



# Family Support Team Home Visitor Training Program

Created by: Jessica Baumhour BPHE, MPH (c)

With the support and guidance of the Family Support Team Steering Committee

# Overview



- Introduction
- Role of the Home Visitor
- Lesson 1: Identifying issues
- Lesson 2: Maslow's Pyramid of Needs
- Lesson 3: Dealing with Conflict
- Lesson 4: Stages of Change
- Lesson 5: Goal Setting
- Lesson 6: Home Visit Rating Scale (1-4)
- Lesson 7: Home Visitor Videos
- Lesson 8: Home Visiting Rating Scale (5-7)
- Lesson 9: Family Interaction Videos
- Lesson 10: Community Services
- Closing comments



## Overall goals of the training program:

1. Know your role as the home visitor
2. Identify the root causes of family issues
3. Acknowledge the stages of Maslow's Pyramid of Needs
4. Identify the steps of dealing with conflict
5. Recognize the stages of change
6. Become familiar with goal setting tools and strategies
7. Gain the ability to use the HOVRS (scales 1-7)
8. Recognize when to ask for outside help



# What is the role of the Home Visitor?

How are we going to help families?

# Role of the Home Visitor



- Support the family
- Talk with the families
- Lead family activities
- Provide advice to the best of your ability
- Link the family to community services
- Identify the family's strengths
- Assist the family in setting goals and reaching them
- Encourage healthy behaviours and choices
- Promote the importance of school (in order to improve school attendance)

# Lesson 1: Identifying Issues

## Goals

1. Identify issues families talk about
2. Identify the root causes of issues
3. Use the right language to identify the root cause
4. Determine the steps in finding root causes

# What is a root cause?

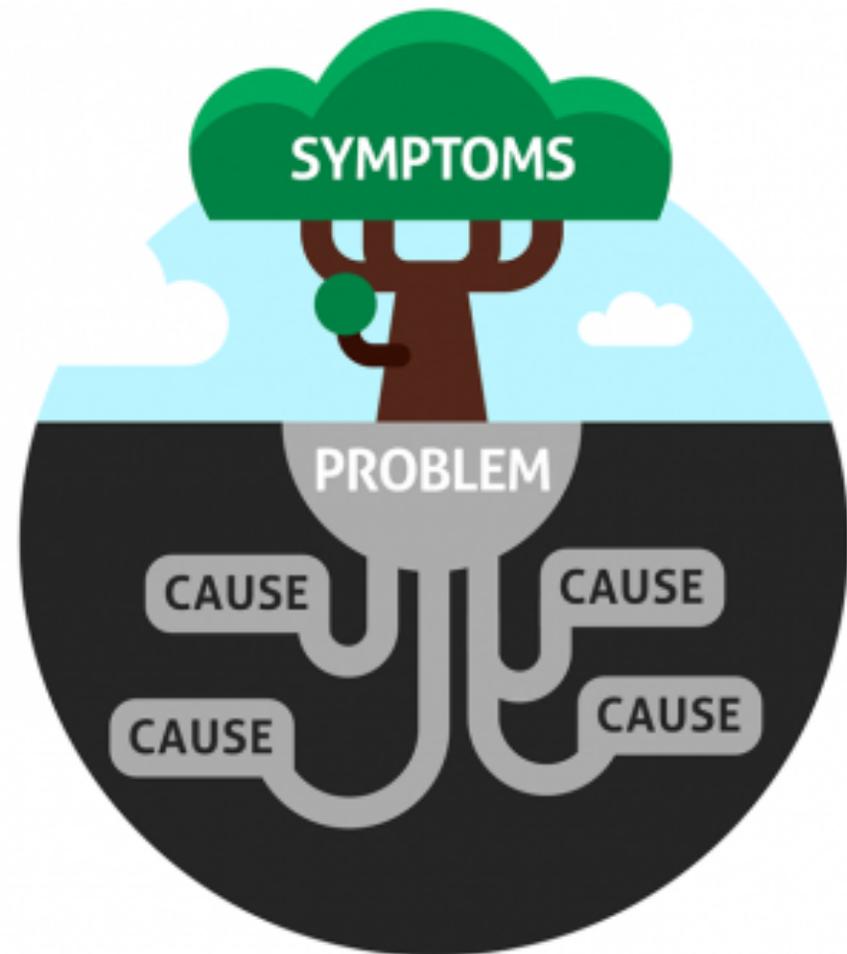


- A root cause is the main problem that leads to other problems
- It is reason why other problems happen
- Sometimes it's hard to find the root cause
- For example:
  - Problem: Mary got into a fight with her mom about the colour of her socks
  - Mary is grumpy and tired
  - Root cause: Mary stayed up with her baby all night

# Root Cause



A root cause is a small problem that can grow into a bigger problem.









