on these guidelines, the United Nations defines kinship care as a formal or informal family placement that includes the child's extended family or close friends. The United Nations guidelines support and share a global vision for the placement of children in alternate care including family networks. The main purpose of the paper is to examine how the United Nations global visioning of kinship placements is being implemented in the Canadian Prairie region. In examining the United Nations global vision of kinship placements, the paper examines the strategies used by the Prairie Provinces to promote the concept of kinship care and the implications for social work practice.

Speaker: Daniel Kikulwe | University of Regina, Faculty of Social Work

Assessment of Kinship Caregivers

Literature suggests that children placed in kinship care achieve more positive outcomes. Even so, practice and policy regarding kinship care has been slow to develop and in most jurisdictions foster care and adoption policies have simply been applied to kinship care. Yet, literature also suggests the experience for kinship caregivers is very different from stranger care – adoption and foster care. As a result the home assessment process may require a unique approach with unique elements. Using thematic analysis of secondary qualitative data, this study identified crucial elements required for kinship care home assessments in Alberta. These elements which influence the practitioner, process, policy, legislation and systemic issues can then be used to inform kinship home assessment practice, policy and legislation. By using secondary data analysis, this study endeavored to honour the voices of people who have already shared their perspectives at public consultations and information gathering events sponsored by the Government of Alberta. An anti-colonizing lens and critical ecological framework ground this research in an approach that is sensitive to the impacts of structural colonization on Indigenous children and families through child welfare practice, policy and legislation

Speaker: Julie Mann-Johnson

“You don’t just start a job and not finish it”: Exploring the social welfare role of caregivers as they support youth aging out of care

Research examining the transition of youth out of care has focused disproportionately on the experiences of urban youth. This study examined the transition experiences of rural youth in Alberta, along with the experiences of their caregivers, to uncover processes and experiences that facilitate or impede successful transitions, and to inform policy and practice to support rural youth and caregivers at a critical developmental stage. Two research questions guided data collection:

- What are the experiences of rural youth who are permanent wards of the government as they plan for or transition out of the care of the government?
- What are the experiences of rural caregivers (including foster parents and child welfare workers) as they plan and prepare to transition youth in their care out of the care of the government?

Method: We conducted semi-structured, qualitative interviews in 5 different rural/northern communities with: 10 youth preparing to leave care or who had recently terminated involvement, 10 child welfare workers, and 10 caregivers. **Results:** Transitioning out of care in rural communities for some was eased by a heightened degree of social capital available through social networks, kin and community. For others transition was complicated by geography, service inadequacy/variability, and competing perspectives. Further, our research indicated that role ambiguity often occurred as a result of multiple transitions complicating

successful outcomes: transitions of foster parents to a new role as landlords, transition of social workers from support workers to administrative managers.

Speakers: Anne-Marie McLaughlin | University of Calgary
Rick Enns | University of Calgary

Confronting Colonialism: Strength-Based Approaches and Community-Based Practices to Support Families and Children with FASD

The Truth and Reconciliation Commission (TRC) Calls to Action outline the need for a fundamental re-ordering of how child welfare is being enacted in Canada. This work necessarily involves change from the local to national level whereby programs and practices demonstrate an understanding of the legacies of residential schools when considering child welfare and family unity. Drawing from a cross-Canada research project, this workshop will focus on how Fetal Alcohol Spectrum Disorder (FASD) is taken up in child welfare practices with attention to the racialization of the disability through programs and practices that often further stigmatize the condition through isolation and ambivalence. The workshop will share the strategies of families and workers who seek to identify culturally-safe and appropriate programs and practices alongside alternative practices to avoid those programs that are unsafe for families and children. In an era of reconciliation it is imperative to identify strengths and resilience but equally so it is important to name the policies and TRC spaces in which colonial practices continue to enact violence. Blending research with an analysis of TRC sections (Recommendations 1-5; 33 and 34) the hands-on workshop will include an overview of research and an audience discussion about how FASD is taken up in Canada and the community-based strategies that are being used to resist the structural violence that can surround these practices. The workshop will highlight the perspectives of families and workers and facilitate collaborative discussion that will expand our shared capacity to take up the calls to action.

Speakers: Michelle Stewart | University of Regina
Alexandra Johnson | University of Regina

Developing Indigenous Child Welfare by Understanding miyo-pimat'siwin

Indigenous families and communities in Canada have demonstrated enduring commitment to culturally-based ways of knowing and living. For many, ties to cultural practices can make a critical difference in efforts to thrive in urban settings. Despite the fact that systems of child welfare are disproportionately involved in Indigenous compared with non-Indigenous families, these systems have evolved with minimal consultation with Indigenous peoples. Child welfare policies and practices often overlook the structural, intergenerational trauma inflicted by colonialism and discount the survival skills demonstrated by Indigenous peoples. The need to develop culture-sustaining Indigenous child welfare approaches is critical. One component of this change involves understanding successful outcomes from within an Indigenous worldview. Working with a Steering Circle, our research team relied on Indigenous Research Methodology

to gather stories about miyo-pimat'siwin (the "good life") in Edmonton from Indigenous people who are living miyo-pimat'siwin themselves. These stories are not only important in and of themselves, they may also shed light on culture-sustaining ways to support families who are experiencing obstacles in their efforts to live miyo-pimat'siwin. Beginning in ceremony and following neyihaw (Cree) cultural protocol throughout the project, Steering Circle and research team members are meeting to discuss and understand the stories provided by the knowledge holders within the context of Indigenous teachings and wisdom. In this presentation, we will outline the background and methodology for the research. We will discuss our learnings to date and how these learnings could inform and enhance Indigenous child welfare policies and practices.

