

Training Resources Relevant to the Principles, Policies, and Practices within Integrated Youth Mental Health and Substance Use Services

Request:

What resources and guides are available for training staff working within integrated youth mental health and substance use services across the following areas of interest?

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Anti-Oppressive Practice

Title	An Anti-Oppression Framework for Child Welfare in Ontario
Developer	Ontario Association of Children’s Aid Societies
Year	2010
Type of Resource	Framework (with recommendations)
Description <i>(as described by resource developers)</i>	<p>The Anti-Oppression Roundtable of the Ontario Association of Children’s Aid Societies carried out a consultation process that led to the development of a framework for anti-oppression in child welfare. This document presents that framework, informed by the findings of the consultation process and the pioneering work done by those who have gone before the Anti-Oppression Roundtable. The role of the Child Welfare Anti-Oppression Roundtable is to provide a forum for members to develop, support and share initiatives on anti-oppression work. The focus of the roundtable has been to develop and recommend strategies that build agency capacity and provide advocacy opportunities for the inclusion of anti-oppression principles in an agency’s policies, structures, and practices. By having agencies’ policies, structures and practices informed by anti-oppression principles, child welfare service delivery can be transformed to centre on the needs and circumstances of those who are marginalized and excluded from equitable participation in society. Such a focus would enable a true commitment to the ongoing and sustainable welfare of children.</p> <p>Framework sections include:</p> <ul style="list-style-type: none"> • Features of the framework • Steps of the framework • Organizational change process • Identify the intended outcome(s) • Identify potential key challenges • Ask questions yourself/team • Identify levers • Assess impact on service users throughout the process • Logic model of framework • Revisit outcomes/assess impact on community stakeholders • Shift institutional challenges into AO opportunities • Identify individual, group, and institutional/systemic action steps • Identify indicators of success • Appendices • More...
Primary	Service providers, management, staff, board members, youth advocates, family

Audience	advocates, policy makers, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Training for Change: An Integrated Anti-Oppression Framework
Developer	Rainbow Health Ontario (RHO) Springtide Resources
Year	2009
Type of Resource	Framework
Description <i>(as described by resource developers)</i>	This tool is designed to help trainers and activists use an integrated anti-oppression framework in sexual and gender diversity training. It is geared toward education for health and social service workers and advocates. The Training for Change Framework is based on discussions among social justice trainers, activists and community educators, organized by the Rainbow Health Network and Springtide Resources. It highlights the barriers, challenges, and questions users have of themselves and others, and is a contribution to continuing dialogue.
Primary Audience	Trainers that train health and social service workers and advocates, including: service providers, management, staff, board members, youth advocates, family advocates, policy makers, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link - Webpage Link – Framework
Title	An Integrated Anti-Oppression Framework for Reviewing and Developing Policy: A Toolkit for Community Service Organizations
Developer	Springtide Resources

Year	2008
Type of Resource	Framework and toolkit
Description <i>(as described by resource developers)</i>	<p>This toolkit was developed as part of Phase II of the Integrating Anti-Oppression project funded by the United Way of Toronto. The Integrating Anti-Oppression project was initiated by Springtide Resources with the goal of creating a tool that would support community service organizations to consistently integrate their anti-oppression learning into practice. The suggestions and checklists in this guide are designed to help foster discussions that will allow users to apply an anti-oppression analysis to their current policies and to the policies that they create in the future. The questions in the checklists are offered as a place to start, but please note that many other questions should arise throughout the discussion.</p> <p>Framework sections include:</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Why do we need to look at policies? ○ What community organizations can do to challenge social inequality ○ The goal of this toolkit ○ What is integrated anti-oppression? ○ Barriers and challenges to integrated anti-oppression • Applying integrated anti-oppression to policies <ul style="list-style-type: none"> ○ The 5 steps of integrated anti-oppression policy review ○ Step 1: Set a schedule for reviewing policies ○ Step 2: Create a work plan ○ Step 3: Set up a policy review committee ○ Step 4: Review the organization’s policies (how accessible are your policies, how do your policies affect different people? What are the gaps in policy, and what can you do to make changes?) ○ Step 5: Make recommendations • Appendices <ul style="list-style-type: none"> ○ Forms ○ Sample terms of reference – policy review committee ○ Sample conflict resolution guidelines ○ Sample decision making chart ○ Framework for policy review and development ○ Glossary ○ Focus group findings
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, policy makers, students, and volunteers.

Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Striving for Equity: Anti-Opressive Practice in Child and Youth Mental Health
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2014
Type of Resource	Learning module
Description <i>(as described by resource developers)</i>	<p>In this module, users can explore what oppression is and how they can develop an anti-oppressive (AOP) lens when working with children, youth, families and each other.</p> <p>Module Sections include:</p> <ul style="list-style-type: none"> • Lesson 1: Systems of oppression in practice <ul style="list-style-type: none"> ○ Oppression vs. anti-oppression ○ Key term ○ Roots of systemic oppression ○ Cycle of oppression ○ Systems of oppression in practice • Lesson 2: Reflecting on your point of view <ul style="list-style-type: none"> ○ Privilege and marginalization ○ Social location ○ Power flower • Lesson 3: An anti-oppressive lens in practice <ul style="list-style-type: none"> ○ An anti-oppressive approach ○ Youth and family engagement ○ What is an ally? ○ Becoming an ally ○ What is an anti-oppressive system? ○ An anti-oppressive space ○ Case examples
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.



Rapid Response Report:
Training Resources Relevant to the Principles, Policies, and
Practices within Integrated Youth Mental Health and
Substance Use Services



Languages	English and French
Format and Cost	Interactive online module and PDF document Free
Links	Link Link – AOP Journal

Consent of Minors to Treatment

Title	Medial Decision-Making in Pediatrics: Infancy to Adolescence
Developer	Canadian Pediatric Society
Year	2018
Type of Resource	Position Statement
Description <i>(as described by resource developers)</i>	<p>Medical decision-making in the pediatric population is complicated by the wide variation in physical and psychological development that occurs as children progress from infancy to adolescence. Parents and legal guardians are the de facto decision-makers in early infancy, but thereafter, the roles of parents/legal guardians and pediatric patients become ever more complex. Health care providers (HCPs), while not decision-makers per se, have a significant role in medical decision-making throughout childhood. This statement outlines the ethical principles of medical decision-making for HCPs involved in caring for pediatric patients. This revision focuses on individual decision-making in the context of the patient–provider relationship and provides increased guidance for dealing with disagreements.</p> <p>Position statement sections include:</p> <ul style="list-style-type: none"> • Background • Capacity in the pediatric population • Assent and dissent • Roles and responsibilities of the substitute decision-makers • Best interests • Family-centered, shared decision-making • End-of-life decision-making • Withholding or withdrawing life-sustaining interventions • Resolving conflicts • Summary • Recommendations • Recommended resources
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and	Webpage and podcast

Cost	Free
Links	Link - Webpage Link – Podcast

Title	Legislative Guidance – Consent of Minors: Infants Act
Developer	College of Physicians and Surgeons of British Columbia
Year	2018
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	This Legislative Guidance provides physicians with assistance in navigating legislation applicable to the medical profession. The information provided in this document is meant to be used as a helpful resource, and should be read in conjunction with the legislation it refers to.
Primary Audience	Service providers (physicians – British Columbia), management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Consent: A guide for Canadian Physicians
Developer	The Canadian Medical Protective Association
Year	2016
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	In the medical context and as the law on consent to medical treatment has evolved, it has become a basic accepted principle that "every human being of adult years and of sound mind has the right to determine what shall be done with his or her own body."

Physicians may do nothing to or for a patient without valid consent. This principle is applicable not only to surgical operations but also to all forms of medical treatment and to diagnostic procedures that involve intentional interference with the person. That consent to treatment was lacking or inadequate continues to be a frequent claim against physicians. It is important therefore that physicians be aware of their legal obligations in obtaining consent from patients. It is hoped this booklet will assist in strengthening this awareness. It is not intended as a legal treatise on the subject of consent but rather as a practical guide for physicians in their day-to-day dealings with patients.

Guide sections include:

- Emergency treatment
- Assault and battery
- Types of consent
 - Implied consent
 - Expressed consent
- Requirement for valid consent
 - Voluntary consent
 - Capacity to consent
 - Age of consent
 - Mental incapacity/ substitute decision-making
- Informed consent
 - Disclosure of information
 - Standard of disclosure
 - Patient comprehension
 - Consent disclosure in research and experimentation
 - Informed refusal
 - Informed discharge
 - Some practical considerations about informed consent
- Consent forms – documentation of consent
 - A consent form itself is not consent
 - Basic elements
 - Identification and acknowledgement of explanations
 - Anesthesia
 - Added or alternative procedures
 - Delegation to others
 - Signatures and witnesses
 - Notes in the medical record
 - Consent forms and medical assistance in dying
- Handouts and materials supplemental to consent explanations
- Treatment in
Canada of U.S. and other foreign residents

	○ Which forms do you use?
Primary Audience	Service providers (physicians), management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Webpage Free
Links	Link

Title	Medical Decision-Making and Mature Minors
Developer	The Royal College of Physicians and Surgeons of Canada
Year	2013
Type of Resource	Case study
Description <i>(as described by resource developers)</i>	The learning objectives of this case is to: <ul style="list-style-type: none"> • Understand the legal and ethical considerations in decision-making by minors. • Learn how to determine whether a minor has capacity to make health care decisions.
Primary Audience	Service providers (physicians), management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Webpage Free
Links	Link

Title	Consent to Counselling Therapy Services – Legal Commentary
Developer	British Columbia Association of Clinical Counsellors

Year	2013
Type of Resource	Commentary
Description <i>(as described by resource developers)</i>	<p>This commentary is intended to help clinical counsellors in British Columbia gain a better understanding of legal issues that are relevant to their practice, and is not meant to be a substitute for legal advice.</p> <p>Commentary sections include:</p> <ul style="list-style-type: none"> • Introduction • Informed consent • Parental consent • Consent of a child • Additional readings
Primary Audience	Service providers (clinical counsellors – British Columbia), management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Alberta Health Services Consent Policy and Procedures Guiding Algorithm
Developer	Alberta Health Services
Year	2010
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	<p>Alberta Health Services has a single policy outlining the requirements for the practice of obtaining consent for treatment and procedures. This algorithm sets out key considerations for the process of obtaining consent from a patient or their representative and highlights the relevant procedure document.</p> <p>Alberta Health Services notes that an assessment shall be completed by the most</p>

	responsible health practitioner to determine whether the minor patient has the intelligence and the maturity to provide consent without the input of their legal representative.
Primary Audience	Service providers (Alberta), management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English
Format and Cost	PDF Document Free
Links	Link – Consent Policy and Procedure Guiding Algorithm Link – Mature Minor Algorithm

Title	Guidelines for Youth Health Centres in Nova Scotia
Developer	Nova Scotia Health Promotion and Protection
Year	2009
Type of Resource	Guidelines
Description <i>(as described by resource developers)</i>	<p>In 2004, the Department of Health implemented system wide provincial standards for youth health centres. These standards provide a framework for developing and measuring the success of youth health centre policies, services, and supports. To help youth health centres implement these system wide standards, four companion documents were created, that provide guidelines about:</p> <ul style="list-style-type: none"> • Developing and maintaining partnerships • Orientation and continuing education • Policies and procedures for services • <i>Informed consent and privacy</i> <ul style="list-style-type: none"> ○ This manual is intended to solely provide a general overview of informed consent and privacy issues that need to be addressed within youth health centres. It should not be used as a definitive source on any topics covered. It should be used to generate discussion and inquiry.
Primary Audience	Service providers (Nova Scotia), management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.