# What are the root causes of these issues?

Think about resources and family problem solving skills

# Lesson 1: Root Causes



- Not enough money for the family's lifestyle
- Hard time using money wisely
- Children do not listen to the parents
- The house the family lives in is overcrowded
- There is not enough trust or respect in the relationship
- The family does not talk about their problems
- Colonization and forced relocation
- The family doesn't know how to deal with stress
- The family has trouble managing time



# How do you identify the root cause?

Think about resources and families problem solving skills

# Lesson 1: Types of Causes



## Basic types of causes:

- 1. Physical causes** – an object doesn't work (ex. Honda)
- 2. Human cause** – someone did something wrong or did not do something that they were supposed to do  
(ex. Uncle Joe did not go to work)
- 3. Organizational cause** – something that helps people make decisions isn't working  
(ex. John and Jane always go to an Elder for advice when they have a problem, but this time the Elder was busy)

(Williams, 2001)

# Lesson 1: Finding Root Causes



## The steps to finding the root causes:

1. Define the problem
2. Gather information
3. Find possible reasons
4. Identify the root cause(s)
5. Recommend a solution

# Lesson 1: Finding Root Causes



## Finding Root Causes:

### **1. Define the problem**

- a) What is happening?
- b) What is the family experiencing?

# Lesson 1: Finding Root Causes



## Finding Root Causes:

1. Define the problem
- 2. Gather information**
  - a) What proof do you have that the problem exists?
  - b) How long has the problem existed?
  - c) What is the impact of the problem?

# Lesson 1: Finding Root Causes



## Finding Root Causes:

1. Define the problem
2. Gather information
- 3. Find possible reasons**
  - a) What happened before the problem?
  - b) What other problems are happening because of this problem?

## **Strategies:**

- Ask why
- Break down the problem into small steps
- Create a chart of all the possible root cause(s)

(Mindtools, 2016)

# Lesson 1: Finding Root Causes



## Finding Root Causes:

1. Define the problem
2. Gather information
3. Find possible reasons
- 4. Identify the root cause(s)**
  - a) Why does this root cause exist?
  - b) Why is this problem happening?

## **Strategies:**

- Ask why
- Break down the problem into small steps
- Create a chart of all the possible root cause(s)

(Mindtools, 2016)

# Lesson 1: Finding Root Causes



## Finding Root Causes:

1. Define the problem
2. Gather information
3. Find possible reasons
4. Identify the root cause(s)
- 5. Recommend a solution**
  - a) What can you do to prevent the problem from happening again?
  - b) What is your plan to solve the problem?
  - c) Could any thing go wrong when you try to solve the problem?

# Lesson 1: Root Causes



## Questions that can be asked:

- How did that make you feel?
- What are the symptoms of the problem?
- What other problems are happening because of this?
- Why do you think that happened?
- How long has this been happening?
- What happened before this?
- Why do you think this problem exists?

# Lesson 2:

## Maslow's Pyramid of Needs

### Goals

1. Identify the 5 stages of Maslow's Pyramid
2. Recognize family needs at each stage of becoming a capable human being
3. Recognize the difficulties of getting all the needs
4. Relate the 5 stages to the IQ principles





### Physical

- ✓ shelter
- ✓ food
- ✓ water
- ✓ sleep
- ✓ exercise
- ✓ sex
- ✓ balance
- ✓ health
- ✓ wellness



### Safety

- ✓ security
- ✓ protection
- ✓ healthy environment
- ✓ resources
- ✓ land
- ✓ family
- ✓ weather



### Love/belonging

- ✓ acceptance
- ✓ community
- ✓ social network
- ✓ membership
- ✓ family
- ✓ relationships
- ✓ sexual intimacy
- ✓ emotions



### Esteem

- ✓ confidence
- ✓ recognition
- ✓ competence
- ✓ strength
- ✓ intelligence
- ✓ success
- ✓ skilled
- ✓ achievement
- ✓ respect
- ✓ trust



### Self-Actualization

- ✓ capable human being
- ✓ fulfillment
- ✓ acceptance of reality
- ✓ challenge
- ✓ creativity
- ✓ problem solving
- ✓ lack of prejudice

# Lesson 2: Pyramid of Needs



- Group discussion:

- » What are examples of family needs that need to be met at each stage?
- » What are the difficulties of getting all the needs?