Speakers: Ralph Bodor | University of Calgary
Avery Calhoun | University of Calgary
Leona Makokis | Cree Elder
James Shawana | University of Calgary
Amanda McLellan | University of Calgary

Team Biography: The research project, formally entitled "Identifying Culturally Grounded Outcomes in Indigenous Child Welfare," is funded by an Insight grant from the Social Sciences and Humanities Research Council. The research team includes Ralph Bodor and Avery Calhoun (University of Calgary, Social Work faculty members), Cree Elder Leona Makokis (past-president of Blue Quills University), James Shawana (Project Coordinator, University of Calgary PhD student), and Amanda McLellan (Research Assistant, University of Calgary MSW student).

The General Child and Family Services Authority: Practice Model

The General Child and Family Services Authority (GA) oversees the delivery of child and family services for three private agencies and five service regions in the Province of Manitoba. Following the implementation of the Structured Decision Making (SDM) assessments throughout the province in 2008, the GA and its leadership committed to develop a practice model which integrates solution-focussed practices, engagement and SDM. This model provides workers with tools and techniques to engage with families, caregivers and others in their network of support to build ongoing sustainable safety for children. This presentation will highlight successes and lessons learned in our implementation, including the use of dedicated Leading Practice Specialists (LPS) who provide training, coaching and mentoring for all levels of staff. The presentation will include a Power Point outlining the elements of our practice model in Manitoba:

- Our journey with the Children's Research Centre
- How do we engage with our families
- What SDM can do to enhance engagement in a child welfare practice
- How SDM can improve decision making, connect to daily practice, and enhance practice
- Looking Back: Pitfalls we could have avoided
- Moving forward: Celebrating our successes, things that have been working well, and our next steps.

Speakers: Thomas Ens | General Child and Family Services Authority
Lisa Schmidt | General Child and Family Services Authority

“Neither the Government nor the Churches Appeared to have had any Real Understanding of the Needs of Children”: Halting Efforts to Re-shape the Residential School System after World War II

The final report of Canada’s Truth and Reconciliation Commission highlighted transformations in the residential school system following World War II including the convergence of the residential school and child welfare systems through the 1950s and 60s. The focus on post-war developments aligns with previous research showing how child welfare functions were variously given and claimed by the churches operating Canada’s residential schools following the war. This presentation will examine the government’s halting efforts following the war to reshape the residential school system by transferring students to public and provincial day school systems whenever possible and housing only those students who were unable to attend day schools or who were considered to be at risk of abuse or neglect in their own homes. The government’s failure to establish or maintain standards of practice, and its apparent impotence in the face of denominational resistance will be examined, and these failings will be considered against standards of the day, and mounting evidence at the time of the negative consequences of Canada’s residential school system. Canada’s failure stands against much earlier efforts in the United States to integrate Indigenous students into public school systems and curtail denominational influence over Indigenous students and their families.

Speaker: Rick Enns | University of Calgary

Coming together with First Nations ICFS agencies to implement Structured Decision making

Through an oral presentation, the Saskatchewan First Nations Family and Community Institute (SFNFCI) will share their process of coming together to implement SDM within First Nations Child and Family Service Agencies in Saskatchewan. This oral presentation will include SFNFCI SDM consultants: Rachel Melymick and Laura Hicks. The SFNFCI SDM consultants will share aspects of implementing the SDM system in First Nations Child and Family Service Agencies, including the development and coordination of implementation and support, and the process of adapting the SDM system to fit to each First Nations Child and Family Services Agencies. This process was completed in accordance with the SFNFCI vision and mission.

Speakers: Laura Hicks | Saskatchewan First Nations Family and Community Institute
Rachel Melymick | Saskatchewan First Nations Family and Community Institute

The Development of a Training Video: Demonstrating Essential Skills for Child Welfare Practice

There is a recognized gap between the classroom (where knowledge and skill for practice are learned) and practice settings/fields (where these are applied). Social work students are left with the task translating what they learn in the classroom into recognizable professional practices. The presentation will briefly describe the development of a training video and instructor and student's manual for child welfare practice that is intended to reduce this gap. The idea for this project emerged from a SSHRC funded research project, which examined the experiences of women with the child welfare system and documented the practices of the child welfare workers who work in these systems. To create the video, we brought together an actor who portrayed two different mothers involved with the child welfare system (based on anonymized copies of the mothers' research interview transcripts) and two experienced child welfare workers. The presentation will provide a demonstration of a part of the video and examples from the instructor and student's manuals as well as our ideas for future use of this resource.

