

# **INDIGENOUS CERTIFICATION BOARD OF CANADA**



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**APPLICATION PACKAGE FOR THE CERTIFICATION OF  
INUIT COMMUNITY SUPPORT MANAGERS  
- Level I and II -**

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**Contents of the Application Package  
for the Certification of Inuit Community Support Managers at Level I and II**

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To complete your application, you will also have to provide other documents. A complete checklist of all the forms and documents you need to send is included on **page 4**.

## Instructions for Completing this Application Package

Congratulations on taking this step to becoming a **Certified Inuit Community Support Manager (CICSM)**. ICBOC offers two levels for this certification: **CICSM at level I** and **CICSM at level II**. This certification also applies to community support coordinators, and to those who hold a coordinating or managing position in the area of community development.

The difference between the two certification levels are in their required length of work experience and their education qualifications and training requirements. We therefore encourage you to visit our website ([www.icboc.ca](http://www.icboc.ca)) and examine the following documents:

- Summary of Standards and Requirements for Certified Inuit Community Support Managers at Level I
- Summary of Standards and Requirements for Certified Inuit Community Support Managers at Level II

If you have difficulties downloading these documents, you can contact our office at [admin@icboc.ca](mailto:admin@icboc.ca) or [registrar@icboc.ca](mailto:registrar@icboc.ca) to request an electronic copy.

Certification levels are determined by ICBOC's Registrar, on the basis of the information and documents submitted by each applicant in the context of their application.

This application package contains all of the forms you will need to submit for the review of your application. **There is a check list on page 4 to help you.** All the material must arrive in our office in one envelope, including payment of the applicable fees.

Now that you have downloaded this package, you are responsible for:

1. Completing your sections and gathering all the required supporting documents
2. Ensuring that your supervisor, employer and referees complete their parts.
3. Sending everything, including the application fee that fits your situation\* to the ICBOC office.

\*For more information on applicable fees, please consult ICBOC's website at <http://icboc.ca/community-support-fees/>

### PLEASE KEEP A PHOTOCOPY OF THE COMPLETED APPLICATION PACKAGE FOR YOUR OWN FILES.

If your supervisor and your referees wish to keep their references confidential (*including the supervisor's evaluation*), please provide them with an envelope (none are included in our application package) with the following information printed on the front.

**Example:** The information on the outside of the envelope should bear the following information:

Letter of Reference for ..... (*applicant's first and last name*)

Your application materials will first be received, logged, dated and filed by our Administrative Coordinator. Your application file will be passed on to our Registrar for review **only when the complete package, including the cheque or money order** (*payable to the Indigenous Certification Board of Canada or ICBOC*). Be sure to include your return address\* on the outside of the envelope containing your application package.

**IMPORTANT\*:** You might change address during the two years leading to your certification renewal, and we won't be able to contact you at the old address. **Please do not forget to inform us of any change of address.**

If you have any questions regarding the application package, educational requirements, or about ICBOC please call us at: 450-983-8444 by email at [admin@icboc.ca](mailto:admin@icboc.ca) or [registrar@icboc.ca](mailto:registrar@icboc.ca)

We look forward to receiving your application package and to assisting you in any way that we can.

*The Board and Staff of ICBOC*

## Check List

You are responsible for submitting **ALL** the following forms to the Registrar at the address noted on page 35. **Please visit our website for other information and documents related to this certification** ([www.icboc.ca](http://www.icboc.ca)). Place a check mark or cross in the left column to self checked the list and ensure you have submitted the documents in your envelope.

<input type="checkbox"/>	Personal information form
<input type="checkbox"/>	Assurances form
<input type="checkbox"/>	Employment history form
<input type="checkbox"/>	Employment verification form
<input type="checkbox"/>	Educational qualifications form
<input type="checkbox"/>	Alternative learning/training declaration form
<input type="checkbox"/>	Training provided by external providers form
<input type="checkbox"/>	Copy of your graduation certificates or diplomas from educational institutions
<input type="checkbox"/>	Copy of your formal and/or informal transcripts from educational institutions
<input type="checkbox"/>	Copy of course descriptions completed in an in educational institution program
<input type="checkbox"/>	Copy of your graduation certificates from all other training providers
<input type="checkbox"/>	Copy of your declarations/affidavits ( <i>if applicable</i> )
<input type="checkbox"/>	Copy of the certificates documenting any other trainings you have completed ( <i>in-house training, external training in the form of workshops, webinars, short courses, conferences, online training</i> )
<input type="checkbox"/>	Practicum/internship report ( <i>if applicable</i> )
<input type="checkbox"/>	Current comprehensive job description
<input type="checkbox"/>	Supervisor's evaluation form
<input type="checkbox"/>	Supervisor's reference
<input type="checkbox"/>	Letter of reference #1 - personal reference
<input type="checkbox"/>	Letter of Reference #2 - professional reference
<input type="checkbox"/>	Employers' Declaration - applicants' criminal record checks
<input type="checkbox"/>	Consent form ( <i>release of information</i> )
<input type="checkbox"/>	Completed and signed personal wellness plan
<input type="checkbox"/>	Dated and signed code of ethics
<input type="checkbox"/>	Payment of the Certification Fee*, in the form of a Cheque or Money Order, payable to the <b>Indigenous Certification Board of Canada</b> or <b>ICBOC</b>

\* For more information on applicable fees, please consult ICBOC's website at <http://icboc.ca/community-support-fees/>

All of the required forms that make up the application package must be received in our office as **one complete package**, in order for us to process your application. The address to submit your application is provided on page 35. For your own records, keep the originals of your certificates, as well as a copy of the other documents in your application.

If you require more information or assistance, please contact the ICBOC office at 450-983-8444 or by email at [registrar@icboc.ca](mailto:registrar@icboc.ca) or [admin@icboc.ca](mailto:admin@icboc.ca)

## Personal Information

**Very important:** Please ensure that your address and other contact information can be clearly read to avoid errors when we wish to contact you by mail, email or phone. An email address makes communication easier.

APPLICANT'S FULL NAME \_\_\_\_\_  
First Middle Last

ALSO KNOWN AS \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_  
Street

\_\_\_\_\_  
Town/city Province Postal Code

HOME PHONE (\_\_\_\_) \_\_\_\_\_ EMAIL ADDRESS \_\_\_\_\_

CURRENT EMPLOYER \_\_\_\_\_

BUSINESS ADDRESS \_\_\_\_\_  
Street

\_\_\_\_\_  
Town/city Province Postal Code

BUSINESS PHONE (\_\_\_\_) \_\_\_\_\_ EMAIL ADDRESS \_\_\_\_\_  
Work

email

CURRENT POSITION \_\_\_\_\_

**Please check your preferred contact location**

HOME  OFFICE

## Assurances Form

I certify that I voluntarily make this application, and freely submit myself to the evaluation of the Indigenous Certification Board of Canada. I will accept the decision of the ICBOC and do accept full responsibility for any and all consequences of the process of seeking certification.

As an Inuit Community Support Manager enrolled with ICBOC, I agree to abide by and uphold the policies, procedures, code of ethics and decisions of the Board and its officers. This “Code of Ethics”<sup>1</sup> defines responsibilities to oneself and to others. I understand that I can, if I prefer, provide the Code of Ethics<sup>1</sup> applicable in my current place of work.

I certify that I have maintained a healthy lifestyle for a minimum period of three (3) years immediately prior to making this application, and that I am striving to act as a model for my peers, clients and the communities I serve.

To the best of my knowledge, the information contained herein is true and correct.

I authorize members or representatives of the ICBOC to contact and obtain information from any person-reference, from my supervisors, employers or from educational institution(s), as deemed necessary in the processing of this application.

I waive my right to inspect the results of any such inquiries and my right to inspect any letters of endorsement or personal reference and/or to inspect the record of deliberations of the Board in considering this application.

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_

PRINT NAME: \_\_\_\_\_

APPLICANT'S NAME \_\_\_\_\_

DATE \_\_\_\_\_

<sup>1</sup> You can submit the code of Ethics of your organization/employer instead of ICBO's code of ethics. See page 32

## Employment History

**Applicant:** Please list full-time, paid positions, beginning with your current position and going back consecutively for at least **five positions and/or five years**.