**1. Physical**



**2. Safety**



**3. Love/belonging**



**4. Esteem**



**5. Actualization**



# Lesson 3:

## Dealing with Conflict

### Goals

1. Identify the steps of dealing with conflict
2. Determine strategies to resolve conflict

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

1. Know yourself
2. Identify the source of the conflict
3. Meeting /Aajiiqatigiiniq
4. Seek solutions
5. Discussion
6. Agree

(University of Wisconsin-Madison, n.d)

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

### **1. Know yourself**

- a) Understand your needs (ex. sleep, respect, love)
- b) Understand how you feel (ex. threatened, scared, disrespected)
- c) Understand what makes you feel upset (ex. personal values)
- d) Identify what you hope happens at the end (ex. feeling secure, happiness)

(University of Wisconsin-Madison, n.d )

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

1. Know yourself

### **2. Identify the source of the conflict**

- a) The more information you have, the more easily it is to resolve
- b) What is the root cause?
- c) Why do you think this happened?
- d) When did you feel upset?
- e) How did this problem begin?

(University of Wisconsin-Madison, n.d )

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

1. Know yourself
2. Identify the source of the conflict

### **3. Meeting**

- a) Both people want to meet
- b) Pick the right time and place
- c) Decide if you want another person present (mediator)
- d) Make “I” statements (instead of “you” statements)
  - i. Example: Say “I feel disrespected” instead of “you disrespected me”

(University of Wisconsin-Madison, n.d )

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

1. Know yourself
2. Identify the source of the conflict
3. Meeting
- 4. Seek solutions**
  - a) What will make the situation better?
  - b) Seek a solution that will make everyone feel better/win-win
  - c) Have options ready to discuss
  - d) Recognize everyone's opinions

(University of Wisconsin-Madison, n.d )

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

1. Know yourself
2. Identify the source of the conflict
3. Meeting
4. Seek solutions
- 5. Discussion**
  - a) Listen
  - b) Be flexible
  - c) Be open-minded
  - d) Be respectful
  - e) Cooperate

(University of Wisconsin-Madison, n.d )

# Lesson 3: Dealing with Conflict



## Dealing with Conflict Steps:

1. Know yourself
2. Identify the source of the conflict
3. Meeting
4. Seek solutions
5. Discussion
- 6. Agree**
  - a) Come up with a solution that helps everyone
  - b) What can you do so that this problem doesn't happen again?
  - c) Apply the solution

(University of Wisconsin-Madison, n.d )



# Lesson 4:

## Stages of Change Model

### Goals

1. Identify each step in the stages of change
2. Recognize the language used by a family at each step

# Lesson 4: Stages of Change



(Pro-Change Behaviour System Inc., 2015)

# Lesson 4: Stages of Change



## 1. Pre-contemplation (Not Ready)

- Families in the pre-contemplation stage do not plan to take action in the future (next 6 months)
- Not knowing the consequences of their behaviour may cause a person to be in the pre-contemplation stage
- Families might be discouraged if past efforts to change have not worked
- The family tends to avoid reading, talking, or thinking about their behaviour and choices

# Lesson 4: Stages of Change



## 2. Contemplation (Getting Ready)

- Families plan to change in the next six months
- The family knows about the good things and the bad things about changing
- Thinking about the good and bad things can cause people to stay in this stage for a long time
- Families in the contemplation stage are not ready to change (yet)

# Lesson 4: Stages of Change



## 3. Preparation (Ready)

- Families want to change soon (in the next month)
- These families have a plan of change (talking to someone, getting help, joining a program)
- These are the families who are ready to join a program and participate in change

# Lesson 4: Stages of Change



## 4. Action

- Families have started to change
- Families have made specific and clear changes in their lifestyles within the past six months

# Lesson 4: Stages of Change



## 5. Continuing

- Families have made specific and clear changes in their lifestyles
- Families are making a plan so that the change lasts forever
- Families are becoming more confident that they can continue their changes
- This stage can last from six months to about five years

# Lesson 4: Stages of Change



## 6. The End

- Families have changed for good
- They no longer need help with changing
- The family's new behavior has become a habit