Speakers: Judy Hughes | University of Manitoba
Cathy Rocke | University of Manitoba
Kathy Hallick | Hallick & Associates
Marlene Moore | Sandy Bay Child & Family Services Inc.

Processes in Professional Development Working for First Nations Child and Family Agencies

The Saskatchewan First Nations Family and Community Institute (SFNFCI) works with Saskatchewan First Nations child welfare staff to develop standards and professional service training that is applicable to their needs and culturally relevant.

The SFNFCI has utilized a collaborative approach in the development of standards and professional training. This cooperative approach includes methods that focus on agency staff and community knowledge as the foundation of development. The approach begins with knowledge and literature search of the communities' people involved, their histories and culture as well as an understanding of child welfare in the community. This first phase includes speaking with Elders, canvassing child welfare staff on their ideas and ways of sharing information, and reviewing applicable literature. From this foundation the ideas for standards and training development start to take shape.

Although a lengthy process, it ensures the training reflects and recognizes the communities and the realities of people served. Ultimately, the process creates ownership of cultural relevant training that is utilized in communities and has garnered positive results with our First Nations people.

The presentation will share the processes through experiences and examples of training and standards.

Speaker: Shelley Thomas Prokop | Saskatchewan First Nations Family & Community Institute Inc.

Day 1 Concurrent Sessions - Afternoon

Characteristics of Street-Involved Youth with Current or Previous Child Welfare Contact

Purpose: To examine factors associated with current or previous child welfare involvement among street-involved youth in Calgary, Canada

Methods: Community-based research methods were used to conduct a survey with street-involved youth. The survey was developed by a team of youth/health agency representatives, youth, and university-based researchers. Trained street outreach workers collected anonymous surveys at a variety of locations (in all city quadrants; indoor/outdoor gathering places; agency locations; and shelters), targeting youth with varying levels of street-involvement. For this series of analyses, street-involved youth with a history of child welfare (CW) contact were compared to street-involved youth with no child welfare contact (NCW) using bivariate statistics.

Findings: 355 surveys were collected from street-involved participants. 51% were 19 or less, 27% Aboriginal, and 61% male. 55% had previous child welfare contact. CW youth were more likely to have previous street involvement ($p < .001$) and family concerns (parental drug use ($p < .001$), alcohol use ($p < .01$), and domestic violence ($p < .001$)). CW youth had continued family contact and were more likely to identify family reunification as a goal ($p < .05$). CW youth were more likely to report juvenile charges ($p < .001$) and mental health issues ($p < .05$). CW and NCW youth were similar for many risk and resiliency factors, however CW youth were at higher risk for suicidal thought ($p < .001$), survival sex ($p < .05$) and involvement in the sex trade ($p < .01$).
Discussion: Street involved youth with child welfare contact identified significant family difficulties and involvement with professional services. These factors need to be addressed when planning a service continuum for street youth.

Speakers: Bruce MacLaurin | University of Calgary
Catherine Worthington | University of Victoria

Reconciliation Means Abolition

In Canada, Child Protective Services (CPS) has been used as a tool of colonial violence in an attempt to remove Indigenous children, families and Nations from the land. Residential Schools, the “Sixties Scoop” and the current “Millennium Scoop” have had devastatingly negative impacts on Indigenous families. Cindy Blackstock says that, “reconciliation is not having to say sorry twice” and we are in the middle of a wave that will eventually lead to a third apology. This is unacceptable.

Abolition is “about breaking down things that oppress and building up things that nourish. Abolition is the practice of transformation in the here and now and the ever after.” (Bassichis, Lee, & Spade, 2015, pp. 36 & 37). Reconciliation calls for fundamentally different ways of nurturing children on this land. Building on research conversations with ten young Indigenous, Black and white parents this paper highlights skill-sharing, web-based tools and beautiful, affordable homes as avenues for moving towards abolition of CPS and reconciliation.

Speaker: Heather Bergen

Teeth of Vulnerable People Matter: Partnering with a College of Dentistry on Responding to Child Maltreatment

This presentation describes a 2016 initiative designed to enhance understandings among Oral Health professionals on recognizing and addressing possible child maltreatment in clinical settings. Working in co-operation with the Saskatchewan College of Dentistry, two Social Work faculty (UVic, URegina) with backgrounds in Oral Health and Aboriginal child welfare developed curricular resources aimed at improving social and physical health outcomes for vulnerable children as they seek dental care in Saskatchewan. Drawing upon recommendations of the 2014 report of the Canadian Academy of Health Sciences: Improving Access To Oral Health Care For Vulnerable People Living In Canada and the 2015 Calls to Action of the Truth and Reconciliation Commission on Indian Residential Schools, the presenters designed and are planning the delivery of culturally responsive training for dentists, hygienists, and clinical staff on the social determinants of oral health and critical linkages between social work, child welfare and the dental profession.