Languages	English
Format and Cost	PDF format Free
Links	Link

Title	Understanding Common Legal Issues in Child and Youth Mental Health
Developer	Canadian Mental Health Association – Ontario Chapter
Year	N/A
Type of Resource	Webpage
Description <i>(as described by resource developers)</i>	This webpage explains the common legal issues in child and youth mental health. Sections of the webpage include: <ul style="list-style-type: none"> • Understanding legal rights • Consent to treatment • Informed consent • Age of consent • When a young person is judged not capable of suitably informed consent or refusal • When capable youth refuse treatment • Confidentiality • Finding help
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Webpage Free
Links	Link

Cultural Competence and Awareness

Title	Resources, Principles, and the Practice of Health Equity: A compilation of training resources for community health care service providers in the Champlain Region
Developer	Champlain Community Health Centre Executive Director’s Network
Year	2014
Type of Resource	Training resource guide
Description <i>(as described by resource developers)</i>	<p>This report presents a compilation of training resources on health equity. This list was created in order to support community health service providers to ensure high standards of health equity throughout organizations, by ensuring that staff and board members who work at different levels of an organization are aware and sensitized on this topic. This guide offers a centralized place for those who are responsible for identifying the training needs of a given organization/department/team, and planning and implementing training programs.</p> <p>This guide is organized into six (6) sections, moving from thematic content that helps better understand the concept of health equity through different lenses, moving to specific training modules and then to other resources.</p> <p>Guide sections include: Section 1 – Social Determinants of Health Section 2 – Cultural Competence</p> <ul style="list-style-type: none"> • General <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Cultural Competence: Managing your Prejudice ▪ Cultural Competence Education Initiative ▪ What is Cultural Competence and Why is it Important? ▪ Cultural Competence and Quality of Care • Aboriginal Peoples <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Aboriginal Cultural Safety Initiative ▪ Ontario Core Indigenous Cultural Competency (ICC) Health Training ▪ The Indigenous Cultural Competency (ICC) Online Training Program • Immigrants and Refugees

	<ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Refugees and Global Health E-learning Program ▪ Global Child Health Curriculum – Module 4: Children and Youth New to Canada ▪ The Refugee Mental Health Project ▪ Cross-cultural Competency Training for Employers ▪ Enhancing Cultural Competency: A Resource Kit for Health Care Professionals ▪ Evidence-Based Preventative Care Checklist for New Immigrants and Refugees ● LGBTQ <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Rainbow Health Ontario LGBTQ Training Sessions ▪ The Rainbow Health Ontario Resource Database ▪ Are you an Ally? Campaign ● Francophone and French Language Services <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ HC Link/ Reseau CS ▪ Reflet Salveo ▪ Engaging and Working with Francophones ▪ Working Together with Francophones in Ontario: Understanding the Context and Using Promising Practices Guide ● Cultural Competence Assessment Tools <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Cultural Competence Health Practitioner Assessment ▪ Training – Multicultural Mental Health Resource Centre <p>Section 3 – Cultural Humility</p> <ul style="list-style-type: none"> ● Examples: <ul style="list-style-type: none"> ○ Addressing Health Inequalities for Racialized Communities: A Resource Guide ○ Cultural Humility: People, Principles and Practices ○ The Body of Health Equity Staff Stream Training <p>Section 4 – Human Rights</p> <ul style="list-style-type: none"> ● Examples: <ul style="list-style-type: none"> ○ Preventing Discrimination because of Gender Identity and Gender Expression ○ Human Rights and the Duty to Accommodate ○ Human Rights 101 Multilanguage e-Learning Module <p>Section 5 – Health Equity</p> <ul style="list-style-type: none"> ● Training Resources for Health Equity ● Tools for Action on Health Equity
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	<ul style="list-style-type: none"> • Health Impact Assessment <p>Section 6 – Other Tools and Resources</p> <ul style="list-style-type: none"> • List of Organizations that Offer Training and Consultation Services • Facilitation Methods and Processes • Other Tools and Resources
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, policy makers, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Cultural Awareness Series Training Modules
Developer	Wisconsin Center for Public Health Education Training
Year	N/A
Type of Resource	Training modules
Description <i>(as described by resource developers)</i>	<p>This series provides a basic foundation into the philosophy, values, and conceptual frameworks of cultural competence and cultural humility. By engaging with diverse individuals and communities through a culturally aware and self-reflective (cultural humility) lens, public health professionals will be better equipped to eliminate the long-standing disparities in the health and mental health status of diverse racial, ethnic, and cultural groups. This series includes:</p> <ul style="list-style-type: none"> • An introduction to cultural competency and humility • An introduction to refugee communities • An introduction to LGBT populations • An introduction to organizational cultural competency and awareness
Primary Audience	Service providers, management, staff (public health professionals), board members, youth advocates, family advocates, students, and volunteers.
Languages	English

Format and Cost	Interactive online module Free
Links	Link

Title	Community Tool Box Chapter 27 –Cultural Competence in a Multicultural World
Developer	University of Kansas – KU enter for Community Health and Development
Year	1994 – Continuously updated
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	<p>The Community Tool Box is a free, online resource for those working to build healthier communities and bringing about social change. It offers thousands of pages of tips and tools for taking action in communities, with over 300 educational modules and other free tools. Under continuous development since 1994, the Community Tool Box is widely used in teaching, training, and technical support. Currently available in English, Spanish, Arabic, and Farsi, and with millions of user sessions annually, it has reached those working in over 230 countries around the world. The tool includes 46 Chapters through which users can obtain practical, step-by-step guidance in community-building skills. Chapter 27 is related to cultural competence in a multicultural world, providing guidance on how to enhance cultural competence and build culturally competent and inclusive communities. Chapter sections include:</p> <ul style="list-style-type: none"> • Understanding culture and diversity in building communities • Building relationships with people from different cultures • Healing from the effects of internalized oppression • Strategies and activities for reducing racial prejudice and racism • Learning to be an ally for people from diverse groups and backgrounds • Creating opportunities for members of groups to identify their similarities, differences, and assets • Building culturally competent organizations • Multicultural collaboration • Transforming conflicts in diverse communities • Understanding culture, social organization, and leadership to enhance engagement • Building inclusive communities • A toolkit for enhancing cultural competence
Primary	Service providers, management, staff, board members, youth advocates, family



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Audience	advocates, students, and volunteers.
Languages	English, Arabic, Farsi, and Spanish
Format and Cost	Webpages Free
Links	Link - Toolbox Link – Chapter 27

Evaluation

Title	Exploring System Level Performance: A Summary of Literature on Performance Indicators in the Child and Youth Mental Health System
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2017
Type of Resource	Evidence summary
Description <i>(as described by resource developers)</i>	<p>This document presents a summary of performance indicators assessed at the system level on the quality of mental health services to children, youth and their families. The literature review can help identify areas where current performance indicators are consistent and identify additional indicators to address any gaps in the overall assessment of the child and youth mental health sector. This review can also be used to identify potential improvements in Ontario’s current framework. Indicators are organized by the quality domain that has been identified as consistent across recent research in the health and mental health sector:</p> <ul style="list-style-type: none"> • Sustainability • Competence • Acceptability • Accessibility • Appropriateness • Continuity • Safety • Effectiveness • Responsiveness • Efficiency • Equity
Primary Audience	Service providers, management, staff (evaluators), board members, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	PDF document Free
Links	Link

Title	Let's Get Ethical! Ethical Considerations in Program Evaluation
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2014
Type of Resource	Learning module
Description <i>(as described by resource developers)</i>	<p>This module supports evaluators in understanding the importance of ethics when working with participants and increases their ability to identify key ethical standards and principles. It also helps evaluators with the application of ethics in an evaluation context.</p> <p>Module sections include:</p> <ul style="list-style-type: none"> • Lesson 1: Introduction to ethics and the ethical process • Lesson 2: Documents to guide ethical thinking • Lesson 3: Evaluation project ethics
Primary Audience	Service providers, management, staff (evaluators), board members, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Interactive online module Free
Links	Link

Title	Developmental Evaluation
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2014
Type of Resource	Learning module
Description <i>(as described by resource developers)</i>	In this course, users are introduced to the topic of developmental evaluation, are aided in their assessment of whether this approach is a good fit for their work, and are offered some specific skills that will help them in carrying out a developmental

	<p>evaluation and integrating it into their organizational culture.</p> <p>Module sections include:</p> <ul style="list-style-type: none"> • Lesson 1: Assessing readiness: is developmental evaluation well suited for your agency? • Lesson 2: what is developmental evaluation? • Lesson 3: Understanding your evaluation context • Lesson 4: Mapping your system • Lesson 5: Data collection and reporting • Lesson 6: Integration developmental evaluation into your organization's evaluation culture
Primary Audience	Service providers, management, staff (evaluators), board members, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Interactive online module Free
Links	Link

Title	Evaluation Modules
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2011
Type of Resource	Learning modules
Description <i>(as described by resource developers)</i>	<p>Module 1: This module takes users through the various tasks involved in preparing for and planning an evaluation.</p> <p>Module 2: This module focuses on carrying out the evaluation as defined by a framework.</p> <p>Module 3: This module focuses on what happens after evaluations.</p>
Primary Audience	Service providers, management, staff (evaluators), board members, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and	Interactive online modules

Cost	Free
Links	Link – Module 1 Link – Module 2 Link – Module 3

Title	Fundamentals of OCAP (Ownership, Control, Access, and Possession)
Developer	First Nations Information Governance Centre (FNIGC)
Year	N/A
Type of Resource	Training modules
Description <i>(as described by resource developers)</i>	<p>This comprehensive overview of the First Nations principles of OCAP® (Ownership, Control, Access and Possession) is a result of the requests received in recent years from First Nations, students, researchers, academics, federal officials and other interested individuals – nationally and internationally who are looking to gain a better understanding of OCAP® and how it pertains to principled research, data sovereignty, and information governance that respects First Nation.</p> <p>The modules are broken down as follows:</p> <ul style="list-style-type: none"> • Course introduction <ul style="list-style-type: none"> ○ The introduction explains course objectives and demonstrates program features and resources. • Module 1: What is OCAP®? <ul style="list-style-type: none"> ○ Module 1 introduces OCAP®’s foundation principles, highlights OCAP®’s benefits, and explains the FNIGC’s role in supporting OCAP®. • Module 2: Community harm <ul style="list-style-type: none"> ○ Module 2 explores the kinds of harm that may result from the use or misuse of First Nations information. • Module 3: OCAP® And First Nations Jurisdiction <ul style="list-style-type: none"> ○ Module 3 explains how First Nations’ inherent rights and jurisdiction applies to information and research. • Module 4: Use of OCAP® in First Nations <ul style="list-style-type: none"> ○ Module 4 demonstrates how OCAP® can support First Nations communities as they develop their own models and practices of data governance. • Module 5: Barriers and levers to OCAP® <ul style="list-style-type: none"> ○ Module 5 identifies potential barriers to implementing the OCAP®

	<p>approach to data management and introduces “levers” that can be used to support its adoption.</p> <ul style="list-style-type: none"> • Module 6: Implementing OCAP® at the community level <ul style="list-style-type: none"> ○ Module 6 clarifies key OCAP® terms and definitions and describes activities that can be undertaken by First Nations communities to implement OCAP® principles. • Module 7: The future of OCAP® <ul style="list-style-type: none"> ○ Module 7 looks ahead to the development of criteria that can be used to verify that projects comply fully with OCAP® principles. • Pre-test review <ul style="list-style-type: none"> ○ The Pre-Test Review brings together the key points summaries from all of the learning modules. • Final test <ul style="list-style-type: none"> ○ Ten True or False questions drawn from a pool of 20 questions test user’s understanding of key points presented throughout the course.
Primary Audience	Service providers, management, staff (evaluators), board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Interactive online module \$249 per individual. Group registrations of 10 or more should contact FNIGC.
Links	Link