# Lesson 4: Stages of Change



## Match the statement with the stage of change:

1. Pre-contemplation

2. Contemplation

3. Preparation

4. Action

5. Continuing

6. The End

A. I want to enroll the kids next year

B. Lets meet with the teacher Monday to talk about enrolling the kids in school

C. I wonder if the kids would be better at reading if they went to school

D. I'm so glad the kids are at school today

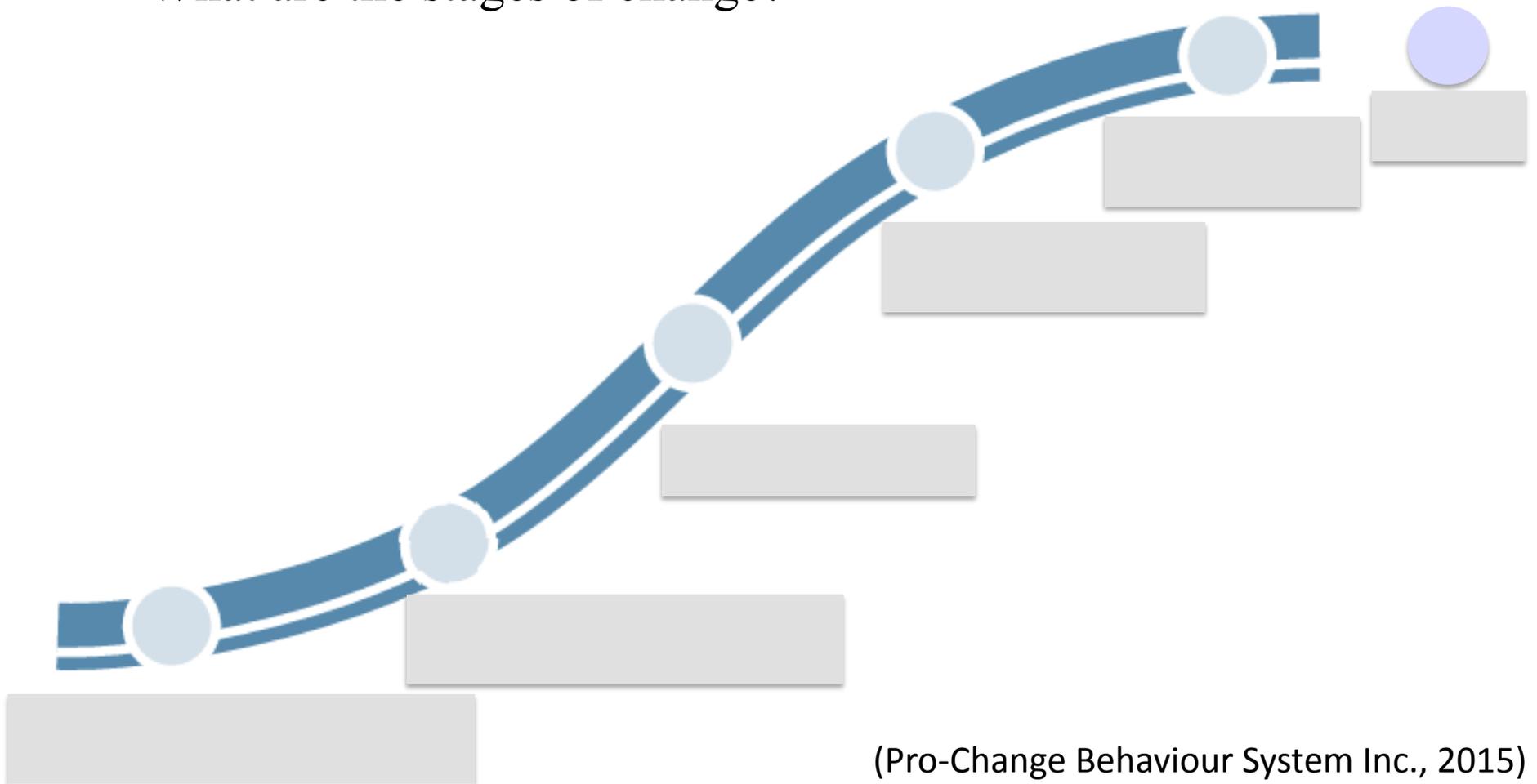
E. My child does not have to go to school because school is not important

F. The kids are doing so well in school. I never want them to miss out.

# Lesson 4: Stages of Change



What are the stages of change?