Speaker: H. Monty Montgomery | University of Regina
Bruce Wallace | University of Victoria

The Link between FASD, Homelessness and Aging Out of Care

The issue of FASD and Homelessness was explored in a research project completed in Calgary, Alberta in 2016. The intent of this paper is to identify concerns and risks for adolescents and young adults with FASD who move into adulthood with limited supports in place. As part of this research, interviews were conducted with 17 adults with an average length of 12.5 years in homelessness. A history of child welfare involvement was common amongst participants. There are compelling reasons to be deeply concerned about the vulnerabilities faced by young people with FASD, particularly in homelessness. It is critical to consider the long term impact of decisions made in the child welfare system in relation to adult life trajectory and lifespan. In this presentation we will provide an environmental scan of current research literature, best practice in relation to child welfare and transition to adulthood, as well as a realistic portrait, based on our research findings regarding gender based risks, harms and challenges. An allied concern to

this work is the need for training and education on FASD within the child welfare and homeless serving sector. Knowledge about FASD should be considered a training priority within these sectors - we will present critical reasons underscoring this need. The connection between the diagnosis of FASD and its linkage to a pathway to homelessness will be identified and best practice recommendations made.

Speakers: Dorothy Badry | University of Calgary
Christine Walsh | University of Calgary
Meaghan Bell | Calgary Housing Authority

"A Pat on the Back": Supports for Foster Parents and Children Living with FASD

Despite the high number of children with Fetal Alcohol Spectrum Disorder (FASD) in care, little is known about the experiences of foster parents caring for foster children who are alcohol-affected. This lack of knowledge makes it difficult to develop appropriate resources, practices and policies. This paper presents some of the findings from the first phase of a study examining the needs and challenges experienced by foster parents who have cared for children who have a confirmed or suspected disability in the fetal alcohol spectrum. A Medicine Wheel framework was used to guide open-ended interviews conducted with 52 foster parents in northern and southern Manitoba. During these interviews foster parents were asked to describe what they see as their spiritual, mental, emotional and physical needs and challenges for placement success. Specific attention is paid to what foster parents identified as the types of information and training about FASD they need and the types of support that would assist them in providing care.

Speakers: Cheryl Fraehlich | University of Manitoba
Jason Brown | University of Western Ontario
Jane Ursel | University of Manitoba
Marleny Bonnycastle | University of Manitoba

Educational Outcomes of Children in Care

Educational attainment remains one of the key mechanisms for improving life outcomes for children and youth and is linked to overall well-being, increased likelihood of advancing to post-secondary education, and higher income (Roos et al., 2013). Regrettably, staying in school and graduating from high school are significant challenges for students in care of the child welfare system. This reality is not helped by “siloed” systems that discourage educators, social workers and other key people from working together toward the common good of these children. Breaking these silos is the key to bridging the gap between the educational experiences of children in care and those who have not had contact with the child welfare system.

This paper will present the results of a research project that examined the different perspectives of educational staff, child welfare workers, and former children in care on issues

related to educational outcomes for children in care, as well as the project partnership that developed from this study. Findings revealed significant differences in terms of how each system views issues of confidentiality, responsibility, and service ideologies. From these results, a partnership between the Seven Oaks school division, two child welfare agencies, the Office of the Children's Advocate, and a number of community partners was created with the intention of researching how system change may improve outcomes. The goal of this partnership is to ensure that children in care have the same opportunities and supports to do well in school and beyond as all other Manitoba children.

Speaker: Kathy Levine | University of Manitoba

De-Colonizing Child Welfare Practice: The Knowing-Doing Project

Indigenous peoples have shown remarkable resistance against colonial strategies geared toward cultural genocide, including systems of public child welfare. Whereas dominant discourse defines the problem as “the over-representation of Indigenous peoples in child welfare,” an alternative frame could be that there is “an over-presentation of child welfare in Indigenous families.” This unconventional perspective shifts the focus from “helping” Indigenous peoples toward changing the system itself. In this presentation, we will discuss the process and learnings from the Knowing-Doing project. Knowing-Doing was founded on the belief that mainstream child welfare practice with Indigenous people will never be effective because it inherently continues colonial policies reflecting assimilationist goals. A collaboration among government, non-profit, and academic partners, the primary research goal of Knowing-Doing was to understand effective Indigenous child welfare practice from the perspectives of the people receiving and providing services. The project was congruent with Indigenous Research Methodology and relied on cooperation between Western and Indigenous ethics review committees. Knowing-Doing was initiated in *neyihaw* (Cree) ceremony and adhered to ceremonial protocols. The meanings drawn from the 25 conversations conveyed the importance of feeling safe to include culture, and the importance of relationship, reconciliation, and re-connection. In part because of the learning from Knowing-Doing, *kahkiyaw* leaders have renewed commitment to providing culturally-congruent practice – that is, *kahkiyaw* is conceived of as an Indigenous child welfare agency rather than a child welfare agency serving Indigenous clients. From this Indigenous starting place, the understanding of *practice as ceremony* is being increasingly understood and embodied.