Family Engagement

Title	Developing a Family Engagement Model: Summary of the Literature
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2014
Type of Resource	Evidence summary
Description <i>(as described by resource developers)</i>	<p>This document summarizes findings from relevant literature conducted to assist in the development of a model to be used to guide the implementation of family engagement in Ontario’s community-based child and youth mental health organizations. Drawing primarily from literature pertaining to family engagement in community mental health, and health and addictions settings, this document:</p> <ul style="list-style-type: none"> • Defines family engagement • Describes the benefits of family engagement for children and youth, families, organizations and systems • Discusses the processes involved in engaging families • Summarizes potential ways of evaluating family engagement.
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Engaging First Nation, Inuit, and Métis Families
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2015
Type of	Evidence summary

Resource	
Description <i>(as described by resource developers)</i>	<p>There is no one-size-fits-all approach to family engagement. In First Nation, Inuit and Métis communities, family-centered care is especially important. This report discusses strength-based approaches, accommodating cultural characteristics and recommends building trust-based relationships. This report tackles the following questions:</p> <ul style="list-style-type: none"> • Are there existing models of family engagement for First Nation populations? • Does the literature define best practices for engaging First Nation families? If so, have these models been evaluated, and if yes, what does the data say? • Is there specific literature regarding engagement of First Nation families within the context of child and youth mental health?
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English
Format and Cost	PDF document Free
Links	Link

Title	Family Engagement in Mental Health Care
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2014
Type of Resource	Learning module
Description <i>(as described by resource developers)</i>	This learning module provides an overview of the core definitions, theories and benefits of family engagement in mental health care, and an introduction to the Bringing Family Engagement Into Action training to help users start their journey toward family engagement.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Interactive online module Free

Links	Link

Title	Family Engagement Resource Guide
Developer	Ontario Centre of Excellence for Child and Youth Mental Health Parents for Children’s Mental Health (PCMH)
Year	2019
Type of Resource	Resource guide
Description <i>(as described by resource developers)</i>	<p>This guide provides information and resources to support meaningful family engagement practice in child and youth mental health organizations. The guide shares what the evidence says works (and doesn’t work) to help guide users as they work to integrate family voice and establish meaningful partnerships with families at all levels of an agency. It is intended to be used as users collaborate with PCMH/Centre’s family engagement team and local family partners to embed family engagement practices throughout their agency. This is not intended to be a stand-alone resource; instead, it’s meant to complement important conversations and planning as these take place. The information presented in this resource integrates the current research literature, insights from families, and perspectives of clinicians and agency leaders.</p> <p>Sections include:</p> <ul style="list-style-type: none"> • Background and definitions • Unpacking family engagement • Make a commitment • Inform and engage staff at all levels • Come together • Grow your capacity <ul style="list-style-type: none"> ○ Training and coaching support for the organization ○ Training and support for all staff ○ Training and support for families • Making it happen • Evaluate and sustain • Planning stage • Doing stage • Sustaining stage • More

Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	PDF document Free
Links	Link

Title	Working with Indigenous Families: An Engagement Bundle for Child and Youth Mental Health Agencies
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2016
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	<p>This engagement bundle is designed to provide high level, introductory information on how youth mental health agencies can work with Indigenous families. It also provides additional resources that can help agencies engage with Indigenous families in a meaningful and respectful way.</p> <p>Guide sections include:</p> <ul style="list-style-type: none"> • Introduction • Conceptualizing mental health and well-being • Understanding the history <ul style="list-style-type: none"> ○ Residential schools ○ The Sixties Scoop • A path forward <ul style="list-style-type: none"> ○ Acknowledge the role of child and youth mental health agencies ○ Tap into existing community resources ○ Use appropriate language ○ Recognize alternate family structures ○ Build on traditional teachings about gender identity ○ Observe protocols • Next steps
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.



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Languages	English and French
Format and Cost	PDF document Free
Links	Link

French Active Offer

Title	Toolbox for the Active Offer
Developer	Consortium National de Formation en Santé
Year developed	2019
Type of Resource	Toolkit
Description <i>(as described by resource developers)</i>	<p>This tool box will provides users with valuable resources to help them offer quality healthcare services that are accessible, safe, visible, and without delays in both official languages. Sections of this toolkit include:</p> <ul style="list-style-type: none"> • Issues and challenges of the active offer • Patient-centered approach and cultural competence • Language and health • Leadership and characteristics of working in minority settings <p>Additional Tools include:</p> <ul style="list-style-type: none"> • Reading notes • Case studies • Suggested readings • Moments of reflection • Videos • Workshops
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Format and Cost	Webpages, PDF documents, Videos, and workshop Free except for the workshop. Workshop is hosted by University of Moncton, costing \$109/individual
Links	Link

Title	Active Offer Strategic Planning and Implementation Guide: A Guide for Health Service Providers
Developer	Reflét Salvéo
Year	2017
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	Reflét Salvéo developed this Active Offer Strategic Planning and Implementation Guide as part of the Leadership Training in Active Offer to support Health Service Providers (HSPs) in adopting a unified and consistent approach to the delivery of French Language Services (FLS). This guide is intended to support leaders of HSPs organizations in strategic planning methodology and implementation strategies related to the Active Offer of FLS. It provides resources and context on numerous subjects including the Active Offer, language barriers, language competencies, interpretation and cultural competence. It also includes tools and frameworks to help HSPs assess their internal FLS capacity and external opportunities; develop policies for FLS and human resources; and draft a communications plan that will support the implementation and delivery of the Active Offer of FLS.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	
Cost and Format	
Links	Link Link – Associated Resources

Resource Title	The Active Offer of French Language Health Services: Why it Matters and How to Put it into Practice
Developer	Réseau du mieux-être francophone du Nord de l’Ontario
Year developed	N/A
Type of Resource	Training course
Description	This training, available in English and French, is geared towards people who

<p><i>(as described by resource developers)</i></p>	<p>study or work in health care in Ontario. Training course goals:</p> <ul style="list-style-type: none"> • Discuss the importance of the active offer of French language health services with individuals who work or study in the field of health care • Promote the important role individuals can play in ensuring ongoing improvement of the active offer of French language health services • Support a safe environment and provision of quality care for patients and clients <p>This 5-hour free training course includes an introduction and six modules:</p> <ul style="list-style-type: none"> • Introduction • Excellence in patient-centered care • Equity and safety • Cultural competency • Recruitment and retention of bilingual human resources • Work environment and organizational culture • Community engagement
<p>Primary Audience</p>	<p>Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.</p>
<p>Links</p>	<p>Link</p>

<p>Resource Title</p>	<p>Active Offer and Planning Tools</p>
<p>Developer</p>	<p>Réseau du mieux-être francophone du Nord de l’Ontario</p>
<p>Year developed</p>	<p>N/A</p>
<p>Type of Resource</p>	<p>Various resources</p>
<p>Description <i>(as described by resource developers)</i></p>	<p>The Réseau du mieux-être francophone du Nord de l’Ontario provides tools in order to support user`s engagement in providing quality French language health care services for Francophones. Several resources and tools are available to help with the planning of French-language services and implementation of an active offer:</p> <ul style="list-style-type: none"> • Francophone lens guiding principles • Active offer information tools • Visual identification tools

	<ul style="list-style-type: none"> • Linguistic variable Francophone engagement tools • Human resources support tools • French language training reimbursement program • Translation and correction • Active offer video • French language services toolkit
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	French Language Services Capacity Building
Developer	Health Nexus Santé
Year developed	N/A
Type of Resource	Various resources
Description <i>(as described by resource developers)</i>	<p>Health Nexus works with Anglophone and Francophone organizations to help build their capacity to work together with Francophones, engage French-speaking communities, and deliver services in French. This webpage houses various resources, including:</p> <ul style="list-style-type: none"> • Adding French to your English event • How to engage Francophones... when you don't speak French! • First steps to FLS planning • Toolkit: moving toward a bilingual organization • Finders keepers: recruiting and retaining bilingual staff • How to reach Francophones – maternal and early years programs manual • Creating a bilingual organizational culture • Working together with Francophones in Ontario: Part 1 – understanding the context • Working together with Francophones in Ontario: Part 2 – legislation and institutional support

Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Savoir-Santé Resources
Developer	Savoir-Santé
Year developed	N/A
Type of Resource	Various resources
Description <i>(as described by resource developers)</i>	<p>Savoir-santé is an internet-based platform bringing together the most recent tools, studies and information on health in French in Canada. Born of the need to share information within the Mouvement Santé en Français, this portal is supported by the 16 health-in-French networks in the country and the Société Santé en Français. Savoir-Santé is a knowledge mobilization vehicle for all the movement's partners. Users can find information on health in various formats whether a report or guide, a video or webinar for concrete examples or a link to a directory enabling you to stay abreast of the most relevant knowledge.</p> <p>Relevant resources include:</p> <ul style="list-style-type: none"> • Handbook of innovative practices on the integration of social and health services in official languages in a minority context • Practical tool-Kit - promoting the active offer of integrated health services to seniors in official language minority communities (position paper and explanatory video) • Café de Paris - An innovative approach to learning French or maintaining French language skills in support of the active offer • Mental health in French. Understanding the issues and the urgent need for collaboration in the NWT • Accessibility and active offer - health care and social services in linguistic minority communities • Working together to implement the active offer of French-language services • More...



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Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Health Equity

Resource Title	Resources, Principles, and the Practice of Health Equity: A compilation of training resources for community health care service providers in the Champlain Region
Developer	Champlain Community Health Centre Executive Director’s Network
Year developed	2014
Type of Resource	Training resource guide
Description <i>(as described by resource developers)</i>	<p>This report presents a compilation of training resources on health equity. This list was created in order to support community health service providers to ensure high standards of health equity throughout organizations, by ensuring that staff and board members who work at different levels of an organization are aware and sensitized on this topic. This guide offers a centralized place for those who are responsible for identifying the training needs of a given organization department/team, and planning and implementing training programs.</p> <p>This guide is organized into six (6) sections, moving from thematic content that helps better understand the concept of health equity through different lenses, moving to specific training modules and then to other resources.</p> <p>Guide sections include:</p> <p>Section 1 – Social Determinants of Health</p> <p>Section 2 – Cultural Competence</p> <ul style="list-style-type: none"> • General <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Cultural Competence: Managing your Prejudice ▪ Cultural Competence Education Initiative ▪ What is Cultural Competence and Why is it Important? ▪ Cultural Competence and Quality of Care • Aboriginal Peoples <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Aboriginal Cultural Safety Initiative ▪ Ontario Core Indigenous Cultural Competency (ICC)

	<p>Health Training</p> <ul style="list-style-type: none"> ▪ The Indigenous Cultural Competency (ICC) Online Training Program <ul style="list-style-type: none"> • Immigrants and Refugees <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Refugees and Global Health E-learning Program ▪ Global Child Health Curriculum – Module 4: Children and Youth New to Canada ▪ The Refugee Mental Health Project ▪ Cross-cultural Competency Training for Employers ▪ Enhancing Cultural Competency: A Resource Kit for Health Care Professionals ▪ Evidence-Based Preventative Care Checklist for New Immigrants and Refugees • LGBTQ <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Rainbow Health Ontario LGBTQ Training Sessions ▪ The Rainbow Health Ontario Resource Database ▪ Are you an Ally? Campaign • Francophone and French Language Services <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ HC Link/ Reseau CS ▪ Reflet Salveo ▪ Engaging and Working with Francophones ▪ Working Together with Francophones in Ontario: Understanding the Context and Using Promising Practices Guide • Cultural Competence Assessment Tools <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Cultural Competence Health Practitioner Assessment ▪ Training – Multicultural Mental Health Resource Centre <p>Section 3 – Cultural Humility</p> <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ Addressing Health Inequalities for Racialized Communities: A Resource Guide ○ Cultural Humility: People, Principles and Practices ○ The Body of Health Equity Staff Stream Training <p>Section 4 – Human Rights</p> <ul style="list-style-type: none"> • Examples:
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	<ul style="list-style-type: none"> ○ Preventing Discrimination because of Gender Identity and Gender Expression ○ Human Rights and the Duty to Accommodate ○ Human Rights 101 Multilanguage e-Learning Module <p>Section 5 – Health Equity</p> <ul style="list-style-type: none"> ● Training Resources for Health Equity ● Tools for Action on Health Equity ● Health Impact Assessment <p>Section 6 – Other Tools and Resources</p> <ul style="list-style-type: none"> ● List of Organizations that Offer Training and Consultation Services ● Facilitation Methods and Processes ● Other Tools and Resources
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Tool for Organizational Self-Assessment Related to Racial Equity
Developer	Coalition of Communities of Color
Year developed	2014
Type of Resource	Self-assessment tool
Description <i>(as described by resource developers)</i>	This tool – developed and piloted by the Eliminating Disparities collaborative – is designed to help organizational leaders gather a holistic snapshot of their organizations’ practices and policies as they relate to racial equity. The Tool is evidence-based and grounded in the belief that no single organization, program, or strategy will remedy a community’s inequities. This open source tool is designed for organizations both large and small, including school districts, non-profits, corporations, foundations and others.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.