(Pro-Change Behaviour System Inc., 2015)

# Lesson 4: Stages of Change



## Things to keep in mind:

- One family may be at different stages of change for different choices and behaviours
- Example: A family's goal may be to eat dinner together 5 days a week and may be at the preparation stage; but the same family may be at the pre-contemplation or the contemplation stage regarding sending their child(ren) to school

# Lesson 5: Goal Setting

## Goals

1. Become familiar with goal setting tools
2. Identify strategies to set goals

# Lesson 5: Goal Setting



## SMART Tool

|          |            |   |
|----------|------------|---|
| <b>S</b> | Specific   | clearly state the goal  |
| <b>M</b> | Measurable | explain how you will know if the goal is achieved and how you will identify progress              |
| <b>A</b> | Attainable | do your families values support the goal you want to achieve?                                     |
| <b>R</b> | Realistic  | how do you know that this goal is within reach, what are the small steps to reach the larger goal |
| <b>T</b> | Time line  | when the goal will be accomplished  |

# Lesson 5: Goal Setting



| SMART Tool  |   |  |   |   |
|---|---|--|---|---|
| S   | M   | A  | R   | T   |
| Specific  | Measureable   | Attainable   | Realistic   | Time line                                   |
| <b>Example: I want my child(ren) to go to school more</b> |   |  |   |   |
| I want my children to go to at least 3 times per week     | I will create a calendar and record when my child(ren) goes to school | Considering my child(ren) isn't going to school at all, 3 x / week is attainable | My family can do this, going to school 3 x / week is better than not at all | This goal will be achieved by December 2016 |

# Lesson 5: Goal Setting



Present  
Time

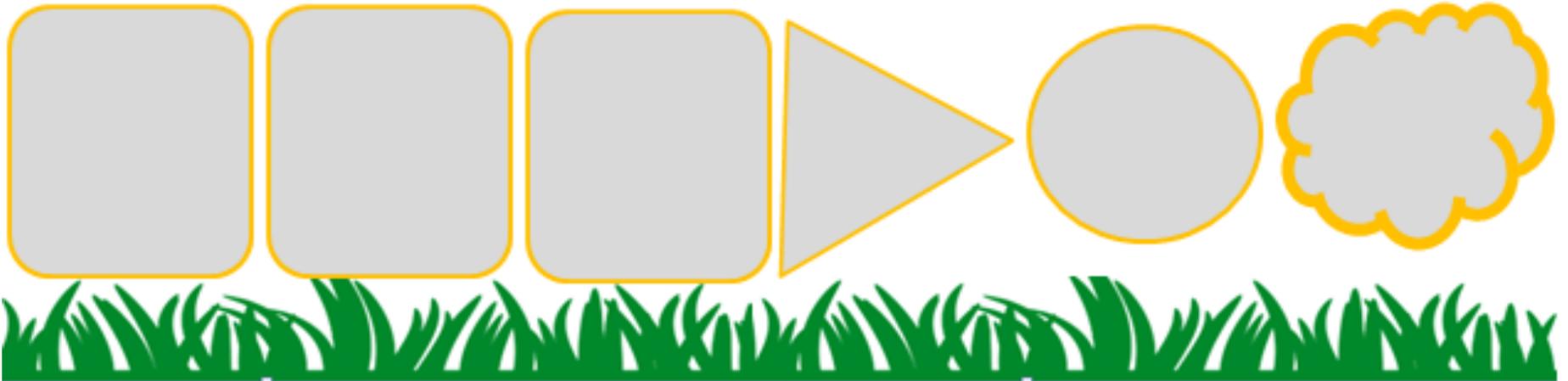
Support

Strength

Plan

Goal

Dream



Step 3

Step 4

Step 5

Step 6

Step 2

Step 1

(Qaujigiartiit Health Research Centre, 2011 )



# Lesson 5: Goal Setting



1. With a partner use a goal setting tool to set a personal goal
  - a) Partner #1 think of a goal that you want to accomplish
  - b) Partner #2 help partner #1 to set their goal
2. Discuss with the group the difficulties of setting a goal
3. Discuss with the group the strategies you used to set the goal

