TORONTO HOSTELS
TRAINING CENTRE

Training for Change

COURSE
CALENDAR

HISTORY OF THE TRAINING CENTRE

The inquest into the deaths of Eugene Upper, Irwin Anderson and Mirsalah-Aldin Kopani in June and July 1996, concluded that areas which needed improvement in some hostels were:

- Staff interaction with service users
- Opportunities for an exchange of ideas and practices among hostel staff

To address these concerns as well as develop basic relevant universal staff training. The Toronto Hostels Training Centre was established on September 18, 1997. Federally incorporated on November 20, 2000 and a registered charity since January 1, 2001, the Training Centre originated as a partnership between the City of Toronto Hostel Services Division and the Ontario Association of Hostels (OAH) – Toronto Chapter.

ABOUT THE TRAINING CENTRE

The Toronto Hostels Training Centre offers practical, financially accessible training curriculum for hostel/shelter staff, managers, volunteers, students in job placements and agency board members.

THTC produces two (2) calendars annually:
- Spring/ Summer (March – August); and
- Fall/ Winter (September – February)

The subject areas includes:
- Standardized and specialized training for those working with homeless individuals and families;
- Upgrading working skills for hostel/shelter staff;
- Standardized training for Standards and Guidelines, Standard First Aid and CPR, WHMIS;
- Crisis Intervention Training;

Toronto Hostels Training Centre offers the following Certificates:
- Children & Youth Issues Training Centre Certificate (CYITCC)
- Drop-In Skills Certificate (DISC) & the Drop-In Foundation Series (DIFS)
- Hostels Training Centre Certificate (HTCC)
- Hostels Training Centre Certificate Supervisors/Managers (HTCCSM)
- Older Homeless Population Certificate Program (OHPCP)

The workshops detailed, includes all sessions and might not be offered within the current schedule. Please visit the Training Centre's website to view the training schedule.

For the status of a workshop, please go to THTC's website and click on the "Training Calendar" tab and select the month the workshop is scheduled for.

TABLE OF CONTENTS

WORKSHOP DESCRIPTIONS

Includes:
Learning Objectives
Target Group
Training Methods

A TRAUMA INFORMED VIEW APPLIED TO SUPERVISING STAFF IN A SHELTER ENVIRONMENT

The realization that the majority if not all the clients' we serve have experienced Trauma has led to a significant shift in our system. Organizations are being tasked with ensuring that their policies and procedures are trauma informed. Supervisors are now having to make sure that staff are utilizing trauma informed practice methods in their work and to model these principles in their supervisory practice. Just as trauma informed principles have changed the way we interact with consumers; these same principles need to change the way we supervise and manage staff.

Learning Objectives:
After the workshop, participants will:
- How to apply Trauma Informed Principles to Supervision using strength based and client centred models.
- How is Trauma Informed Supervision different from past models of supervision?
- Strategies for creating a Trauma Informed Supervisory Relationship.
- How to apply Trauma Informed Principles to Individual and Group Supervision and Peer Support.
- Co-creating a RICH environment (Respect, Information, Connection, Hope), Saakvitne, 2000.
- Supporting Self-Reflective and Self-Care Practices in workers.
- The challenges of supporting Staff with trauma histories, secondary trauma and current life adversity.

ⓘ
- All supervisors taking this course must have taken previous Trauma Informed training and be familiar with Trauma Informed principles of care.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

AGING AND HOMELESSNESS PART I

The number of Older Homeless Adults in Toronto is said to have doubled since 2009. Sadly, it is not uncommon to find homeless people who are 80 or even 90 years old. In fact, expert opinion advises that homeless individuals age at a faster rate than those who are housed. For Older Adults in general, there are many myths and ageist attitudes that complicate their well-being. For Homeless Older Adults, these challenges and misunderstandings are even more complicated. This workshop is the first of two on Homeless Older Adults. In it, participants will learn about the physical, mental, emotional, and, social, changes and challenges faced by all Older Adults and by Homeless Older Adults in particular. The connection between age-related changes and challenges on Mental Health and Addictions will be considered. The impact of Ageism on Older Homeless Adults will be a focus. Participants will be encouraged to examine their own beliefs and attitudes about Aging and consider how they can become advocates for, and allies to, Older Homeless Adults. Participants will reflect on their own agencies and consider ways in which they can best meet the needs of Older Homeless Adults.

Learning Objectives:
After the workshop, participants will:
- Understand the normal aging process.
- Understand how the aging process affects homeless individuals.
- Understand the intersection of aging and mental health and addictions.
- Understand the impact of ageism on both older adults and older homeless adults.
- Consider how their agencies can adapt to best serve older homeless adults.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

AGING AND HOMELESSNESS PART II

Older homeless adults are often struggling with multiple and intersecting challenges and losses – those that come naturally with age and those that are exacerbated by the unique challenges of being homeless in later life. This workshop focuses on the needs of Older Adults including: loss, grief, and, trauma. Also discussed will be the developmental needs of the Older Adults. Participants will learn the best practices for supporting Older Adults including the key role Story-telling can play. The issue of Elder Abuse will be discussed. Lessons from the first workshop will be considered to determine the best approach workers and their agencies can take in supporting and advocating for Older Homeless Adults. Participants will also receive information on supports and resources available to Older Adults including: Income supports and Advocates such as The Advocacy Centre for the Elderly, The Toronto Police Service's Vulnerable Persons Coordinator, and, Long-term Care and Community Care Access Centre's.

Learning Objectives:
After the workshop, participants will:
– Develop an understanding of the emotional needs of older adults.
– Learn about best practices for working with older homeless adults.
– Learn about income supports for older adults.
– Learn about various resources for the older adult including: Long-term Care and Community Care Access Centre's.
– Learn about Elder Abuse and how to address it.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

ANTI-RACISM/ ANTI-OPPRESSION
ANTI-RACISM/ANTI-OPPRESSION (INTRODUCTION)

This workshop is designed to introduce participants to the basic principles of Anti-Racism and Anti-Oppression. Participants will have an opportunity to consider how oppression occurs and is maintained in society and within the organization. Participants will be challenged to consider the ways they can act, individually and collectively to address oppression, and become allies and advocates for people who are marginalized.

Learning Objectives:
– The participant will begin to develop skills for analyzing racism, and other forms of oppression.
– The participant will begin to understand the dynamics of privilege, power, oppression, and social location.
– The participant will begin to understand how his/her own social identities impact their interactions with clients and colleagues.
– The participant will understand that being a change agent and an ally is integral to the role of the Shelter system and social service worker.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

ADVANCED ANTI-RACISM/ ANTI-OPPRESSION

The Advanced ARAO course helps participants to deepen their understanding of how oppression and racism occur at a personal and structural level and how they are maintained. The course is also about assisting organizations with the change process toward equity. The focus is on the self, and the organizational change process.

Learning Objectives:
− The participants will develop a critical approach to addressing racism and other forms of oppression.
− The participants will consider the difference between personal and structural oppression.
− The participants will deepen their analysis of how racism and oppression play out in society and within their organization.

- • Recommended participants attend Introduction to Anti-Racism/ Anti-Oppression.
- • You must be prompt for the course - any time missed will result in certificate not being issued.
- • This training is interactive, all attendees are required to participate.
- • Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

APPLIED SUICIDE INTERVENTION SKILLS TRAINING (ASIST) TWO-DAY TRAINING

The ASIST workshop is for caregivers who want to feel more comfortable, confident and competent in helping to prevent the immediate risk of suicide. Over one million caregivers have participated in this two-day, highly interactive, practical, practice-oriented workshop. Enjoy small group discussions and skills practice that are based upon adult learning principles. Experience powerful videos on suicide intervention. Feel challenged and safe. Learn suicide first aid.

Learning Objectives:
− Recognize that caregivers and persons at risk are affected by personal and societal attitudes about suicide.
− Discuss suicide with a person at risk in a direct manner.
− Identify risk alerts and develop a safe plan.
− Demonstrate the skills required to intervene with a person at risk of suicide.
− List the types of resources available to a person at risk of suicide, including themselves.
− Recognize that suicide prevention is broader than suicide intervention and includes life promotion and self-care for caregivers and persons at risk © Centre for Suicide Prevention.

- • You must be prompt for the course - any time missed will result in certificate not being issued.
- • This training is interactive, all attendees are required to participate.
- • Participants will receive a training manual and certificate.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

BOARD GOVERNANCE
BOARD GOVERNANCE (INTRODUCTION)

In the Introduction to Governance training session, participants will learn about: Governance requirements of a not-for-profit corporation; role and purpose of a Board of Directors; fiduciary responsibilities and legal responsibilities for boards of purchase-of-service shelters.

Learning Objectives:
— Your responsibilities as a Director.
— What to look for when approving policies and overseeing the management of the shelter.
— The Board's responsibilities under the City of Toronto's Shelter Standards.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors and Board Members
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

ADVANCED BOARD GOVERNANCE

Once Directors have had some experience, they are encouraged to participate in the Advanced Governance training session, which will address the relationship between the Board and management, conflict of interest and strategic planning.

Learning Objectives:
— The tools your Board can use to be effective.
— How to recognize and solve problems.
— Taking the longer view.

- Recommended participants attend Introduction to Board Governance.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors and Board Members
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

CASE MANAGEMENT
CASE MANAGEMENT (INTRODUCTION)

This training day is designed to strategize and share opportunities from a Case Management model in working with hard to serve clients. Participants will be required to bring their own professional expertise and case questions to the training day. Teaching is interactive, and all attendees will be required to participate. Learning Objectives: understanding what exactly case management is in the context of social services; the case management meeting: strategies and concerns; information sharing – what to edit? Documentation: goal setting and role of case management and advocacy – how to target.

Learning Objectives:
— The learner will develop an understanding what exactly is "case management" in the context of social services.
— A review of case management administration and system structure will be presented.
— Participants will develop new knowledge concerning documentation, goal setting, assessment and advocacy within a motivational framework for complex clients within the case management system.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

ADVANCED CASE MANAGEMENT

Building on the foundations of case management this course is designed to teach students more in-depth skills in designing and implementing case management within social service agencies. Specific challenges will be addressed such as interagency conflict, limited resources and advocacy. Participants are expected to bring case examples from their work to the class for discussion and analysis.

Learning Objectives:
- A quick review of case management principles will occur.
- In depth and specific plan design and challenges will be reviewed.
- Individual case challenges and process solutions will be worked through.
- Advanced intervention strategies such as Motivational Interviewing and CBT will be discussed.

- Recommended participants attend Introduction to Case Management.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

CHALLENGES FOR NEW MANAGERS

Individuals will develop 'soft' skills in learning how to position oneself within a management structure. New managers will be offered the opportunity to understand the importance of shifting their perspective; to function differently; and how to advocate for staff and clients. For existing managers, learn to work effectively within challenging organizational structures and an organizational culture that may be shifting. For individuals considering a move into management, the workshop will stimulate self-reflection on whether being a manager is the desired next step.

Learning Objectives:
- Enhanced understanding of the management structure.
- Improve time management – prioritizing.
- Learn the value of delegating client management to front line.
- Develop a meaningful presence in the management team.
- Gain strategies to develop as a professional in the sector.
- Engage in critical reflection: is management the best place to be.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

14

CHILDREN AND ADOLESCENCE BEHAVIOUR MANAGEMENT

This interactive workshop will provide participants with a more accurate understanding of the precipitating factors and causes of challenging and difficult behaviour in children and youth. Course outcomes will include: useful techniques for recognizing and responding to children with behavioural, social and emotional difficulties, as well as adapting programs to the special needs of children and families living in shelters. This workshop is designed for staff working directly with children and youth and will provide practical information and hands-on skills to enable you to respond to situations effectively. Topics to be discussed will include: theories and factors for presenting behaviours; looking beyond the behaviour; children and youth with special needs; techniques for the redirection and modification of disruptive or unsafe behaviour; use of consequences; and practical strategies for dealing with challenging behaviours.

Learning Objectives:
— Increase participant's understanding of the underlying causes of challenging behaviour.
— Increase participant's awareness of their impact on behaviour and acquire strategies to manage their presentation.
— Opportunity to acquire a variety of management strategies to support effecting changes in behaviour through positive means.
— Using understanding of an individual to plan your approach and strategy to effect positive changes in behaviour.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

CO-CREATING PSYCHOLOGICAL SAFETY IN THE WORKPLACE

The goal of this session is to introduce the concept of psychological safety and to introduce a rationale as to why leaders in organizations need to pay attention to this quality when working towards creating healthy workplaces. While employers and workplaces typically have a good grasp on standards and legal duties to protect employee physical safety, there is limited awareness and understanding of their role in creating psychologically safe work environments. The goal of this workshop is to introduce and explore the concept of psychological safety as a key ingredient to effective and productive workplaces, and to offer senior leaders, managers and facilitators tools and processes they can use and adapt to help their work teams co-create a social environment where everyone's psychological well-being and mental health is protected and promoted.

Learning Objectives:
At the end of this program participants will be able to....
— Describe the importance of psychological safety as a critical ingredient contributing to effective and productive workplaces.
— Begin to formulate discussions (raise awareness) and introduce skills as advocates/role models of psychologically safe workplace practices and begin co-creating these environments with their colleagues and work groups.
— Apply three practical strategies that foster and support psychological safety.
— Experience the Circle process as a supportive social container to nurture and sustain psychological safety and apply to any social environment.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

COGNITIVE BEHAVIOURAL TECHNIQUES

This workshop is designed as an introduction to evidence based Cognitive Behavioural Techniques that can be used in a variety of community based social service settings. Participants will learn how thinking affects one's behaviour and how cognitive behavioural interventions can provide tools for helpers to assist clients in a number of problem areas like addiction, depression and anxiety struggles. Through active learning, case examples and role play participants will be exposed to the theory of cognitive behavioural approaches, but more importantly will learn practical skills to use in their practice.

Learning Objectives:
– Learn the foundational knowledge that contributes to cognitive behavioural approaches.
– Practice through role play, cognitive behavioural techniques learned during the workshop.
– Develop a set of cognitive behavioural techniques and skills to use in their organizational setting.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training |☒ eLearning

COMMUNICABLE DISEASES

Presenters from Toronto Public Health will discuss communicable diseases. Hepatitis, TB and STI's including HIV/AIDS will be discussed. Recommendations for protecting and promoting health for yourself and your clients will be explained. Harm Reduction Tools and Strategies will also be discussed as methods of communicable disease control.

Learning Objectives:
– Understand Hepatitis A, B and C and the basic concepts of infection prevention and control.
– Have timely and accurate information about the transmission, symptoms, and treatment of reportable Sexually Transmitted Infections.
– Be able to identify the difference between Latent TB Infection and Active TB Disease.
– Be able to identify Harm Reduction services that are available in Toronto.

ⓘ
Target Group: All
Training Method: ☒ Classroom| ☒ Agency Training |☑ eLearning

COMMUNITY WORKER SAFETY STRATEGIES

This program will introduce participants to practical safety strategies designed to maximize personal safety and minimize risk when working in unfamiliar or potentially dangerous community environments. Topics include: self-awareness regarding unsafe situations, minimizing risk and maximizing personal safety, increasing personal confidence when working alone, identifying your physical/psychological/emotional resources, and identifying your agency's strengths and gaps through the completion of safety inventories, assessing risks and opportunities of neighbourhoods and increasing interpersonal boundaries when working with clients.

Learning Objectives:
− Increase your self-awareness regarding survival intuition and becoming "fully present" in potentially unsafe situations when working in the community.
− Introduce some practical strategies and tools to minimize the risk and maximize your personal safety in potentially unsafe situations.
− Increase your personal confidence and professional competency when working alone in potentially dangerous situations.
− Challenge participants to embark upon a self-mastery pathway towards maximizing their professional competency, resiliency and well-being via their work in the community.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

CONCURRENT DISORDERS
CONCURRENT DISORDERS (INTRODUCTION)
Many service providers struggle in working with clients who live with an addiction and mental health concern (concurrent disorder). This workshop will define the term concurrent disorder and review the historical development and knowledge base of the clinical literature. Participants will learn practical approaches in working with clients living with a concurrent disorder and are asked to bring cases from their own practice for discussion. This is an experiential workshop where participants will be asked to apply new knowledge to their own service centres.

Learning Objectives:
− Define and describe concurrent disorders and the subpopulations within concurrent disorders.
− Understand the prevalence and impact of concurrent disorders.
− Develop strategies for engagement and assessment of client to apply in their work.
− Understand the models to identify the relationship between concurrent addiction and mental health problems.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

ADVANCED CONCURRENT DISORDERS
In this workshop participants will review learning in Introduction Concurrent Disorders and build upon those skills while reviewing Best Practice Guidelines as outlined by Health Canada. Learning Goals will include: Defining concurrent disorders and integrated treatment; Best practice for Screening and Assessment Treatment for Co-occurring and the following: Mood and Anxiety, Persistent Mental Disorders, Personality Disorders and Eating disorders. Implications for the System Level.

Learning Objectives:
− Participants will review two evidence-based practices in working with concurrent disorders (CBT and Contingency Management).
− Participants will apply key concepts of both models through case discussion and role plays.
− Participants will acquire CBT and Contingency management skills to apply to their work environment.