Links	Link
Resource Title	A Practitioner’s Guide for Advancing Health Equity: Community Strategies for Preventing Chronic Disease
Developer	Centers for Disease Control and Prevention (CDC)
Year developed	2013
Type of Resource	Practitioner’s guide
Description <i>(as described by resource developers)</i>	The purpose of the Health Equity Guide is to assist practitioners with addressing the well-documented disparities in chronic disease health outcomes. This resource offers lessons learned from practitioners on the front lines of local, state, and tribal organizations that are working to promote health and prevent chronic disease health disparities. It provides a collection of health equity considerations for several policy, systems, and environmental improvement strategies focused on tobacco-free living, healthy food and beverages, and active living. Additionally, the Health Equity Guide will assist practitioners with integrating the concept of health equity into local practices such as building organizational capacity, engaging the community, developing partnerships, identifying health inequities, and conducting evaluations. The Health Equity Guide is designed for the novice interested in the concept of health equity, as well as the skillful practitioner tackling health inequities.
Primary Audience	Service providers, management, staff (public health professionals), board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link – Webpage Link – Guide

Resource Title	Health Equity Training Modules
Developer	University of Wisconsin-Madison – Population Health Institute Wisconsin Center for Public Health Education Training

Year developed	N/A
Type of Resource	Training modules
Description <i>(as described by resource developers)</i>	<p>This training module includes three health equity 101 modules.</p> <ul style="list-style-type: none"> • The first module begins with an introduction to health equity. It discusses how health is more than just sickness or its absence, and that health inequities are more than just differences in health outcomes • The second module explores the relationship between health and power, considering what it means to suggest that “the root cause of health inequity is powerlessness” • The third module discusses ideas for operationalizing health equity in practice, and specifically looks at opportunities to expand the definition of health, strategically use data, assess and influence the policy context, and strengthen community capacity to act on health inequities <p>Reflection points are included throughout the modules to encourage users to consider how they might integrate concepts and resources into your own work.</p>
Primary Audience	Service providers, management, staff (public health professionals), board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Immigrant and Refugee Mental Health Course
Developer	Centre for Addiction and Mental Health
Year developed	N/A
Type of Resource	Training course
Description <i>(as described by resource)</i>	The Immigrant and Refugee Mental Health Project’s online course is a free, self-directed training that will offer a comprehensive overview of immigrant and refugee mental health, focusing on subgroups at risks. It will provide in-depth

<i>developers)</i>	discussion on how context and culture influence mental health and mental illness, as well as providing sample tools and resources for use in various practice settings, and offering evidence-based strategies and interventions to help you provide better services and supports to different immigrant and refugee populations. Participants will find practical examples of promising and innovative practices effective in improving outcomes for different groups of immigrants and refugees.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Languages	English and French
Cost and Format	Free Interactive online module
Links	Link

Resource Title	Health Equity Impact Assessment Tool
Developer	Ontario Ministry of Health and Long-Term Care CAMH Health Equity Office and Education Services
Year developed	N/A
Type of Resource	Training course
Description <i>(as described by resource developers)</i>	In partnership with the Ontario Ministry of Health and Long-Term Care, CAMH's Health Equity Office and Education Services have developed an e-learning course on the HEIA tool [aussi disponible en Français]. The course is for anyone involved in policy or program development who will use HEIA to plan or evaluate initiatives. The course is free, self-directed and interactive and can be accessed any time. It takes approximately two hours to complete.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.



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Languages	English and French
Cost and Format	Free Interactive online module
Links	Link

Indigenous Cultural Competence

Resource Title	Relationship with Indigenous Communities Guideline
Developer	Ontario Ministry of Health and Long-Term Care
Year developed	2018
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	This guideline is intended to assist boards of health in implementing the requirements established in the Health Equity Standard and the requirement for boards of health to engage in multi-sectoral collaboration with municipalities, LHIN(s), and other relevant stakeholders in decreasing health inequities. The requirement further specifies that engagement shall include the fostering and the creation of meaningful relationships, starting with engagement through to collaborative partnerships with Indigenous communities and organizations, as well as with First Nations and Indigenous communities striving to reconcile jurisdictional issues. While the Health Equity Guideline, 2018 (or as current) outlines the approaches to addressing health equity in the assessment, planning, delivery, management and evaluation of all public health programs and services, this guideline provides boards of health with the fundamentals to begin forming meaningful relationships with Indigenous communities that come from a place of trust, mutual respect, understanding, and reciprocity.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Two-Spirit Resource Directory
Developer	National Confederacy of Two-Spirit Organizations NorthEast Two-Spirit Society Stonewall Community Foundation
Year	2013

developed	
Type of Resource	Resource Guide
Description <i>(as described by resource developers)</i>	<p>This resource directory lists two-spirit groups of the United States and Canada. It also lists resources and tools that can be used to support two-spirit youth, including:</p> <ul style="list-style-type: none"> - Reclaiming Our Voices: Two Spirit Health and Human Service Needs in New York State - Honor Project, A National NIMH funded Two-Spirit Multi-year and Site Research Project - Indigenous Ways of Knowing Tribal Equity Toolkit - More...
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	First Nations Sexual Health Toolkit
Developer	Native Youth Sexual Health Network First Nations Centre – National Aboriginal Health Organization
Year developed	2011
Type of Resource	Resource Guide
Description <i>(as described by resource developers)</i>	<p>This toolkit has two parts. Part 1 has information on sexually transmitted infections, including HIV. It also has information on getting tested. Part 2 has information on sexuality and relationships. The purpose of the toolkit is to provide youth with some of the basic information they need to keep themselves sexually healthy. It will also give youth links to web sites that might have more information that they'll find useful. This toolkit has been created in collaboration with the Native Youth Sexual Health Network (NYSHN). NYSHN is a NorthAmerica wide organization working on issues of healthy sexuality, cultural competency, youth empowerment, reproductive justice, and sex positivity by</p>

	and for Native youth.
Primary Audience	Youth, Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	San`yas Indigenous Cultural Safety Training
Developer	Provincial Health Services Authority of British Columbia (PHSA)
Year developed	N/A
Type of Resource	Training courses
Description <i>(as described by resource developers)</i>	<p>San`yas: Indigenous Cultural Safety Training is a unique, on-line training program designed to enhance self-awareness, and strengthen the skills of those who work both directly and indirectly with Indigenous people. The goal of the Indigenous Cultural Safety (ICS) training is to develop understanding and promote positive partnerships between service providers and Indigenous people. Skilled facilitators guide and support each learner through interactive course materials. The course participants examine culture, stereotyping, and the consequences and legacies of colonization. Participants will learn about terminology; diversity; aspects of colonial history such as Indian residential schools and Indian Hospitals and a time line of historical events.</p> <p>There are 5 Core ICS training programs:</p> <ul style="list-style-type: none"> • Core ICS Foundations <ul style="list-style-type: none"> ○ Core ICS Foundations Training is intended for non-health professionals working in organizations such as justice, policing, child and family services, education, business, and government. Learning is self-paced over a 6-week window and typically takes between five and 5-6 hours to complete, though this could be longer or shorter depending on a user's style of learning. • Core ICS Health <ul style="list-style-type: none"> ○ Core Indigenous Cultural Safety (ICS) Health Training focuses on

	<p>health care issues for professionals working with Indigenous people in British Columbia. The Core ICS Health is specific to those who work in the health care field and the goal is to improve access to health services and health outcomes for Indigenous people. The training is designed for non-Indigenous health professionals working in PHSA, Regional Health Authorities, Ministry of Health, and partner agencies. The curriculum is intended as introductory training and is supplemented by the Nation and region specific training provided by regional health authorities or Indigenous groups. Learning is self-paced over an eight-week window and typically takes between eight-ten hours to complete.</p> <ul style="list-style-type: none"> • Core ICS Mental Health <ul style="list-style-type: none"> ○ Core Indigenous Safety (ICS) Mental Health Training builds on the foundation provided in Core ICS Health with a specific focus on mental health issues for professionals working with Indigenous people in British Columbia. The Core ICS Mental Health is specific to those who work in the mental health field and the goal is to improve access to mental health services and mental health outcomes for Indigenous people. The training is designed for non-Indigenous mental health professionals working in PHSA, Regional Health Authorities, Ministry of Health and their partner agencies. The curriculum is intended as introductory training and is supplemented by the Nation and region specific training provided by regional health authorities or Indigenous groups. Learning is self-paced over an eight-week window and typically takes between nine-eleven hours to complete. • Core ICS Child Welfare <ul style="list-style-type: none"> ○ Core Indigenous Cultural Safety (ICS) Child Welfare has a specific focus on child welfare issues for professionals working with Indigenous children and families in British Columbia. This course is relevant to those who work in children and family services and the goal is to improve the cultural safety and well-being of Indigenous children and families. The training is designed for non-Indigenous child welfare professionals. The curriculum is intended as introductory training and is supplemented by the Nation and region specific training provided by Indigenous communities or groups. Learning is self-paced over an eight-week window and typically takes between ten-twelve hours to
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	<p>complete.</p> <ul style="list-style-type: none"> • Core ICS Justice <ul style="list-style-type: none"> ○ This training is designed for non-Indigenous people working within the justice system (police, law clinics, court houses, sheriff's office, judiciary, and correctional facilities) who work with Indigenous people; or others who wish to increase their knowledge, awareness and skills. San'yas: Indigenous Cultural Safety Training focuses on core components of cultural safety that apply across diverse justice settings. The curriculum is intended as an introductory training and is supplemented by the Nation and region specific training provided by Indigenous groups. The learning is self-paced over an eight-week window and typically takes between eight-ten hours to complete.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Ontario Indigenous Cultural Safety Program
Developer	Southwest Ontario Aboriginal Health Access Centre (SOAHAC)
Year developed	N/A
Type of Resource	Training courses
Description <i>(as described by resource developers)</i>	Indigenous Cultural Safety (ICS) is a provincial program, offered Ontario-wide and administered by SOAHAC. Anti-Indigenous racial discrimination and bias have profound negative impacts on the health and wellness of Indigenous communities in Ontario. The Ontario ICS Program is focused on supporting Indigenous Health transformation as part of the overall health and social service systems transformation underway in Ontario. The goal is to improve Indigenous healthcare experiences and outcomes by increasing respect and understanding of the unique history and current realities of Indigenous populations. SOAHAC facilitate and promote transformative decolonizing, Indigenous specific anti-racist education using evidence informed and coordinated approaches and