# Lesson 5: Goal Setting



## Goal Setting Strategies:

1. Use a goal setting tool
2. Write a contract (for yourself and your family)
3. Tell others about your goal
4. Get a buddy that can support you
5. Treat yourself when you achieve your goals
6. Break the large goal down into smaller goals

## Lesson 6:

# Home Visiting Rating Scale (A+) 1-4

## *Home Visitor Assessment*

### Goals

1. Learn how to use the HOVRS 1-4
2. Identify what an “inadequate” home visit may look like
3. Identify what an “excellent” home visit may look like
4. Recognize how you as a home visitor will be assessed



# 1. HOME VISITOR RESPONSIVENESS TO FAMILY

| Inadequate<br>1   | 2 | Adequate<br>3  | 4 | Good<br>5  | 6 | Excellent<br>7   |
|---|---|--|---|--|---|--|
| Home visitor:   |   | Home visitor:  |   | Home visitor:  |   | Home visitor:  |
| <input type="checkbox"/> 1.1 does not plan well for the visit.<br><br><input type="checkbox"/> 2.1 does not have necessary materials for the visit.   |   | <input type="checkbox"/> 1.3 has a plan for the visit but does not ask for parent input for next visit.<br><br><input type="checkbox"/> 2.3 is prepared for activities of the home visit (e.g., has necessary materials).                    |   | <input type="checkbox"/> 1.5 asks parents about activities to bring to future home visit(s).<br><br><input type="checkbox"/> 2.5 brings or does activities selected by parents.  |   | <input type="checkbox"/> 1.7 plans next visit with parent, <b>and</b> helps parent decide on activities, materials, & who will provide them.<br><br><input type="checkbox"/> 2.7 emphasizes parent-selected activities <b>and</b> organizes home visit around them.  |
| <input type="checkbox"/> 3.1 rarely asks questions to get more information.   |   | <input type="checkbox"/> 3.3 occasionally gets more information by asking open-ended or follow-up questions.   |   | <input type="checkbox"/> 3.5 frequently gets more information by asking open-ended or follow-up questions.   |   | <input type="checkbox"/> 3.7 gets information from open-ended or follow-up questions <b>and</b> uses the information to increase effectiveness of home visit.  |
| <input type="checkbox"/> 4.1 is not attentive to what parent and child are doing.<br><br><input type="checkbox"/> 5.1 persists with activity that does not meet parent or child's interests or needs. |   | <input type="checkbox"/> 4.3 observes parent and child but does not always respond or react to what parent and child are doing when necessary.<br><br><input type="checkbox"/> 5.3 occasionally follows parent and child lead in activities. |   | <input type="checkbox"/> 4.5 observes and reacts to parent and child by making comments, providing information, or suggesting activities.<br><br><input type="checkbox"/> 5.5 frequently follows parent and child lead in activities, changing pace or activities to meet family interests or needs. |   | <input type="checkbox"/> 4.7 observes, reacts, <b>and</b> provides reflective feedback, ideas, and developmental information about parent-child interactions and child's development.<br><br><input type="checkbox"/> 5.7 follows parent and child lead in activities, <b>and</b> acknowledges parent or child interests or needs. |
| <input type="checkbox"/> 6.1 directs agenda and activities of home visit or does not set or follow an agenda.   |   | <input type="checkbox"/> 6.3 allows some input from parent on agenda and activities of home visit.   |   | <input type="checkbox"/> 6.5 sets agenda and activities for home visit after getting input from family.  |   | <input type="checkbox"/> 6.7 follows parent-suggested agenda and activities <b>and</b> provides additional related information to supplement activities.   |

(Roggman et al., 2010)

# Lesson 6: HOVRS 1-4



## Scale 1: Responsiveness to Family

- Give an example of what an “inadequate” visit would look like?
- Give an example of what an “excellent” visit would look like?

(Roggman et al., 2010)

# Lesson 6: HOVRS 1-4



## Scale 2: Family Relationships

- Give an example of what an “inadequate” visit would look like?
- Give an example of what an “excellent” visit would look like?

(Roggman et al., 2010)

# Lesson 6: HOVRS 1-4



## Scale 3: Facilitation of Parent-Child Interaction

- Give an example of what an “inadequate” visit would look like?
- Give an example of what an “excellent” visit would look like?

(Roggman et al., 2010)

# Lesson 6: HOVRS 1-4



## Scale 4: Non-Intrusiveness/Collaboration with Family

- Give an example of what an “inadequate” visit would look like?
- Give an example of what an “excellent” visit would look like?