CONFLICT RESOLUTION AND NEGOTIATION SKILLS
CONFLICT RESOLUTION AND NEGOTIATION SKILLS (INTRODUCTION)

Conflict is inevitable in all workplaces, but the way in which it is handled will determine whether satisfactory outcomes are achieved, and positive relationships developed. Dealing ineffectively with conflict can cause tensions, increase stress in the work environment, and take up precious time. This practical workshop will provide an array of tools and techniques to add to your competence in negotiating and resolving conflicts. This workshop will help you: understand the dynamics of conflict escalation, make people feel heard, clarify situations for constructive dialogue, approach people and raise concerns in ways that won't lead to defensiveness and use principled negotiation to generate win-win solutions.

Learning Objectives:
- Understand the process of conflict escalation and de-escalation
- Able to acknowledge feelings, values, and needs.
- Able to ask clarifying questions.
- Able to express a concern in a respectful way and understand the principles of win-win conflict resolution.

ADVANCED CONFLICT RESOLUTION AND NEGOTIATION SKILLS

This course will build on the learnings of the Conflict resolution and Negotiation Skills workshop. You will gain advanced skills and practice negotiating and resolving conflicts. This workshop will help you: look at the different types of conflict; use advanced negotiation skills and de-escalation skills with clients; and set boundaries effectively and manage conflicts between two clients. Additionally, it will help you build an understanding of the different ways people deal with conflict. We will look at how to reduce aggressive, passive, and passive-aggressive patterns in conflict situations and how to increase assertive and respectful interactions.

Learning Objectives:
- Understand five primary sources of conflict, and strategies to respond to each.
- Understand four different conflict styles and how to flex to different styles.
- Practice boundary setting and reducing escalating behaviours.
- Negotiating effectively with colleagues and with clients.

- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

EFFECTIVE CONFLICT RESOLUTION AND NEGOTIATION SKILLS FOR SUPERVISORS

It is inevitable, that as a supervisor, manager or executive director, you will eventually have to deal with situations of conflict. Dealing ineffectively with conflict can intensify tensions, lead to a stressful work environment, and take up a lot of your time. This practical workshop will provide an array of tools and techniques to help achieve satisfactory outcomes and positive working relationships. Additionally, we will consider how different work-styles affect the team and from this how to build a stronger team.

Learning Objectives:
- De-escalate tense situations.
- Respond to confrontation by employees.
- Approach and raise concerns with staff members in ways that won't lead to defensiveness.
- Address people's underlying concerns set boundaries effectively and manage staff-staff conflicts.
- Develop an understanding of different work-styles and how to work with these different styles to strengthen your team.
- Learn the 4 main components of team-building and consider how to apply them in your workplace.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

COUNSELLING SKILLS
COUNSELLING SKILLS PART I

This interactive workshop will expand and build upon basic counselling skills that are used in working with clients within the housing system. The session is divided into two parts: the morning will be spent examining the essentials of counselling and communication skills; while the afternoon focuses on the application of these skills in specific areas. These areas include: diverse client populations; women's issues; people with mental health or concurrent disorders; working with groups; and other areas identified by participants in the workshop. Drawing on a variety of theoretical and practice-based approaches, this session introduces counselling for those new to the field, and an opportunity for continued development and practice for more experienced participants. You are asked to come to the workshop with your own case examples for discussion and "troubleshooting."

Learning Objectives:
- Review effective communication skills used in many service settings.
- Examine how these skills are used within the context of agencies with specific subpopulations like street involved, Aboriginal and LGBT communities.
- Practice exercise utilizing these skills and review relevant case examples from participants' setting.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

COUNSELLING SKILLS PART II

Why are some people easier to work with than others? How can I better connect with challenging clients? Many of the answers to these questions can be found in how we communicate: the better our communication skills, the easier it is to work with personally and professionally challenging individuals and situations. Building on the content covered in the "Introduction to Counselling Skills" course, this workshop will focus on enhancing your communication skills, developing greater cultural competence, and managing conflict more effectively. The session addresses the key principles and strategies in effective communication, with a focus on giving and receiving feedback, non-verbal communication, and identifying areas for further professional development. This dynamic and practical course combines large group discussion, interactive small-group exercises and individual work. At the end of this course participants will be able to: assess communication strengths and areas for further development; apply strategies for giving and receiving feedback; recognize different types of non-verbal communication; resolve conflict more effectively; and identify next steps for continued enhancement of communication skills.

Learning Objectives:
− Enhance your understanding of core counselling/communication skills and areas for further development.
− Apply a brief, cognitive-behavioural intervention in counselling.
− Implement Mindfulness Meditation strategies with clients.
− Learn and use some new tools for your counselling tool kit.

ⓘ
- Recommended participants attend Introduction to Counselling Skills.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

CUSTOMER SERVICE

Across all industries and organizations today, excellent customer service is an expectation. When employees can adopt and support a customer service culture everyone benefits. Focusing on client-oriented customer care, this highly interactive workshop will reinforce positive attitudes and bring new customer service skill sets to familiar situations reinforcing the delivery of caring, courteous and customer-oriented service both face-to-face and on the phone. Participants will learn: the importance of good customer service, identify what customers want, practice language strategies to manage challenging situations, how to deal with irate callers effectively, use positive language (extended phrases, words to use, words to avoid), and take responsibility and ensure customer satisfaction.

Learning Objectives:
− Define exceptional client service for your organization.
− Practice language strategies to manage challenging situations.
− Deal with irate callers effectively.
− Take responsibility for client service excellence - go the extra mile.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☑ eLearning

DEFUSING HOSTILITY TWO-DAY TRAINING

Staff and supervisors are increasingly intervening with people who are angry, hostile, aggressive and violent. This intensive two-day training program will provide you with the knowledge, self-awareness, and skills to verbally defuse hostility and aggression, work more effectively as a team, and manage the stress often experienced through such encounters. This workshop will help you to: understand the dynamics of anger and hostility; manage and defuse yourself through a journey of self-exploration of early learning about anger and hostility and personal value conflicts; effective verbal/non-verbal skills for de-escalating anger, hostility and resistance; a holistic approach to utilizing the "individual in crisis" to guide the intervention and de-escalation process; and understand the impact, causes and symptoms of compassion fatigue and traumatic stress. A certificate of participation will be issued upon successful completion of the two-day course.

Learning Objectives:
- To explore the dynamics of anger and hostility.
- To increase the self-awareness and interpersonal awareness of anger and crisis with participants.
- To develop effective verbal and non-verbal approaches for responding to anger, hostility and resistance.
- To identify and explore challenging crisis situations of participants and to provide actual simulation opportunities for intervention.

- To participate in this training all participants must read and sign a waiver.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Please wear comfortable clothing and running shoes.
- Participants will receive a training manual and certificate valid for eighteen (18) months.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

DOCUMENTATION SKILLS
DOCUMENTATION SKILLS (INTRODUCTION)

Are you interested in the essentials of documentation and record-keeping? Do you want to know what guides the structure and content of writing for counsellors and advocates? While practicing various aspects of documentation, participants will review basic guidelines for documentation and record-keeping; examine general legal and ethical issues that guide documentation; and evaluate simulated writing samples for accurate, complete, and non-biased content. At the end of the workshop, participants will have a clear idea of the principles that guide best practices in documentation.

Learning Objectives:
- To review basic guidelines for documentation and record-keeping.
- To examine, in general, legal and ethical issues in documentation.
- To evaluate writing samples for accurate, complete, non-biased content.

- This workshop is a technical writing workshop and does not directly address legal issues.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

ADVANCED DOCUMENTATION SKILLS

Following from the Documentation Skills Introduction session, this workshop will begin by summarizing the general principles that guide best practices in documentation, and the policy and legislation that inform the way we collect information in social service agencies. The rest of the workshop will focus on participants' written work in response to various simulated, live interviews, and work situations. Participants will also have an opportunity to examine their own work and reflect on areas of improvement.

Learning Objectives:
− To use principles of best practices in improving professional documentation.
− To understand the policy and legislation that guide responsible documentation.
− To use priority and discernment as tools for documenting layered issues.
− To make use of personal feedback in improving professional documentation.

(i)	• Recommended participants attend Introduction to Documentation Skills.
	• You must be prompt for the course - any time missed will result in certificate not being issued.
	• This training is interactive, all attendees are required to participate.
	• Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

DROP-IN BEST PRACTICES TWO-DAY TRAINING

The drop-in sector's best practices are effective and accountable ways of providing service in a meaningful and supportive way to its participants. This two-day training, by TDIN staff and subject matter experts, includes tours of drop-in sites to gain a comprehensive understanding of the evolution, best practices and models in the drop-in sector.

Learning Objectives:
− Understand the evolution of drop-ins and their place in Toronto social services.
− Understand the best practices and core competencies of the drop-in sector's Measuring Success Framework.
− Learn about Drop-In models, visit and compare actual drop-in programs.
− Recognize how sector best practice impact physical space, program design and delivery.

(i)	• You must be prompt for the course - any time missed will result in certificate not being issued.
	• This training is interactive, all attendees are required to participate.
	• Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

DROP-IN PARTICIPANT ENGAGEMENT

Increasing opportunities for drop-in participants to collaborate in the decision-making processes of drop-ins is a sector best practice. This course, taught by TDIN staff and sector subject matter experts, confirms the value of participant engagement, as it improves program quality and outcomes with people who use drop-ins. This course is rooted in a participant engagement framework that outlines and examines participant leadership opportunities in program design and agency operations.

Learning Objectives:
− Understand why participant engagement practices improves quality of life.
− Examine tools which support participant-driven program design.

- Learn to mobilize leadership opportunities, and support participant skill building using exercises and hearing from former and current drop-in participants.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

DUAL DIAGNOSIS

Individuals living with a dual diagnosis can present significant service challenges to direct service professionals. This full day workshop is intended to provide clear and practical knowledge and skills to better understand the needs and challenges related to the dually diagnosed. Participants will leave with a clear understanding of what constitutes a dual diagnosis, how it may impact their ability to effectively serve these individuals, and how best to develop an approach to supporting these individuals in a variety of professional environments. This course will combine facilitated learning, case examples, and group work and is intended to provide practical and applicable knowledge and skills for direct service staff.

Learning Objectives:
- Increased understanding of what constitutes a Dual Diagnosis.
- Increased understanding of the influencers on behaviour in relation to intellectual disability and mental health needs.
- Awareness of the Cloak of Competence and its implications on service delivery.
- Opportunity to acquire and practice strategies to effectively support individuals with a Dual Diagnosis.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

EFFECTIVE PROGRAM DEVELOPMENT AND EVALUATION

This workshop will assist agency leaders and volunteers to effectively design and evaluate programs. Participants will explore promising practices and best evidence in the field - in the areas of program planning and evaluation. We will focus on strategies to build and deliver impactful programs as well as getting to the best qualitative and quantitative results (both process and outcome impact) for community-based agencies. Evaluation approach will include a focus on areas like developing helpful baselines, creating qualitative and quantitative indicators and tools for assessment and analysis of results. We use an exciting, active adult education, anti-oppressive, interactive and participatory approach to the work.

Topics for this workshop will include:
- ✓ Aligning agency mission and mandate to program objectives and relevant community needs.
- ✓ Strategies for tracking trends, anticipating and responding to critical emerging community needs and priorities.
- ✓ Effective Program Development concepts, design strategies and operational frameworks: aligning priorities with design.
- ✓ Process and Outcome evaluation tools (Qualitative and Quantitative).
- ✓ Effectively analyzing and understanding results.

✓ Approaches to managing programming and organizational change based on evaluation results.
✓ Participants will be provided with course manuals and resource materials.

Learning Objectives:
- Increased understanding of community-based program design evaluation methodologies.
- Build effective community-based program design and delivery and evaluation skills.
- Increased leadership and planning skills to inform and enhance program performance and effectiveness.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Program Managers and Front-Line Staff
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

EFFECTIVE PROPOSAL WRITING

This one-day session is designed for supervisors, managers and board members working and/or volunteering in the non-profit sector who wishes to gain further experience in funding proposal writing. This workshop will provide participants with the opportunity to: understand the funding environment; assess their organizational capacity and alignment; review key elements of business case, project proposals and funding proposals; develop and write a short funding proposal and evaluate the funding proposal.

Learning Objectives:
- Develop an understanding of the funding environment.
- Review key elements of business case, project proposals and funding proposals.
- Develop, write and evaluate a short funding proposal.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers, Supervisors, Board Members and Agency Staff
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

EFFECTIVELY BUILDING EQUITY INTO WELLNESS PRIORITIES IN YOUR AGENCY

In a highly diverse and challenging agency environment, the need to provide effective support to staff members who are dealing with on-going stress and issues of "burn out" is critical. This participatory session will provide opportunities for managers to develop critical awareness and practical skills to address wellness challenges – personally and organizationally. Toronto's workplace environment is highly diverse with multiple programming and case management challenges faced by staff often with increasingly limited resources. The session will therefore utilize an equity-based orientation and framework. Additionally, participants will have access to practical tools to support an understanding of some of the critical equity-related challenges that contribute to and might compound workplace stressors. We will explore strategies to address them. The experience will provide managers with the skills necessary to be a dynamic, proactive wellness leader and examine key components to building an integrated wellness plan that is focussed on safety, equity, cultural competence, effectively addressing staff stress-related needs and infusing wellness as a priority in all aspects of their social service work. Case studies, best evidence, resources and support material will be utilized.

Learning Objectives:
- Build awareness of basic wellness issues – personally and organizationally using an equity-based framework.
- Enhance knowledge and skills in addressing workplace stressors and wellness in a fast paced, demanding and diverse work environment.
- Provide relevant tools and resources to enhance leadership in addressing agency wellness, safety and effectiveness.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Managers, Supervisors and Coordinators
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

EFFECTIVELY SUPPORTING DROP-IN PARTICIPANTS' GOALS

Supporting participant led goals is a sector best practice, and a key function of the role the drop-in sector plays in the lives of vulnerable people. It is critical to facilitate a supportive relationship, while understanding individual and systemic factors which impacts drop-in participants. Advocating for services and systems creates positive outcomes in drop-in settings. This course is taught by TDIN staff and subject matter experts. Resources to increase the capacity of workshop participants will be provided.

Learning Objectives:
- Examine tools to support participant-driven decision making.
- Enhance understanding of how systems and services are navigated.
- Learn to effectively support self-advocacy, advocacy in service provision and systemic advocacy.
- Help participants to identify and plan for goals.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

EMERGENCY FIRST AID AND CPR

This entry level full-day program introduces the prevention and educational aspects to many common First Aid emergencies. This First Response course deals with immediate life-threatening situations, as well as the EMS (Emergency Medical Services) system. Other topics for this program include basic anatomy\physiology, victim assessment, unconsciousness, shock and trauma, rescue breathing and choking (adult), medical conditions, bleeding and burns. Legalities, **Bloodborne Pathogen and Disease Transmission are also discussed, as they apply to the First-Responder in an emergency. The Heart Saver Plus CPR course is included in this Emergency First Aid Program. Standards taught reflect the New CPR Guidelines and Standards released in November 2010 and approved by the HSFC and the AHA. Participants are introduced to precautionary practices that are recommended by organizations such as the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC).

ⓘ
- To participate in this training all participants must read and sign a waiver.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.

ENHANCING COMMUNICATION THROUGH ASSERTIVENESS

Communicating clearly, effectively and with confidence is not always easy. Direct service professionals are incredibly reliant on their ability to verbally communicate with individuals they encounter in their day. As communicators we are often unaware of our tendency to be too passive or aggressive during challenging situations. Ideally, we want a style that is respectful of ourselves and of others. The objective of this workshop is to teach communication techniques that help participants be more effective in their dealings with others. The goal of this full-day course is to assist each participant in developing a core competency of assertive communication skills and how to use forethought and strategy during challenging situations. This session will provide facilitated instruction, scenarios and case examples; participants should come prepared to share their own examples and challenges. Participants will leave the session with practical approaches ready to implement and share in their workplaces. This workshop will offer opportunities to engage in group discussion and to address specific challenges.

Learning Objectives:
- Increased awareness of various barriers to communication.
- Exploration of personal communication preferences.
- Essential communication skills – instruction and practice.
- Understanding assertiveness – enhancing assertive communication.
- Integrating communication strategies into the workplace.

ENSURING YOUR AGENCY IS TRAUMA INFORMED

Given the high rates of traumatic exposure among consumers of shelter services it is essential that all shelter staff regardless of their position understand trauma and its impact on clients. In order to provide quality care and design effective services, executive directors and their managers need to consider how services must be adapted in order to become "Trauma Informed". All programming should be designed and delivered by managers and staff that view every potential interaction through a trauma lens. Not to do so means that service providers run the risk of harming rather than helping and re-traumatizing rather than healing. Accomplishing this task cannot be done by training alone. It will require a commitment by the managerial team, on-going supervision and training of staff as well as the development and implementation of an ongoing strategic plan.

Learning Objectives:
Participants will be able to:
- Examine the benefits of conducting an agency wide assessment and developing a strategic plan to become a trauma informed service.
- Understand the importance of staff and supervisor training, challenges of staff turnover, staff trauma histories and what constitutes good trauma supervision.
- Look at ways that agencies can create trauma informed safety and support in all aspects of service – intake, service delivery and discharge.