1. EMPLOYER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
POSITION TITLE \_\_\_\_\_ DATES: from \_\_\_\_\_ to \_\_\_\_\_  
month/day/year  
MAJOR DUTIES \_\_\_\_\_  
\_\_\_\_\_

2. EMPLOYER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
POSITION TITLE \_\_\_\_\_ DATES: from \_\_\_\_\_ to \_\_\_\_\_  
month/day/year  
MAJOR DUTIES \_\_\_\_\_  
\_\_\_\_\_

3. EMPLOYER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
POSITION TITLE \_\_\_\_\_ DATES: from \_\_\_\_\_ to \_\_\_\_\_  
month/day/year  
MAJOR DUTIES \_\_\_\_\_  
\_\_\_\_\_

4. EMPLOYER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
POSITION TITLE \_\_\_\_\_ DATES: from \_\_\_\_\_ to \_\_\_\_\_  
month/day/year  
MAJOR DUTIES \_\_\_\_\_  
\_\_\_\_\_

5. EMPLOYER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
POSITION TITLE \_\_\_\_\_ DATES: from \_\_\_\_\_ to \_\_\_\_\_  
month/day/year  
MAJOR DUTIES \_\_\_\_\_  
\_\_\_\_\_

APPLICANT'S NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Employment Verification

To be completed by your employer, supervisor or HR person

**Applicant:** If verification by more than one employer is required to meet the Certified Inuit Community Support Manager' work experience standard, please photocopy this form and have it completed by these other employers.

### Dear employer/supervisor:

You are requested to verify the employment of the applicant whose name appears at the top of this page, and who is applying to the Indigenous Certification Board of Canada for certification as an **Inuit Community Support Manager**. Applicants must have employment utilizing counselling knowledge and skills in community support. **Please return the completed and signed form to the applicant. If you prefer, you can return it in a sealed envelope.** The applicant needs to submit this form with the rest of his/her application so it can be processed without delay.

Name of employing organization \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

City \_\_\_\_\_ Province/Territory \_\_\_\_\_ Postal Code \_\_\_\_\_

Name of employer/supervisor (Print) \_\_\_\_\_

Title of employer/supervisor: \_\_\_\_\_

Position of Applicant \_\_\_\_\_ Employed from \_\_\_\_\_ To \_\_\_\_\_  
month/day/year month/day/year

Major Duties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional position(s) previously held by the applicant in your organization (if any):

1. Job title \_\_\_\_\_ Employed from \_\_\_\_\_ To \_\_\_\_\_  
month/day/year month/day/year

Briefly describe the applicant's major duties in this previous position: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Job title \_\_\_\_\_ Employed from \_\_\_\_\_ To \_\_\_\_\_  
month/day/year month/day/year

Briefly describe the applicant's major duties in this previous position: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of employer/supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

APPLICANT'S NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Educational Qualifications

In the space below please provide information on your educational background. \*Please note that there are provincial differences in the Canadian Education System at secondary and post-secondary levels. Please specify your academic credentials.

### A. Secondary Education: (check appropriate box)

High School Diploma       GED       Other\* \_\_\_\_\_  
(please specify)

### B. Post-Secondary Education:

Have you pursued a post-secondary education program? Yes  No

If the answer is yes, please provide details for each post-secondary program:

1. **Name of University/College:** \_\_\_\_\_

*(Check appropriate box)*       Degree       Diploma       Certificate       Other\*

Name of degree, diploma, certificate or other\* \_\_\_\_\_

Year degree, diploma, certificate received \_\_\_\_\_

2. **Name of University/College:** \_\_\_\_\_

*(Check appropriate box)*       Degree       Diploma       Certificate       Other\*

Name of degree, diploma, certificate or other\* \_\_\_\_\_

Year degree, diploma, certificate received \_\_\_\_\_

3. **Name of University/College:** \_\_\_\_\_

*(Check appropriate box)*       Degree       Diploma       Certificate       Other\*

Name of degree, diploma, certificate or other\* \_\_\_\_\_

Year degree, diploma, certificate received \_\_\_\_\_

## Declaration Regarding an Applicant's Alternative Learning/Training

These are the instructions for completing the declaration form on page 11

### What is alternative learning/training?

As a culture-based certifying body providing professional certification to the Inuit unregulated workforce, ICBOC recognizes that, for various reasons, it is sometimes difficult for workers to attend training outside the community. We believe that knowledge and skills can also be acquired through alternative means. ICBOC considers three distinct situations where this kind of alternative learning/training can be acquired and recognized:

#### Which situations are recognized as alternative learning/training?

##### **Situation 1. Participation in cultural/traditional activities in the context of your healing work with clients.**

By attending and/or participating in these activities with your clients, during work hours, you are acquiring skills and knowledge about how and why these activities can impact the recovery and wellbeing of your client.

**Situation 2. Cultural teachings or advice you received from an Elder, at your place of employment, and during the course of your work schedule.** This might relate to issues pertaining to your own ability to engage with your clients, for which you are seeking guidance with the view to improve your interventions and relationship.

**Situation 3. Training you have developed and delivered yourself in-house to your colleagues, your clients or to people in your community.** By sharing your knowledge with others, you are also gaining valuable skills and knowledge yourself. Among the skills you will acquire are presentation skills, interpersonal skills, communication, analytical, time management skills etc..

Communicating your knowledge is not a one-way process. Your audience is always made up of people who can also contribute their own ideas, views, learnings, values etc... This will impact and enhance your own knowledge. We encourage employers and supervisors to foster the sharing of the knowledge that already exists among their staff. Creating a community/circle of learning in a workplace enhances individual and collective learning. **Specific documents are required to justify the hours gained from situation 3.**

#### IMPORTANT

- Please carefully read, use and complete the form below and/or any copies so that they are submitted exactly as instructed, or it/they will not be accepted.
- Please complete **one copy of the form on page 11 below for each situation** (*if you need more space, you can make photocopies of each form*).
- **Do not list** learnings/trainings acquired in **multiple situations on one single form.**
- **Do not use this form to list training provided by external trainers/facilitators.** To confirm whether or not you attended trainings provided by **external facilitators**, please read the instructions on page 12 then use and complete the form on page 13.
- Please note that **the maximum number of hours** accepted as part of the Declaration of alternative learning/training **for ALL submitted forms must not exceed 26 hours.**
- **Ensure that each copy** of the forms submitted **is completed as required by a person qualified to sign it** (Elder, employer, executive director, supervisor, training coordinator, human resources manager, or any other person responsible for staff training and who can be contacted).
- **If it is not possible for an Elder** to complete and sign a form for situation 2, it can be completed by one of the other qualified persons. **However, the name and contact information of the elder MUST be provided on the form, or it will not be accepted.**

#### Declaration Regarding an Applicant's Alternative Learning/Training

(This form **IS NOT** for documenting class training provided by **external facilitators**. To do that, **please use the form on page 13**)

As a culture-based certifying body providing professional certification to the unregulated Inuit workforce, ICBOC recognizes that, for various reasons, it is sometimes difficult for workers to attend training outside the community. We believe that knowledge and skills can also be acquired through other means. We strongly encourage employers and supervisor to encourage the sharing of the knowledge that already exists in the place of work. Creating a community/circle of learning in a workplace is a great way to enhance individual and collective knowledge.

**REMINDERS:**

- Please read, use and complete this form carefully, as instructed on page 10. **Failure to do so will annul the forms.**
- **Do not use this form for any training provided by external trainers/facilitators.** If you attended in-house training or other trainings in other formats provided by external facilitators, please use and complete the form on page 13.
- You are responsible for requesting and obtaining certificates from external trainers/facilitators, and for submitting them with your application.

**Situation 1.** Participation in cultural/traditional activities **in the context of your healing work with clients.**

**Situation 2.** Cultural teachings or advice you received **from an Elder, at your place of employment, and during the course of your work schedule.**

**Situation 3.** **Training you have yourself delivered in-house to your colleagues, your clients or the public.** To claim these training hours, you need to submit a copy of the training session description, including the title, learning objectives, details of the content and agenda. The declaration should be completed by a qualified person.