(Roggman et al., 2010)

# Lesson 7:

## Home Visitor Videos

### Goals

1. Use the HOVRS 1-4 to evaluate a home visitor
2. Identify an “inadequate” home visit
3. Identify an “excellent” home visit
4. Recognize the language used and questions being asked during home visits

# Lesson 7: Videos (7.1)



1. Watch the following video: (3:24)

<https://www.youtube.com/watch?v=-OHtmhq4npI>

2. Watch the video again and this time use the HOVRS scale 1 to assess the home visitor

3. Discuss what you saw in the video with the group

4. Choose a partner and role play a home visit

- i. One partner be the home visitor while the other is the family representative

5. With the same partner, switch roles

6. Discuss your role playing experience with the group. Did you have any difficulties?

(Bugental, 2010)

# Lesson 7: Videos (7.2)



1. Watch the following video: (3:38)

[https://www.youtube.com/watch?v=m\\_o9Dx91-ls](https://www.youtube.com/watch?v=m_o9Dx91-ls)

2. Watch the video again and this time use the HOVRS scale 2 to assess the home visitor

3. Discuss what you saw in the video

4. Choose a partner and role play a home visit

- i. One partner be the home visitor while the other is the family representative

5. With the same partner, switch roles

6. Discuss your role playing experience with the group. Did you have any difficulties?

(Bugental, 2010)

# Lesson 7: Videos (7.3)



1. Watch the following video: (2:58)

<https://www.youtube.com/watch?v=sT8pTfR8cLs>

2. Watch the video again and this time use the HOVRS scale 3 to assess the home visitor

3. Discuss what you saw in the video

4. Choose a partner and role play a home visit

- i. One partner be the home visitor while the other is the family representative

5. With the same partner, switch roles

6. Discuss your role playing experience with the group. Did you have any difficulties?

(Bugental, 2010)

## Lesson 8:

# Home Visiting Rating Scales (A+) 5-7

## *Parent-Child Interaction and Engagement*

### **Goals**

1. Learn how to use the HOVRS 5-7
2. Identify what an “inadequate” interaction may look like
3. Identify what an “excellent” interaction may look like
4. Recognize how to assess the family interaction and engagement



### 5. Parent-Child Interaction During Home Visit

| Inadequate<br>1  | 2 | Adequate<br>3  | 4 | Good<br>5   | 6 | Excellent<br>7  |
|--|---|--|---|---|---|---|
| Parent & Child:  |   | Parent & Child:  |   | Parent & Child:   |   | Parent & Child:   |
| <input type="checkbox"/> 1.1 interaction is minimal, negative, or nonresponsive.<br><br><input type="checkbox"/> 2.1 have little to no positive physical contact.<br><br><input type="checkbox"/> 3.1 are positioned away from each other during activities.   |   | <input type="checkbox"/> 1.3 interact with some warmth (e.g., positive expressions or tone, smiling).<br><br><input type="checkbox"/> 2.3 occasionally make positive physical contact, but touch may more often be instrumental (i.e., with purpose of accomplishing something like moving child, wiping child's nose, etc.)<br><br><input type="checkbox"/> 3.3 are occasionally in close physical proximity during activities. |   | <input type="checkbox"/> 1.5 interact with a great deal of warmth (e.g., positive expressions or tone, smiling).<br><br><input type="checkbox"/> 2.5 frequently make positive physical contact.<br><br><input type="checkbox"/> 3.5 frequently remain in close physical proximity during activities.  |   | <input type="checkbox"/> 1.7 interact with warmth <b>and</b> show appreciation to each other.<br><br><input type="checkbox"/> 2.7 make positive physical contact during home visit activities <b>and</b> contact is helpful or affectionate without being intrusive.<br><br><input type="checkbox"/> 3.7 remain in close physical proximity during activities <b>and</b> readily engage in positive interactions during activities. |
| <input type="checkbox"/> 4.1 parent is rarely attentive to what child is doing.  |   | <input type="checkbox"/> 4.3 parent tries to attend to what child is doing but occasionally does not.  |   | <input type="checkbox"/> 4.5 parent frequently attends to what child is doing.  |   | <input type="checkbox"/> 4.7 parent consistently attends to what child is doing <b>and</b> sometimes describes child's behavior.  |
| <input type="checkbox"/> 5.1 parent is not responsive or responds negatively to child's behavior, vocalizations, or emotional expressions during the home visit.<br><br><input type="checkbox"/> 6.1 parent persists in activities that child is not interested in or when child is looking at or reaching for other things. |   | <input type="checkbox"/> 5.3 parent occasionally responds positively to child's behavior, vocalizations, or emotional expressions during home visit.<br><br><input type="checkbox"/> 6.3 parent occasionally changes pace or activity to meet child's interest or needs (based on where child looks, what child reaches for, emotions child expresses).  |   | <input type="checkbox"/> 5.5 parent frequently responds positively to child's behavior, vocalizations, or emotional expressions during visit.<br><br><input type="checkbox"/> 6.5 parent frequently changes pace or activity to meet child's interest or need (based on where child looks, what child reaches for, emotions child expresses). |   | <input type="checkbox"/> 5.7 parent typically responds positively to child's behavior, vocalizations, or expressions <b>and</b> encourages or supports child's learning and development.<br><br><input type="checkbox"/> 6.7 parent adapts activities to child's interest or need <b>and</b> shows enthusiasm about what child is doing.  |
| <input type="checkbox"/> 7.1 are rarely engaged in activities together during the home visit.  |   | <input type="checkbox"/> 7.3 are engaged in activities together on and off during the home visit.  |   | <input type="checkbox"/> 7.5 are frequently engaged in activities together during the home visit.   |   | <input type="checkbox"/> 7.7 are engaged together in all the parent-child home visit activities <b>and</b> consistently enjoy the interactions.   |