- Examine your agency's policies and procedures through a trauma lens and explore whether your current polices make "trauma informed" sense.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Supervisors, Managers and Board Members
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

ETHICAL BOUNDARIES

This brief but intense information session will focus on supporting direct service professionals in the housing and homeless sector with establishing and maintaining professional boundaries. The session will look at strategies to create effective and respectful boundaries early in the working relationship. The perspective of boundaries will combine both the relationship with the service consumer and co-workers. Additionally, the session will spend time addressing how to maintain boundaries when they are tested, or professionals feel a personalized connection to a specific individual. Participants will: increase their understanding of strategies to establish professional boundaries with both service consumers as well as co-workers; explore their personal impact and how one can effectively interact and support individuals while maintaining professional boundaries; increase their understanding of how to separate personal values and opinions from professional roles and responsibilities; and learn strategies to maintain boundaries when/if they are tested. This session will offer group facilitation, case situations and the opportunity for question and answers.

Learning Objectives:
- Increased awareness and understanding of the importance of boundaries and how to responsibly develop and establish.
- Ability to separate personal values and perspective from workplace expectations and boundaries.
- Increased ability to adapt to a variety of situations related to workplace boundaries.
- Increased understanding of how to respond well to boundary tests.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☑ eLearning

---

FOUNDATIONS TO CRIMINAL JUSTICE

The Criminal Justice System in Ontario can be complex and challenging. Understanding the processes and procedures can lead to a more successful outcome for all concerned. This detailed and interactive workshop will give participants a comprehensive overview of how the Ontario legal system functions. Topics covered will include The Criminal Code, The Mental Health Act, Fitness to Stand Trial, Court Decorum, 102 Mental Health Court, Drug Treatment Court, Legal Aid, Please Court, Bail Court, Bail Hearing, The Bail Program, Surety, and PARS, among others. Also discussed will be the roles of Judges, Justices of the Peace, Police, Lawyers, Duty Counsel, Defense Counsel, Court Officers and Court Clerks. The Aboriginal Justice system will also be reviewed. A glossary of relevant terms will also be included.

Learning Objectives:
- Participants will learn an overview of the Justice system in Ontario and become familiar with terms commonly used.

- Discussion of case examples from practice will be used to contextualize learning and make relevant for participants.
- Participants will become familiar with alternative justice and diversion systems which may assist in the work they do with clients.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

FROM FRONT LINE TO SUPERVISOR/MANAGER

Congratulations! You are a supervisor/manager! Now what? How will you interact and deal with your former peers? Where should your focus be? How can you continue your success? Your co-workers, fellow team members, and in many cases, your friends were the people you joked with, took breaks with and looked out for. The co-workers who used to be your peers are now the employees who report to you. Even if they were happy that you got promoted when you accepted the job, you're no longer in the "us" crowd. Now, a lot of things are very different. This course will assist newly hired supervisors/managers from within the organization to assume their new management role in a prepared and confident way.

Topics Explored:
- ✓ Handling friendships and the necessary changes.
- ✓ Boundaries as a supervisor/manager with former peers.
- ✓ Setting clear expectations.
- ✓ Enhancing relationship skills.
- ✓ Obtaining collaboration.

Learning Objectives:
- Develop effective boundaries with former peers.
- Enhance relationship skills.
- Learn assertive communication and delegation skills.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** Managers and Supervisors
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

GROUP DYNAMICS AND GROUP FACILITATION

What do I do when a group just isn't interested? How do I deal with "monopolizers" or skeptics in a group context? How do I keep the group focused and engage all the members? Group facilitation involves attending to multiple simultaneous group processes and content; yet a well-facilitated group can be a powerful vehicle for mutual support and positive change. This workshop examines several key issues in group dynamics and presents practical tips and strategies that you can use right away. Workshop content will draw from theory and research on effective facilitation techniques, with an emphasis on interactive, hands-on learning. Participants are encouraged to bring their own challenging group facilitation questions and practice dilemmas for discussion and troubleshooting in the session.

Learning Objectives:
- Assess your own facilitation strengths and areas for improvement.
- Identify planning strategies to increase group engagement and interaction.
- Learn how to deal with challenging participants.
- Receive feedback on areas of strength and further development as a facilitator.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

HARM REDUCTION

This one-day workshop is designed to provide historical context for harm reduction initiatives and practices in Toronto, and to introduce the concept of both substance use and harm reduction as continua. We will explore some of the roots and effects of stigma and NIMBYism; some barriers/solutions to implementing harm reduction models, and the efficacy of harm reduction strategies. An example of a practical application of harm reduction illustrating the value of including peer expertise in projects and programs will be afforded through an examination of overdose risks and responses.

Learning Objectives:
- Increased understanding of the complex relationships between poverty, homelessness, trauma, stigma, substance use and harm reduction.
- Strengthened awareness of the efficacy of harm reduction strategies including overdose awareness.
- Enhanced knowledge of harm reduction-based resources/services and of including people with lived expertise in program development and delivery.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☑ eLearning

HOARDING SUPPORT THROUGH A TRAUMA-INFORMED LENS

With an estimated 2-5% of the population struggling with hoarding, it is increasingly being recognized as a complex mental health issue. Hoarding effects individuals, families and communities, and can lead to serious health and safety concerns. There is a higher risk of falls and being unable to escape or be rescued in an emergency. Pest control issues, fire, building and public health code violations, eviction and child and family service involvement are other potential challenges. This full-day workshop will provide housing, shelter, drop-in and mental health workers with an overview of the main types of hoarding, early warning signs that a hoarding situation may be developing, and how to differentiate hoarding from clutter and disorganization caused by other factors such as ADHD or depression. This workshop will look at trauma-informed, solution-focused and Cognitive-Behavioural Therapy (CBT) strategies that can be used to address various aspects of hoarding. Viewing hoarding as both a response to trauma, and something that can lead to trauma, can help workers approach clients who hoard from a place of compassion empathy, support and openness to understanding the function of hoarding in a person's life.

Through classroom discussions and interactive group work, participants will develop a list of practical strategies to help those they work with reduce organizational challenges, indecisiveness, power

struggles and anxiety throughout the decluttering process. CBT techniques including exposures to reduce anxiety will also be presented. Community resources available to assess the severity of health and safety concerns, and using crisis situations and a person's hopes, dreams and goals as a part of moving into action related to decluttering will also be discussed.

Learning Objectives:
Participants will increase understanding of:
— Hoarding and factors that contribute to the development of hoarding issues
— The benefits of combining trauma-informed, solution-focused and cognitive-behavioural strategies to address issues arising from hoarding
— Practical strategies to reduce anxiety, indecision and power struggles when helping with decluttering, organization and reducing safety concerns
— Community resources related to hoarding

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

HOW TO GIVE AND RECEIVE CONSTRUCTIVE FEEDBACK FOR SUPERVISORS/MANAGERS

There is nothing more potentially helpful to professional growth and development in any field than constructive criticism. However, criticism, even if well-intentioned, is often far from perfect and not always particularly rational, fair or constructive. Indeed, one of the most difficult, yet never-ending and crucial tasks facing all employees at every level of an organization is giving feedback – especially critical feedback. Research confirms what many seasoned managers have learned the hard way: that critical feedback delivered ineffectively actually backfires and costs time, money and effort. This workshop will provide participants with concrete strategies, steps, insights and tips for delivering valid and constructive, positive as well as critical feedback. Additionally, the workshop covers how to receive feedback. This workshop also provides concrete strategies, steps, insights and tips for getting the most out of valid and constructive feedback, how to evaluate your own work and how to prevent problematic feedback from being taken too personally.   This workshop is a great opportunity to develop a key set of skills that every member of an organization can uses and should have in their professional "tool box".

Learning Objectives:
Participants in the workshop will learn how to:
— Identify the purpose and goals of seeking feedback from others.
— Prepare yourself for receiving or giving feedback.
— Understand the dynamics of the feedback situation.
— Recognize common biases.
— Minimize defensiveness when dealing with critical feedback.
— Put rejection and critical feedback into perspective.
— Deal with not-so-constructive feedback.
— Integrate constructive criticism into moving forward.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

IMMIGRATION POLICY CHANGES, REFUGEE PROTECTION SYSTEM AND HUMAN TRAFFICKING

This full-day session combines two half-day workshops offered through FCJ Refugee Centre. During the Immigration Policy Changes section, the facilitator will review the new immigration programs, procedures and policy changes made by immigration and how they are affecting immigrants and refugees. The facilitator will also explore the alternatives and current resources for vulnerable individuals: human trafficked persons, homeless population, non-status and precarious migrants. The Human Trafficking section will provide a general overview of human trafficking issues in Canada while focusing in greater detail on victim/survivor support and resources through a lens of coordinated community response. The presentation will provide access to crucial training materials and educational resources about trafficking. It will also assist participants with identifying and providing better service to women who have been trafficked with respect to accessing education on important legislative, policy and legal issues that affect refugee claimants.

Learning Objectives:
– Summary of Immigration Policy Changes implemented.
– Changes to the refugee determination system.
– Timelines on the Refugee Determination Process.
– Root causes and awareness of trafficking: trafficking in Canada.
– Understanding and identifying a trafficked person.
– Services and settlement process for a trafficked person.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

INCLUSIVE SHELTER ENVIRONMENTS FOR LGBTQ2S PEOPLE

This training supports shelter staff to become better allies for people in the LGBTQ2S communities experiencing homelessness. Research and the voices of LGBTQ2S people have been consistently highlighting that all sectors need to improve the experiences of LGBTQ2S people experiencing homelessness. Homophobia, biphobia, and transphobia are prevalent in our systems: families, education, health care, faith, employment and justice, to mention only a handful. The goal of this training is to help staff and organizations become better allies of people from the LGBTQ2S communities. In order to do this, we need to create welcoming and affirming spaces for LGBTQ2S people. This accessible and practical training will support shelter staff to improve professional practice and to access knowledge and tools that will assist with the development of policies and practice. This curriculum supports staff and organizations to meet mandatory requirements within the City of Toronto Shelter Standards.

Learning Objectives:
– To identify how to improve the experiences of LGBTQ2S people accessing the programs of participating organizations.
– To identify emerging and promising practices that support LGBTQ2S people.
– To identify common words to express sexual orientation, gender identity and gender expression in Canada.
– To develop an empathetic understanding of the experiences of the LGBTQ people.
– To challenge homophobic, biphobic and tranphobic language and behaviour.
– To develop measurable actions to foster a safe, welcoming and inclusive environment that protects the dignity of LGBTQ2S people.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.

- Upon successful completion, a certificate of attendance will be issued.

INCLUSIVE SHELTER ENVIRONMENTS FOR LGBTQ2S YOUTH

This training supports shelter staff to become better allies for LGBTQ2S youth experiencing homelessness. The voices of young people backed by research have been consistently highlighting that all sectors need to improve the experiences of LGBTQ2S youth experiencing homelessness. Homophobia, biphobia, and transphobia are prevalent in our systems: families, education, health care, faith, employment and justice, to mention only a handful. The goal of this training is to help staff and organizations become better allies of LGBTQ2S youth. In order to do this, we need to create welcoming and affirming spaces (social, physical and cultural) for LGBTQ2S youth. This accessible and practical training will support shelter staff to improve professional practice and to access knowledge and tools that will assist with the development of policies and practice. This curriculum supports staff and organizations to meet mandatory requirements within the City of Toronto Shelter Standards.

Learning Objectives:
– To identify how to improve the experiences of LGBTQ2S youth accessing the programs of participating organizations.
– To identify emerging and promising practices that support LGBTQ2S youth.
– To identify common words to express sexual orientation, gender identity and gender expression in Canada.
– To develop an empathetic understanding of the experiences of the LGBTQ youth.
– To challenge homophobic, biphobic and tranphobic language and behaviour.
– To develop measurable actions to foster a safe, welcoming and LGBTQ2S inclusive environment that protects the dignity of young people.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

INDIGENOUS CULTURAL COMPETENCY TRAINING

Intergenerational trauma as well as direct, indirect, and vicarious experiences of trauma, have impacted the health and well-being of Aboriginal peoples. Understanding the complexity of how trauma affects emotional responses, triggers, perceptions and beliefs is foundational to a trauma-informed approach. A trauma-informed approach aims to create physical, mental, spiritual, and emotional safety in order to support healing and well-being. The purpose of this training is to provide all organizational staff, including facilities staff and board members, with the structural foundations for entrenching a trauma-informed approach in all aspects of care; from intake procedures, organizational policies to physical space.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

LEGAL RESPONSIBILITIES AND BEST PRACTICES WHEN REPORTING SUSPECTED CHILD ABUSE

This workshop, presented by Boost for Kids, will assist participants in the early identification of and effective intervention with children who have been abused, or are at risk for abuse. Legal and moral responsibilities with respect to reporting suspicions of child abuse will be highlighted. This will include assisting participants in understanding when a call to a Children's Aid Society is necessary. Strategies that assist staff in overcoming their fears of reporting will be emphasized, as well as suggestions for how to maintain the client relationship when a report to child protection authorities has been made. The information and discussion shared in this workshop will support agencies in developing proactive policies and procedures for responding to children and families when abuse and violence are suspected.

Learning Objectives:
- Differentiate child abuse and family violence in legal and social contexts, including how culture relates to child abuse and family violence in a Canadian context.
- Describe strategies for responding to a disclosure of child abuse or family violence, within one's professional role.
- Develop an understanding of how the child protection system operates in Ontario, including the roles of a Children's Aid Society and police.
- Determine when to consult about and report suspicions of child abuse to a child protection agency, specifying legal reporting responsibilities.
- Identify fears to reporting suspicions of child abuse, recognize how these impacts on children and families, and discuss how to overcome fears.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Youth Workers, Children's Advocates, Family Shelter Workers, Supervisors and Managers
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

MANAGING AND LEADING ON DIVERSITY

This interactive, experiential workshop will provide opportunities for managers and leaders to enhance their diversity awareness, build cultural competence and organizational leadership. The session will provide tools to assist in building an inclusive sensitive, representative work environment and in offering excellent services to an increasingly diverse clientele. Participants will engage in activities focusing on critical self-reflection, dynamics of power, working with differences, delivering services in a culturally competent manner, how to ensure policies and organizational culture appropriately reflect diversity and key elements in diversity planning. There will also be opportunities to explore the socio-cultural realities of diverse communities in Toronto.

Learning Objectives:
- Provide opportunities to explore issues of identity and social location in respect to diversity, equity and cultural competence.
- Enhance your knowledge of the concepts of diversity, equity and cultural competence.
- Increase your leadership skill level in effectively planning and working with diverse populations in your agency.
- Provide you with relevant resources and tools to enhance your work as manager and leaders in the area.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers, Supervisors and Board Members
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

MARGINALIZED YOUTH, CRISIS MANAGEMENT AND CONFLICT RESOLUTION

This workshop explores critical challenges related to crisis management and conflict resolution for youth residents in multi-racial, high needs residential environments. This interactive, participatory session will provide case studies, tools, approaches and strategies to effectively address these issues. Increasingly, diverse agency realities (e.g. gender, race, religious background, sexual orientation, etc.) mean that there will be a strong focus on anti-oppression and equity principles, considerations and assessments. Strategies identified will be framed by a youth-centred, asset-focussed orientation. Additionally, the practices and approaches to conflict resolution and non-violent intervention will be infused by cultural considerations and implications. Finally, the workshop will provide opportunities to explore some policy and programming issues related to important decisions like discharge, resident empowerment and proactive staff supports.

Learning Objectives:
– Explore contextual issues related to anger, violence and social exclusion related to youth residents.
– Develop important knowledge and skills related to effective crisis management and conflict resolution for youth residents in a culturally and racially diverse environment.
– Enhance shelter effectiveness in addressing issues of safety, wellness and staff support.
– Provide tools and resources to effectively promote and support shelter safety for all stakeholders.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Front line and Case Management and Programming Staff, Managers/Supervisors
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

MEDIATION SKILLS FOR QUICK INTERVENTION

Knowing how to resolve interpersonal conflicts in a timely and constructive way is an important skill for shelter staff, managers, and volunteers. Participants in this one-day workshop will be introduced to mediation principles and skills that will enhance their ability to respond to conflicts as they arise between clients, staff, colleagues and others. They will learn the St. Stephen's Quick Intervention model, a mediation technique that "puts out fires" by improving communication and building understanding between people in conflict. By the end of this workshop, participants will: know that conflict can be an opportunity for learning and beneficial outcomes, understand the nature and dynamics of anger and conflict escalation, understand mediation and the role of the mediator, learn techniques to remain calm in the face of anger and conflict, learn the core mediation skills of needs-based problem-solving and active listening, develop skills to de-escalate people in conflict and identify their underlying needs, have strategies to build understanding between disputants and engage them in problem-solving, learn how to apply mediation principles and skills to resolve conflicts "on the spot" using St. Stephen's "Quick Intervention Model".

Learning Objectives:
– Understand the principles of third-party intervention in a conflict situation.
– Understand the steps involved in needs-based problem solving.
– Understand how to de-escalate two angry people at the same time.
– Understand how to build a 'SMART' agreement (specific, measurable, accountable, and realistic, with a time frame).