Speakers: Avery Calhoun | University of Calgary

Ralph Bodor | University of Calgary

Amber Dion | Knowing-Doing Project

Leona Makokis | Cree Elder

Cheryl Whiskeyjack | Bent Arrow Traditional Healing Society

Stephanie Tyler | University of Calgary

Team biography: The research project was funded by the provincial Ministry of Human Services. While the initial project was concluded in late 2014, a second phase has recently

received funding. The research team includes Ralph Bodor and Avery Calhoun (University of Calgary, Social Work faculty members), (then) Knowing-Doing Project Coordinator (Amber Dion), Cree Elder Leona Makokis (past-president of Blue Quills University), Cheryl Whiskeyjack (Executive Director, Bent Arrow Traditional Healing Society), and Stephanie Tyler (Research Assistant).

Education and Training Council on Fetal Alcohol Spectrum Disorder (FASD) in Alberta: A Portfolio of FASD Education Materials for Community Outreach

The need for training and education to support FASD informed practice and care in child welfare is the focus of this presentation. Individuals with FASD have distinct vulnerabilities and needs and require a wide array of supports that must be identified and addressed in order for interventions to be effective. In Alberta, the membership of the Education and Training Council on FASD represents a cross section of disciplines, rural, remote and urban communities and FASD Service Networks. In collaboration with the FASD Cross Ministry Committee in Alberta, the goal of the ETC is to identify, develop and share education and training that is inclusive. The work of the ETC will be presented with a focus on sharing a portfolio of educational materials that contribute to FASD informed practice

Speaker: Dorothy Badry | University of Calgary

“I’m a Low-Income Family, So I Like to Help Out Other Moms”: Young Parents Involved with Child Welfare Share Strategies

The presentation centers the expertise of ten young parents that have been involved with Child Protective Services (CPS); what they identify as challenges and what would support their parenting. It focuses on their agency and strategies as they parent in the face of stigma and systemic violence like poverty, colonization, racism, ageism, sexism and ableism. The parents clearly name poverty, isolation, and stress as things that negatively impact their parenting. This paper highlights their creative strategies such as sharing resources with other parents, carefully choosing godparents, and using creative forms of self-expression to cope with stress. They identified liveable incomes, affordable childcare, and access to mental health support without fear of CPS involvement as key systemic changes that would support their parenting.

The presentation also includes a knowledge mobilization component. This consists of videos of the parents sharing their advocacy, money management, community building, and wellness strategies with other parents. Together the two components highlight parents’ insights into what would truly be in the “best interest” of their children, families and communities.

Speaker: Heather Bergen

School of Indigenous Social Work and the TRC Recommendations

The School of Indigenous Social Work (SISW) at First Nations University of Canada appreciates and respects the Calls to Actions from the Truth and Reconciliation Commission of Canada. The SISW is committed to implementing the recommendations as set out by the TRC Calls for Action. The Calls for Action that focus on child welfare and education are areas that speak to our curriculum. Our Masters of Indigenous Social Work clinical orientation focuses on the abuses of residential schools, including intergenerational effects. Our Bachelor of Indigenous Social Work provides Indigenous social work knowledge and skills founded upon First Nations culture, values and philosophy. First Nations spirituality, philosophies, ideology, knowledge and methodologies are the foundation of SISW. Our faculty is well versed in Indigenous Social Work Education and remains committed to train and educate Indigenous and non-Indigenous students in the area of Indigenous social work.

We will demonstrate how the SISW program is implementing the Calls to Action within our curriculum and the work that our faculty is undertaking to continue to address the needs of Indigenous communities.

Speaker: Jason Albert | First Nations University of Canada

Supporting Those in Care Establish Young Adult Lives- Current Understandings and Developments from Queensland, Australia

In Australia, as in many other countries, young people 'transitioning from care' experience very high rates of homelessness and associated difficulties as young adults. How to understand and respond to the needs of these young people, the responsibilities of government, and the models of support required, have been the subject of recent attention in Queensland and other jurisdictions across Australia.

This presentation outlines the current policy and practice terrain in Queensland, and more broadly in Australia, with a particular focus on how to respond to those young people who are most vulnerable. Those most vulnerable include young people with substantial in-care instability and young Indigenous people. Drawing on research funded through the National Homelessness Research Agenda it is suggested that a person-centered but highly relational and context responsive approach is required which effectively bridges across jurisdictional and service categories. Further for young people facing the challenge of establishing their relational lives as young adults a broad and dynamic approach to 'family' is required, one which proactively explores the challenges they face in building their 'family of destination'.