	<p>strategies. They also work in collaborative partnerships and support organizational change initiatives, seeking to improve awareness about how colonialism is embedded in services, and motivating people with influence to address anti-Indigenous racial discrimination.</p> <p>There are a number of ways that the Program advances its mission:</p> <ul style="list-style-type: none"> • Core online training for health and social service professionals • Continued online training modules (post core training) • In-person workshops, training and meetings convened to support organizational and system level transformation • Provincial and national knowledge exchange efforts • Planning, monitoring, evaluation and research initiatives related to ICS • Strategic, collaborative partnerships Partnership, coordination and promotion of a National ICS Webinar series
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Indigenous Cultural Competence Course
Developer	Indigenous Reconciliation Group (IRG)
Year developed	N/A
Type of Resource	Training Course
Description <i>(as described by resource developers)</i>	<p>The Indigenous Reconciliation Group (IRG) offers an Indigenous Cultural Competence (ICC) course. The ICC course is an in-person 1-day or 2-day learning experience about cultural competence and opportunities to contribute to reconciliation. Topics include:</p> <ul style="list-style-type: none"> • An overview of Indigenous Canada • Cultural competence or capacity • History of Canada including residential schools and the potential of intergenerational trauma • Resilience of Indigenous communities

	<ul style="list-style-type: none"> • Role of ally, challenging racism, and the opportunities to contribute to reconciliation <p>Based in mainstream and Indigenous knowledges of adult education theory and practice, and led by Certified ICC Facilitators, participants will learn from the expert facilitators as well as learn from and teach other through discussion and interaction. The evidenced-based curriculum uses experiential and reflective learning approaches to cultural competence and safety, while upholding a strength-based perspective.</p> <p>The IRG schedules ICC sessions with at least 1 month advance notice. In rare circumstances, a course may be offered with less lead time. The one-day version is best suited for senior executives, and/or participants with some prior experience working with Indigenous peoples. The core content is covered in a faster pace. The two-day version is best suited for participant groups with less experience working with Indigenous peoples. The core content is covered in a moderate pace with more time for questions and discussion, and small and large group exercises. There are higher costs associated with a two-day course. Depending on the number of participants an organization intends to send to a course, a course can be smaller with 25 people (minimum 20); or larger with 50 people (maximum 50). A 25-person course will be led by one facilitator, and a 50-person course will be co-led by two facilitators to ensure group learning outcomes.</p>
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link – Training Link – Documents and key readings

Resource Title	Working with Indigenous Families: An Engagement Bundle for Child and Youth Mental Health Agencies
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year developed	2016
Type of Resource	Guide

<p>Description <i>(as described by resource developers)</i></p>	<p>This engagement bundle is designed to provide high level, introductory information on how youth mental health agencies can work with Indigenous families. It also provides additional resources that can help agencies engage with Indigenous families in a meaningful and respectful way.</p> <p>Guide sections include:</p> <ul style="list-style-type: none"> • Introduction • Conceptualizing mental health and well-being • Understanding the history <ul style="list-style-type: none"> ○ Residential schools ○ The Sixties Scoop • A path forward <ul style="list-style-type: none"> ○ Acknowledge the role of child and youth mental health agencies ○ Tap into existing community resources ○ Use appropriate language ○ Recognize alternate family structures ○ Build on traditional teachings about gender identity ○ Observe protocols • Next steps
<p>Primary Audience</p>	<p>Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.</p>
<p>Links</p>	<p>Link</p>

LGBTQ2SI+ Cultural Competence

Resource Title	Creating Authentic Spaces: A Gender Identity and Gender Expression Toolkit to Support the Implementation of Institutional and Social Change
Developer	The 519
Year developed	2011 – Updated 2017
Type of Resource	Toolkit
Description <i>(as described by resource developers)</i>	<p>The Creating Authentic Spaces toolkit and education program is part of The 519’s efforts to challenge transphobia and to foster environments that are inclusive of gender identity and gender expression. People 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 toolkit and workshops explore the experiences and challenges faced by trans people and supports organizations and individuals to develop approaches to fostering a trans inclusive environment. The toolkit and workshops also highlights the small and larger steps they can take personally and within their organizations to create more inclusive spaces and services for trans people.</p> <p>This toolkit is to be read alongside the Ontario Human Rights Commission’s (OHRC) Policy on preventing discrimination because of gender identity and gender expression. When read together, these two documents will give users’ organization a well-rounded awareness of ways to implement positive structural changes in these areas. While this toolkit provides practical information for preventing discrimination based on gender identity and gender expression as well as steps to implement structural change, there is no single route to creating and sustaining this change. The steps suggested in this toolkit provide an outline of how to do this work, but they are most valuable when used in conjunction with the input of members of your organization and feedback from your agency’s broader community.</p> <p>Sections include:</p> <ul style="list-style-type: none"> ○ Gender identity, gender expression, and transphobia ○ Full integration: the centre of the circle ○ Challenging prejudice

	<ul style="list-style-type: none"> ○ Taking responsibility and being an effective ally ○ What does allyship look like? ○ Creating and fostering welcoming, affirming, and inclusive spaces ○ Trans 101 (best practice): the human rights of trans employees in Canada ○ The ins and outs of policy: an example of best practice ○ Job aids
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link- Creating Authentic Spaces Link - Ontario Human Rights Commission’s (OHRC) Policy on preventing discrimination because of gender identity and gender expression

Resource Title	The Trans Primary Care Guide
Developer	Rainbow Health Ontario (RHO) Sherbourne Health Centre Kelly Speck
Year developed	2016
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	<p>The Trans Primary Care Guide is an innovative online interactive tool to assist healthcare providers in offering primary and transition-related care to trans and gender-diverse patients. The guide provides an introduction to trans care issues, addresses common fears around providing hormone therapy, and maps out guidelines and protocols for caring for trans patients. The tool is based on Sherbourne's globally-used Guidelines and Protocols for Trans Clients handbook.</p> <p>Sections include:</p> <ul style="list-style-type: none"> ○ Common terms ○ Urgency for trans care ○ Primary health care needs

	<ul style="list-style-type: none"> ○ Guidelines and protocols, including <ul style="list-style-type: none"> ○ Initial Assessment ○ Feminizing Hormone Therapy ○ Masculinizing Hormone Therapy ○ Resources <ul style="list-style-type: none"> ○ Point-of-care guides ○ Referral and advocacy
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link – The Trans Primary Care Guide Link – Guidelines and Protocols for Hormone Therapy and Primary Health Care for Trans Clients

Resource Title	Positive Space Assessment Tool
Developer	Ontario Council of Agencies Serving Immigrants (OCASI)
Year developed	2014
Type of Resource	Assessment tool
Description <i>(as described by resource developers)</i>	<p>The Positive Space Assessment Tool was designed by the Ontario Council of Agencies Serving Immigrants (OCASI) in 2013-14 to benchmark organizational standards for serving LGBTQ+ newcomers. The tool is designed for use by immigrant and refugee-serving agencies in Ontario to:</p> <ul style="list-style-type: none"> ○ Understand clearly what a Positive space is, involves, and looks like in both theory and practice ○ Assess how positive a space really is for LGBTQ+ newcomers and staff ○ Identify key strengths and target areas for improvement ○ Connect to necessary resources that are tailored based on need ○ Use assessment results as a catalyst to access training, create or revise policies, consult with stakeholders, and pilot new initiative programs or partnerships ○ Form organizational mentoring partnerships through OCASI ○ Evaluate effectiveness of change initiatives and monitor progress over

	time
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People
Developer	The World Professional Association for Transgender Health
Year developed	1979 – updated 1980, 1981, 1990, 1998, 2001, and 2012
Type of Resource	Standards
Description <i>(as described by resource developers)</i>	The overall goal of the Standards of Care (SOC) is to provide clinical guidance for health professionals to assist transsexual, transgender, and gender nonconforming people with safe and effective pathways to achieving lasting personal comfort with their gendered selves, in order to maximize their overall health, psychological well-being, and self-fulfillment. This assistance may include primary care, gynecologic and urologic care, reproductive options, voice and communication therapy, mental health services (e.g., assessment, counseling, psychotherapy), and hormonal and surgical treatments. While this is primarily a document for health professionals, the SOC may also be used by individuals, their families, and social institutions to understand how they can assist with promoting optimal health for members of this diverse population.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link – webpage Link - Standards

Resource Title	Two-Spirit Resource Directory
Developer	National Confederacy of Two-Spirit Organizations NorthEast Two-Spirit Society Stonewall Community Foundation
Year developed	2013
Type of Resource	Resource Guide
Description <i>(as described by resource developers)</i>	This resource directory lists two-spirit groups of the United States and Canada. It also lists resources and tools that can be used to support two-spirit youth, including: <ul style="list-style-type: none"> - Reclaiming Our Voices: Two Spirit Health and Human Service Needs in New York State - Honor Project, A National NIMH funded Two-Spirit Multi-year and Site Research Project - Indigenous Ways of Knowing Tribal Equity Toolkit - More...
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	First Nations Sexual Health Toolkit
Developer	Native Youth Sexual Health Network First Nations Centre – National Aboriginal Health Organization
Year developed	2011
Type of Resource	Resource Guide
Description <i>(as described by resource developers)</i>	This toolkit has two parts. Part 1 has information on sexually transmitted infections, including HIV. It also has information on getting tested. Part 2 has

<i>resource developers)</i>	information on sexuality and relationships. The purpose of the toolkit is to provide youth with some of the basic information they need to keep themselves sexually healthy. It will also give youth links to web sites that might have more information that they'll find useful. This toolkit has been created in collaboration with the Native Youth Sexual Health Network (NYSHN). NYSHN is a NorthAmerica wide organization working on issues of healthy sexuality, cultural competency, youth empowerment, reproductive justice, and sex positivity by and for Native youth.
Primary Audience	Youth, Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	A Positive Space is a Healthy Space: Making your Community Health Centre, Public Health Unit or Community Agency Inclusive to Those of All Sexual Orientations and Gender Identities
Developer	Ontario Public Health Association
Year developed	2011
Type of Resource	Manual
Description <i>(as described by resource developers)</i>	<p>This manual has been divided into sections as follows:</p> <ul style="list-style-type: none"> ● Section 1 - Introduction to sexual orientation and gender identity: <ul style="list-style-type: none"> ○ This section provides background information to increase the knowledge base of those who will be providing Positive Space workshops, and serves as a reference for questions that may arise during training. ● Section 2 - Positive space: <ul style="list-style-type: none"> ○ This section provides information about Positive Space programming. ● Section 3 - Assessing your workplace: <ul style="list-style-type: none"> ○ This section provides the tools to assess the workplace, its policies, practices and need for further training in cultural competency related to LGBTTTIQQ inclusivity.