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

MENTAL HEALTH FIRST AID TWO-DAY TRAINING

Mental Health First Aid (MHFA) is the help provided to a person developing a mental health problem, experiencing the worsening of an existing mental health problem or in a mental health crisis. Just like physical first aid is provided until medical treatment can be obtained, MHFA is given until appropriate support is found or until the crisis is resolved. MHFA is intended for adults interacting with adults (18 years and older). This course focuses on the four most common mental health disorders including substance related, mood related, anxiety and trauma related, as well as psychotic disorders. Participants who take this course will be well prepared to interact confidently about mental health with their family, friends, communities and workplaces. One person in five will experience a mental health problem this year. The most difficult part of intervening is knowing what to say. Evidence shows that taking a MHFA course increases the confidence participants have in engaging someone experiencing a mental health problem or crisis.

Mental Health First Aid:
- Engages confidently where a person may be a danger to themselves or others
- Provides help to prevent the mental health problem from developing into a more serious state
- Promotes the recovery of good mental health
- Provides comfort to a person experiencing a mental health problem

---

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

MENTAL HEALTH IN THE WORKPLACE

This 6-hour workshop opens the conversation about working in a healthy work environment, and how it affects our mental well-being. This workshop presents an in-depth understanding of mental illness and mental health; offering statistics, stereotypes, basic facts, and resources available in the community. In addition, stress management tools, and general coping skills will be shared, in hopes to improve work/life balance along with self-care ideas and opportunities. This workshop is highly interactive, with activities and discussion throughout.

Learning Objectives:
By the end of this session, participants will:
- Have a better understanding of mental health and mental illness.
- Be more able to recognize signs and symptoms of common mental illnesses.
- Feel more comfortable having conversations related to mental health.
- Be knowledgeable about resources in their community.
- Know what other trainings are available.
- Understand the process of forming and managing crisis.
- Apply mentally healthy and supportive workplace strategies based on the National Standard of Canada for Psychological Health and Safety.
- Have a better understanding of confidentiality and accommodations.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

MENTAL HEALTH PART I

This practical and interactive workshop is designed to provide a practical overview of mental illness. It assists front-line workers in recognizing the signs and symptoms of major mental illness: schizophrenia, mood disorders, anxiety disorders and personality disorders. You will acquire pragmatic ways of working with people with a mental illness that are both effective and supportive.

Learning Objectives:
- Promote awareness and understanding of Schizophrenia, Mood Disorders, Anxiety Disorders, and Personality Disorders.
- Learn the signs and symptoms of mental illness.
- Develop practical strategies for positive interactions and providing support.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

MENTAL HEALTH PART II

Community workers frequently find themselves working with individuals who suffer from mental illness. This full-day interactive workshop will build on knowledge acquired from the Mental Health Part I workshop. Demonstrations, group exercises, and a "standardized" patient approach will be used to review major mental illnesses and to practice effective intervention strategies. Stress management techniques and the importance of self-care for community workers will also be addressed.

Learning Objectives:
- Increase yourself awareness regarding mental health recovery and emotional distress.
- Introduce some practical strategies and intervention skills.
- Increase your personal confidence and professional competency when working with individuals living with emotional distress and mental illness.
- Challenge participants to embark upon self-mastery pathway towards maximizing their professional competency, resiliency and wellbeing via their work in the community.

ⓘ
- Recommended participants attend Mental Health Part I or have some familiarity with Mental Illness.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

MINDFULNESS AS A COUNSELLING APPROACH

This workshop is designed as an introduction to the evidence-based techniques in Mindfulness as a counselling approach. Mindfulness is a state of active attention to the present. When you're mindful, you observe your thoughts and feelings from a distance, without judging them as good or bad. Instead of letting your life pass you by, mindfulness means living in the moment. Participants will learn skills and approaches such as grounding, distraction, creating a holding environment, etc., that will provide tools for helpers to assist clients. Mindfulness has been shown to assist client's struggling with depression, anxiety, stress, anger management as well as those recovering from physical illness.

Learning Objectives:
- Learn the foundational knowledge that contributes to Mindfulness based approaches.

- Develop a set of Mindfulness techniques and skills to use in their organizational setting.
- Practice through role play, Mindfulness Based Approaches learned during the workshop.

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

MOOD DISORDERS

Major depression affects 10% of the general population and bipolar affective disorder (Manic depression) strikes 1.5% of the general population. Residents within the hostel system are no exception to these statistics. This half-day, interactive workshop will use a "standardized" patient approach to demonstrate the signs and symptoms of mood disorders. Participants will review and practice effective communication techniques and intervention strategies that support client and staff safety and build trusting relationships.

Learning Objectives:
- Describe, state the causes, and identify symptoms of mood disorders.
- State strategies to enhance effective communication with an individual with mood disorders.
- State and assess risk encountered by an individual with a mood disorder.
- Identify effective interventions when an individual with a mood disorder is at risk.

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

MORE THAN JUST RAMPS - WORKING WITH PEOPLE WHO HAVE DISABILITIES

At any given time, shelter staff respond to individuals who bring a wide range of experiences associated with trauma, homelessness and violence. Over the years, we have also seen an increase in who is accessing services, which include people with disabilities. Over 15% of Ontario's population has a disability; this means that approximately one in 7 people. This workshop is designed to support staff to understanding the attitudinal and environmental barriers facing people with disabilities in accessing services within the shelter system. The purpose of this training is to provide all organizational staff, including facilities staff and board members, with the foundation for incorporating an intersectional anti-oppression approach to working with people with disabilities. This approach works from a place of dignity and respect in all aspects of care; from intake procedures, organizational policies to physical space.

Learning Objectives:
- To help shelter providers reduce and eliminate barriers faced by people with disabilities in accessing shelter beds and services.
- To help shelter staff better understand barriers to people with disabilities in the context of shelter services
- To help shelter providers recognize the need for diverse approaches to responding to access needs and better understand how they can adjust their programs and services to better meet the diverse needs of people with disabilities.

− To help shelter staff identify strategies for addressing barriers including physical/built environment, information and communication, systemic barriers and attitudinal barriers and other factors that are unique to people with disabilities who are homeless and/or lacking appropriate supports to reduce the impact of barriers within the shelter system.

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

MOTIVATIONAL INTERVIEWING
MOTIVATIONAL INTERVIEWING (INTRODUCTION)

Do you feel restricted in helping clients and shelter residents with questionable motivation? Are the concepts of motivation, resistance, ambivalence and compliance confusing? This course examines motivation as an interactive process between client/resident and counsellor, providing a variety of practice tools to address key issues in counselling and support situations. Special emphasis is placed on working with people who are more "resistant." This approach has been successfully applied in the area of addictions. Workshop content includes: principles of motivational interviewing; building motivation for change; dealing with resistance; and understanding strategic tools that can be used in brief interventions. This training is interactive, and all attendees will be required to participate.

Learning Objectives:
At the end of this workshop, participants will be able to:
− List the key principles and strategies of MI.
− Practice and apply the four essential opening strategies with clients.
− Identify approaches to clients who are resistant to change.

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

ADVANCED MOTIVATIONAL INTERVIEWING

This session builds on the strategies introduced in the "Motivational Interviewing" workshop. Motivational Interviewing can be "simple but not easy" to integrate into your regular counselling style – this highly interactive workshop is an opportunity to develop and practice these skills more extensively. An emphasis will be placed on case discussions and practice, so you are encouraged to bring your own challenging case examples for us to work with. Workshop content includes: reflective strategies revisited: the art of strategic reflection, dealing with resistance in groups and individuals, motivational interviewing – when you only have 20 minutes and case consultation and role play.

Learning Objectives:
− Participants will learn further skills, building on the foundation of basic MI approaches.
− Participants will apply key concepts of MI through case discussion and role plays with complex clients and scenarios.
− Practical application of MI in participant's workplace will be developed through the exploration of participant's own case examples.

NON-VIOLENT CRISIS INTERVENTION (CPI) TWO-DAY TRAINING

This interactive workshop will focus on prevention techniques and on how to intervene with an escalated individual. The first day will introduce you to basic crisis intervention techniques. Learn to recognize warning signs that allow for early intervention, plus how to use verbal and nonverbal techniques to avoid a violent confrontation. The second day of the workshop trains participants in safe physical intervention procedures, including personal safety — when and how to intervene safely. An effective team approach to intervention will also be included. A certificate of participation will be issued upon successful completion of the two-day course.

Learning Objectives:
Units I-VII: Preventative Techniques:
− Identify the behaviour levels that contribute to the development of a crisis and choose an appropriate staff intervention for each level.
− Identify useful non-verbal techniques which can help to prevent acting-out behaviour.
− Use verbal techniques to de-escalate behaviour.
− Demonstrate CPI's principles of personal safety to avoid injury if behaviour escalates to a physical level. Provide for the Care, Welfare, Safety, and Security of all those who are involved in a crisis.

Units IX-X: Situational Role Plays and Postvention:
− Apply the material covered in training to real-life situations.
− Find ways to use the time after a crisis (postvention) as a step toward preventing future crises.
− Use a model for action after an incident that will bring about necessary closure, debriefing and re-establishment of therapeutic relationships with the individuals involved.

NUTRITION STANDARDS IN SHELTERS AND HOSTELS

This half-day training session is designed for those directly involved with food handling and will focus on nutrition throughout the life cycle and nutrition for persons with diverse dietary needs. Using Canada's Food Guide as a foundation, participants will learn new and creative ways to apply healthy eating and nutrition strategies within their shelter and/or hostel. Menu development will be explored to help plan nutritious meals while meeting the Nutrition Standards.

Learning Objectives:
By the end of the session, participants will have an increased knowledge of:
− Eating Well with Canada's Food Guide, including portion sizes and key messages.
− The 'Food Safety and Nutrition Standards' section from the Toronto Shelter Standards and how to plan a healthy meal that meets these standards.

- The impact of nutrition throughout the lifecycle, how to adapt client meals according to specific life stages, and where to find reputable nutrition information.
- Common health conditions that can impact eating habits of clients living in shelters or drop-ins such as: addictions, mental health, and poor dentition.

   (i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Cooks, Individuals who handle and/or prepare food
Training Method: ☑ Classroom | ☒ Agency Training | ☒ eLearning

NUTRITION STANDARDS IN SHELTERS AND HOSTELS – MENU PLANNING

This half-day workshop is designed for those directly involved with planning or modifying the menu for their establishment. We will focus on planning the menu based on the Nutrition Standards and Canada's Food Guide, keeping in mind the nutrition needs of our homeless clientele. Ideas to incorporate religious-specific and culturally-diverse components into menus will be shared. Participants will learn how to read a nutrition label, find out how to choose products for those with Halal and Kosher restrictions, and discuss how to incorporate donated foods. Please bring to this session at least one quantity recipe (25-50 servings). Recipes will be copied and shared.

Learning Objectives:
By the end of the session, participants will have an increased knowledge of:
- Eating Well with Canada's Food Guide, including portion sizes and key messages.
- The 'Food Safety and Nutrition Standards' section from the Toronto Shelter Standards and how to plan healthy meals that meet these standards.
- How to interpret information on food labels to select healthier choices and identify Halal and Haram ingredients in foods.
- Money saving tips, how to use donated foods, and sources of reputable nutrition information.

   (i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Cooks, Individuals who handle and/or prepare food

Training Method: ☑ Classroom | ☒ Agency Training | ☒ eLearning

ONTARIO'S SOCIAL ASSISTANCE PROGRAMS

The objective of this one-day workshop is to provide participants with an overview of Ontario Works and the Ontario Disability Support Program – the two main income security programs for low income individuals. We will review who is eligible, how to apply, what ongoing requirements exists, as well as examine what mandatory and discretionary benefits can be accessed when special needs arise. The workshop will also examine the significant changes made to the two programs in the last period, the role of the provincial Poverty Reduction Strategy, as well as the proposed transformations actively under consideration.

Learning Objectives:
- To provide an orientation & understanding of the two provincial social assistance programs (Ontario Works & the Ontario Disability Support Program) to participants.
- To enable those already providing support to clients to better navigate the two systems & to more effectively intervene on their clients' behalf.

- To familiarize participants with the existence of other social assistance-related benefits and programs available to their clients.
- To problem-solve on issues regularly experienced by participants in their daily delivery of service.

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

PARTNERSHIP DEVELOPMENT

In this workshop participants will gain a theoretical understanding of partnership development and practice the skills necessary to develop and nurture partnerships.

- Different types of partnerships and the value of each type will be discussed
- Examples of successful partnerships will be identified
- The stages of, and roles in, partnership development will be reviewed
- The challenges of partnerships will be considered and strategies for handling discussed
- Participants will identify the responsibilities their own roles bring in implementing partnerships
- Participants will work through simulation exercises in which they identify, initiate and maintain a partnership
- Group creativity exercises will encourage participant ingenuity from identification of potential partners, to maintenance of mutually beneficial relationships

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

PERSONALITY DISORDERS

Understanding and working with people experiencing personality disorders symptoms can be a complex task for care providers. No other group of disorders is more misunderstood or controversial. The new DSM 5 have left the diagnostic categories unchanged and research has provided several insights regarding interventions and strategies on how to provide care, including consistent boundaries, managing expectations and treatment planning.

Learning Objectives:
- Define the diagnostic categories of PD's as per the DSM 5.
- Identify evidence-based interventions in working with the most common PD's that both empower workers and support clients.
- Practice crisis management strategies with a simulated client.

> (i)
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

PLANNING AND MANAGING CRITICAL INCIDENTS IN HUMAN SERVICE ORGANIZATIONS

Human Service Organizations are dynamic and constantly changing systems. When a critical incident takes place, it will impact everyone at every level within an organization. When an event happens, the leadership is challenged to help support managers and staff while they navigate unknown and difficult territory. It is always better to plan and prepare for when this day arrives rather than be caught unprepared. When critical incidents are handled well it allows important client work to continue while supporting staff morale.

Learning Objectives:
— Identification and recognition of potential critical incidents that can impact an organization.
— How to create and implement comprehensive plans to support and address the issues that arise involving a critical incident.
— How to evaluate and best utilize external supports.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

POLICY DEVELOPMENT
POLICY DEVELOPMENT PART I

Policies and procedures are vital to a well-run non-profit organization and are important tools designed to assist staff and management with carrying out their work effectively. This one-day interactive workshop will examine the purpose of policy development and the connection between policies, the organizations vision, mission and strategic goals and understanding their importance. The session will distinguish between policies and procedures as well as identify components of standard policy format and review content guidelines for writing and evaluating policy by using methods, tools, templates and samples that have been developed with input from City staff and shelter operators. Upon completion, participants will have the basic format and content to develop policies and procedures governing admission, discharge, service restrictions and complaint handling. Resources will also be provided supporting any future type of policy and procedure development.
Learning Objectives:
— Assist learners in understanding the policy process.
— Explore the planning, analysis, research and pre-writing stage of writing.
— Gain valuable tips and resources to aide you in writing your policies.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** Executive Directors, Managers, Supervisors, Board Members and Agency Staff
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

POLICY DEVELOPMENT PART II

Building on content explored in Policy Development Part 1, this workshop takes a comprehensive look at the art of creating a policy and procedure. The writing format as well as the writing process will be closely examined ensuring that attendees are equipped with an effective process when drafting new documents. This session will also devote discussion to the Policy and Procedure Improvement Cycle which is especially helpful to organizations/writers who want to strengthen already existing policy and procedures. Learners are encouraged to bring sample policies and procedures that can be used in a

critiquing exercise. This session is ideally suited for those who have some policy and procedure development/writing experience and are looking to enhance existing skills. Also appropriate for those who are new to the world of policy and procedures and would like to know more about very specific process.

Learning Objectives:
– Develop an understanding of the Foundations of Writing (Format and Process).
– Discuss the different phases of writing and their importance to the final product (first draft, edit, review and approval, publish).
– Critique policies and procedures (examples available in class or bring your own examples).

> ⓘ
> - Recommended participants attend Policy Development Part I.
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** Executive Directors, Managers, Supervisors, Board Members and Agency Staff
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

PRACTICAL APPROACHES TO WORKING WITH DEVELOPMENTAL DISABILITIES
This full day session is designed to support direct service staff who may work directly with individuals with confirmed or suspected developmental/intellectual disabilities. The community service sector likely supports a range of individuals who are living with hidden disabilities. Often traditional approaches and expectations create barriers to service and success. Participants will increase their understanding of the range and impact of intellectual disabilities, they will have opportunities to explore how they can alter their approach to increase positive outcomes and provide a person-centered approach that builds on capabilities. Staff will leave with a greater understanding and openness to the reality of how people with complex needs are, a part of community, housing, drop in, and shelter settings. This session will provide facilitated instruction, scenarios and case examples; participants should come prepared to share their own examples and challenges. Participants will leave the session with practical approaches ready to implement and share in their workplaces. This workshop will offer opportunities to engage in group discussion and to address specific workplace scenarios and cases studies.