<b>Name of applicant</b>					
<b>Which particular training/learning situation are you referring to (situation #)</b>				<b>Date</b>	
<b>Name of the employing organization/agency</b>					
<b>Name of the person qualified to sign this declaration</b>					
<b>Job Title of the person signing this declaration</b>					
<b>Telephone</b>		<b>Email</b>			
<b>List of training(s) attended or delivered by this applicant</b>					
<b>Date of training</b>	<b>Title of the training</b>				<b>Hours</b>
<b>Note:</b>					
- If you are using this form to claim hours for situation #e, please insure you are submitting the required documents.					
- If you need more space to list the training that the applicant has attended/completed, please photocopy this page.					
- <b>Please make sure the declaration section below is completed as required.</b>					
<b>DECLARATION</b>					
I, the undersigned, affirm that I am the person qualified to provide this letter of declaration and that I have verified the training received by the above-named applicant. I declare that the information provided in this letter is correct and truthful.					
Name of qualified person _____					
Signature of qualified person _____					
Date _____		Telephone # _____			
Year	Month	Day			

**Training Provided by External Providers**  
These are the instructions for completing the form on page 13

The form page 13 is intended to document training that you have completed, that was delivered by external providers and for which you are submitting a proof.

### Who are considered as external providers?

- Trainers/facilitators or instructors who are invited to your place of work or to your community to deliver training. Many of these trainers/facilitators are independent trainers registered with and approved by ICBOC
- Facilitators, presenters or instructors who deliver training outside of your place of work or community (*see external training below*)

### Types of trainings delivered by external providers

#### • Community-based or workplace-based training

- Training delivered at your place of work or in your community.

Please use the form page 13 to list these trainings and submit the required proofs of completion.

#### • External training

The following are considered external training, delivered by external providers:

- Formal courses or programs delivered by universities and/or colleges or other educational institutions (*online or classroom-based*)
- Informal training in the form of workshops, stand-alone courses, seminars, webinars, including those delivered by independent trainers or in the context of conferences (*online or classroom based*)

Please use the form page 13 to list these trainings and submit the required proofs of completion.

### What are the proofs of training accepted by ICBOC?

- 1. Certificates:** You are responsible for obtaining certificates of attendance/completion from external training providers. Certificates must be submitted for every completed training and must bear the following information: the name or logo of the training provider, your full name, the date (s) of the training, the training title(s) and number of training hours, and the signature of the training provider or facilitator. Certificates that do not indicate these information items are not accepted. When only the date(s) of training is/are indicated on the certificates, ICBOC grants 6.5 hours for each day of training.
- 2. Declarations or affidavits:** If under special circumstances, you do not have access to or cannot acquire a certificate, ICBOC will accept a declaration on your employer's letterhead, from a person qualified to vouch for the training you have completed. This includes your employer/executive director, your supervisor, the human resources manager, training coordinator or manager. The declaration must mention your full name, the date(s) of the training, the training title(s) and number of training hours, as well as the complete and legible contact information of the qualified signatory.
- 3. Official transcripts** are required when you have graduated from a training program from a college, university or other educational institution.
- 4. Unofficial transcripts** are accepted for programs that have been partially completed.
  - The name of the institution, the student and the program must be documented on these transcripts.
  - **Please provide the internet link to the program** so that ICBOC can review the course descriptions. ICBOC might request from you a description of the courses completed.
- 5. Proof of Conference training attendance/completion** If your training was completed in the context of a conference, please provide a certificate showing the title and hours for every session attended. Registration receipts, copy of conference program etc... are not accepted as proof of attendance and completion

## Training Provided by External Providers



**Note to applicant:** If the person you are asking to complete this form **has not been your supervisor for at least six (6) months, please copy this form and ensure your former supervisor completes it.**

NAME OF APPLICANT: \_\_\_\_\_

**Dear employer/supervisor:**

You are requested to verify the employment of the applicant whose name appears above and who is applying to the Indigenous Certification Board of Canada for certification as an Inuit Community Support Manager. Applicants must have employment utilizing knowledge and skills in community support and program management. **Please return the completed and signed form to the applicant.** If you prefer, **you can return it to the applicant in a sealed envelope.** Do not send it directly to ICBOC, as applicants need to submit this form with the rest of their application so it can be processed without delay.

LENGTH OF TIME YOU HAVE SUPERVISED THE APPLICANT: \_\_\_\_\_

**Please indicate the percentage of time the applicant spends on the following during a week of work:**

Counselling  %    Case management  %    Case Planning  %    Referral  %

**IMPORTANT:** Please place a cross (x) in the box that most accurately reflects the applicant’s knowledge, skill or competency for each of the statements

**Scoring key:** 1=Need more training /experience    2=Adequate    3=Good    4=Excellent

CORE KNOWLEDGE AND SKILLS				
<b>Knowledge and Skills in the Continuum of Substance Use</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of substances use and mis-use, its effect on the body and the brain				
Identifies some of the factors that have an impact on both the substance use client and the client’s family ( <i>stigma, background of family violence and cultural-historical factors</i> )				
Uses evidence-based, client-centred approach harm reduction				
Knowledge of epidemiological and psycho-social-cultural aspects of FASD in Inuit communities				
Knowledge of the trauma impact of FASD in Inuit families and communities				
Knowledge of the FASD terms based on the type of symptoms, birth defects and neurodevelopment ailments				
<b>Knowledge and Skills in Mental Health</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Explains what is meant by mental health and mental illness and the difference between them				
Knowledge of concurrent disorders				
Knows how stigma, trauma, cultural and historical events impact clients with mental disorders				
Applies the above understanding in working with clients				
Knowledge of the social, economic, political, cultural and environmental factors that influence Inuit mental wellness ( <i>social determinants of health</i> )				
Identifies groups that are more vulnerable and who require multiple supports and interventions				
Ensures that cultural services are offered and made available to incarcerated women and men				
<b>Knowledge and Skills in Mental Wellness</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Supports a culturally relevant continuum of supports and services across the lifespan that enhances the mental wellness of Inuit individuals and families				
Uses holistic, cultural approaches to mental wellness in interventions with clients				
Knowledge of the relationship between the gaps in the social determinants of health and Inuit mental wellness				
Considers Inuit-specific perspectives on mental wellness when dealing with clients and families				
Considers broader mental wellness issues to identify crisis response networks and approaches				
<b>Scores</b>				
<b>Total Score - Core Knowledge and Skills - this page</b>				
<b>Maximum Score - Core Knowledge and Skills - this page</b>				<b>72</b>
<b>Medications and Medicines</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Differentiates between medications and traditional medicines ( <i>sources/effects/administration modes</i> )				

Knowledge of common, frequently prescribed medications and their possible adverse reactions				
Knowledge about different rights and responsibilities of proper medication administration				
Understanding the importance of medication monitoring and how to deal with adverse reactions				
Knowledge of the common psychoactive drugs and their effect on the brain				
Knowledge of these aspects of substance use disorder: tolerance, dependence and withdrawal				
Knowledge and ability to use the three medications commonly used to treat opioid addiction				
<b>Human Development across the Lifespan</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of the key stages of development that all human beings experience				
Knowledge of the intergenerational effects/impact on Inuit children and youth				
Knowledge of the different types of adverse Childhood Experiences (ACES)				
Knows why and how the child-parent relationship influences key aspects of child development				
Knowledge with adulthood development stages ( <i>early to late adulthood</i> )				
Knowledge of the physical and neurological changes characteristic of late adulthood				
Discuss the diversity and range of disabilities in terms of disability types and prevalence				
<b>Family Dynamics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knows the importance of family, extended family systems, and communities, both as resources and potential clients				
Knowledge of the socio-historical changes that have affected Inuit family dynamics				
Recognizes how the family as a system has the potential to either support or undermine a client				
Knowledge of Inuit traditional and contemporary parenting approaches				
Ability to discuss Inuit the topic of child welfare practices and their impact on Inuit families ( <i>existing and promising practices, traditional custom adoptions</i> )				
Knowledge of the socio-economic issues that affect Inuit family relationships and structure today				
<b>Trauma-Specific Care</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Uses the link between trauma and Inuit health outcomes to select appropriate interventions				
Uses cultural competence and safety in the early identification of trauma				
Uses integrated and trauma-informed intervention as a critical component of care for Inuit survivors of trauma.				
Uses historico-cultural knowledge to deal with the impact of intergenerational trauma on Inuit individuals, families and communities				
Assesses and incorporates trauma survivors' strengths, resilience, and potential for growth in trauma informed interventions				
<b>Self-Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Sets personal goals to achieve personal health and self-care ( <i>creating/ implementing a wellness plan</i> )				
Monitors personal and professional goals and correct their course when needed				
Uses knowledge of emotional intelligence to think more clearly, regulate one's emotions and to understand the emotions of others for better relationships				
Actively seek to increase self-confidence, overcomes barriers and				
Readily accept own strengths and weaknesses				
Applies knowledge of stress and burnout to deal with them constructively				
Ability to direct and manage time and energy and to delegate when appropriate				
Acknowledges that one's own emotions and feelings influence what is said, done and thought				
Strives to maintain a healthy balance between work and leisure time.				
<b>Scores</b>				
<b>Total Score - Core Knowledge and Skills - this page</b>				
<b>Maximum Score - Core Knowledge and Skills - this page</b>				<b>136</b>
<b>Health and Workplace Safety</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of the types of safety hazards that can cause workers' injuries				
Applies the workplace safety policies in force at the place of work				