	<ul style="list-style-type: none"> ● Section 4 - Planning your workshop: <ul style="list-style-type: none"> ○ This section provides a number of activities that can be used in delivering a Positive Space Workshop. It is subdivided into three components: <ul style="list-style-type: none"> ▪ Education – The Facts ▪ Raising Awareness / Sensitivity ▪ Building Skills ● Section 5: Resources: <ul style="list-style-type: none"> ○ A list of useful resources, and a number of participant handouts are included in this manual.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	LGBTQ2S Toolkit
Developer	The National Learning Community on Youth Homelessness
Year developed	N/A
Type of Resource	Toolkit
Description <i>(as described by resource developers)</i>	<p>The goal of this toolkit is help staff and organizations become better allies of LGBTQ2S youth. In order to do this, users need to create welcoming and affirming spaces for LGBTQ2S youth. Before users can create welcoming and affirming spaces, they need to understand the current context of what spaces are like for LGBTQ2S youth. Following this, users need to ask young people how processes need to be revised to make spaces safe, comfortable, supportive, and respectful for youth. Staff need accessible training to improve practice. Organizations need access to tools that will assist with the development of policies, forms, signage, etc. With this foundation of knowledge, training, and resources, users can become better allies for LGBTQ2S youth experiencing homelessness.</p> <p>This toolkit includes the following sections:</p>

	<ul style="list-style-type: none"> • Background information • Creating welcoming spaces • Youth Engagement • Training modules, including: <ul style="list-style-type: none"> ○ Anti-oppression practice ○ Intersectionality ○ Sexual orientation ○ Gender identity ○ Faith and service delivery ○ Employment training ○ Family reconnection ○ Intake processes ○ Case management ○ More... • Tools, including: <ul style="list-style-type: none"> ○ Forms ○ Policy and procedures ○ Program models ○ Signage ○ Tips and Strategies • Being an Ally
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link - Toolkit

Resource Title	Rainbow Health Ontario Trainings
Developer	Rainbow Health Ontario (RHO)
Year developed	N/A
Type of Resource	Training modules and workshops
Description <i>(as described by resource)</i>	Rainbow Health Ontario (RHO) provides training to assist health care and social service providers in their understanding of these issues and to improve their

<p><i>developers)</i></p>	<p>skills in providing equitable and comprehensive services to LGBT2SQ people. When it comes to trans and gender-diverse care, primary health care, such as hormone treatment, is not currently a part of the standard medical education curriculum, and many clinicians have never seen (or believe they have never seen) gender-diverse people in their practice. Trans and gender-diverse people are often referred elsewhere, even when their health needs are routine. There is currently strong and diverse leadership for gender-diverse folks in communities across the province that RHO supports through mentorship and networking. However, many regions of the province still lack services, and RHO is working to improve that, in part through training. Rainbow Health Ontario encourages all participants to attend Introduction to LGBT2SQ and Health Needs as a prerequisite to other RHO trainings. All of their training sessions can be tailored and customized for different audiences, including front-line staff, mental health workers, counselors, management or board directors and volunteers.</p> <p>Trainings include:</p> <ul style="list-style-type: none"> ○ Introduction to LGBT2SQ and health needs ○ Introduction to LGBT2SQ emotional and mental health ○ LGBT Seniors and health needs ○ Removing the barriers: making your organization LGBT2SQ-positive ○ Transition in the workplace ○ Introduction to gender diversity ○ Trans and gender-diverse primary care ○ Transition-related surgeries: planning, referral, and care ○ Counselling, advocacy, and mental health support for trans and gender-diverse people ○ What counsellors need to know about hormones ○ Supporting gender-independent and trans children and youth ○ Attachment and trauma-informed counselling with trans people and their loved ones.
<p>Primary Audience</p>	<p>Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.</p>
<p>Links</p>	<p>Link</p>

Resource Title	Positive Space Initiative Trainings
Developer	Ontario Council of Agencies Serving Immigrants (OCASI)
Year developed	N/A
Type of Resource	Training modules and workshops
Description <i>(as described by resource developers)</i>	<p>The Ontario Council of Agencies Serving Immigrants (OCASI) offers in-person and online training meant to enhance organizational capacity for developing welcoming environments where LGBTQIA+ newcomers are able to access culturally inclusive services with dignity and respect, and where service providers can work free from discrimination based on sexual orientation, gender identity and gender expression.</p> <p>OCASI offers facilitator-led workshops that address all components of service delivery within the settlement sector for lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities. Agencies across Ontario that serve or have an interest in serving LGBTQIA+ newcomers are invited to participate in these interactive and engaging workshops. There are two training streams: a frontline stream and a management/organizational leadership stream. OCASI also offers self-directed and facilitated online training opportunities for organizations that cannot attend or host in-person workshops. The online curriculum has been designed to assist the immigrant and refugee serving sector in effectively serving LGBTQIA+ communities, as well as raise awareness of LGBTQIA+ issues affecting settlement services. This initiative has also launched a webinar offering that covers a diverse range of topics relating to the unique challenges faced by LGBTQIA+ immigrants, refugees, and newcomers, featuring a diverse range of subject-matter experts.</p>
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Peer Support

Resource Title	Pillars of Youth Peer Support – Youth Peer Support 101
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year developed	2018
Type of Resource	Training videos and facilitation guide
Description <i>(as described by resource developers)</i>	<p>The Pillars of Youth Peer Support learning series provide a brief overview of youth peer support, it’s key ingredients, what it is and isn’t, and its role in supporting the mental health and well-being of youth. The videos include:</p> <ul style="list-style-type: none"> • Youth peer support 101 • Supporting your peer’s journey • Communication considerations • Sharing your story • Working across differences • Supporting your peer through a crisis • Taking care of yourself • Making connections • Ending a peer support relationship <p>This resource also includes a facilitation support guide and additional references and resources.</p>
Primary Audience	Service providers, management, staff (peer support workers), board members, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Youth Peer Support Training Literature Review and Environmental Scan
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year	2018

developed	
Type of Resource	Evidence summary
Description <i>(as described by resource developers)</i>	<p>A number of community-based mental health agencies are exploring youth peer support as part of their suite of services. The training of youth peer support workers is therefore of great interest. This report presents the findings of a literature scan of youth peer support training and an environmental scan of trainings found in Canada, the United States and Australia.</p> <p>This review references peer support training programs run by the following organizations or institutions:</p> <ul style="list-style-type: none"> • Stella’s Place • Youth Line • Queens University – M2 Peer Mentoring Pilot Program • Psychiatric Survivors of Ottawa • Ontario Peer Development Initiative Core Essentials Training • Mood Disorders Association of Ontario • Teen Talk • PeerNet BC • Laing House • Intentional Peer Support • Recovery Innovations International • Depression and Bipolar Support Alliance • Centre of Excellence in Peer Support
Primary Audience	Service providers, management, staff (peer support workers), board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	National Certification Handbook
Developer	Peer Support Accreditation and Certification Canada
Year developed	2016
Type of	Certification handbook

Resource	
Description <i>(as described by resource developers)</i>	<p>This handbook is designed to provide a prospective certification candidate with a clear understanding of the Peer Support Accreditation and certification (Canada) (PSACC) Standards of Practice and certification process. The Certification Handbook includes Standards of Practice and certification process for Certified Peer Supporters and Certified Peer Support Mentors.</p> <p>Handbook sections include:</p> <ul style="list-style-type: none"> • Introduction • Standards of practice for peer supporters • The certification process for peer supporters • Standards of practice for peer support mentors • The certification process for peer support mentors
Primary Audience	<p>Service providers, management, staff (peer support workers), board members, youth advocates, family advocates, students, and volunteers.</p>
Links	Link

Resource Title	Guidelines for the Practice and Training of Peer Support
Developer	<p>Mental Health Commission of Canada</p>
Year developed	<p>2013</p>
Type of Resource	<p>Guidelines</p>
Description <i>(as described by resource developers)</i>	<p>The Mental Health Commission of Canada has developed two sets of guidelines related to peer support. The guidelines are intended to provide direction to policy makers, decision makers, program leaders and the Canadian public about the practice of peer support. The two sets of guidelines offer elements for the practice of peer support and an outline of the underlying values, principles of practice, skills and abilities of supporters. The Mental Health Commission of Canada encourage prospective and practicing peer support workers to consider the set of Guidelines as a roadmap for personal development, and encourage administrators to consult the set of guidelines as they develop or enhance peer support programs within their organizations. Both sets of guidelines focus on a</p>

	<p>structured form of peer support that fosters recovery. The peer support worker will have lived experience of a mental health challenge or illness, or is a family member or loved one of someone who does, is in a positive state of recovery and has developed an ability to provide peer support.</p> <p>The guidelines for the practice of peer support provides an overview of the elements for the practice of peer support, along with the guiding values, principles of practice ,and skills and acquired abilities to be respected by all involved in peer support programs that offer a more formal or intentional form of peer support. The guidelines for the training of peer support focuses on the training of peer support workers and outlines the skills and knowledge to be included in training programs designed to prepare someone to provide peer support.</p>
Primary Audience	Service providers, management, staff (peer support workers), board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Peer Support Canada
Developer	Peer Support Canada
Year developed	N/A
Type of Resource	Certification, Competencies, Core Values, and Code of Conduct.
Description <i>(as described by resource developers)</i>	<p>Peer Support Canada connects peer supporters and organizations, helping share information and building capacity for peer support. Peer Support Canada offers:</p> <ul style="list-style-type: none"> • Certification for Peer Supporters, Family Peer Supporters, and for Peer Support Mentors • 11 core competencies required for the provision of peer support • Peer support code of conduct • Peer support core values.
Primary Audience	Service providers, management, staff (peer support workers), board members, youth advocates, family advocates, students, and volunteers.



Rapid Response Report:
Training Resources Relevant to the Principles, Policies, and
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Links	Link – Peer Supporter Competencies Link – Peer Support Core Values Link – Peer Support Code of Conduct Link – Peer Support Certification

Substance Use and Harm Reduction

Resource Title	Guide to Harm Reduction: For Frontline Staff who Provide Service Delivery and Management of Harm Reduction Services
Developer	Interior Health
Year developed	2017
Type of Resource	Guide
Description <i>(as described by resource developers)</i>	<p>The purpose of this manual is to provide health care workers the tools and knowledge to successfully engage and support clients and family members who may be either directly or indirectly impacted by substance use. Users learn how to:</p> <ul style="list-style-type: none"> • Integrate harm reduction principals into practice; maximize the distribution of products to reduce harms associated with substance use and behaviours impacting sexual health • Support fellow care providers to effectively educate, support and provide services. <p>This manual is based on, and encourages the use of, best practices in harm reduction and is guided by trauma-informed practice. It is intended to provide background and cultural considerations around issues specifically faced by people who use drugs (PWUD) and/or at risk of Sexually Transmitted and Blood Borne Infections (STBBI).</p> <p>Users will be able to use this manual as a guide and reference to:</p> <ul style="list-style-type: none"> • Familiarize themselves with aspects of drug use and drug culture; understand and promote harm reduction strategies, including overdose prevention. • Engage with people who use substances, including special populations such as Aboriginal peoples, youth, LGBTQ2S1 , and people who participate in sex work. • Implement harm reduction services from a trauma informed perspective. • Support the distribution and return of harm reduction supplies; provide education on safer drug use and sexual practices.

Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Overdose Prevention and Response: Policy and Protocol Recommendations for Service Providers
Developer	Vancouver Coaster Health Fraser Health
Year developed	2017
Type of Resource	Recommendations
Description <i>(as described by resource developers)</i>	<p>The purpose of these recommendations is to provide guidance for service providers to develop overdose prevention and response policies and protocols.</p> <p>Recommendation sections include:</p> <ul style="list-style-type: none"> • Overdose prevention, recognition, and response: first aid and harm reduction training • Client involvement • Drugs policy • Overdose prevention • Overdose response • Post overdose incident follow-up
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Best Practice Recommendation for Canadian Harm Reduction Programs
Developer	CATIE: Canada`s Source for HIV and Hepatitis C Information

Year developed	2015
Type of Resource	Recommendations
Description <i>(as described by resource developers)</i>	<p>A Canada-wide team of researchers, service providers, policy makers and people with lived experience have developed, through extensive literature review and synthesis, an updated and comprehensive set of best practice recommendations. There are two sets of recommendations (part 1 and 2). Both sets of recommendations aim to assist programs and communities to:</p> <ul style="list-style-type: none"> • Improve effectiveness, quality, and consistency of harm reduction program services. • Reduce transmission of HIV, HCV, HBV, and other harms, make informed decisions about the use of resources for effective and efficient practice • Advocate for better resources and investment in harm reduction programs. • Provide benchmarks to evaluate harm reduction program services. • Identify targets for improvement at the individual program and systems levels. <p>Together, parts 1 and 2 are intended to expand upon and replace recommendations previously disseminated by British Columbia (BCCDC, 2008; Buxton et al., 2008) and Ontario (Strike et al., 2006). Evaluations of these earlier documents demonstrate impressive implementation of the recommendations (Buxton et al., 2008; Strike et al., 2011).</p> <p>Sections include:</p> <ul style="list-style-type: none"> • Needle and syringe distribution • Cooker distribution • Filter distribution • Ascorbic acid distribution • Sterile water distribution • Alcohol swab distribution • Tourniquet distribution • Safer crack cocaine smoking equipment distribution • Disposal and handling of used drug use equipment • Safer drug use education • Opioid overdose prevention: education and naloxone distribution • Program delivery models

	<ul style="list-style-type: none"> • Substance use treatment referrals • Mental health service referrals • Housing service referrals • Relationships with law enforcement • More...
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link – webpage Link – Part 1 Link – Part 2

Resource Title	Harm Reduction Training Manual – A Manual for Frontline Staff Involved with Harm Reduction Strategies and Services
Developer	British Columbia Harm Reduction Strategies and Services
Year developed	2011
Type of Resource	Training manual
Description <i>(as described by resource developers)</i>	<p>This manual has been provided as a tool to assist users in their service to help reduce the harms associated with drug use to individuals, families and within their community. British Columbia Harm Reduction Strategies and Services encourage using and sharing these tools and information provided to promote growth in the knowledge and understanding of harm reduction within communities. Harm reduction continuously changes, so users are encouraged to follow the web links provided to remain up to date on the changes, information, policies, and forms. Sections include:</p> <ul style="list-style-type: none"> • Harm reduction • Infections • Drug effects • Safer substance use • Mental health • Working with individuals • Resources

Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Service Provider Workshops
Developer	Manitoba Harm Reduction Network
Year developed	N/A
Type of Resource	Training workshops
Description <i>(as described by resource developers)</i>	Organizations across Manitoba can access training on harm reduction for employees and volunteers. Workshops include a broad lens on systemic harm that situates drug use in the bigger picture of marginalization and inequality. This training is a part of a consultation process that will support organizations in responding to community needs around substance use and harm reduction.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Trauma-Informed Care

Resource Title	Trauma-Informed Organizational Change Manual
Developer	Institute on Trauma and Trauma-Informed Care
Year developed	2019
Type of Resource	Manual
Description <i>(as described by resource developers)</i>	The purpose of the manual is to guide organizations and systems in planning for, implementing and sustaining a trauma-informed organizational change. This manual provides a step-by-step guide with tools intended for anyone interested in implementing a trauma-informed approach. The manual begins with a conceptual overview of the different components of a trauma-informed approach that informs the organizational change process. It is then separated into three main sections that will deliberately walk users through the stages of trauma-informed organizational change and the key development areas in each stage, and provide resources and examples that can be used for action planning. This manual serves as both a guide and a workbook by providing opportunities for users to utilize specific tools and worksheets in order to assess their organization or system's current state and plan for next steps.
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Trauma-Informed Practice and the Opioid Crisis: A Discussion Guide for Health Care and Social Service Providers
Developer	Centre of Excellence for Women`s Health
Year developed	2018
Type of Resource	Guide

<p>Description <i>(as described by resource developers)</i></p>	<p>This guide focuses on addressing one facet of the opioid crisis in Canada by building on the Trauma-Informed Practice guide. This discussion guide is intended to stimulate further conversation on “becoming trauma-informed” and assist health care and social service providers in considering additional ways of addressing the opioid crisis in their particular context. These discussions can occur formally and/or informally as part of program planning or evaluation, at staff meetings over the course of a year, or as part of organized training and learning events. The discussion questions are practical and help to take small, concrete steps towards overall organizational change. Sections include:</p> <ul style="list-style-type: none"> • Trauma awareness • Safety and trustworthiness • Choice, collaboration, and connection • Strengths based and skill building • Online resources
<p>Primary Audience</p>	<p>Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.</p>
<p>Links</p>	<p>Link</p>

<p>Resource Title</p>	<p>The National Child Traumatic Stress Network (NCTSN)</p>
<p>Developer</p>	<p>The National Child Traumatic Stress Network (NCTSN)</p>
<p>Year developed</p>	<p>2000, continuously updated</p>
<p>Type of Resource</p>	<p>Various resources</p>
<p>Description <i>(as described by resource developers)</i></p>	<p>The National Child Traumatic Stress Network (NCTSN) was created by the U.S. Congress in 2000 as part of the Children’s Health Act to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. This network of frontline providers, family members, researchers, and national partners is committed to changing the course of children’s lives by improving their care and moving scientific gains quickly into practice across the U.S. Since its inception, the NCTSN has trained more than one million professionals in trauma-informed interventions. NCTSN provides other community services, website resources, webinars, educational products,</p>

	<p>community programs, and more.</p> <p>NCTSN provides the following resources are organized by types of trauma (bullying, community violence, complex trauma, disasters, early childhood trauma, intimate partner violence, medical trauma, physical abuse, refugee trauma, sexual abuse, terrorism and violence, and traumatic grief):</p> <ul style="list-style-type: none"> • Guidance for mental health providers • Guidance for non-medical providers • Guidance for parents, caregivers, and families • Guidance for youth • Guidance for school personnel • Fact sheets and tip sheets • Webinars • E-learning courses • Standardized measures • Assessments • Implementation Considerations <p>NCTSN also provides in-person and online training opportunities.</p>
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link - Training Link - Resources

Resource Title	Implementing Trauma-Informed Care into Organizational Culture and Practice
Developer	Centre for Health Care Strategies
Year developed	2016-2017
Type of Resource	Webinars, fact sheets, and briefs.
Description <i>(as described by resource developers)</i>	<p>Implementing Trauma-Informed Care into Organizational Culture and Practice Webinar</p> <p>This 90-minute webinar highlights strategies for implementing trauma-informed</p>

organizational practices across large health systems. This webinar is part of a series that resulted from *Advancing Trauma-Informed Care*, a US-based national initiative aimed at understanding how trauma-informed approaches can be practically implemented across the health care sector.

Implementing Trauma-Informed Care in Pediatric and Adult Primary Care Settings Webinar

This 90-minute webinar highlights innovative strategies for implementing trauma-informed care in both pediatric and adult primary care settings. The webinar discusses how a San Francisco-based organization screens for and treats childhood trauma. The Center for Youth Wellness has implemented adverse childhood experiences (ACE) screening, care coordination, and data management strategies to further its integrated care approach for addressing the physical and behavioral health needs of families with ACE exposure.

Key Ingredients for Making Trauma-Informed Care a Standard of Care Brief

The Center for Health Care Strategies developed a set of key ingredients to guide health care organizations in adopting best clinical and organizational practices for addressing trauma-informed care.

Understanding the Effects of Trauma on Health Fact Sheet

This fact sheet explores the causes of trauma and how it can impact an individual's health. It also examines opportunities to avoid or reverse the effects of trauma, how health care providers can help patients heal from trauma, and policy changes that can support trauma-informed care. See also the below companion slide presentation.

Strategies for Encouraging Staff Wellness in Trauma-Informed Organizations Brief

This brief outlines the impact of chronic work-related stress and provides examples of two organizations that prioritize staff wellness: Camden Coalition of Healthcare Providers and Stephen and Sandra Sheller 11th Street Family Health Services of Drexel University.

Laying the Groundwork for Trauma-Informed Care Brief

This brief outlines practical recommendations for health care organizations interested in taking steps to becoming more trauma-informed. It draws from the experiences of pilot sites in *Advancing Trauma-Informed Care*.

Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	<p>Link – Implementing Trauma-Informed Care into Organizational Culture and Practice Webinar</p> <p>Link – Implementing Trauma-Informed Care in Pediatric and Adult Primary Care Settings Webinar</p> <p>Link – Key Ingredients for Making Trauma-Informed Care a Standard of Care Brief</p> <p>Link – Understanding the Effects of Trauma on Health Fact Sheet</p> <p>Link – Strategies for Encouraging Staff Wellness in Trauma-Informed Organizations Brief</p> <p>Link – Laying the Groundwork for Trauma-Informed Care Brief</p>

Resource Title	TICOMETER ©
Developer	C4 Innovations
Year developed	2016
Type of Resource	Assessment tool
Description <i>(as described by resource developers)</i>	<p>The TICOMETER© measures the degree to which an organization is engaged in trauma-informed practices. It evaluates needs and progress in implementing trauma-informed care and ensuring its sustainability. It is a psychometrically-validated instrument that measures the levels of trauma-informed care in health and human service organizations. Consisting of 35 items across five domains, the TICOMETER© assessment takes approximately 15 minutes for staff members to complete online and scores are available to the organization immediately. The five domains include:</p> <ul style="list-style-type: none"> • Building trauma-informed knowledge and skills • Establishing trusting relationships • Respecting service users • Fostering trauma-informed service delivery • Promoting trauma-informed policies and procedures <p>Using the TICOMETER©, users can assess their organization's:</p>

	<ul style="list-style-type: none"> • Level of trauma-informed care • Staff training needs • Implementation priorities
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.
Links	Link - Tool Link – Article Link – Article

Resource Title	SAMHSA`s Concept of Trauma and Guidance for a Trauma-Informed Approach A Treatment Improvement Protocol: Trauma-Informed Care in Behavioural Services
Developer	Substance Abuse and Mental Health Services Administration(SAMHSA)
Year developed	2014
Type of Resource	Framework and protocol
Description <i>(as described by resource developers)</i>	<p>SAMHSA`s Concept of Trauma and Guidance for a Trauma-Informed Approach:</p> <p>The purpose of this paper is to develop a working concept of trauma and a trauma-informed approach and to develop a shared understanding of these concepts that would be acceptable and appropriate across an array of service systems and stakeholder groups. SAMHSA puts forth a framework for the behavioural health specialty sectors, that can be adapted to other sectors such as child welfare, education, criminal and juvenile justice, primary health care, the military and other settings that have the potential to ease or exacerbate an individual`s capacity to cope with traumatic experiences. SAMHSA intends this framework be relevant to its federal partners and their state and local system counterparts and to practitioners, researchers, and trauma survivors, families and communities. The desired goal is to build a framework that helps systems talk to each other, to understand better the connections between trauma and behavioural health issues, and to guide systems to become trauma-informed.</p> <p>This paper includes the following sections:</p>

- Introduction
- Purpose and approach: developing a framework for trauma and trauma-informed approach
- Background: trauma – where are we and how we got here
- SAMHA`s concept of trauma
- SAMHSA`s trauma-informed approach: key assumptions and principles
- Guidance for implementing a trauma-informed approach
- Next steps: trauma in the context of community
- Conclusion

A Treatment Improvement Protocol: Trauma-Informed Care in Behavioural Services:

This Treatment Improvement Protocol (TIP) is divided into three parts.

Part 1: A practical guide for the provision of behavioral health services

Part 1 is for behavioral health service providers and consists of six chapters. Recurring themes include the variety of ways that substance abuse, mental health, and trauma interact; the importance of context and culture in a person`s response to trauma; trauma-informed screening and assessment tools, techniques, strategies, and approaches that help behavioral health professionals assist clients in recovery from mental and substance use disorders who have also been affected by acute or chronic traumas; and the significance of adhering to a strengths-based perspective that acknowledges the resilience within individual clients, providers, and communities.