Learning Objectives:
– Increased understanding of the range of developmental disabilities.
– Awareness of the cloak of competence, and how many service consumers have hidden disabilities.
– Increased knowledge of how to adapt approaches and service provision to ensure a more accessible and inclusive experience for those with developmental disabilities.
– Access to strategies, communication tools, and planning approaches to support success for those with complex needs.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** All
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

PROMOTING EXCELLENCE IN A UNIONIZED ENVIRONMENT
The purpose of this one-day course is to take a process-oriented approach to the employment relationship in a unionized setting. The goal is to assist all levels of management to understand how to be successful in a unionized setting in terms of hiring and supervising the work force and limiting liabilities inherent in the arbitration of workplace disputes. In this regard, the topics that will be reviewed

will include: negotiating a collective agreement that allows you to manage with minimal interference from the union; the hiring process — what type of candidate are we looking for and what type of evaluation process do we employ at the outset; and the probationary period — a time for weeding out hiring mistakes! The annual evaluation process — do we do it, and if so, what do we get out of it; progressive discipline and termination; policies and procedures; and management rights — do they exist?

Learning Objectives:
- To provide a better understanding of the employment relationship in a unionized environment, taking the mystery out!
- To create a better understanding of the collective bargaining process, - how not to give away the ship!
- To minimize the costs associated with labour relations problems.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers, Supervisors and Board Members
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

PSYCHOTROPIC MEDICATION USE

The primary objective of this workshop is to provide an overview of the basic pharmacology of the most common classes of psychotropic medications used in the treatment of mood disorders, anxiety and schizophrenia. This session will develop participants': knowledge of names of medications: understanding of mechanism of action; skills on how to assess whether a behavioural symptom is due to the disease, side effects of the medications or drugs, or due to adverse drug interactions; and appreciation of common issues relating to storage, dosing, and risks associated with sudden withdrawal. This one-day interactive workshop will use patient cases and group discussions to provide participants with practical knowledge and tools they need to assess, manage, and/or refer to other care providers, clients who are taking psychotropic medications. Common situations and problems encountered in homeless shelters will be used as the basis for the instruction.

Learning Objectives:
- Increased understanding of basic pharmacology.
- Better assess behavioural symptoms with respect to pharmacology and its interactions.
- Increased understanding with respect to specific client pharmacology and providing the appropriate supports.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

RESILIENCY AND SELF-CARE

Self-care and building resiliency are vital in the social service sector, along with other caring professions. Resiliency is also helpful in all aspects of our lives. In this interactive workshop, participants will build resiliency by exploring strategies for self-care. Root causes of stresses and challenges will be explored, yet from a strengths-based lens, focusing on proactive strategies. The course is designed around tools from Dialectical Behaviour Therapy (DBT) and is based upon trauma-informed, anti-oppressive, and adult learning principles. DBT elements include mindfulness, distress tolerance, emotion regulation, and

interpersonal effectiveness skills. Participants will also be encouraged to engage in critical self-reflection about ways in which they can foster resiliency for themselves, their peers, their organizations, their profession, and their clients.

Learning Objectives:
Participants shall:
— Create a plan for self-care and resiliency
— Assess the level of stress or burnout in themselves and others
— Build a toolbox of self-care techniques for a range of scenarios and accounting for limited time and resources
— Share their own successful resiliency strategies with each other

---

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

RESPONDING TO GRIEF AND LOSS IN THE WORKPLACE

For many community agencies, dealing with death and loss is a difficult but expected occupational reality. Many workers in our sector have experienced losses due to death or significant life passages - both at a personal or professional level. Grief-informed policies, procedures, staff training and human interactions can support the development of agency responses comprehensive enough to manage the challenges of ongoing loss and transition, including the difficult reality of death and traumatic events.

This training will provide an orientation to the broad range of assessment and intervention skills for supporting ourselves, our teams and our agencies in loss situations. As managers and colleagues, supporting one another to collaboratively respond to these loss events can help create healthy workplaces, spirited teams and more resilient workers.

Using a combination of presentation, reflective activities and group interaction, this adult education learning opportunity will assist managers, colleagues and peers to work with grief and loss in these 3 areas:
- Support for bereaved workers as individuals
- Support for a team when death or loss occurs as part of the work
- Support for the organization when there are significant changes in the workplace not necessarily related to death, but generating a loss/stress response

Learning Objectives:
Participants shall:
— To deepen awareness of the impact of ongoing multiple losses on our service-users, in ourselves as workers, and within our teams and agencies as a whole
— To better understand the range of diverse responses to complex grief and loss
— To come away with a theoretical framework for multiple loss impact in marginalized communities and community agencies
— To investigate current coping strategies and strategies of resilience that emerge when people are faced with ongoing loss events
— To provide examples of effective Impact Debriefing techniques and structures for "Saying a Good Good-bye" that support workers and teams responding to a variety of losses

---

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

SECONDARY TRAUMA AND OTHER OCCUPATIONAL STRESS REACTIONS
The purpose of this training is to increase understanding of occupational stress reactions and to explore strategies for self-care and self-reflection. Participants will have the opportunity to use self-assessment tools and to discuss concepts such as the "silencing response', the role of empathy, and compassion satisfaction.

Learning Objectives:
– Understand the impact of stress reactions in general, and occupational stress reactions –including burnout, compassion fatigue and secondary trauma.
– Identify signs of burnout, compassion fatigue and secondary trauma.
– Explore strategies that can lessen or prevent the effects of occupational stress reactions, including self-care, peer support and organizational structures.
– Reinforce the importance of self-reflection and self-awareness.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

SHELTER STANDARDS
The objective of this one-day workshop is to provide a clear framework of industry standards. We will examine why it is important to formalize Shelter Standards and provide consistency across the system. You will learn the expectation of management, board members, front-line and all staff. Topics covered will include: standards of conduct and conflict of interest and the basic philosophy behind each; organization standards and accountability; standards of operation; health and safety issues; as well as food and nutrition standards. Each participant will receive a copy of the Toronto Shelter Standards. Registration priority will be given to staff employed by a shelter funded by the City of Toronto.

Learning Objectives:
– To provide an understanding of the structure of the shelter system in Toronto.
– To increase participant's knowledge of the standards shelters are expected to follow.
– To identify and discuss barriers to be following the standards and how to overcome them.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Shelter Staff, Executive Directors, Managers, Supervisors and Board Members
Training Method: ☑ Classroom | ☒ Agency Training | ☑ eLearning

STANDARD FIRST AID, AED (LEVEL C) AND CPR TWO-DAY TRAINING
The Aquatic Development & Emergency Training (ADET Inc.) delivers the two-day Standard First Aid & CPR Program. This in-depth program is a full working session, directly applicable to the work environment and deals with potentially life-threatening situations as well as Secondary Victim Assessments. The Standard First Aid program, advanced in its' elective topics, allows ADET Inc. the ability

to customize the program to fulfill the needs of the group, workplace, job related experience or personal interest. The Bloodborne Pathogen program and the Heartsaver (adult & child) CPR course is included in the Standard First Aid Program. ** Standards taught reflect the New CPR Guidelines and Standards released in November 2010 and approved by the HSFC and the AHA and meet WSIB requirements. Topics include: unconsciousness, adult & child CPR, choking, bleeding, shock and severe life-threatening allergies, epilepsy, diabetes, head trauma and burns. These sessions are practically oriented, encouraging contributions from participants. Group interaction, practice and discussion are maximized.

Learning Objectives:
Participants will gain an understanding of the following:
— Primary and Secondary Surveys.
— Heat induced emergencies (heat cramps, heat exhaustion & stroke).
— Multiple Injury Management.
— Infant/Child Resuscitation (CPR).
— relationships with the individuals involved.

(i)
- To participate in this training all participants must read and sign a waiver.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Please wear comfortable clothing and running shoes.
- Participants will receive a training manual and certificate valid for three (3) years.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

STANDARD FIRST AID, AED (LEVEL C) AND CPR RE-CERTIFICATION

"In order to renew a Standard First Aid Certificate, the learner, on a one-time basis only, may have the certificate renewed by completing a one-day Standard First Aid Renewal Course with the original provider. The learner may attend this course as long as the Standard First Aid Certificate has not expired" - WSIB.

- Those seeking to renew an expired ADET Inc. Standard First Aid and CPR Certificate must take the Standard First Aid and CPR Two-Day Training.
- Please include a copy of your most recent Standard First Aid and CPR Certificate with registration.
- The Re-certification is valid for three years. Heartsaver CPR skills are refreshed annually.

This in-depth one day working session, directly applicable to the work environment, will refresh and retrain those who are current with their "Standard First Aid & CPR" certificate. Recertifying the First Responder's knowledge and skills allows for the most recent standards to be introduced while solidifying those once acquired.

Learning Objectives:
Participants will gain an understanding of the following:
— Primary and Secondary Surveys.
— Heat induced emergencies (heat cramps, heat exhaustion & stroke).
— Multiple Injury Management.
— Infant/Child Resuscitation (CPR).

(i)
- To participate in this training all participants must read and sign a waiver.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Please wear comfortable clothing and running shoes.
- Participants will receive a training manual and certificate valid for three (3) years.

SUBSTANCE USE
SUBSTANCE USE PART I

This interactive workshop will be of benefit to those with limited knowledge and experience around substance use and serves as an introduction to concepts around substance use that will give participants a common foundation. In this workshop we will cover some core concepts such as the continuum of use, stages of change, routes of administration, and examine how drug use can be unique to each individual when we understand Drug, Set and Setting. We will question why people may or may not use substances and exercises will be used to examine our own attitudes, values and beliefs around drug use and drug users. Finally, we will review some the most up-to-date research around drug use and touch on specific substances commonly used including how they are used, what they look like, and what risk reduction strategies can be implemented. The goal is to give participants a greater understanding of substance use, so that they are better prepared for other workshops looking at addiction, mental health, harm reduction, and client-centred interactions and approaches.

Learning Objectives:
- Increase knowledge of core concepts around substance use.
- Increase knowledge of current up-to-date research around drug use patterns and trends.
- Increase knowledge of various street and party drugs and their affects.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

SUBSTANCE USE PART II

Building on the workshop Introduction to Substance Use, this advanced course examines in more detail treatments and approaches for clients who struggle with substance abuse and process addictions such as gambling, compulsive shopping and hyper sexuality. This course requires participants to have a basic understanding of addiction fundamentals such as withdrawal, tolerance and dependence, and some level of understanding concerning concurrent disorders.

Learning Objectives:
- To develop an understanding of primary evidence-based treatments: cognitive behavioural therapy and contingency management within group work settings.
- To practice motivational interviewing techniques within this model.
- Through case analysis review most complex and challenging clients to develop treatment plan strategies.

ⓘ
- Recommended participants attend Introduction to Substance Use.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

SUPERVISION
INTRODUCTION TO SUPERVISION

This workshop is designed for those who have become supervisors in the last couple of years or who are interested in considering becoming supervisors. The material will cover the basic skills that are essential to becoming an effective supervisor. The day will be minimally interactive in nature; however, all participants will be required to sign a confidentiality contract so that participants can feel free to share their own experiences as it relates to the material that will be taught. As the schedule will be full, participants are required to be present for the entire workshop. A bibliography of helpful resource material will be made available to all participants. In this workshop we will address: theory of supervision; ethics of being a supervisor; roles and responsibilities; a model of supervision – Interactional Supervision (Shulman); dynamics of power — issues of being hired from within or from outside; leadership skills; how to begin a supervisory position; and issues of discipline.

Learning Objectives:
— Understand the role and responsibilities of being a supervisor and basic leadership skills.
— Be able to address the different issues presented when being hired from within or from outside the agency.
— Understand issues of power and authority, management versus managerialism and basics of disciplinary action.
— Learn beginning contracting skills.

<div>

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

</div>

ADVANCED SUPERVISION

This workshop is designed for those who have been supervisors for two years or longer. The material covered will examine issues that are important to the experienced supervisor and work with the participants' current learning needs. The day will be interactive in nature and all participants will be required to sign a confidentiality contract so that participants can feel free to share their own experiences in order to make the material presented as practical and usable as possible. As the schedule will be full, this workshop will require participants be present for the entire workshop. A bibliography of helpful resource material will be made available to all participants. In this workshop we will address: effectiveness of performance appraisals; effective supervision; motivating staff and supervisor self-care; leading staff through change; and holding staff accountable/handling staff discipline issues.

Learning Objectives:
— Explore and understand the principles of effective supervision.
— Examine ways to motivate and support staff.
— Understand the principles of leading staff through change.
— Learn advanced skills in designing supervision contracts and look at how to develop psychological hardiness and skills in self-care.

<div>

ⓘ
- Recommended participants attend Introduction to Supervision.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

</div>

SUPERVISOR HEALTH AND SAFETY AWARENESS/ COMPETENCY TRAINING

Under the Occupational Health and Safety Act if any employer is convicted of an offense, they could be subject to a fine up to $500,000. Individuals, if convicted of an offense, can be fined up to $25,000 or jailed for up to one year or both. Under Bill C-45 the new amendment to the Criminal Code, in your organization, all persons who direct how work is performed, or have the authority to do so, are all at risk if they breach the new Occupational Health and Safety duty to take "reasonable steps" to prevent bodily harm in the workplace. Avoid becoming the subject of a criminal charge. This course will enable you to effectively understand the supervisor's responsibilities for health and safety in the workplace, develop a level of "supervisor competency" as defined under the Act, practice due diligence through training and auditing, notification, reporting and record keeping obligations, documentation, monitoring, feedback and acting to correct health and safety problems, as well as developing an understanding of how to manage work refusals and work stoppages.

Learning Objectives:
Upon completion of the training, participant's will:
- Know the responsibilities of the workplace parties.
- Identify what is required to enhance their due diligence and the internal responsibility system (IRS).
- Have a broader understanding of the overall legislative framework, including Workplace Violence requirements.
- Understand a Supervisors' obligations as a competent person under the Occupational Health and Safety Act of Ontario (OHSA) and associated Regulations.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate will be issued.

Target Group: Executive Directors, Managers, Supervisors and Board Members
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

SUPPORTING INDIVIDUALS WITH CHRONIC ILLNESSES

The purpose of this workshop is to provide case workers with the knowledge and skills to understand and assist their clientele with managing both their chronic medication conditions and their Chronic Illness Self-Management. Areas to be covered: differences between acute and chronic illnesses, patients' role and responsibility in Chronic Illness Self-Management, understanding chronic illnesses with a focus on the following four areas: Diabetes, Asthma, Chronic Obstructive Pulmonary Disease, Congestive Heart Failure and Hypertension, how to assess and accurately report illness progress and treatment effectiveness, common challenges in chronic illness self-management, and enabling communication between the client and their health care provider.

Learning Objectives:
- Increased understanding of chronic medication conditions and Chronic Illness Self- Management issues.
- Better understanding of chronic illnesses, assessment and reporting.
- Increased understanding of chronic illness challenges enabling communication/problem solving strategies.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

TEAM BUILDING SKILLS

This workshop is designed to support team development from the team members' perspective. By providing a highly interactive training session, participants will gain better insight and understanding related to:

- ✓ Increasing your understanding of group dynamics and how they impact team development
- ✓ Better insight into how team roles and responsibilities affect team behaviour
- ✓ A variety of strategies to enhance team communication and problem solving
- ✓ Strategies to support individuals to become an effective team member
- ✓ Opportunity to assess individual morale and job satisfaction

Learning Objectives:
- Gain an understanding of the characteristics of well-functioning teams and some of the root causes of team dysfunction.
- Better understanding of the components that go into individual morale and general team morale – supporting a positive team approach.
- Increased awareness of team development, and how to address the issues that arise at each stage of development.
- Gain awareness of their role on a team and understanding the roles of co-workers in support of a positively functioning team.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

TEAM DEVELOPMENT FOR SUPERVISORS

Well-functioning teams are critical to the success of any organization that depends on team members working effectively with each other. The role of the supervisor/manager is to create a team "culture" that best supports the team's challenges. This workshop will focus on the key characteristics of team development; stages of team development; team empowerment; effective communication; and coping with conflict and change.

Learning Objectives:
- Understanding of what the foundation skills are for building a team (team identification, principles of team development).
- Identifying the key Ingredients and factors that affect Staff Morale.
- Strategies for building morale and motivation into the workplace.
- Understanding and identifying the 4 stages of team development.
- Strategies for addressing each of the stages of development that a team goes through.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

TENANT AND LANDLORD LAW
TENANT AND LANDLORD LAW PART I

This workshop will focus on the sections of the Residential Tenancies Act which affect landlord-tenant relations most. The facilitator will also demonstrate legal and self-help remedies that are available to tenants, and considerations landlords must use in their operations. Eviction procedure, eviction reasons, and the Landlord and Tenant Board process will also be discussed. Participants will also gain an understanding of the basic legal rights of residential tenants and how various laws intersect. Using a problem and client-focused approach, the facilitator will deal with legal remedies available at both municipal and provincial levels. An important aspect of this workshop involves a discussion of the options and resources available to tenants and how they can be accessed. Printed material will also be distributed at the workshop.

Learning Objectives:
- Becoming more familiar with the content of a lease agreement and what is legally required.
- Becoming more familiar with rules about rent, tenant privacy, landlord harassment, maintenance requirements and evictions.
- Developing strategies when dealing with difficult tenant/landlord situations.
- Increasing knowledge of available tenant/landlord resources.