Knowledge of occupational health and safety law and workers' rights and responsibilities					
Shares the potential impact from the legalization of Cannabis with Inuit communities					
Knowledge of other forms of safety issues in the workplace ( <i>harassment, bullying, racism etc...</i> )					
Knowledge of the basic infection reduction measures recommended during a pandemic					
Proficiency in First Aid and in other safety interventions ( <i>Food safe, infection control, WHMIS etc...</i> )					
<b>Scores</b>					
<b>Total Score - Core Knowledge and Skills - this page</b>					
<b>Maximum Score - Core Knowledge and Skills - this page</b>					<b>24</b>
<b>Total Maximum Score - Core Knowledge and Skills</b>					<b>232</b>
<b>GENERAL KNOWLEDGE AND SKILLS IN SUPPORT OF PROFESSIONAL PRACTICE</b>					
<b>Communication</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Active Listening</b>	Supports others to express themselves				
	Demonstrates language and listening skills that respect cultural differences				
	Uses of the different communication styles & mannerism among Inuit peoples				
<b>Verbal Communication</b>	Provides, solicits and receives feedback respectfully				
	Conveys ideas and facts orally using language that clients and others can best understand				
	Expresses disciplining messages in a direct and respectful manner				
	Speaks to clients in their language				
	Ability to deliver public presentation				
<b>Non verbal Communication</b>	Uses non verbal means of communication				
	Uses non-verbal skills to create a supportive environment for clients				
	Maintains a demeanor and dress style appropriate to particular situations				
<b>Reading</b>	Grasps the meaning of information and applies it to work situation				
<b>Written Communication</b>	Writes accurate reports with relevant information				
	Writes correspondence in a professional manner				
<b>Interpersonal Communication</b>	Reads and understands emotional, interpersonal and environmental cues and adjusts behaviour to obtain the desired outcomes				
	Adapts interpersonal style to match the needs of different and diverse individuals groups across a range of situations				
	Engages others and build mutual relationships of respect, honesty and interest				
<b>Technology</b>	Uses communication technology to convey messages and information				
<b>Computer and Office Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of what a computer is and how it works					
Knowledge of terminology related to hardware components, operating system, other types of software and the basic functions of a computer					
Proficiency in the use of a computer hardware components, such as mouse, keyboard, ports, and monitor					
Proficiency with word processing and spreadsheet applications					
Knowledge of database functions, their structure and data entry processes					
Proficiency in email box management					
Use the internet for work-related information research					
<b>Scores</b>					
<b>Total Score - General Knowledge and Skills - this page</b>					
<b>Maximum score - General Knowledge and Skills - this page</b>					<b>100</b>
<b>Financial Literacy</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Applies accounting concepts and principles in work-related budgeting activities					
Applies financial literacy in the context of current work-related financial responsibilities					



Proficiency in developing budget/financial plans				
Knowledge of banking services and processes				
Knowledge of the types of audits and their purpose				
Uses knowledge in financial literacy to educate clients in money management				
<b>Group Facilitation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands the principles and methods of group facilitation				
Knowledge of the primary characteristics of a range of group facilitation approaches				
Matches facilitation strategies to needs of groups				
Plans and sets up physical environments conducive to positive group interactions				
Adapts group facilitation skills to use with supervised staff ( <i>Staff meetings</i> )				
Monitor and assesses group dynamics in order to maintain a safe, productive environment				
<b>Knowledge Building (Client/Community Education)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Assesses current knowledge, skills, education and information needs of clients, and develops plans to address these needs				
Assesses literacy, numeracy, physical or cognitive barriers to clients' learning				
Establishes a safe, shame and blame-free environment to assess client learning				
Uses client-centered learning approaches to enhance client understanding, knowledge and skills on a variety of health and wellness promotion/life skills topics				
Uses plain language, pictures and illustrations to promote health literacy				
Develops and delivers presentations and workshops on health and social topics that incorporate Inuit approaches of adult/child learning				
<b>Conflict Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of sources and modes of conflict				
Awareness of conflict management strategies, approaches and practices				
Handles workplace confrontations tactfully and constructively				
Acknowledges own feelings and those of others and manages these feelings positively				
Identifies anger-provoking situations				
Recognizes when anger is or is becoming a problem				
Recognizes, mediates or resolves conflicts with or between others				
Uses experienced colleagues or supervisor's advice in conflict situations when needed				
Recognizes and deals with difficult people				
<b>Motivational Interviewing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Attends to the needs specific to Inuit cultural identity when using motivational interviewing as a counseling technique				
Applies his/her knowledge of the stages and process of motivational interviewing in interventions				
Assists clients to maintain their motivation in the face of residual ambivalence				
Seeks client's implicit or explicit permission before offering information or advice				
Accepts that clients are free and responsible for making choices and stresses clients' autonomy and personal responsibility				
Provides a safe environment for disclosure and creative exploration				
Uses clients' competency, sense of ownership and self-efficacy in motivational interventions				
Recognises signs that the client may be ready to commit to implementing change				
<b>Scores</b>				
<b>Total Score - General Knowledge and Skills - this page</b>				
<b>Maximum score - General Knowledge and Skills - this page</b>				<b>140</b>
<b>Community Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Acknowledges the needs specific to cultural identity, and ensures that individuals and communities have a foundation of strength from which to draw motivation				

Understands the context of community and its dynamics				
Knowledge of risk and protective factors in the context of community support and development				
Uses knowledge building and engagement as a strategy, so that communities reflect the needs of everyone for health and wellness				
Participate in community engagement, strategic visioning, research consultations and provides input on issues affecting people				
Collaborates with community members to develop a plan for assessing local needs and resources				
Supports health and social programs and services for effective Inuit community development				
Supports Inuit consultation principles and the interconnectedness of political, economic, natural, human and social capital actions and investments for community development and Inuit wellness.				
Supports the goals of Community-Driven Development (CDD) as an appropriate and effective approach in for community support work				
Uses Asset-based Community Development (ABCD) as a strength-based community engagement strategy				
Knowledge of communication strategies and tool to promote community engagement				
Knowledge of Photovoice concept, technique and goals				
Promotes and uses Photovoice when appropriate, in the context of community support and development work				
<b>Social Determinants of Health</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of the key Inuit social determinants of health				
Knowledge of the common factors to address in order to improve a community health and development conditions				
Ability to use this knowledge to prioritize community support initiatives				
Knowledge of challenges related to specific gaps in the Inuit social determinants of health				
Ability to plan a health impact assessment based on a community social determinant of health				
Knowledge of the concept of "human capital" ( <i>aspects of health indicators, mental wellness, volunteerism, social inclusion, education, employment and community engagement</i> )				
Knowledge of the housing issues in Nunavut and their impact on Inuit families' health				
Knowledge of the impact of climate change in Nunavut on the current gaps in social determinants of health				
Knowledge of the link between Inuit mental health status and the gaps in those services				
Uses Inuit-specific indicators on the social determinants of health to promote community support				
<b>Policies and Research</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of the health and other policies that are applied at the place of work				
Understands the development process of public health policy ( <i>phases and steps</i> )				
Uses relevant current statistical information ( <i>social demographics, trends, health indicators, economic indicators, etc.</i> ) to inform community support initiatives				
Supports the need for collaborative input in planning, developing and evaluating policies that addresses issues a community is experiencing.				
Knowledge of current Inuit health and social research initiatives related to social health indicators				
Knowledge of major national strategies linked to Inuit health and wellness				
Exercises fairness and good judgment in the application of diversity principles and policies				
<b>Scores</b>				
<b>Total Score - General Knowledge and Skills - this page</b>				
<b>Maximum Score - General Knowledge and Skills - this page</b>				<b>124</b>
<b>Total Maximum Score - General Knowledge and Skills</b>				<b>364</b>
<b>KNOWLEDGE AND SKILLS IN THE CORE FUNCTIONS OF A CICSMM</b>				
<b>Prevention/Health Promotion</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Differentiates the concepts of prevention from clinical or treatment concepts				

