| ExperienceOne (1) year minimum of remunerated, direct community support experience or practice in current employment. PLAR - Are also taken in consideration: • Previous experience providing services similar to the current employment • Experience acquired by means of a practicum/internship/placement, undertaken as part to a program of studies • Proven experience as a volunteer, providing services similar to the current employment (to a maximum of 100 hours)1000Education or Training 350 hoursKNOWLEDGE AND SKILLS IN SUPPORT OF PROFESSIONAL PRACTICE Core Knowledge and Skills90General Knowledge and Skills70Related Knowledge and Skills30Cultural Knowledge and Skills50Knowledge in the Core Functions of a Community Support Worker at Level I (CICSW I)110• Core Competencies • General Competencies • General Competencies • General Competencies • Related Knowledge and Skills in support of Professional Practice70%Minimum scores• Knowledge, Skills and Attitudes of an Inuit CICSW I Professional Integrity • Life Skills80%PracticumSome hours of training in the core functions can be counted (must submit Practicum Report) | | SUMMARY OF STANDARDS AND REQUIREMENTS | |
|--|---------------------------|---|--------|
| Education on community support OR portfolio of training (formal or informal) that reflects the requirements of this certification. HOURS Experience One (1) year minimum of remunerated, direct community support experience or practice in current employment. PLAR - Are also taken in consideration: • Previous experience providing services similar to the current employment • Experience acquired by means of a practicum/internship/placement, undertaken as part of a program of studies • Proven experience as a volunteer, providing services similar to the current employment (to a maximum of 100 hours) 1000 Education or Training Education General Knowledge and Skills 90 General Knowledge and Skills 90 Core Knowledge and Skills 30 Cultural Knowledge and Skills 90 Core Science Functions of a Community Support Worker at Level I (CICSW I) 110 Supervisor's • Core Competencies • Coneral Competencies 70% 80% • Utification of training in the core functions can be counted (must submit Practicum Report) 80% • Core Competencies 70% • Knowledge, Skills and Attitudes of an Inuit CICSW I Professional Integrity • Life Skills 90 hrs 80% • Professional Integrity • Life Skills 10 90 hrs 90 hrs Continuum of substance Use 10 Medications and Medicines 5 90 hrs Continuum of substance Use< | | CERTIFIED INUIT COMMUNITY SUPPORT WORKER Level I (CICSW I) | |
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| Medications and Medicines5Human Development across the Lifespan15Family Dynamics15Trauma-Specific Care15Self-Leadership10Health and Workplace Safety10General Knowledge and Skills in Support of Professional Practice70 hrsCommunications25Computer and Office Skills5Financial Literacy5Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | Continuum of Sub | ostance Use | 10 |
| Human Development across the Lifespan15Family Dynamics15Trauma-Specific Care15Self-Leadership10Health and Workplace Safety10General Knowledge and Skills in Support of Professional Practice70 hrsCommunications25Computer and Office Skills5Financial Literacy5Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | Mental Health an | d Wellness Issues | 10 |
| Family Dynamics15Trauma-Specific Care15Self-Leadership10Health and Workplace Safety10General Knowledge and Skills in Support of Professional Practice70 hrsCommunications25Computer and Office Skills5Financial Literacy5Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | Medications and Medicines | | 5 |
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| Self-Leadership10Health and Workplace Safety10General Knowledge and Skills in Support of Professional Practice70 hrsCommunications25Computer and Office Skills5Financial Literacy5Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | | | |
| Health and Workplace Safety10General Knowledge and Skills in Support of Professional Practice70 hrsCommunications25Computer and Office Skills5Financial Literacy5Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | | | |
| General Knowledge and Skills in Support of Professional Practice70 hrsCommunications25Computer and Office Skills5Financial Literacy5Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | | | |
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| Group Facilitation5Knowledge Building (Client/Community Education)5Conflict Management5Motivational Interviewing5Community Development5 | | | |
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| Conflict Management5Motivational Interviewing5Community Development5 | | | |
| Motivational Interviewing 5 Community Development 5 | | | |
| Community Development 5 | _ | | - |
| | | | |
| | - | | |
| Policies and Research 5 | | | - |

| | in support of professional pra ne Inuit-focused topics included belo | w are examples, the list is not exhaustive. | 30 hr |
|--|---|--|---------------|
| | n acceptable topics, please contact lo | | |
| Grief and Loss | Concurrent Disorders | Inuit Traditional Healing Practices | |
| Bereavement and Culture | Forms of Addictions | Healing and Humour | |
| FASD | Specific Drugs/Substances | Inuit Traditional Craft-Making | |
| Suicide | Cannabis Legislation | Story Telling | |
| Depression | Inuit Epidemiology | Traditional Games | |
| Trauma | Relapse Prevention | Country Food | |
| PTSD | LGBT Issues | Traditional Art | |
| HIV/AIDS | Inuit Traditional Lifestyles | Decolonization | |
| STDs Solf Inium | Workplace Harassment | Internet Addiction | |
| Self-Injury Concurrent Disorders | Domestic Violence | Sexual Addiction | |
| Healthy Nutrition | Lateral Violence | Diabetes | |
| Inuit Medicines | Lateral Kindness | Diversity | |
| Burnout | Healthy Parenting | Culturally-Relevant Program Design | |
| Self-Care and Wellness | Inuit Societal Values | Climate Change Impact on Inuit Wa | ay of Life |
| Workplace Safety | Life Coaching Topics | Disabilities | |
| Inuit Health/Mental Wellbeing | Group Programs | Resilience and Coping | |
| indit freating wenter wentering | Incarceration Issues | Child Welfare | |
| ultural Knowledge and Skills | | | 50 hr |
| - | g knowledge and ability to comm decolonization | ntext of working with/supporting clients, unicate in their language | 30 10 5 |
| | | | _ |
| ordan's Principle and the Inuit C nowledge in the Core Functi | | | 5 110 h |
| Prevention/Health Promotion | | | 10 |
| Intake and Early Intervention | | | 5 |
| Screening, Assessment and Ev | valuation | | 5 |
| Care Planning | | | 10 |
| Case Management | | | 10 |
| Supportive Counselling | | | 20 |
| Aftercare | | | 5 |
| Outreach | | | 5 |
| Program Delivery | | | 5 |
| Crisis Response | | | 10 |
| Referrals | | | 5 |
| Networking | | | 5 |
| Advocacy | | | 5 |
| Teamwork | | | 5 |
| Reports and record Keeping | | | 5 |
| | - | be acquired through formal education p ariety of formats, offered by independen | - |

training organisations or through alternative means recognized by ICBOC.