> ⓘ
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** Housing, Outreach and Front-line Shelter Staff
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

TENANT AND LANDLORD LAW PART II

"This workshop will focus on advanced sections of the Residential Tenancies Act which affect landlord-tenant relations most. It will build upon the foundations laid in section #1. The facilitator will provide in –depth review of lease negotiation and common illegal provisions – as well as lease renewal, rent increases, and month-to-month tenancies. Eviction procedure will be studies in greater depth with a focus on the most common eviction reasons, ways that evictions can be prolonged and counter applications. Participants will also gain an understanding of the basic legal rights of residential tenants in terms of niches of Mortgage law, Federal Privacy law, and the most pertinent Municipal bylaws in the City of Toronto. The facilitator will deal with legal remedies available at both municipal and provincial levels and will focus most commonly on special resources available to tenants including the TSSA, Public health, etc. An important aspect of this workshop involves active questions from participants about the issues that affect them most. Printed material will also be distributed at the workshop.

Learning Objectives:
- Becoming more familiar with the content of a lease agreement negotiations and legalities of provisions.
- Becoming more familiar with eviction reasons, eviction prevention and eviction negotiation.
- Increased knowledge of secondary laws that apply to tenants.
- Increasing knowledge of available tenant/landlord resources.

> ⓘ
> - Recommended participants attend Part I of Tenant and Landlord Law.
> - You must be prompt for the course - any time missed will result in certificate not being issued.
> - This training is interactive, all attendees are required to participate.
> - Upon successful completion, a certificate of attendance will be issued.
>
> **Target Group:** Housing, Outreach and Front-line Shelter Staff
> **Training Method:** ☑ Classroom | ☑ Agency Training | ☒ eLearning

THE ADOLESCENT BRAIN

This workshop will provide practical information about the Adolescent brain development – looking at normative behaviour and recognizing when there are concerns. There will be a focus on understanding the various vulnerabilities specifically looking at the impact of sleep, stress, mental health issues, drugs/alcohol, and digital age on the developing brain. The workshop will demonstrate ways in which to support adolescents through these turbulent times by recognizing the influence of their bio/social environment, using Mindfulness Practice, Dialectical Behavior Therapy, and through effective communication skills to set limits and ensure safety.

Learning Objectives:
- Increase participant's understanding of normative adolescent behavior and when the behaviours are causes for concern.
- Increase participant's awareness of how to approach adolescents using DBT informed skills, such as mindfulness, validation, emotion regulation, distress tolerance, and setting limits.
- Increase participant's ability to address adolescent at risk behaviours directly and effectively eliciting the support of family members.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Staff, Agencies working with families, children and youth
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

TIME MANAGEMENT

Time flies! We are all busy and in a seemingly more stressful world, expectations are greater and high productivity is expected. By attending this interactive and awareness-based session participants will: understand the basic principles of time management, identify time-wasters and prioritize, make a plan and commit to it, learn how to build habits that promote more efficiency and self-awareness, experience higher productivity at work, less stress and improved work-life balance.

Learning Objectives:
- Understand the basic principles of time management.
- Identify time-wasters.
- Make a plan and commit to it.
- Learn how to build habits that promote more efficiency and self-awareness.

- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

TORONTO BED BUG INITIATIVE

As bed bugs continue to plague the City of Toronto; various City divisions were successful in lobbying the Ministry of Health and Long-Term Care with City Council to provide permanent ongoing funding to help the City's most vulnerable tenants deal with their bed bug issues in rental housing situations. The following presentation gives a comprehensive overview of beds. With a better understanding of their behaviour and habits, you can be successful in getting rid of this nuisance pest. This workshop is of value to everyone who has ever had an encounter with bed bugs. Even if you have never had to deal with bed bugs, we are all at risk of crossing paths with this pest and the more information you have the better equipped you will be to deal with it.

Learning Objectives:
- Participants will learn about bed bug biology and their behaviours.
- Participants will learn how to identify bed bugs and have a better understanding of the places they hide.
- Participants will have a better understanding of the role of Toronto Public Health and what we do in bed bug situations.
- Participants will also learn strategies on prevention, how to deal with infested furniture and how to protect yourself when travelling.
- Participants will learn why the bed bugs are back and how Integrated Pest Management is the most effective way to deal with bed bugs.

ⓘ
- All handout materials, resources etc. are available on-line through www.bedbugsinfo.ca
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☒ Agency Training | ☒ eLearning

TRANS INCLUSION TRAINING 101

Individuals who identify as Trans often experience barriers to accessing necessary services due to discrimination or harassment based on their gender identity and gender expression. This practical session will explore the experiences and challenges faced by Trans people and will support you to develop approaches to fostering a Trans inclusive environment. Participants will also learn small and larger steps they can take personally and within their organizations to create more inclusive spaces and services for Trans individuals. The session will be facilitated by The 519 Church Street Community Centre. The centre provides education and training programs that meet the needs of the local and broader LGBTQ communities. The 519 Hear It! Stop It! #nobystanders inclusion campaign and education curriculum challenge homophobic and transphobic language and provides organizations, LGBTQ community members and their allies with the resources to foster safe, welcoming and inclusive environments for everyone.

Learning Objectives:
- Acquire common language and appropriate terminology.
- Become more knowledgeable and develop strategies for reducing barriers for Trans service- users.
- Understand the social determinants of health for Trans clientele.
- Explore ways of supporting choices amongst Trans clientele that minimize risks and reduce transmission of HIV.
- Develop strategies to solve common scenarios involving Trans service-users.
- Develop skills to integrate learning into the provision of Trans inclusive services.
- Develop skills to critically assess the Trans inclusiveness and accessibility of one's agency.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

TRANS INCLUSION TRAINING FOR FACILITATORS

People who identify as Trans or gender non-conforming often experience barriers to accessing necessary services due to discrimination or harassment based on their gender identity and gender expression. The 519 workshop and resources explore the experiences and challenges faced by trans and gender non-

conforming people and will support you as a facilitator to develop approaches to fostering an environment inclusive of all gender identities and gender expressions. The workshop will complement the adult learning principles and highlight the small and larger steps you can take to create a welcoming, safe and inclusive learning environment.

Learning Objectives:
- Identify and discuss common words to express gender identity and gender expression in Canada.
- Identify and discuss examples of transphobic language and behaviour.
- Identify and discuss examples of transphobic discrimination and harassment.
- Demonstrate and share an empathetic understanding of the experiences of trans and gender non-conforming people.
- Propose ways to make the learning environment safe and inclusive for all gender identities and gender expressions.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All, Facilitators, Presenters
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

TRAUMA INFORMED CARE
TRAUMA INFORMED CARE PART I
The majority of those who access the shelter system are people who have experienced trauma. Some have been victims of abuse (physical, emotional, spiritual or sexual), been involved in wars and civil conflict or witnessed violence. For some others, there has been the trauma of relocation, living on the streets or separation from family or culture. Many clients will have histories of trauma that started in childhood. A significant portion of the homeless population suffers from complex trauma – meaning that they have experienced severe trauma of one or more kinds. While many theories see dysfunctional behaviour as something that needs to be changed or extinguished, trauma theory explains behaviour as adaptive and protective. When working with trauma-based behaviour, understanding the function of the behaviour will allow staff to design more effective interventions.

Learning Objectives:
Participants will have a working understanding of:
- Child Development, Brain Development and function, Trauma and Attachment Theory.
- Simple versus Complex Trauma and the potential implications for mental and physical health, socialization, ability to establish and sustain relationships (with individuals and institutions) and why many struggle with self-regulation.
- Trauma based triggers and reactivity – clients' and staff.
- Power and Control - how institutions can inadvertently mirror abusive dynamics and re-traumatize.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

---

TRAUMA INFORMED CARE PART II
The Advanced Trauma Informed Care workshop builds on the knowledge acquired within the introductory session. Participants will already possess knowledge and understanding of how trauma and attachment histories can alter the brain and how it can impact normative child development and adult

functioning. In this advanced workshop, participants will examine what steps an agency needs to implement in order to be considered "Trauma Informed". You will learn how to design interventions that will be more effective with trauma-based behaviour, learn to identify and consider sensorial based reactivity, communication and language styles and body language when determining how to respond to behaviour. We will address the potential impact of personal histories, issues of self-awareness and models for supervising and supporting those who work with traumatized populations.

Learning Objectives:
Participants will have a working understanding of:
− What does having "Trauma Informed Care and Services" really mean? How does this change what we do and how we do it?
− Approaches to examine agency procedures through a Trauma Informed Lens and crafting helpful individualized responses to traumatized clients.
− Gaining an understanding about how unhealthy agency dynamics undermine safety and predictability; essential elements to be a trauma informed organization
− Sensorial Based Reactivity and hyperarousal, body language and communication – Implications for interventions
− Grounding techniques, self-awareness, supervision and personal histories – what have these got to do with sound care for clients and staff?

- • Recommended participants attend Trauma Informed Care Part I.
- • You must be prompt for the course - any time missed will result in certificate not being issued.
- • This training is interactive, all attendees are required to participate.
- • Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

UNDERSTANDING AND MANAGING AGGRESSIVE BEHAVIOUR (UMAB) TWO-DAY TRAINING
In this Understanding and Managing Aggressive Behaviour Orientation Program, participants will examine the parameters and theories of contributing factors, verbal/physical presentation to de-escalation, self-awareness, disengaging and self-protection skills. To effectively assess the situation and apply the appropriate strategies (least intrusive and least restrictive) with individuals who experience difficulties and at times express it in an unsafe manner. Successful participants will receive a card of recognition from Understanding and Managing Aggressive Behaviour (UMAB) Canada.

Learning Objectives:
− Employing situational-appropriate behaviour management.
− Identify and deal effectively and appropriately with clients who are experiencing a "Continuum of Behaviour".
− Demonstrate further development in their attitudes by being positive and open-minded in their interactions with others.
− Maintaining the highest level of the client's dignity and safety within the various environments.

- • To participate in this training all participants must read and sign a waiver.
- • You must be prompt for the course - any time missed will result in certificate not being issued.
- • This training is interactive, all attendees are required to participate.
- • Please wear comfortable clothing and running shoes.
- • Participants will receive a training manual and certificate valid for one (1) year.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

UNDERSTANDING THE LANGUAGE OF SELF HARM

Self-Injury is an often misunderstood and concerning behaviour. Though media and the mental health professions have more recently given attention to this behaviour, it has in fact been noted since biblical times and, in every culture, and every era. People who self-injure frequently access services through our shelter system and cause much worry and concern for staff. This workshop will review what we understand to date about this behaviour.

Learning Objectives:
In this workshop you will learn about:
— Characteristics of self-Injurers and their families.
— The prevalence and significance of this behaviour.
— Theories about why we seem to be seeing more of this behaviour.
— Types of self-injury and the function of the behaviour.
— How to differentiate self-harm behaviour from suicide attempts.
— How to distinguish between more normative behaviour and self-injury.
— Ways to manage self-injury behaviour in residential settings.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

WHAT TO DO? DEALING WITH COMPLICATED MANAGEMENT CHALLENGES

This workshop is designed to meet the needs of supervisors who are currently facing challenging situations in their work environment and are seeking new approaches on how to lead and direct staff. This workshop will focus on the participants' current learning needs and challenges that they are facing in their workplaces. All participants will be asked to complete a questionnaire prior to the workshop to assist in pinpointing the learning needs and to provide difficult workplace situations that will be used during the workshop. The day will be interactive in nature and all participants will be required to sign a confidentiality contract, as all participants will be coming to the workshop seeking new solutions to old problems. As the schedule will be full, this workshop will require that participants be present for the entire workshop. A bibliography of helpful resource material. A bibliography of helpful resource material will be made available to all participants. In this workshop we will address: Common Workplace challenges such as: Recent unionization; Performance Issues; Staff who undermine; Allegations of professional misconduct against staff; Staff mental health issues: i.e., stress leaves, addictions and personal issues that interfere with abilities to perform.

Learning Objectives:
— Learn how to analyze workplace problems from an individual, team and systems perspective.
— From the analysis, be able to create plans that are ethical and multi-dimensional.
— Learn how to anticipate resistance and push back and develop strategies to manage these dynamics.

(i)
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

W.H.M.I.S. (GHS) - 2015

The Workplace Hazardous Materials Information System (WHMIS) provides information on the safe use of hazardous products in Canadian workplaces. This updated WHMIS 2015 training program (which also includes the present WHMIS legislation introduced in 1988), aligns Canada's hazard classification and communication requirements with those used in the United States and other major trading partners, reflecting elements of a United Nations initiative called the Globally Harmonized System (GHS) of Classification and Labelling of Chemicals. Please note, the present WHMIS is now referred to as WHMIS 1988. The updated version is called WHMIS 2015. To allow time for suppliers, employers, and workers to adjust to the new WHMIS 2015 requirements, a multi-year transition plan is in effect from Feb. 2015 to Dec. 2018. However, as products start arriving with the new GHS labels & classifications into the workplace, employers are required to train their workers on WHMIS 2015 requirements.

Learning Objectives:
– Describe what the Globally Harmonized System (GHS) is and how it affects WHMIS.
– Identify the key differences between WHMIS 1988 and WHMIS 2015 requirements.
– Describe hazards associated with WHMIS-regulated products.
– Identify WHMIS hazard classes, symbols and pictograms.
– Identify information types covered on supplier and workplace labels.
– Describe the purpose, content and function of a Safety Data Sheet (SDS).
– Describe hazard controls for WHMIS-regulated products.
– Describe legal rights and duties under WHMIS legislation.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, participants will receive a certificate valid for five (5) years.

Target Group: Executive Directors, Managers and Supervisors
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

WORKING WITH ABUSED WOMEN AND CHILDREN

67% of all Canadians say they personally know at least one woman who has been sexually or physically assaulted (Canadian Women's Foundation, 2012). Moreover, the implications of violence for women and their children are serious: in Canada, it is estimated that a woman is killed by her intimate partner every six days (Statistics Canada, 2011). Recent Ontario research shows that shelters are more than just a bed to women and children fleeing abuse: they are a critical space that provides safety, practical support and links to community services that help them to live free from violence (Wathen for Ontario Association of Interval and Transition Houses, 2012). This one-day training is for professionals, students and volunteers working in family shelter settings. The presenter will provide a brief review of practical ways in which shelter workers and programming can support the complex needs of abused women and children.

Learning Objectives:
– Examine misconceptions and facts about violence against women and children, enhancing workers' capacity to understand the needs of this population.
– Learn about the emotional, social, financial and community influences that directly or indirectly influence an abused woman's decision to stay or leave an abusive relationship. Concrete recommendations and skill-building in this area will support shelter workers in responding to these contexts in their work with individual women.
– Learn cross-cultural solutions, strategies and effective interventions for supporting diverse women leaving violence that reflect anti-racist/anti-oppression theory and praxis.
– Learn specific considerations for working with abused trans women and children, as well as women and children fleeing abuse in same-sex relationships.
– Learn specific considerations for working with abused Indigenous women and children.

WORKING WITH CORRECTIONS CLIENTELE

In this workshop participants will learn skills in working with the unique needs of corrections clients who are re-entering communities. Often these individuals have difficulty transitioning from a corrections setting and may experience difficulty in shelters and in various community settings. Participants will learn what issues are of prominent difficulty for this community and resources that are available to assist helpers in working with the population.

Learning Objectives:
Upon completion of this workshop participants will be able to:
— Learn how the needs of the post corrections population are unique and what puts these clients in particular risk.
— Develop and practice skills in the workshop as an introduction to working with this population in your setting.
— Be provided resources and strategies for connecting these clients to helpful programs and services in the community.

(i) • You must be prompt for the course - any time missed will result in certificate not being issued.
     • This training is interactive, all attendees are required to participate.
     • Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom| ☑ Agency Training | ☒ eLearning

WORKING WITH FAMILIES

Often direct service professionals find themselves working directly or indirectly with families. This one-day workshop is designed to support professionals work in a professional, effective and understanding manner when engaging with families. Working from an empathetic foundation the workshop explores the specific challenges workers face, instructs on strategies to engage, and offer support to family members and increase sensitivity to family dynamics. This session will provide facilitated instruction, scenarios and case examples; participants should come prepared to share their own examples and challenges. Participants will leave the session with practical approaches ready to implement and share in their workplaces. This workshop will offer opportunities to engage in group discussion and to address specific challenges.

Learning Objectives:
— Increased awareness of the empathetic approach.
— Understanding engagement and motivations of working with families.
— Strategies to work effectively with families/family members.
— Collaborate planning approaches – working with families.

(i) • You must be prompt for the course - any time missed will result in certificate not being issued.
     • This training is interactive, all attendees are required to participate.
     • Upon successful completion, a certificate of attendance will be issued.

WORKING WITH INDIVIDUALS WITH ACQUIRED BRAIN INJURY (ABI)

The goal of this workshop is to provide an introduction to increase the understanding of individuals with an acquired brain injury. This workshop will include discussions on the signs, residual effects, severity levels, and the prevalence of brain injuries in the homeless population group. Strategies to manage and support individuals will be reviewed along with the overview of appropriate resources and services within the Toronto area. This workshop is intended for staffs who are interested in gaining competency in supporting individuals who have sustained an acquired brain injury.