Strives to raise the quality and increase the consistency of prevention efforts at community level				
Uses best practice models and key concepts of prevention and health promotion				
Promotes awareness of prevention activities and encourages individuals, youth, families and communities' engagement through holistic outlets ( <i>arts, sports, dancing, drumming, beading, tattooing</i> )				
Applies prevention & health promotion efforts that are tailored to Inuit culture, context and needs				
Uses a problem-solving approach to provide assistance and support that promotes the physical, emotional/psychological, social and spiritual health and wellbeing of individuals and their families				
Participates in developing substance use prevention and health promotion activities				
Develops and coordinates a plan to support culturally relevant, community-based health promotion activities				
Promotes the role of traditional teachings and practices in health promotion ( <i>pride in self, family, and ancestry</i> )				
Educates clients on life skills conducive to wellbeing ( <i>managing personal finances</i> )				
Practical knowledge and skills linked to presentations, workshop development and delivery on prevention and health promotion topics to a variety of audiences				
<b>Intake and Early Intervention</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Proficiency with data gathering tools related to admission ( <i>forms, filing procedures</i> )				
Uses questions and information exchange as an effective means of fostering an open dialogue				
Uses non-confrontational motivation and negotiation skills to engage clients in explorations of their present situations and concerns				
Identifies, intervenes with, and supports those who are either at risk of developing a substance use issue or who are currently engaged in problematic or risky behaviours.				
Uses targeted prevention when appropriate ( <i>with specific populations showing early signs of a substance use issue or at risk of developing a problem</i> )				
Implements tertiary prevention methods ( <i>minimizing harms</i> ) for youth who are using substances				
Respects protocols to gather and store personal client information ( <i>confidentiality policies/regulations, clients legal rights</i> )				
<b>Screening, Assessment and Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of the role and process of screening				
Proficiency with culturally relevant and safe screening, assessment and referral tools adapted to the needs of community				
Promotes a shift toward screening and assessment tools that focus on client strengths, cultural identity, with a strong focus on youth engagement and resilience				
Proficiency in interpreting the results of screening				
Knowledge of the role of assessment as a component of a culturally safe client-centered plan				
Knowledge of the relationship between screening and assessment and their link to other processes and services provided to Inuit clients				
Uses assessment as an ongoing process to evaluate client progress and to provide a rationale for changing the treatment plan as necessary				
Proficiency in interpreting assessment results				
Identifies signs of crisis during screening and assessment				
Coordinates cross-cultural training of community and mainstream workers on screening issues related to Inuit clients				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICSMS - this page</b>				
<b>Maximum Score - Core Functions of a CICSMS - this page</b>				<b>112</b>

<b>Care Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Develops, evaluates and adjusts care/treatment plans as appropriate				
Knowledge of treatment approaches and long range rehabilitation processes				

Translates assessment information into treatment plans with clear goals and outcomes				
Knowledge of the steps in the Evidence Based Process (EPB) and ability to use and promote effective, proven traditional practices				
Supports collaborative development of treatment plans based on screening and assessment findings and ensures that activities and resources reflect the client's needs, strengths and goals.				
Knowledge of the SMART goal setting approach to care planning				
Ensures clients' plan of care promotes thinking and behaviors that encourage the clients' progress towards wellness.				
Collaborates with clients to integrate results of consultations or referrals in clients' treatment plans				
Guides clients' goal setting using client and family-focused discussions, motivational interviewing, or material that reflect Inuit values				
Knowledge of methods to assess client's progress toward treatment goals				
Provides training to community workers on culturally appropriate pre-care services, supports, and treatment planning.				
Promotes access to culturally safe detoxification services ( <i>addresses issues regarding coverage accessibility</i> )				
<b>Supportive Counselling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Establishes rapport and raise the self awareness of clients, prior to gaining their cooperation in initiatives aimed at learning and behavioural change				
Knowledge of counselling approaches that encourages clients to make links between attitudes, thoughts and behaviours that are healthy versus unhealthy				
Knowledge of Inuit approach to emotional supportive counselling ( <i>supporting a client through an emotional time in life</i> )				
Demonstrates understanding of client's circumstances and ensuring they are motivated to change, are stable and grounded before they leave ( <i>by adopting a non-judgemental attitude, providing brief opportunities for emotional relief, offer reassurance and encouragement</i> )				
Adapts and applies a range of evidence-informed counselling styles, techniques and methodologies that meet each client's unique needs and improve their overall well-being ( <i>individual, family counselling, group, vocational counselling</i> )				
Uses a problem-solving approach to provide assistance and support that promotes the physical, emotional/psychological, social and spiritual health and wellbeing of individuals and their families				
Takes into consideration the effect of illness-induced behaviour, stress and disability on clients and family relationships				
Knowledge of counselling challenges like aggression and suicide ideation				
Support individuals in using harm reduction approaches until they are ready for, and accepted into, detox, treatment and concurrent disorder programming				
Uses evidence-based principles and practices for creating motivation for change, respecting client's stage, pace and place in the change process				
Provides clients with opportunities for motivated action and, where appropriate, offers ideas and suggest modified approaches to address specific issues				
Encourage and educate clients on the use of appropriate cultural practices				
Provides access to training in relapse prevention that is sensitive to the residential school legacy ( <i>historical or intergenerational trauma</i> )				
Links clients involved with the justice system to cultural supports and counseling when available.				
Coordinates community efforts to ensure that referrals to specialized services respect the cultural practices of the clients				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICSMS - this page</b>				
<b>Maximum Score - Core Functions of a CICSMS - this page</b>				<b>108</b>
<b>Case Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Focuses on genuinely understanding the unique nature of each client's situation and perspective				
Knowledge of how case management is related to screening, assessment and treatment planning				

Shares evaluation findings with clients and their families and works through their reactions and/or resistance to this evaluation				
Knowledge of various treatment or care processes, their strengths and limitations				
Knowledge of and skills in goal setting, contracting, and problem solving				
Collaborates with clients, their families and social supports concerning case management recommendations and activities				
Evaluates the social determinants of Inuit health that influences the risk-level for clients				
Has experience with diverse cultures and incorporates the needs of culturally diverse groups, including people with disabilities, into case management practice				
Regularly reassesses client's situation and collaborates with them to adjust goals, plans and care				
Acknowledges the necessity of the admission, discharge, treatment and referral processes to increase the likelihood of clients understanding and follow-through				
Ensures case management has access to community-based and technology-based models of peer support				
Endorses a system-wide team-based approach of community-centered case management, interfaced with mainstream service providers				
Exchanges information among health sectors to familiarize service providers with the range of cultural services available				
<b>Aftercare</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Implements innovative ways to support discharge planning and aftercare of clients in remote and isolated communities.				
Knowledge of the type of information a discharge plan should include				
Develops aftercare plans based on clients' assessment report				
Processes aftercare plans, networks with community services and acts as an outreach/liaison person with communities				
Collaboration with clients to develop their discharge and aftercare plan				
Establishes flexible continuing care programming focused on the needs of individuals and families identified in their discharge plans				
Matches clients' unique needs and life challenges to appropriate aftercare/support options				
Links with culturally supportive follow-up and aftercare services that best fits the client needs				
Networks with other professionals and agencies from the communities to respond to clients' aftercare programming needs				
<b>Outreach</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of what outreach is and the role it plays in prevention, early intervention and treatment				
Knowledge of where marginalized populations are likely to be found locally and how they are served				
Presents her/himself in a manner that promotes approachability, professionalism and credibility				
Creates rapport with potential and existing outreach clients by interacting with them in their preferred setting and acts in a manner appropriate to that setting				
Collaborates with each outreach client in order to identify individual needs and assess the general needs of the outreach population				
Interact with outreach contacts with sensitivity to avoid triggering negative or potentially dangerous responses				
Engages and creates rapport with other outreach managers and workers in the community				
Endorses community events and ceremonies as important examples of secondary risk reduction				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICSMS - this page</b>				
<b>Maximum Score - Core Functions of a CICSMS - this page</b>				<b>120</b>
<b>Program Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands the difference between program management and project management				
Understands the community support program vision, mandate and structure				