(Roggman et al., 2010)

# Lesson 8: HOVRS 5-7



## Scale 5: Parent-Child Interaction

- Give an example of what an “inadequate” interaction would look like?
- Give an example of what an “excellent” interaction would look like?

(Roggman et al., 2010)

# Lesson 8: HOVRS 5-7



## Scale 6: Parent Engagement

- Give an example of what an “inadequate” interaction would look like?
- Give an example of what an “excellent” interaction would look like?

(Roggman et al., 2010)

# Lesson 8: HOVRS 5-7



## Scale 7: Child Engagement

- Give an example of what an “inadequate” interaction would look like?
- Give an example of what an “excellent” interaction would look like?

(Roggman et al., 2010)

# Lesson 9: Family Interaction Videos

## Goals

1. Use the HOVRS 5-7 to evaluate the family's interactions
2. Identify an "inadequate" interaction
3. Identify an "excellent" interaction

# Lesson 9: Videos (9.1)



1. Watch the following video: (8:58)

<https://www.youtube.com/watch?v=05k1syu6OiM>

2. Use the HOVRS (1-4) to assess the quality of the home visit

3. Discuss with the group which scale you used and why

4. Discuss the quality of the home visit

(Bugental, 2010)

# Lesson 9: Videos (9.2)



1. Watch the following video: (4:48)

<https://www.youtube.com/watch?v=r-euHPfAAiM>

2. Use the HOVRS (5-7) to assess the parent-child interaction

3. Discuss with the group which scale you used and why

4. Discuss the quality of this interaction

(Bugental, 2010)

# Lesson 10: Community Services

## Goals

1. Recognize when to recommend outside services
2. Know your role as a home visitor
3. Know the services available in the community

# Lesson 10: Home Visitor Role



## Know your role:

- It is important to recognize that as home visitors we are unable to provide mental health services and medical treatment and advice
- Do not hesitate to ask for additional help from trained professionals

# Lesson 10: Community Services



Queen's  
UNIVERSITY

If you feel that a family needs immediate help, call one of the following organizations directly and ask what you should do:

## **Arviat Community Professional Services:**

- Wellness Centre
  - » Mental health services
  - » Psychiatric nurse
  - » Counsellors
- RCMP
- Health Centre
  - » Nurses
  - » Social Workers
  - » Community Health Representatives



# You have completed the Family Support Team Home Visitor Training Program

## **You have learned:**

1. The role of a home visitor
2. How to identify the root cause(s) of family issues
3. The stages in Maslow's Pyramid of Needs
4. The steps in Dealing with Conflict
5. The Stages of Change
6. How to set goals
7. How to use the HORVS (A+) scales 1-7
8. To recognize when to ask for outside help

# *Certificate of Completion*

This certificate is presented to:

---

For successfully completing the  
*Family Support Team Home Visitor Training Program*

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





Queen's  
UNIVERSITY

# Congratulations!