Learning Objectives:
— To identify common signs, symptoms of ABI.
— To learn support strategies and available resources for persons with an acquired brain injury.
— To understand how brain injury not only impacts the person who sustained the injury but also individuals immediately involved in their lives.
— To appreciate the cognitive, emotional, physical, and behavioural challenges that individuals with an ABI can be faced with.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

YOUTH MENTAL HEALTH AND ADDICTIONS
YOUTH MENTAL HEALTH AND ADDICTIONS (INTRODUCTION)

Working with clients who struggle with mental health or addiction concerns present interesting challenges. This is further complicated when we add the demographic and developmental challenge of working with youth (16- 24 yrs. as defined for the purposes of this workshop). This workshop will provide an overview of the literature and evidence-based practices in working with youth populations who live with mental health or addiction concerns. Participants will also be engaged with practical techniques and approaches in working with this population. This is an experiential workshop and participants are asked to bring cases from their own practice for discussion.

Learning Objectives:
— Understand how youth who struggle with mental health and addictions are a distinct group whose needs are markedly different than the adult population.
— Learn how developmental biology/psychology play a role in these differences and what specific mental health and addiction struggles are shown to be more prevalent.
— Practice and learn evidence-based interventions to assist workers to offering support and care to youth.

ⓘ
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

ADVANCED YOUTH MENTAL HEALTH AND ADDICTIONS

Individuals and agencies that work with youth often struggle with more complex clients who may be living with mental health and/or substance use concerns. Building on knowledge acquired from workshop "Youth Mental Health and Substance Use", participants will go further in understanding some of the most common challenges, both in terms of assessment, formulation and caring for youth today. Highlights include specific learning regarding ADHD, Conduct Disorders, current trends in Addiction patterns, and techniques to help guide worker's care for their clients.

Learning Objectives:
— Increase knowledge regarding patterns of addiction, new drugs being used, and care options for youth.
— Review current diagnostic criteria for mental health issues particular for youth populations such as ADHD and Conduct Disorders.
— Learn techniques for the assessment, formulation and care of youth client's struggling with mental health and substance use concerns.

ⓘ
- Recommended participants attend Introduction to Youth Mental Health and Addictions.
- You must be prompt for the course - any time missed will result in certificate not being issued.
- This training is interactive, all attendees are required to participate.
- Upon successful completion, a certificate of attendance will be issued.

Target Group: All
Training Method: ☑ Classroom | ☑ Agency Training | ☒ eLearning

TORONTO HOSTELS TRAINING CENTRE CERTIFICATE CRITERIA

Children & Youth Issues Training Centre Certificate (CYITCC)
Drop-In Skills Certificate (DISC) & the Drop-In Foundation Series (DIFS)
Hostels Training Centre Certificate (HTCC)
Hostels Training Centre Certificate Supervisors/Managers (HTCCSM)
Older Homeless Population Certificate Program (OHPCP)

Toronto Hostels Training Centre's workshops and/or trainings can be taken as a stand-alone or they can be applied towards one or more of the Training Centre's certificates.

WORKSHOPS AND TRAININGS	CYITCC	DISC & DIFS	HTCC	HTCCSM	OHPCP
A Trauma Informed View Applied to Supervising Staff in a Shelter Environment					
Aging and Homelessness Part I					✓
Aging and Homelessness Part II					✓
Anti-Racism/ Anti-Oppression (Advanced or Introduction)	✓	✓	✓	✓	✓
Applied Suicide Intervention Skills Training (ASIST) Two-Day Training	✓		✓		✓
Board Governance (Advanced or Introduction)					
Case Management (Advanced or Introduction)	✓	✓	✓	✓	✓
Challenges for New Managers					
Children and Adolescence Behaviour Management	✓				
Co-Creating Psychological Safety in the Workplace					
Cognitive Behavioural Techniques					
Communicable Diseases					
Community Worker Safety Strategies					
Concurrent Disorders Part I and Part II					
Conflict Resolution and Negotiation Skills (Advanced or Introduction)	✓		✓	✓	✓
Counselling Skills (Advanced or Introduction)			✓	✓	✓
Customer Service	✓		✓	✓	✓
Defusing Hostility Two-Day Training	✓	✓	✓	✓	✓
Documentation Skills (Advanced or Introduction)	✓		✓	✓	✓
Drop-In Best Practices Two-Day Training		✓			
Drop-In Participant Engagement		✓			
Dual Diagnosis					
Effective Conflict Resolution and Negotiation Skills for Supervisors				✓	✓
Effective Program Development and Evaluation for Community- Based Agencies				✓	
Effective Proposal Writing					
Effectively Building Equity into Wellness Priorities in Your Agency					
Effectively Supporting Drop-In Participants' Goals		✓			
Emergency First Aid and CPR					
Enhancing Communication through Assertiveness					
Ensuring Your Agency Is Trauma Informed					
Ethical Boundaries	✓		✓	✓	✓
Foundations to Criminal Justice					
From Front Line to Supervisor/Manager					
Group Dynamics and Group Facilitation					
Harm Reduction	✓				✓
How to Give and Receive Constructive Feedback for Supervisors/Managers					
Hoarding Support through a Trauma-Informed Lens					
Immigration Policy Changes, Refugee Protection System and Human Trafficking					
Inclusive Shelter Environments for LGBTQ2S People	✓		✓	✓	✓
Inclusive Shelter Environments for LGBTQ2S Youth	✓		✓	✓	✓
Indigenous Cultural Competency Training (Cycle I or Cycle II)		✓			
Legal Responsibilities and Best Practices When Reporting Suspected Child Abuse	✓				
Managing and Leading on Diversity				✓	
Marginalized Youth, Crisis Management and Conflict Resolution					
Mediation Skills for Quick Intervention					
Mental Health First Aid Two-Day Training					
Mental Health in the Workplace	✓		✓	✓	✓
Mental Health Part I and Part II	✓	✓	✓	✓	✓
Mindfulness as a Counselling Approach					
Mood Disorders					
More than Just Ramps: Working with People Who Have Disabilities	✓		✓	✓	✓
Motivational Interviewing (Advanced or Introduction)	✓		✓	✓	✓
Non-Violent Crisis Intervention (CPI) Two-Day Training	✓	✓	✓	✓	✓
Nutrition Standards in Shelters and Hostels					
Nutrition Standards in Shelters and Hostels – Menu Planning					
Ontario's Social Assistance Programs		✓			
Partnership Development				✓	
Personality Disorders					
Planning and Managing Critical Incidents in Human Service Organizations					
Policy Development Part I or Part II					
Practical Approaches to Working with Developmental Disabilities					
Promoting Excellence in a Unionized Environment				✓	
Psychotropic Medication Use					
Resiliency and Self-Care					
Responding to Grief and Loss in the Workplace					
Secondary Trauma and Other Occupational Stress Reactions					
Shelter Standards	✓		✓	✓	✓
Standard First Aid and CPR Re-Certification	✓	✓	✓	✓	✓
Standard First Aid and CPR Two-Day Training	✓	✓	✓	✓	✓
Substance Use (Advanced or Introduction)	✓	✓	✓	✓	✓
Supervision (Advanced or Introduction)				✓	
Supervisor Health and Safety Awareness/ Competency Training				✓	
Supporting Individuals with Chronic Illnesses					

WORKSHOPS AND TRAININGS	CYITCC	DISC & DIFS	HTCC	HTCCSM	OHPCP
Team Building Skills					
Team Development for Supervisors				✓	
Tenant and Landlord Law Part I or Part II		✓			
The Adolescent Brain	✓				
Time Management					
Toronto Bed Bug Initiative					
Trans Inclusion Training 101	✓		✓	✓	✓
Trans Inclusion Training for Facilitators					
Trauma Informed Care Part I or Part II	✓		✓	✓	✓
Understanding and Managing Aggressive Behaviour (UMAB) Two-Day Training	✓	✓	✓	✓	✓
Understanding the Language of Self Harm					
W.H.M.I.S. (GHS) - 2015	✓		✓	✓	✓
What to Do? Dealing with Complicated Management Challenges					
Working with Abused Women and Children					
Working with Corrections Clientele					
Working with Families	✓				
Working with Individuals with Acquired Brain Injury (ABI)					✓
Youth Mental Health and Addictions (Advanced or Introduction)			✓	✓	✓

FAQ's:
- For up-to-date training availability please click on the "Training Calendar" tab for the specified month or you can refer to the Training Schedule for specific dates, time and cost (the price quoted is the total cost).
- Check out THTC's Certificate Guidelines
- Training Equivalency and Requirements
- Become a member of THTC

IN-SERVICE TRAINING

In 2000, due to numerous requests and the result of a needs assessment, a pilot project was launched, to create a training program that could provide training for individual Toronto based agencies outside the Metro area serving the homeless population.

- The Training Centre provides over 120 workshops in a wide range of subject areas!
- Please view the workshop descriptions, learning objectives and bios detailed in the Course Calendar to learn more.

Through the in-service option, agencies can choose from the workshops that already exist in the training calendar and, provided the facilitator is available, the workshop can be delivered at their agency or on-site at THTC exclusively for their staff.

In order to have enough time to coordinate a session:
- Requests for in-service training must be received at least four to six weeks in advance
- The training fee is based on the instructors' rate plus an administration charge for 20-25 participants
- Transportation and accommodation are not included in the base training cost
- Training includes the cost of coordinating the training, facilitator, electronic training materials, evaluations/summary and certificates of attendance
- All those requesting in-service training must complete a written needs assessment and sign a training contract before the Centre can confirm the in-service session.
- Payment for in-service training is required 14 business days' prior to the training date.

For further information and/or to receive a needs assessment for in-service training, please send your query to inquiries@thtcentre.com

ABOUT THTC's FACILITATORS

ADEEL AHMAD is a Certified Adult Educator with an extensive career in the field of Human Services. Adeel has direct front-line and management experience and shares industry best practices for assessing needs, counselling interventions, service and performance improvement. Adeel has wide-ranging knowledge and shares specific examples of how to apply industry legislation and standards in the workplace. He has developed and delivered training across Ontario to various Human Services professionals including union and non-union, front-line and management. He has multiple certifications and has received many commendations for his training. Adeel has an open, energetic and engaging style and creates a dynamic learning environment for all his learners.

ANITA BARNES has over 30 years of experience in community mental health. She has worked in housing, homeless shelters, harm reduction, street outreach and worked in the criminal justice system for 7 years where she implemented the pilot project for mental health diversion and was a key player in the implementation of Canada 's first mental health court, where she was the Program Manager. She has provided training and consultation on mental health and homelessness to judges, crown attorneys, lawyers, police officers, law students, community mental health agencies and legal clinics throughout Ontario, Canada and the US. She has lived experience with mental health challenges. She is a licensed paralegal and has worked as a Community Legal Worker at Neighbourhood Legal Services in Toronto for the past 11 years and divides her time between social assistance & housing case work, community development, advocacy and training that focuses on mental health.

BARBARA MacGIBBON has been supporting people and communities through change for over 30 years. She's worked with street clinics, suicide prevention programs, and shelters. She's created transformative programming for Indigenous Youth, Sole Support Mothers, Unemployed Youth, Psychiatric Survivors, and Older Adults. She has taught at George Brown College and Humber Colleges and has been a trainer for both government and community organizations. She has volunteered with Habitat for Humanity in Haiti, and in northern Canadian communities including Flying Dust and Champagne-Aishihik First Nations, Whitehorse, Yellowknife, Slave Lake, and Iqaluit. Barbara has a Master's in Adult Education and a certificate in Bereavement Education and is a Life Coach. Her B.A. from Trent, concentrated on Canadian Indigenous Studies.

CANDICE BRIMNER, BSW(c), SSW, has worked in the social services sector since 2010. She began her career in the community working in housing and homelessness and moved into healthcare in 2013 when she was invited to join the development team for the first and only acute concurrent disorders inpatient unit in Canada at St. Joseph's Healthcare Hamilton (SJHH). In 2016 she was the lead for the LHIN-wide Concurrent Disorders Capacity Building Strategy focusing on service improvements across the LHIN that offered better experiences for service users and increased capacity amongst community agency staff within local addiction and mental health agencies. Candice currently works in the emergency department and inpatient medicine units as an Addiction Specialist on the Concurrent Disorders Capacity Building Team at SJHH, as well as at the Rapid Access Addiction Medicine (RAAM) Clinic and is a part-time Sessional Instructor in the Concurrent Disorders Program at Mohawk College. She is passionate about her work and not only utilizes theory in her practice, but also her lived experience as a woman in recovery from mental health and substance use.

COURTENAY MCGLASHEN has worked in the Social Services for almost 20 years. He's been a Worker, System Coordinator, and Program Manager in various programs and sectors. He has worked primarily in Mental Health, Justice, Addictions, and Housing/Homelessness.

DALE KUEHL, MSW RSW has 20 years of social work experience. He is a Master Trainer of Treatment (an addiction treatment training program) with the United Nations Office of Drug and Crime-where he has trained social and healthcare workers in Africa, Caribbean, Middle East & Asia. Currently, he works at the Centre for Addiction & Mental Health (CAMH) as an Advanced Practice Clinician in the Outpatient Services of the Complex Mental Illness Program. He is a sessional instructor at the School of Social Work Programs at York and Ryerson University and adjunct lecturer, with the Faculty of Social Work & Coordinator of the Collaborative Program in Addiction Studies, School of Graduate Studies at the University of Toronto. He co-designed, developed and taught the first Certificate Program in Harm Reduction.

DANA KAMIN is a Registered Social Worker, clinical counsellor, training facilitator and past program manager with years of experience providing crisis intervention counselling, case management and goal planning support within drop-in, food bank and shelter settings. Dana updated and facilitated several Toronto Drop-In Network trainings, including trainings delivered at the Toronto Hostels Training Centre, and has worked extensively with homeless and low-income populations, including those with hoarding issues, at Daily Bread Food Bank, Egale Youth OUTreach, YouthLink Inner City (now Vanauley YMCA Drop-In), WoodGreen Community Services and Red Door Family Shelter. Additionally, Dana worked as a Hoarding Support Coach at VHA Home HealthCare, supporting individuals related to hoarding in their home, in both a volunteer and employment capacity. While working with these clients, Dana noted that for most, a history of trauma, anxiety, depression and/or loss were often present. Dana has an interest in the connection and intersection between trauma and hoarding, and she is currently launching a private practice, which will provide clients with a blend of trauma-focused counselling, and practical harm reduction-based hoarding support, as a means to work towards reducing anxiety and hoarding behaviours, while increasing safety and quality of life.

DR. ADAM LODZINSKI is an experienced independent consultant and trainer. For over 20 years Adam has contributed to a wide range of fields including: learning disabilities; adult literacy; child, youth as well as adult mental health; addictions; family and child services; career development; youth employment; adult and youth justice services; community health promotion; and, early childhood and special education. Well over 4,000 members of various helping professions in over 200 organizations -including First Nations organizations - throughout Canada have attended one or more of his seminars. He is also a professor of psychology at the Adler Graduate Professional School where he teaches in the MA program in counseling. In addition to consulting, training and teaching, he offers individual, group and organizational services in conflict resolution.

DR. JIM CULLEN is a social worker with a 20-year history of working in the field of mental health and addictions in both clinical and senior leadership roles. He has worked Youth and Adults, First Nations and LGBTQ communities. Jim has had a varied career at hospitals and organizations such as CAMH (The Centre for Addiction and Mental Health), Kinark Child and Family Services, and The National Ballet School of Canada as examples. With First Nations communities and organizations Jim has worked with Anishnawbe Health and Native Child and Family Services. Across Canada he has provided Training and Consultation to communities such as Shuswap Lake in BC, Kat Lake and Six Nations in Ontario, and Kitigan Zibi in Maniwaki Quebec to name just a few. He currently maintains a full-time psychotherapy practice in Toronto and provides consultation and training for organizations and government. Jim also holds at Adjunct Appointment at the University of Toronto and has been successful in research and publication.

ELAINE AMSTERDAM has been working in the mental health field for more than 20 years. She has worked extensively as a front-line crisis intervention worker. Elaine has provided community trainings in the area of crisis intervention and before becoming an ASIST Trainer. She has also trained as a psychotherapist and worked in private practice for the past 12 years.

ELIZABETH LOVRICS, MSW BA, BFA, RSW received her undergraduate degree of Fine Arts at the Nova Scotia College or Art and Design, and after a brief career in the Fine Art field, she went on to complete her Master of Social Work degree at York University. For the past16 years, Elizabeth has been working at the Hincks- Dellcrest Centre with adolescents with complex mental health needs and their families in the residential treatment program. Elizabeth has extensive experience participating in a variety of external and internal committees. She has certificates and specialized training in CBT, mediation and most recently she has completed DBT training with Behaviour Tech and is currently developing and facilitating DBT informed skills groups for adolescents and their parents within a residential context. Elizabeth, with her colleagues presented their recent efforts bringing DBT skills to families at the CMMHO conference in 2015.

EYITAYO DADA studied law at the University of Ife where she graduated with an honors degree in 1984. She has worked as a human service provider and as an adult educator with proven experience with people of all cultures and backgrounds for over 18 years. She is currently the Director of Amélie House, transitional housing for hard-to-house women. Eyitayo is the Chair, Board of Directors of the African Canadian Legal Clinic and the founding president of the Continental African Family Outreach Services. She is a member of the International Federation of Women Lawyers, International Bar Association, Commonwealth Lawyers Association, The International Association of Non-Violent Crisis Intervention Certified Instructors, The Nigerian Bar Association, and the Nigerian Institute of Safety Professionals, and has represented several organizations at national and international conferences. Eyitayo Dada is also a parent and a church administrator.