Knowledge of culturally resonant program design, implementation and evaluation				
Knowledge of the accountabilities, roles and responsibilities of program management ( <i>program policies, procedures, tools and performance requirements</i> )				
Recognizes the importance of program plans and priorities				
Knows the value of implementing sound fiscal practices and controls				
Understand how to access, manage and maximize all program resources including people, infrastructure, and funding				
Knows how to develop a project plan and administer projects within health programs				
Promotes the use of a client's language in service delivery				
Monitors the order and delivery of supplies, equipment, materials and inventory for use in outreach activities ( <i>clothing donations, toiletries, printed brochures, condoms or other basic needs</i> )				
Ability to coordinate program/service delivery that includes cultural practices				
Ability to analyze current program delivery processes and to recommend improvements				
Ensures services and programs offer cultural supports and guidance				
Uses collaborative approaches to solving project issues that have program impacts				
<b>Crisis Response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands the history of colonization and systemic racism in planning client (individual, family or community) engagement strategies for addressing crisis.				
Knowledge and understanding of what constitutes a crisis and ability to recognize a client in crisis				
Monitors the risk factors, signs and symptoms associated with suicide and other self-harms				
Recognizes when a client, family or community is in an unstable, risky, dangerous or potentially dangerous situation.				
Establishes a physically and emotionally safe environment for each client in crisis, based on that client's unique needs				
Develops and implements risk management plans with clients and their supports to prevent immediate harm				
Collaborates with clients and their families to assess and improve their coping skills in times of crisis				
Affirms strengths and promotes capacity building at the individual, family and community level				
Knowledge of principles guiding community crisis-related planning, prevention, response, and recovery				
Knowledge of culturally relevant and strength-based protocols to observe following a family or community traumatic event				
<b>Networking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Establishes relationships with community members and community stakeholders in a collaborative and culturally sensitive fashion				
Networks with relevant organizations ranging from government to not-for-profit organizations and for profit business, to advance community support and development activities				
Establishes and nurtures constructive relationships, based on shared needs and common areas of interest, with a broad range of internal and external services and supports,				
Uses networking relationships to enhance the range and efficiency of community support services				
Maintains contacts with people in other areas of the organization work or in different organizations, when this can lead to useful sources of information or resources.				
Attends meetings and social events to continually solidify and grow his/her network				
Accompanies senior staff in attending community events and meeting members of the community				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICSMM - this page</b>				
<b>Maximum Score - Core Functions of a CICM - this page</b>				<b>124</b>
<b>Referral</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Coordinates community efforts to ensure that referrals to specialized services respect the cultural practices of the clients				

Knowledge of the primary health care, mental health or crisis response options for client referrals across the urban and/or Northern Inuit Nunangat ( <i>hot lines, police services, ambulance, shelters, mental health, primary health care, detox treatment, social services</i> )				
Knowledge of ( <i>and access to</i> ) community support sources, their eligibility requirements, treatment philosophies, administrative contact and service procedures				
Values Inuit healing practices and cultural activities, while maintaining formal links to mainstream health or addiction services in a seamless manner				
Establishes and maintains relations with civic groups, agencies, other professionals, governmental entities, and the community at large to expand community referrals resources and help address unmet clients' needs				
Exchanges relevant information with the agency or professional(s) to whom the referral is being made in a manner consistent with confidentiality regulations and professional standards of care				
Knowledge of Inuit traditional counselling supports and services to support physical and mental wellness, including co-facilitation or leading programs and activities with Elders				
Commitment to support access to cultural services for all clients ( <i>pathfinding to link the individuals to supports and services</i> )				
Differentiates between situations in which it is more appropriate for the client to self-refer to a resource and those in which counselor referral is required				
Continuously assesses and evaluates referral resources and outcomes to determine their appropriateness and effectiveness				
Familiarity with the philosophy and process of recognized and accepted self-help/support groups ( <i>AA, Al-Anon, Codependency Anonymous, Adult Children of Alcoholics, etc...</i> )				
Champions system-wide, cultural competency among specialized service providers				
<b>Supervision</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Proficiency in the areas that are being supervised				
Knowledge of different supervisory styles ( <i>strengths and weaknesses</i> ) their respective impact on staff				
Knowledge of own supervisory style and relevance to/resonance with staff cultural diversity				
Creates an open, safe, encouraging supervisory environment that allows for the personal growth of supervisees, the development/refinement of their conceptual and technical competencies.				
Ability to relate to others in a positive, constructive and effective manner				
Knowledge of the diverse roles a supervisor may play and capacity to play these roles as is relevant ( <i>coaching, facilitating, mentoring, sponsoring, modeling</i> )				
Orients supervision activities that lead people toward meeting the organization's vision, mission, and goals				
Organizes resources, people, and activities and ensures collaboration and the achievement of project and function goals and targets				
Leverages diversity and inclusiveness by supporting activities that ensure all staff has an equal opportunity to use and develop their skills and abilities and/or develop new skills				
Trains and develops staff, provides constructive performance feedback and appraisals, and takes appropriate corrective action to address performance and conduct issues				
Provides opportunities for staff to showcase their talents and strengths and trusts that they have the skills they need to perform their current jobs and				
Knowledge of ethical, legal, and regulatory standards for practice aimed at safeguarding the wellbeing of clients and the public at large.				
Ability to establish ethical supervision contracts between supervisors and supervisees ( <i>supervisees duties, informed consent agreements, confidentiality limits, relationships protocols and other ethical issues</i> )				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICSMM - this page</b>				
<b>Maximum Score - Core Functions of a CICSMM - this page</b>				<b>100</b>

<b>Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Recognizes the difference between leadership and management				



Knowledge of the different types and styles of leadership, their key characteristics and values				
Uses a personal style of leadership based on Inuit cultural values				
Recognizes leadership challenges and determine solutions				
Knowledge of the basic steps in decision-making and problem-solving				
Knowledge of what accountability is and its impact on work performance and responsibilities towards employers and organisations ( <i>as a community support manager</i> )				
Makes decisions after analyzing information from a wide range of sources				
Contributes to the development of program vision, mission, objectives, policies and strategies				
Understands how to be a team leader or member of a multi-function team, recognize conflict and resolve it				
Participates in interagency committees and professional associations to collaboratively achieve prevention and health promotion goals				
Establishes priorities for self and others				
Delegates authority that matches responsibility, and holds staff accountable for agreed upon commitments				
Recognizes stages within the change process and understand how to facilitate and promote change				
Understand how performance management relates to the measurement of strategic plans, program activities and people				
<b>Advocacy</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Knowledge of the social, political, economic, and cultural barriers to the well-being of individuals and vulnerable groups				
Knowledge of the stakeholders, partners, allies and collaborators involved in local advocacy efforts related to gaps in services, activities and initiatives that affect individuals and families				
Initiates discussion and advocates for clients with network partners, including publicly funded systems, to foster a culture-based vision that will reduce secondary harms				
Supports the provision of culturally sensitive and relevant services to individuals in places where those services do not exist ( <i>Inuit communities or hard to reach populations</i> )				
Guides individuals so they may access available funding for culturally based programs, activities or prevention services across a range of health and social issues				
Supports the dignity, uniqueness and fair treatment of clients, their families and support network				
Supports and mentors' youth advocacy, aimed at health promotion and substance use prevention in the community				
<b>Teamwork</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Involved in working in a community-centred and multi-disciplinary team				
Understands terminology, procedures, and roles of other disciplines in community support work				
Uses questions and information exchange as an effective means of fostering an open dialogue				
Credits individual contributions and acknowledges team accomplishments				
Summarizes and shares client's personal and cultural background, care plan, progress, and challenges to foster multidisciplinary quality of care, gain feedback, and plan necessary changes				
Establishes and maintains collaborating relationship with clients, family members, co-workers and external colleagues				
Demonstrates respect and non-judgmental attitude toward clients in all contacts with community professionals and agencies.				
Provides clear directions and priorities to team				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICS M - this page</b>				
<b>Maximum Score - Core Functions of a CICS M - this page</b>				<b>116</b>
<b>Record Keeping and Documentation</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