Speakers: Phil Crane | Queensland University of Technology
Anna Spencer | Queensland University of Technology

On the Edge Between Two Worlds: Community Narratives on the Vulnerability of Marginalized Indigenous Girls

Abused. Trafficked. Exploited. Easy prey. Missing. Murdered. These days, this litany of depressing descriptors dominates any media story about indigenous girls. Online, in print, on air, or in daily conversations, being young, female and indigenous seems to be assumed synonymous with a bleak existence and an uncertain future. Consider, then, how it feels to actually be a young indigenous girl today. Growing up, you don't hear stories of strength from the outside world. You know strong and beautiful women in your family and community but when you step outside in the morning that is not the way the world sees you; your inherent value, the role you can play in the lives of those around you is diminished, unacknowledged, dismissed.

Those ideas, combined with the stories youth tell us every day in our work as advocates were the inspirations for a research project undertaken by Manitoba's Office of the Children's Advocate (OCA). Alongside respected scholar, Dr. Marlyn Bennett, we spoke with 11 indigenous community leaders about the experiences of indigenous girls in Manitoba. They spoke passionately about the need for access to culture, the role of a healthy community, and what is missing in our current public structures. We are honoured that they shared so openly with us and through their wisdom and guidance we released a major report to the public which also includes ground-breaking recommendations for child welfare in Manitoba.

Four months after the release of the report, Dr. Bennett and Ainsley Krone will present on the project findings, the lessons from community, the response from the public, and how the Manitoba government has responded to the report's four key recommendations.

Speakers: Marlyn Bennett | University of Manitoba
Ainsley Krone | Office of the Children's Advocate

The Evolution of the Manitoba New Canadian Initiative: From Engagement, Mutual Learning to Vibrant Partnerships with Cultural Communities

In this 20-minute presentation, General Child and Family Services Authority and Healthy Child Manitoba leadership will describe the evolution of this New Canadian Initiative's seven-year process. (From engagement to partnership development) This is a presentation on a prevention approach through engagement focusing on both those living through an immigrant and or refugee experience, no matter how long they have resided in our province.

Stories will be shared, experiences will be recalled, and important lessons learned will be shared. Within this learning context, we will share our initial goals, how we reframed both the challenges and the opportunities, how we developed mutual learning approaches, when and where we identified and openly recognized mistakes and failures, where

relationships of trust, dignity, and respect were strengthened, and ultimately, how we have advanced to the present time where we are experimenting with models of partnerships with selected cultural communities.

To date, these partnerships are evolving. At present, we are engaging communities in a shared “culturally safe” environment, where we are co-designing future learning opportunities, identifying new approaches for community resources to be brought forward to support their families and children, strengthening the child welfare system by enhancing their “Practice Model” to incorporate a cultural safety lens, and assisting child welfare staff to bring forward a new appreciation for a cultural lens to engage cultural families to seek better outcomes for their children before protection services are required. This workshop will also provide opportunities for questions and for participants to share their own lived experiences.

Speakers: Martin Itzkow | General Child and Family Services Authority
Debbie Besant | General Child and Family Services Authority
Steven Feldgaier | Healthy Child Manitoba
Warda Ahmed | Social Planning Council of Winnipeg

A Strained Relationship: Child Welfare Systems and Southern Sudanese in Calgary and Brooks, Alberta

During the time period from 2000-2002, Alberta became home for Southern Sudanese who fled the ongoing civil war in their country of origin. As they adapted to Canadian society, this group of refugees faced challenges experiencing new systems such as the legal, education, health care, and child welfare system. One of the most contentious relationships that emerged was the local child welfare system in Calgary and Brooks.

Through a qualitative study involving in-depth semi-structured interviews with 20 Southern Sudanese refugees from these two localities in Western Canada, the primary purpose of this paper is to examine the participants perceptions of and experiences with the local child welfare authorities. Using a thematic analysis, we will share insights focused on the problematic nature of the relationship. As well, we will present a series of strategies recommended by the study’s participants, which are designed to improve the relationship between the child welfare authorities and the respective Southern Sudanese communities in each urban centre.

Speakers: David Este | Faculty of Social Work, University of Calgary
Laura Simich | CAMH, University of Toronto
Hayley Hamilton | CAMH, University of Toronto
Christa Sato | Faculty of Social Work, University of Calgary

Day 2 Concurrent Sessions - Morning

“If I Were a Worker I Would...”: Young Parents Share Practice and Policy Suggestions

The presentation draws on the insights of ten young parents that have been involved with Child Protective Services (CPS) as children, as parents or both. The parents share their stories of involvement that highlight the colonial, racist, sexist, ageist and classist nature of CPS' functioning.

The presentation shares their practice and policy suggestions for CPS workers as well as community workers that might call CPS if they are concerned about the family. Young parents name the fear of CPS involvement as a barrier to openly addressing violence in relationships, or substance use they identify as problematic.

They offer suggestions for policy changes such as altering mandatory reporting rules and the need for a basic minimum income. They also share ideas for training such as having all CPS workers do a three-month placement in a daycare before being in a position to assess parenting. This presentation provides a variety of the parents' concrete, practice based tips for social workers, demands for policy change and suggestions for a world with no need for CPS.