FRAN ODETTE MSW Fran has been working on issues related to equity for over twenty years with a primary focus on working to address gender and disability issues. Fran has focused her writing and research on issues pertaining to violence against women and children living with disabilities or are Deaf. Throughout the years, Fran has worked with diverse participants from the violence against women sector, housing, child welfare and health care; focusing on topics related to equitable and inclusive program and service delivery for female-identified survivors of violence, and persons with disabilities seeking supports. Applying an anti-racist, anti-oppression framework (ARAO) to her training, Fran has advised community agencies and the provincial government on a range of projects focused on policy and programming which have included the Domestic Violence Action Plan, a provincial-wide initiative on safeguards for persons who are Augmentative and Alternative Communication users, and a provincial project on sexual supports for persons using attendant services. Fran is a subject matter expert, guest speaker, workshop trainer, keynote speaker and panelist. Finally, Fran is a Professor in the Assaulted Women's and Children's Counsellor/ Advocate Program at George Brown College, and co-teaches a critical disability studies course (the first course offered in the college system).

FRANCISCO RICO-MARTINEZ earned his Master's degree in economics from Costa Rica and his Law Degree (J.D.) from El Salvador. He was the president of the Canadian Council for Refugees (CCR), the recipient of the 2001 City of Toronto William P. Hubbard Race Relations Award and the YMCA Peace Medallion 2006. Francisco is currently co-director of FCJ Refugee Centre which strives to meet the diverse needs of uprooted people, particularly refugee claimants and people without status. Francisco is also a member of the Immigration and Refugee Law Advisory Committee of Legal Aid Ontario, a member of the Editorial Group of the Refugee Update Newsletter and a recipient of the Community Leadership in Justice Fellowship of the Ontario Law Foundation for 2007.

JACQUELINE BENN-JOHN, PH.D. CANDIDATE, MED., OACCPP Jacqueline's diverse career spans over twenty years and focuses primarily on empowering women and children experiencing multi-layered marginalization, violence and poverty. Jacqueline has worked across sectors with diverse stakeholders and survivors of violence to prevent and eradicate violence against women and children. Applying an intersectional, anti-racist and feminist framework to her practice, Jacqueline has advised the provincial government on numerous funding, program and policy initiatives (provincial sexual assault services for men, for example; and informing Ontario's first Sexual Violence Action Plan). She has advised community organizations on best practices in non-profit and the anti-violence sectors and has supported organizations to strengthen their capacities to achieve their mandates. Jacqueline has consulted with other groups internationally as well, sharing best practices with social workers at a Child Sexual Abuse Conference in Bucaramanga Colombia. Jacqueline has been a sought-after subject matter expert, guest speaker, workshop trainer, facilitator, keynote speaker and panelist. Currently, Jacqueline is a Professor in the Assaulted Women's and Children's Counsellor/ Advocate Program at George Brown College, as well as at Humber College in the Community and Justice Services Program.

JANA LAZOR BScPhm, MsPhm, EdD, is an Associate Professor of Pharmacy at the Leslie Dan Faculty of Pharmacy and a primary care pharmacist in the Department of Family and Community Medicine, St. Michael's Hospital where she has been involved in providing a consulting role to different groups of patients and their health-care providers to sort out mediation related issues and to provide medication-taking education to the patients. She also conducts research in patient medication education, with one of the areas of focus being on patients with mental-health problems.

JANINE LAWFORD MSW, RSW is a senior social worker and psychotherapist with a specific interest and expertise in trauma. Janine has extensive experience working with children, youth and their families. She works at the Hincks-Dellcrest Centre as a therapist, trainee supervisor and instructor. Janine is the co-leader both a trauma seminar and a trauma-focused assessment and treatment team. In her private practice, she offers psychotherapy and specialized training, as well as consultation to the Tele-Link mental health program at the Hospital for Sick Children around trauma. Janine also works in the field of high-conflict divorce as a clinical investigator for the Office of the Children's Lawyer.

JUDY WOLFE has extensive leadership experience in the non-profit sector, including Chairing the Board of a community centre and a magazine. Based in part on this direct experience, she has provided training in governance and strategic planning to national organizations as well as regional and local ones (including emergency shelters). She has advised municipal and provincial governments on a wide variety of topics, including funding for emergency shelters and other homelessness programs. Judy has degrees in Political Science/Economics and Business Administration.

KIKE OJO is the principal consultant for KOJO KONCEPTS Consulting, with expertise in the areas of anti-racism, anti-oppression, equity, diversity, human rights, cultural safety, and organizational change. Her work and volunteer efforts earned her the Lincoln M. Alexander Community Award for extraordinary leadership in the elimination of racial discrimination in Ontario. She was also selected to attend the Third Preparatory Meeting for the World Conference Against Racism and Related Intolerance at the United Nations in Geneva, Switzerland. Kike was recently named one of the 50 plus 1 Black Canadians who are on the rise in 2015, by CaribbeanCurrent.com. Finally, Kike was named one of the 100 Black Women to Watch in 2016, by the Canadian International Black Woman Event. Kike's career includes: Leading a provincial project to address Child Welfare services to African- Canadian children and families in Ontario; Government and Stakeholder Relations for the Ontario Association of Children's Aid Societies; Leading the anti-oppression and diversity work of the Children's Aid Society of the Region of Peel; Environmental Justice Program Manager for the City of Atlanta, USA; History and Social Sciences Secondary School Teacher for the Peel District School Board; Chair, Human Rights Committee for the Ontario Secondary School Teachers' Federation; Social Science and Business Professor for Sheridan College. Kike's formal education includes a Bachelor of Arts in Sociology with a minor in International Justice and Human Rights from McMaster University, a Master of Arts in Sociology and Equity Studies in Education from OISE/ University of Toronto, and a Bachelor of Education also from the University of Toronto. Additionally, Kike is an alternative dispute resolution mediator, certified by Stitt, Feld, and Handy/ University of Windsor.

KIMBERLEY MATTINSON, SSW, BEd./Ad.Ed, MEd., Certified Coach, Trainer and Speaker is the owner of Training Solutions where she has been helping people find success and maximize their potential since the company was established in 2007. She is a wife and mother - the source of much happiness and wealth in her life. Kimberley has established herself as a credible resource around leadership, management and human relations through her passion for life-long learning and her desire to add value to others. She brings with her extensive experience in leadership, human services / social services sectors, in various levels of government and in the private sector.

LAVAL MARTIN, BSW, MSW, RSW, has worked in the social service sector since 2006. He provides training on a variety of topics through Laval Martin Consulting Inc. He also has a small private psychotherapy practice Wise Mind where he delivers Dialectical Behaviour Therapy and other therapeutic modalities. In the past, he has worked with people experiencing poverty and homelessness, developmental disabilities and other mental health challenges. He has developed and delivered workshops on topics from crisis intervention and conflict resolution to documentation practices and time management. Laval has practiced various martial arts and self-defense systems since 2001, with a focus on avoiding and de-escalating conflict. He is a full-instructor of Senshido. He has also experienced (and recovered from) burnout!

MARGO VANHONSBERGER, SSW, B.A., B.Ed., is an adult educator who brings a wealth of experiences relating to supporting individuals with an acquired brain injury (ABI). She currently works as a Residential Program Manager for Brain Injury Community Re-Entry (Niagara) Inc. and has worked for 18 years in the brain rehabilitation field. Margo has been active in facilitating training sessions at a variety of agencies. With her background in education and an interest in promoting active staff participation, Margo enjoys working with agencies and meeting new people.

MICHAEL FRONTE is a senior safety consultant. He has considerable experience in designing, developing and facilitating a variety of legislative safety compliance programs since 1987. Past clients include municipalities, agencies, boards, commissions and private corporations. He has managed the Corporate Safety Training Services Unit and the Workplace Safety and Emergency Training Agency for the former Municipality of Metropolitan Toronto. Through developmental interventions, strategies and facilitation methods, he delivers effective results-orientated safety-training programs ensuring due diligence and legal compliance.

MICHELLE LEWIS, SSW, BSW, MSW(c), RSW has worked in the social services sector for several years. She has worked with people who have encountered the criminal justice system, people experiencing homelessness and those who are living with mental health and or addictions issues. Michelle has held various positions in the field ranging from front line, program coordination, management and group facilitation. Michelle is currently employed with the Canadian Mental Health Association – Peel Dufferin Branch as a Mental Health and Addictions Consultant.

NANCY N. MAYER has worked in the field for 38 years. She has developed her expertise as a clinician, supervisor, trainer and consultant in the areas of child sexual abuse, adult survivors of trauma, secondary trauma, clergy misconduct and abuse, workplace issues and organizational change and development. She has worked and managed in both unionized and non-unionized settings. In her clinical practice, Nancy provides services to individuals, couples and families, and specialized services for adults and adolescents who have experienced childhood abuse, trauma, illness or loss. She provides clinical services and training to mental health professionals on issues related to secondary trauma, countertransference and workplace stress. She runs ongoing consultation groups for staff who work with traumatized populations and teaches and trains throughout North America.

NENE KWASI KAFELE most recently was the Director of Health Equity at the Centre for Addiction and Mental Health for 11 years. He was also a senior manager in the provincial government and Executive Director of the Jamaican Canadian Association. He has worked and volunteered for over 30 years in Toronto with different equity-seeking communities and organizations as a facilitator, educator, organizer, trainer, youth counselor and researcher. He is a trained conflict mediator. He has facilitated equity/diversity management, strategic planning, organizational development, community economic development and youth leadership courses and programs with numerous agencies, institutions and community-based organizations. He has also taught a certificate course in Cross-Cultural Skills for Human Service Providers at the University of Toronto's Faculty of Social Work. Nene has an M.A. in Environmental Studies from York University and an Advanced Certificate in Executive Leadership from the Joseph L. Rotuman School of Business, University of Toronto. He is currently pursuing a PhD at York University, focusing on the coping assets for urban young African Canadian men in Toronto in addressing stressors like racism, violence and poverty.

NICKI CASSERES has worked in the mental health field for 30 years and has direct frontline experience as a Crisis Worker. Nicki also does workshops on Crisis Intervention, Mental Health and The LGBTT Community with Toronto Police Service and The Ontario Police College.

PAULLETTE MARSHALL currently works at Reconnect Mental Health Services in the role of Program Manager. Paulette has worked in the community mental health sector for over 25 years and brings extensive experience with case management services and training, housing, community mental health practices, social rehabilitation, recovery and employment. She has been Chair of a Community Board, facilitated many case management workshops and recently earned a Master's Certificate in Health Care Management with Schulich School of Business.

ROBERT BUDD is a graduate of the University of Toronto (BA) and the University of Windsor (B Comm. and LLB) He was called to the Ontario Bar in 1978 and has practiced labour-relations and employment law on behalf of management over the past 33 years. During his career, he has practiced with the Ontario Hospital Association, acting on behalf of Hospitals throughout Ontario, with the law firms of Fraser & Beatty, Osler, Hoskin & Harcourt, and Morris/Rose/ Lidgett. For the past six years, Robert has conducted his labour-relations practice as a sole practitioner. Robert's practice is primarily involved in negotiations of collective agreements, presentation of cases on behalf of management to Arbitrators, Labour Boards, Human Rights Tribunals and Employment Standards Tribunals. Robert also engages in educational seminars for various clients and other organizations.

SUSAN CLANCY holds a diverse range of experience spanning 30 years within the non-profit sector. Most of her work is with marginalized communities: supportive housing; drop in sector; and women's services. She has worked at local, provincial and national levels and varied levels of management. Her interest in healthy organizational development has led to consulting and coaching in areas of: strategic planning; team cohesion; ethical boundaries and community development.

ADVOCACY CENTRE FOR TENANTS ONTARIO (ACTO) FACILITATORS TENANT AND LANDLORD LAW

CARLA MARTI is a lawyer working as Tenant Duty Counsel in the GTA. After working in the film production industry from 2007-2013 she attended Osgoode Hall Law School in order to pursue a career in social justice work. She was called to the bar in 2017. She has had the privilege of working with Barbra Shlifer Commemorative Clinic, Parkdale Community Legal Services, Community and Legal Aid Services Programme, and Kinna-aweya Legal Clinic (Thunder Bay).

KATHERINE HAIST obtained her law degree from Queen's University in 2004 where she was the recipient of the Legal Aid Ontario award upon graduation for academic achievement and a demonstrated contribution to legal aid, clinical practice and public interest law. She articled in the Discipline and Equity Initiatives Departments of the Law Society of Ontario (formerly the Law Society of Upper Canada) before being called to the Bar in 2005. She has spent the majority of her legal career in the clinic system, including work at ARCH Disability Law Centre and the Clinic Resource Office. She joined ACTO's Toronto Tenant Duty Counsel Program in 2008 where she is currently a staff lawyer.

DANIA MAJID is a staff lawyer at the Advocacy Centre for Tenants Ontario (ACTO). Prior to joining ACTO in December 2012, Dania was a legal analyst with the Environmental Commission of Ontario and completed short contracts as a staff lawyer with the Human Rights Legal Support Centre and Neighbourhood Legal Services. She is also the founder and executive member of the Arab Canadian Lawyers Association and the Toronto Palestine Film Festival.

KAREN ANDREWS went to law school as a mature student after having spent many years working with very interesting people committed to bettering their communities and strengthening the public sector.   Consequently, she almost died of culture shock during her first term at Osgoode Hall Law School. She has a BA from the University of Toronto and was called to the bar in 1995. She has appeared at many different courts and tribunals over her legal career. She also teaches in the George Brown Community Worker Program and she is an adjunct professor at Osgoode Hall Law School. Karen has only practiced in the area of poverty law because she likes the power, money and prestige.

THE 519 have been the centre of Toronto's LGBTQ experience since 1975 and are committed to the health, happiness and full participation of the LGBTQ community. A City of Toronto agency with an innovative model of Service, Space and Leadership, striving to make a real difference in people's lives, while working to promote inclusion, understanding and respect.

- Service: We respond to the evolving needs of the LGBTQ community, from counselling services and queer parenting resources to Coming Out groups, trans programming and senior's support.
- Space: We provide free, accommodating and non-judgmental space where individuals, organizations and non-profit groups can meet, organize and work towards their goals.
- Leadership: We share knowledge and insight gathered on the ground through consulting and workshop services, best practice research and public engagement campaigns. Our Education and Training team provide organizations with the insight, tools and understanding to create environments that are LGBTQ-inclusive, respectful and welcoming.

THE TRANS COMMUNITY SHELTER ACCESS PROJECT is a team of trans women and trans men funded to provide training and policy assistance to shelters and hostels, with the goal of making services accessible to TS/TG people. This project has been operating out of The 519 Community Centre since 2001. Trans presenters of this workshop are part of a community development and skills-building program who are in-training to develop their capacity as facilitators and community workers.

TORONTO PUBLIC HEALTH FACILITATORS

ALICIA LOWE-DOWNES holds a BSc in toxicology; BASc in Environmental Health and a certificate in Occupational Health and Safety. Alicia has been a Public Health Inspector for the last 13 years and has investigated food safety, health hazard and communicable disease complaints. In 2008 Alicia became part of the Toronto Bed Bug Project now called the Toronto Bed Bug Initiative. As part of this multi-disciplinary team, consisting of 6 Public Health Inspectors and 3 Public health Nurses, they assist the City's most vulnerable citizen's deal with their bed bug issues.

ALINA ISAAC delights in designing unique, action-oriented workshops and in helping create 'reflective space'. Her work at TPH on the Mental Health Promotion Team involves education, consultation and group psychosocial support in community settings. She obtained a master's in social work from Sir Wilfried Laurier and a nursing degree from McGill University. In the past, Alina has worked as an addictions nurse; in a day treatment setting with women recovering from trauma; and with the Inuit community as part of a nursing internship.

MICHELLE JUBIN is enthusiastic about community and mental health nursing practice. She has worked for Toronto shelters, mobile street clinics and Toronto Public Health. As a member of the Mental Health Promotion Team, Michelle currently works with individuals and programs at TPH and externally to develop current knowledge and practices on diverse mental health promotion topics. She obtained her undergraduate and graduate nursing degrees from the University of Toronto.

WALTER CAVALIERI is the founder of the Canadian Harm Reduction Network; he has been working with and for the benefit of people who use drugs to advance harm reduction in practice and policy for more than 30 years.

YVETTE PERREAULT recently retired Director of the AIDS Bereavement and Resiliency Program of Ontario; MA Leadership and Training; member Association of Death Education and Counselling; Traumatology Certification from Traumatology Institute of Canada. Author of When Grief Comes to Work: Managing Grief and Loss in the Workplace. Currently focused on the loss-related impacts of the opioid crisis in the Harm Reduction sector and Supportive Housing Provider staff. Yvette has been a front-line community organizer and counsellor for over 4 decades. In the early days of AIDS, she served as AID Support Program Director at the AIDS Committee of Toronto for 8 years and prior to that, worked in the area of violence against women and children. She has Prairie roots, is originally from Saskatoon and trained as a Psychiatric Nurse in Brandon, Manitoba. In addition to her work in HIV/AIDS, Yvette serves as a consultant within the community-based not-for-profit sector. Her interest is in building teams with heart.