Records all client and related professional interactions in a manner that reflects organizational protocols, established regulatory practices and record keeping guidelines				
Prepares required documentation ( <i>assessment, discharge and referral reports</i> ) with sufficient clarity, accuracy and level of detail				
Creates and maintains accurate, up-to-date, comprehensive client records able to withstand legal scrutiny				
Discusses the boundaries of confidentiality with clients to ensure they understand the circumstances in which information will or will not be shared				
Recognizes the potential impact of sensitive information being communicated and apply client rights to privacy and confidentiality in the preparation and handling of all records				
Ascertains and conveys to others the approved abbreviations for use in client records				
Analyzes and summarizes information to write reports that address sensitive issues				
Provides case management and information sharing services anchored in culturally safe practices				
Provides training to workers on data-entry measures and scoring that are inclusive of Inuit social determinants of health.				
Monitors research, bulletins, newsletters, journals and websites to keep up to date on legislative changes likely to have an impact on client records				
Ensures that electronic record keeping systems are securely protected and backed up so that records are retrievable in the event of computer crashes, viral infections or other technical problems				
<b>Scores</b>				
<b>Total Score - Core Functions of a CICSMS - this page</b>				
<b>Maximum Score - Core Functions of a CICSMS - this page</b>				<b>44</b>
<b>Total Maximum Score - Core Functions of a CICSMS</b>				<b>724</b>
<b>CULTURAL COMPETENCE AND SAFETY</b>				
<b>Cultural Knowledge, Skills and Attitudes of a CICSMS</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understand community culture including values, beliefs, practices, and formal and informal community networks				
Knowledge of Inuit views, and approaches related to family and community' health and wellness				
Understands the intergenerational relationship between colonization and oppression and the current gaps in Inuit social determinants of health				
Comprehends the centrality of Inuit culture in the healing process and understands the diversity of Inuit expression of culture				
Understands the healing value of Inuit traditions and cultural/spiritual ceremonies				
Understands that not all Inuit individuals have access to or have a connection to their cultural identity and may not initially be aware of or interested in culturally specific supports				
Understands how issues of diversity may affect the delivery of respectful and appropriate services				
Commitment to promote the role of culture as a part of a continuum of services				
Commitment to support and assist client participation in cultural aspects of spiritual recovery based on age and gender, traditions and values				
Understands diversity between traditional Inuit culture and mainstream Western culture				
Commitment to become better informed on cultural interventions and practices				
Fosters the involvement of Elders to provide cultural guidance to oneself and clients				
Understands the differences between cultural awareness, cultural sensitivity, cultural competence and cultural safety				
Commitment to promote cultural awareness and safety when collaborating with service providers				
<b>Scores</b>				
<b>Total Score - Cultural Competence and Safety - this page</b>				
<b>Maximum Score - Cultural Competence and Safety - this page</b>				<b>52</b>
<b>PROFESSIONALISM</b>				

<b>Professional Integrity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands the values and principles for ethical decision making				
Treats all clients with respect, irrespective of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or any other basis				
Respects the ethical conduct guidelines, policies, and regulations at the place of work				
Knowledge of the Inuit values/teachings guiding personal, and profession conduct in relationships				
Knowledge and respect of the legal rights of clients				
Implements privacy policies and regulations in dealing with clients and/or their families and in handling sensitive information				
Maintains the confidentiality of all client's records, materials and communications				
Communicates openly, builds trust and confidence, and treats other professionals and community groups fairly, ethically and as valued allies				
Demonstrates respect and non-judgmental attitude toward clients in all contacts with agencies as well as with community and other professionals				
Communicates truthfully, avoids misleading or unreasonable expectations in others				
Demonstrates how own continuous learning plans align with and help achieve the organization's strategic goals				
Knows how to approach an issue or decision with objectivity and understands the long-term implications.				
<b>Life Skills in support of professional practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Recognizes one's own assumptions, values and beliefs				
Demonstrates a genuine interest toward clients, relates with clients by creating a warm, compassionate, healthy and respectful environment				
Acknowledges own professional and personal strengths and limitations				
Pursues own personal and professional development in order to enhance and maintain professional competence				
Demonstrates sensitiveness regarding the impact of own behavior on others				
Demonstrates assertiveness, stands up for oneself and other people				
Shows resilience when coping with challenges and treats them as learning opportunities				
Thinks creatively about issues/challenges and finds new solutions or generates new ideas				
Articulates both sides of an argument calmly, remains impartial and seeks a positive resolution				
Assesses information carefully and understands its relevance before making decisions				
Knowledge of quantitative and qualitative data collection methods				
Knowledge of the impact of research outcomes on Inuit communities				
Knowledge of job readiness process				
Identifies tasks and activities and adjusts priorities to ensure that high-priority work is accomplished within required timelines				
Manages and respects required work schedules, attends professional meetings and appointments in a timely manner				
Knowledge of own legal and cultural responsibilities for care related to sensitive issues ( <i>end of life, those unable to make decisions, etc...</i> )				
Knows how to promote and encourage self-care for self and others				
Ability to recover from setbacks, and treat them as opportunities to learn				
<b>Scores</b>				
<b>Total Score - Professionalism - this page</b>				
<b>Maximum Score - Professionalism - this page</b>				<b>120</b>
<b>Total Maximum Score – Supervisor's Evaluation</b>				<b>1492</b>
<b>GRAND TOTAL – APPLICANT SUPERVISOR'S EVALUATION</b> ( <i>will be calculated by ICBOC</i> )				
<b>Supervisor's Reference</b>				

Please comment on the following

Moral Character \_\_\_\_\_

Professionalism \_\_\_\_\_

Commitment to provide highest quality of service \_\_\_\_\_

Please provide other reference information for this applicant in the space below

Name of employing Organization \_\_\_\_\_

Name of Supervisor (please print): \_\_\_\_\_

TELEPHONE (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Employers<sup>2</sup> Declaration - Applicants Criminal Record Checks

The Indigenous Certification Board of Canada does **not** require criminal record checks as part of our certification process. The responsibility for ensuring that checks are done to protect the safety and welfare of client's rests with the employer. To know more about the ICBOC's Policy on Criminal Record Checks, please contact ICBOC.

### LETTER OF DECLARATION REGARDING THE CRIMINAL RECORD CHECK OF AN APPLICANT SUBMITTING AN APPLICATION FOR CERTIFICATION WITH ICBOC

Name of applicant \_\_\_\_\_

Name of organisation or institution where the applicant is employed \_\_\_\_\_

Employer's name \_\_\_\_\_

I, \_\_\_\_\_ affirm that I am the applicant's employer.

I moreover declare that, in accordance with all applicable laws, a criminal record check was conducted on the applicant prior to commencement of employment and/or within 90 days of applying for certification and that, as an employer, I am satisfied that the applicant does not pose any risk to clients.

I confirm that that I am the person authorized to sign this declaration and that the information I have provided in this declaration is correct and complete.

Signature of the employer \_\_\_\_\_

Date: \_\_\_\_\_

<sup>2</sup> By "Employer" is meant any person who is legally responsible for insuring the verification of criminal record checks for all employees and who is authorized to sign this declaration

## Personal Letter of Reference

In support of an application for certification as a Certified Inuit Community Support Manager

NAME OF APPLICANT: \_\_\_\_\_  
To be filled in by applicant

The above-named individual has applied for certification as an **Inuit Community Support Manager** with the Indigenous Certification Board of Canada. To assist the Board in its evaluation of this applicant, the following information is requested. **Please do not provide this information unless you have known the applicant personally for at least three (3) years.** The referee must not be a relative. A glossary of terms has been provided to assist you. **If you prefer**, you can return the completed letter of reference in a sealed envelope to the applicant. Failure to provide this reference will jeopardize the timely processing of this application.