Speaker: Heather Bergen

Examining the Child Welfare Placement Decision: Secondary Analyses of the Alberta Incidence Study of Reported Child Abuse and Neglect (AIS-2008)

Purpose: The placement of children in care continues to be a primary child welfare intervention in Canada however it is generally regarded as a very intrusive and costly response to maltreatment. An estimated 68,000 children were in child welfare care in Canada during 2007, a 60% increase from 1992. While placements are designed to ensure safety for children at risk, outcomes related to well-being, permanency and family connection do not consistently support these decisions. Further research is required to understand which children benefit from what types of placement.

Methods: Secondary data analysis of the Alberta Incidence Study of Reported Child Abuse and Neglect (AIS-2008) was conducted to examine which child, household and case factors were associated with a formal child welfare placement. Further analyses examined differences noted for kinship care compared to traditional foster care.

Findings: The analysis highlights that level of risk and younger age of children are associated with placement decisions, as well as an over-representation of children of First Nations and Aboriginal heritage. moves.

Discussion: These findings establish an important context for understanding placement decision in Alberta given the current commitment to maintaining child and family connection and priority placed on kinship care.

Speakers: Bruce MacLaurin | University of Calgary

The Long and Winding Road to Residential Treatment: Understanding the Impact of Adverse Childhood Experiences on Treatment Outcomes

Purpose: The debate about residential treatment and group care being a last resort or a treatment of choice continues. Part of this debate results from the brief time frame with which success is viewed. A focus on the broader context of residential care is needed to understand which children and youth do better for what types of previous experiences, presenting concerns, forms of treatment, and duration of care. This presentation will examine case studies of a sample of youth who accessed several programs within Wood's Homes' continuum of services over several years and highlight successful outcomes that become apparent over time.

Methods: Using a mixed-methods approach, the presentation will review the journey through treatment, highlighting qualitative and quantitative data gained from interviews, outcome measures, file history analysis, and critical debate.

Findings: This presentation will examine the journey of youth and their success and challenges in residential treatment within the larger context of their extensive histories of child welfare involvement, maltreatment, trauma, and history of placement moves.

Discussion: It is critical to situate client experiences in residential treatment within the larger context of their child welfare involvement, maltreatment, trauma, and history of placement moves. Findings will inform best practice for children and youth in residential and group care.

Speakers: Bruce MacLaurin | University of Calgary
Bjorn Johansson | Wood's Homes Research Department
Brittany Corolis | Wood's Homes Research Department
Cindy Jing Fang | Wood's Homes Research Department
Athena Elton | Wood's Homes Research Department

What happens after children tell? A qualitative analysis of narratives of women who as children disclosed intra-familial sexual abuse.

Contrary to depictions of strangers and perverts lurking in the shadows, most children are sexually abused by 'normal' people known to them, often in their own families. The majority of that abuse is neither disclosed nor reported. It is posited that disclosure is necessary to protect children and end abuse. Depending on adult responses, disclosure may open the door for interventions - and for further trauma and revictimization.

Employing an applied feminist constructivist grounded theory design, this research

explores and describes the process of disclosing intra-familial child sexual abuse, what happened after children disclosed, how the abuse ended, and the impact of socio-demographic and contextual factors on these experiences.

Grounded in traditions of witnessing individual subjective experiences and transforming what is learned into individual and social change, this research aims to increase awareness and understanding about how to respond appropriately and supportively to children's disclosures of sexual abuse. Further, this research aspires to contribute to prevention and intervention strategies and policies, with an ultimate goal of ending child sexual abuse.

Speaker: Sheri M McConnell | Memorial University, School of Social Work

Resisting Violence and Promoting Resilience: Gender, Power, and Mothering in the Context of Intimate Partner Violence

Intimate partner violence is a disturbing reality for Canadian women. This is especially true for women living in the Prairie Provinces, where rates of violence are highest. In particular, Manitoba has one of the highest rates in the country. Women living in northern or remote areas experience even greater rates of violence compared to urban women. Exposure to violence against their mothers is also a reality for children, with many experiencing significant detrimental impacts to their physical, developmental, and emotional wellbeing. Professionals, especially those working within child protective services, often view abused mothers as "failing to protect" their children, holding them responsible for the violence witnessed by their children. However, researchers have begun to challenge this assumption and contend that abused mothers actively resist violence perpetrated against them and use a variety of strategies to protect their children from the harms associated with violence. The presentation will share the findings of two small studies, which are the first to explore in-depth the protective capacities of Canadian mothers abused by their partners, including those living in remote, northern communities.

The findings revealed that abused mothers not only resist the violence perpetrated against them but also actively engage in acts and behaviours to protect their children from direct violence, the harms associated with exposure to violence, and from becoming future victims or perpetrators. Participants did not identify themselves as passive and ineffectual mothers who are unable to protect their children. Instead, most perceived themselves as being able to resist their partners' violence (in various ways) and having the powers to protect their children from violence they encountered in the home.