Part 2: An implementation guide for behavioral health program administrators

Part 2 provides an overview of programmatic and administrative practices that will help behavioral health program administrators increase the capacity of their organizations to deliver trauma-informed services. Chapter 1 examines the essential ingredients, challenges, and processes in creating and implementing trauma-informed services within an organization. Chapter 2 focuses on key development activities that support staff members, including trauma-informed training and supervision, ethics, and boundaries pertinent to responding to traumatic stress, secondary trauma, and counselor self-care.

Part 3: A review of the literature

Part 3 is a literature review on TIC and behavioral health services and is intended for use by clinical supervisors, interested providers, and

	administrators. Part 3 has three sections: an analysis of the literature links to select abstracts of the references most central to the topic, and a general bibliography of the available literature.
Primary Audience	Service providers, management, staff, board members, policy makers youth advocates, family advocates, students, and volunteers.
Links	Link – Concept of Trauma and Guidance Link – Treatment Improvement Protocol

Resource Title	Trauma-Informed Practice Guide and Organizational Checklist
Developer	British Columbia Provincial Mental Health and Substance Use Planning Council
Year developed	2013
Type of Resource	Guide and checklist.
Description <i>(as described by resource developers)</i>	<p>This Guide and associated organizational checklist are part of a trauma-informed practice project aiming to</p> <ul style="list-style-type: none"> • Enhance awareness among practitioners and organizations who deliver mental health and substance use services in British Columbia for clients with histories of violence and trauma. • Identify current efforts by mental health and substance use services in British Columbia to provide trauma-informed and trauma-specific interventions and to increase awareness for evidence-based practices being employed in other jurisdictions. • Increase capacity among mental health and substance use practitioners and organizations to better serve people impacted by violence and trauma and thereby improve outcomes for clients of mental health and substance use services in British Columbia. <p>The Trauma-Informed Practice (TIP) Guide and TIP Organizational Checklist are intended to support the translation of trauma-informed principles into practice. Included are concrete strategies to guide the professional work of practitioners assisting clients with mental health and substance use (MHSU) concerns in British Columbia. The TIP Guide is based on: findings from current literature;</p>

	lessons learned from implementation in other jurisdictions; and, ideas offered by practitioners who participated in focus groups and interviews in 2011 in each of the BC Health Regions. In these 2011 consultations, practitioners described the work they were already doing to address the needs of clients with trauma concerns and provided insights on what else might be useful at practice and system levels.
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Trauma-Informed: A Resource for Service Organizations and Providers to Deliver Services that are Trauma-Informed
Developer	Klinik Community Health Centre
Year developed	2013
Type of Resource	Toolkit
Description <i>(as described by resource developers)</i>	<p>This toolkit aims to provide knowledge to service providers working with adults who have experienced or been affected by trauma. It will also help service providers and organizations to work from a trauma-informed perspective and develop trauma-informed relationships that cultivate safety, trust and compassion. This toolkit will explore issues and identify how health care and social services can become trauma-informed, set policies, and encourage interactions with clients that facilitate healing and growth.</p> <p>This toolkit includes the following sections:</p> <ul style="list-style-type: none"> • What is trauma • Trauma-informed practices • Post-traumatic stress disorder • Types of trauma • Historic trauma: the legacy of residential school • Cultural teachings/ healing practices • The far reaching effects of trauma: prevalence • The effects of trauma

	<ul style="list-style-type: none"> • The neurobiology of trauma • The experience of sexualized trauma • Co-occurring disorders: substance abuse and trauma • Trauma recovery • The resilience of people affected by trauma • Service providers • Self-compassion • Guidelines for working with people affected by trauma • Effects of service providers: trauma exposure response • List of resources
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Becoming Trauma-Informed
Developer	Trauma-Informed Care Implementation Resource Centre
Year developed	N/A
Type of Resource	Guides
Description <i>(as described by resource developers)</i>	<p>The Trauma-Informed Care Implementation Resource Centre site curates resources from experts in the field of trauma-informed care across the U.S. and also draws largely from the experiences of health care organizations that participated in <i>Advancing Trauma-Informed Care</i> initiative. This multi-site demonstration, led by CHCS and made possible through support from the Robert Wood Johnson Foundation, sought to identify how trauma-informed approaches can be practically implemented across the health care sector.</p> <p>On this website users will find:</p> <ul style="list-style-type: none"> • Foundational knowledge regarding the impact of trauma on health and trauma-informed care • Testimonials from providers who have adopted trauma-informed principles within their own practices

	<ul style="list-style-type: none"> • In-the-field examples illustrating how trauma-informed care can be integrated into health care settings • Practical strategies and tools for implementing trauma-informed approaches to care, including resources to supporting <ul style="list-style-type: none"> ○ Getting started with trauma-informed care ○ Leading and communicating about becoming trauma-informed ○ Investing in a trauma-informed workforce ○ Creating a safe physical and emotional environment ○ Engaging patients in meaningful ways ○ Identifying and treating trauma ○ Assessing organizational capacity
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Attachment and Trauma-Informed Counselling with Trans People and Their Loved Ones
Developer	Rainbow Health Ontario
Year developed	N/A
Type of Resource	Training session
Description <i>(as described by resource developers)</i>	<p>This session is directed at mental health providers and students who have completed training and/or already have some foundational knowledge of gender identity, social determinants of health, and counselling with trans and gender diverse communities. This session can be adapted to focus on attachment-based work with trans youth/young adults and their parents.</p> <p>Topics covered include</p> <ul style="list-style-type: none"> • Trauma-informed practice. • Understanding the impacts of transphobia, transmisogyny and attachment ruptures on mental health. • Recognizing and reducing microaggressions in clinical practice. • Repairing therapeutic ruptures when they happen.

	<p>Under attachment-informed practice, topics covered include:</p> <ul style="list-style-type: none"> • The importance of emotion regulation in work with parents of trans youth. • Tools and strategies for supporting emotion regulation. • Best practices working with the family system (siblings, parents, partners & children of trans people). • An introduction to a family therapy model for working with trans youth/young adults and their parents, an adaptation of ABFT (Attachment Based Family Therapy).
<p>Primary Audience</p>	<p>Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.</p>
<p>Links</p>	<p>Link</p>

Youth Engagement

Resource Title	Walking the Talk: A Toolkit for Engaging Youth in Mental Health
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year developed	2016
Type of Resource	Toolkit
Description <i>(as described by resource developers)</i>	<p>Walking the Talk is a toolkit for engaging youth in mental health that gives users a better understanding of how youth engagement can directly benefit youth, service areas and communities in Ontario's child and youth mental health sector. It is designed to highlight the benefits, help users implement youth engagement initiatives in their agency and showcase the many youth engagement success stories from across the province. This toolkit also provides amazing examples of meaningful youth engagement initiatives taking place across Ontario in a featured stories section.</p> <p>Sections include:</p> <ul style="list-style-type: none"> • What is youth engagement <ul style="list-style-type: none"> ○ Definition ○ Guiding principles ○ Core components • Why it matters <ul style="list-style-type: none"> ○ Importance of youth engagement ○ Benefits for youth ○ Benefits for adults ○ Benefits for agencies ○ Benefits for communities • Take action <ul style="list-style-type: none"> ○ Co-activate <ul style="list-style-type: none"> ▪ Get buy-in ▪ Identify resources ▪ Develop staff ▪ Set realistic expectations ▪ Recruit young people ○ Co-create

	<ul style="list-style-type: none"> ▪ Create youth-friendly spaces ▪ Build a team ▪ Co-create plans ▪ Communicate ▪ Engage communities ○ Co-evaluate ○ Advocacy and Education
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Youth Engagement in Rural and Remote Contexts
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year developed	2016
Type of Resource	Evidence summary
Description <i>(as described by resource developers)</i>	<p>Engaging youth from rural and remote communities can be challenging given barriers such as geographic distance, small populations and limited opportunities. This report describes these barriers and their impact on engaging youth but also key considerations and recommendations for overcoming them.</p> <p>Summary sections include:</p> <ul style="list-style-type: none"> • What is youth engagement? • Living in rural and remote communities • Uniqueness of rural and remote communities and how it impacts youth engagement • General considerations for engaging rural and remote youth • What Ontario youth had to say • Report Context
Primary Audience	Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.

Links	Link
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Resource Title	Youth Engagement Toolkit
Developer	Government of British Columbia – Ministry of Children and Family Development
Year developed	2013
Type of Resource	Toolkit and associated guides
Description <i>(as described by resource developers)</i>	<p>The Youth Engagement Toolkit is a user-friendly resource developed to support and strengthen youth engagement practice. It includes: an overview document, resource guide, champion’s guide, and an evaluation tool. The Toolkit supports ministry staff and community partners to find ways to make young people genuine partners in their work. Engaging youth contributes to the effectiveness of programs, services and policies. It helps keep organizations, enthusiastic, energized and informed. It also supports young people to develop to their full potential and nurtures the next generation of advocates for youth.</p> <p>The Youth Engagement Toolkit guides teams of adults and youth through a process of four collaborative meetings to:</p> <ul style="list-style-type: none"> • Explore values and beliefs about youth engagement • Assess current youth engagement practice • Create a plan to strengthen youth engagement • Review progress towards strengthening youth engagement
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Youth Engagement Toolkit
Developer	Pan-Canadian Joint Consortium For School Health

Year developed	2005
Type of Resource	Toolkit
Description <i>(as described by resource developers)</i>	<p>This Toolkit is intended to:</p> <ul style="list-style-type: none"> • Help communicate the importance of youth engagement as a key approach to implementing comprehensive school health • Provide research and rationale for practicing youth engagement in schools, school boards and districts, government ministries, health regions, and community organizations • Provide a “how-to” resource of effective practices to support youth engagement in these contexts. <p>Toolkit sections include:</p> <ul style="list-style-type: none"> • Introduction • What is youth engagement • Youth engagement in action <ul style="list-style-type: none"> ○ The motivation: initiating youth engagement? ○ I felt heard: qualities of youth engagement ○ Keep it going: sustaining youth engagement ○ When the going gets tough: addressing challenges ○ So what?: evaluating the impact ○ Resources
Primary Audience	Service providers, management, staff, board members, policy makers, youth advocates, family advocates, students, and volunteers.
Links	Link

Resource Title	Youth Engagement in Mental Health Care
Developer	Ontario Centre of Excellence for Child and Youth Mental Health
Year developed	2014
Type of Resource	Learning module

<p>Description <i>(as described by resource developers)</i></p>	<p>What is youth engagement? Why is it so important in child and youth mental health care? This module provides an overview of youth engagement theories, concepts and benefits, and orients users toward implementing youth engagement in their agency or community.</p> <p>Module sections include:</p> <ul style="list-style-type: none"> • Lesson 1: Understanding youth engagement • Lesson 2: Benefits of youth engagement • Lesson 3: The adult ally • Lesson 4: Implementing youth engagement
<p>Primary Audience</p>	<p>Service providers, management, staff, board members, youth advocates, family advocates, students, and volunteers.</p>
<p>Links</p>	<p>Link</p>

Response Search Strategy

Frayme scanned white and grey literature, conducted a search of relevant organizational websites, and solicited feedback of content experts.

Recommended Citation:

Frayme (2019). Rapid Response Report: Training Resources Relevant to the Principles, Policies, and Practices within Integrated Youth Mental Health and Substance Use Services. Ottawa, Ontario: Meriem Benlamri.

Disclaimer:

The Frayme Rapid Response Service undertakes a streamlined approach to collecting, reviewing, and synthesizing available evidence from white and grey literature, and from content experts. This approach aims to provide evidence-informed responses that help inform decision making in a timely manner. Responses are the result of non-systematic searches, and thus are limited in their ability to capture all the available evidence. Although responses may present findings from a variety of programs or interventions, Frayme does not directly endorse any particular program.