LENGTH OF TIME YOU HAVE KNOWN THE APPLICANT: \_\_\_\_\_

RELATIONSHIP TO THE APPLICANT (check appropriate box)

Friend  Co-worker  Supervisor  Non-relative  (Check this box if appropriate)

Please comment on the following characteristics regarding the applicant:

1. Moral Character \_\_\_\_\_

\_\_\_\_\_

2. Professionalism \_\_\_\_\_

\_\_\_\_\_

3. Community Standing \_\_\_\_\_

\_\_\_\_\_

4. Community/Volunteer Related Activities \_\_\_\_\_

\_\_\_\_\_

7. Other Remarks \_\_\_\_\_

\_\_\_\_\_

Name of Referee \_\_\_\_\_  
Please print

Address \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Please return the completed letter of reference to the applicant, in a sealed envelope if you prefer. Thank you.**  
Failure to return this form to the applicant may jeopardize the timely processing of his/her application.

## Professional letter of reference

### In support of an application for certification as a Certified Inuit Community Support Manager

NAME OF APPLICANT: \_\_\_\_\_  
To be filled in by applicant

The above-named individual has applied for certification as an **Inuit Community Support Manager** with the Indigenous Certification Board of Canada. To assist the Board in its evaluation of this applicant, the following information is requested. **You must have known the applicant professionally for at least one (1) year.** The referee must not be a relative. A glossary of terms has been provided to assist you. **If you prefer**, you can return the completed letter of reference in a sealed envelope to the applicant. Failure to provide this reference will jeopardize the timely processing of this application.

LENGTH OF TIME YOU HAVE KNOWN THE APPLICANT: \_\_\_\_\_

RELATIONSHIP TO THE APPLICANT (check appropriate box)

Friend  Co-worker  Supervisor  Non-relative  (Check this box if appropriate)

Please comment on the following characteristics regarding the applicant:

1. Moral Character \_\_\_\_\_

\_\_\_\_\_

2. Professionalism \_\_\_\_\_

\_\_\_\_\_

3. Community Standing \_\_\_\_\_

\_\_\_\_\_

4. Community/Volunteer Related Activities \_\_\_\_\_

\_\_\_\_\_

7. Other Remarks \_\_\_\_\_

\_\_\_\_\_

Name of Referee \_\_\_\_\_  
Please print

Address \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Please return the completed letter of reference to the applicant, in a sealed envelope if you prefer. Thank you.**  
Failure to return this form to the applicant may jeopardize the timely processing of his/her application.

## Consent Form

### Consent for the release of information

I, \_\_\_\_\_, of \_\_\_\_\_  
Print Name of Employee Print Name of Employer/Organization

hereby consent to and authorize release of information or documentation pertaining to my certification application to persons that the ICBOC might needs to consult for the purpose of certification, **except** to the persons/and or organisations named below (write a list of names of individuals or organisations to whom ICBOC **should not** release your information):

If you authorize the ICBOC to release information, you can still choose to limit the information released. Place indicate below the information you do not wish to be released:

This consent for release of information may be withdrawn at any time by written request addressed to the Certification Board and/or it will expire on the expiration date of your ICBOC certification.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness Name: \_\_\_\_\_

Witness Signature: \_\_\_\_\_

**Note: The Indigenous Certification Board of Canada** will not include you in its Registry of certified professionals if we do not have this consent form from you.

### Circle of Life

All **Certified Inuit Community Support Managers** will have a personal health and wellness plan. This plan is a continuous day-to-day action plan that maximizes the individual's potential in each quadrant of the Circle of Life.

Below is a list to assist you to develop your personal wellness plan. Use it each day, keep in mind that balance in your own life is your own responsibility that reflects your credibility.

**“My Wisdom of Choice is my great gift received from the Creator. I draw on the teachings and wisdom of Elders whom I know and respect. Their insights provide the vision I need to discover my purpose.”**

Make changes, additions, or modifications to the list below, it's a guide designed to help you get started.

1. List what is necessary to remain balanced in each of your four quadrants.
2. Take time to consider the common feelings, actions and thoughts that support your total well being.

#### Examples:

##### a. Strengths

People skills, gentleness, sense of humor, insight, respect, vision, hopes and dreams, dedication, commitment, skills, experience, knowledge.

##### b. Spiritual

Traditional/cultural ceremonies, prayer, spiritual readings, meditation.

##### c. Emotional

Cultural practices, healing, work environment, adventure, rest and relaxation, feelings, virtues, beliefs, values, self-esteem.

##### d. Physical

Nutritious foods, exercise, clean body and environment, no-smoking, no-alcohol, no-drugs, safe sex.

##### e. Mental/Social/Cultural

Work life, school life, social and fun, financial knowledge, health knowledge, cultural practices. Nuclear and extended family, relationships, old and new friends, new information, self-expression, anger management.



## My Personal Wellness Plan

My name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

A. My **Strengths**: \_\_\_\_\_

What may stop me from using my strengths to achieve the goals I choose for myself: \_\_\_\_\_

\_\_\_\_\_

B For my **Spiritual** wellbeing:

My goal is: \_\_\_\_\_

Steps I take to reach my goal:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

C. For my **Emotional** wellbeing:

My goal is: \_\_\_\_\_

Steps I take to reach my goal:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

D. For my **Physical** wellbeing:

My goal is: \_\_\_\_\_

Steps I take to reach my goal:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

E. For my **Mental** wellbeing,

My goal is: \_\_\_\_\_

Steps I take to reach my goal:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## ICBOC CODE OF ETHICS

This “Code of Ethics” that we choose to live by is built on the cultural integrity of traditional Inuit healing philosophy. Please sign and date it and submit it with your application. If you prefer or is more appropriate, you can submit the code of ethics applicable in your current place of work. **However, this alternative code of ethics will only be accepted if it you ensure you submit it with your name, a date and your signature provided at the end of the document.**

- Maintain a healthy lifestyle during your tenure as an Inuit Certified Community Support professional.
- Strive to incorporate spiritual teachings into your daily life.
- Take personal responsibility for continued growth through education, training and a developmental wellness plan.
- Be dedicated to the concept that addictions are treatable, and the primary goal is to maintain recovery and wellness of all clients.
- Show a genuine interest in helping and serving persons and communities affected with health and social issues and be dedicated to the concept of wellness, recovery and holistic healing.
- Honour cultural and traditional teachings that empower clients to choose a healthy lifestyle.
- Recognize the therapeutic value of humour.
- Accept and show respect for the diversity of all peoples and honour their race, colour, creed, age, sexual orientation, cultural/spiritual practices and views.
- Respect the client by maintaining an objective professional relationship at all times. Avoid dual relationships at all times.
- Protect the confidentiality of all professionally acquired information. Disclosure of such information is done only when required or allowed by law to do so, or when clients have consented to disclosure. This includes all records, materials, and communications.
- Make a commitment to provide the highest quality of service possible. This is evidenced by continued professional interaction with clients and, where necessary, the utilization of other health professionals and/or services to assist and guide their recovery and wellness.
- Insure the safety and welfare of clients by using Inuit values that guide them towards a greater sense of identity, belonging, empowerment, resilience and wellbeing
- Assess personal and vocational strengths, limitations, biases, and effectiveness and be willing to recognize when it is in clients’ best interest to refer or release them to other individuals and/or support programs.
- Be respectful of, work within, and strive to improve institutional policies and management functions.
- Respect all policies, codes of ethics, code of conduct, and any other clause, regulation, stipulation in effect in your place of work and that you are responsible to apply in your personal and/or professional life.
- Insure the safety and welfare of clients by respecting all applicable federal and/or provincial laws of Canada regarding criminal records checks.

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Name (Please print)

## WHERE TO SUBMIT YOUR APPLICATION

If you have questions or need more information, don't hesitate to contact us, we are here to assist you.

Please send your application, with the certification fee\* to the following address. Cheques and money orders to be made to ICBOC.

Registrar, ICBOC

P.O. Box 3999

Kanehsatake, Qc

J0N 1E0

**Telephone:** 450-983-8444

**Email:** [registrar@icboc.ca](mailto:registrar@icboc.ca) or [admin@icboc.ca](mailto:admin@icboc.ca)

**Website:** [www.icboc.ca](http://www.icboc.ca)

\* For more information on applicable fees, please consult ICBOC's website at <http://icboc.ca/community-support-fees/>