The findings prompt all professionals working with families experiencing violence to think critically of the assumption that abused women play a passive role with their children in such situations and instead can provide insights into their strengths and protective abilities. Having a more nuanced understanding of mothering in the context of violence that includes a positive construction of mothers (i.e., having power and agency), practitioners (especially those working

within child protection) will be more focused on their strengths and protective capacities, thereby limiting unnecessary, inappropriate, or intrusive interventions. This is especially important for professionals working with Indigenous mothers, as they tend to experience higher rates of violence and may utilize different strategies to protect their children. Recognizing and working with abused mothers in empowering ways will not only better assist mothers but can lead to better outcomes for children.

Speaker: Kendra Nixon | University of Manitoba

RedMane Technology Canada

Often caseworkers in Child Welfare feel that documentation is an obstruction to the work they do with families and layering on additional system requirements can be very frustrating. Hours spent in front of a computer re-entering contact notes, completing assessments and service planning does not feel like social work and is likely not the reason that anyone takes on the challenge of practicing in Child Welfare. In this session information about new trends in technology to move caseworkers away from their computer chairs and out into the field will be discussed. Balanced with the need to have caseworkers capture the right information in the right ways is departments need for quality data. We will talk about not only the evolution of practice towards better data and how data can be leveraged to help plan in effective ways; but why this is relevant for caseworkers.

Speaker: Cheryl Hartshorne | RedMane Technology Canada

TRC and Child Welfare

Reconciliation has been defined by the Truth and Reconciliation Commission as a process focused on establishing and maintaining respectful relationships and require real societal change, including apologies, reparations, and actions. In relations to child welfare, the TRC calls for such things as properly educated and trained social workers, appropriate solutions to family healing, recognize the impact of residential schools on children and their caregivers, culturally appropriate placements, and culturally appropriate programs. It also calls for national standards and proper resourcing to be established by the Federal Government. I submit that these calls for actions in relation to child welfare fall short of what is needed. In this presentation, I will identify certain limits of these actions points in relation to the Canadian colonial context. I will also outline additional factors that should be acted upon in order for reconciliation to be initiated in child welfare systems.

Speaker: Michael Hart | University of Manitoba

Healing through Mentoring – The PCAP (Parent Child Assistance Program) Women’s Quilt

The PCAP Women's Quilt reflects contributions from 30 women living in rural and urban communities in Alberta in 2015. In 2014 a qualitative research project was jointly undertaken by the PCAP Council of Alberta and the Faculty of Social Work, University of Calgary to examine, using a participatory action research approach and visual methodology, to reflect the meaning of the mentoring relationship. Women were invited to facilitated workshops over several months to create a quilt square. The quilt is reflective of the meaning women with substance use issues ascribe to engagement in long term (18 months to 3 years) mentoring relationships through PCAP. Approximately 32 PCAP sites exist in Alberta and this program has a key role in prevention of FASD (Fetal Alcohol Spectrum Disorder). The primary focus of PCAP is harm reduction and prevention of alcohol exposed pregnancies. Women who are at risk, or who have a child or children with suspected or diagnosed FASD, often become involved with child welfare services due to addiction, interpersonal violence and trauma histories that affect parenting. Women are often referred to PCAP through various health care or social service programs and the help provided by a mentor often has a major influence in child apprehension. The end result of this project is a rich reflection of the meaning of the connection between women and mentors, particularly in their relationships with their children. This project is reflective of hope and resilience and a visual/thematic analysis and the completed quilt will be presented.

Speakers: Dorothy Badry | University of Calgary
Kristin Bonot | Alberta PCAP Program
Rhonda deLorme | Alberta PCAP Program

“It’s a Very Hard Job; It’s Heartbreaking”. Indigenous Child Welfare Workers From Manitoba Talk About Cultural Safety

Imagining child welfare in the spirit of reconciliation depends on supporting Indigenous Child Welfare workers who courageously work in mandated agencies. Given that the *Truth and Reconciliation Commission of Canada: Calls to Action*¹ document begins with five recommendations for Child Welfare, it is imperative to canvas Indigenous Child Welfare workers to gain their insights about working within child welfare systems.

This 2016 research explored the sense of cultural safety felt by Indigenous Child Welfare workers who work in Manitoba child welfare systems. Social Workers from the four Manitoba Authorities participated. Contributors shared examples of experiences of feeling culturally safe and examples of feeling culturally unsafe. They identified whether a sense of cultural safety influenced their decision to remain working in a mandated child welfare agency.

Recommendations which contribute to increased cultural safety for Indigenous child welfare workers in Manitoba's mandated child welfare agencies will be shared.

Speaker: Eveline Milliken | University of Manitoba

LGBTQ* Q&A

This session will provide an opportunity to explore the strengths and resources for working with children and youth involved in the child welfare system regarding sexual and gender identity. Participants can share resources and ask questions.

Speaker: Allison Chatterley-Gonzalez | Child and Family All Nations (ANCR)
