



National
Defence

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PHASE DELIVERY AIDE-MÉMOIRE



Canada 

SECTION 1
Introduction

Phase Coordinator

Background

1. In preparation for rolling out the Promoting Healthy and Safe Experiences (PHASE) program across the CCO, it is necessary that COATS personnel are familiar with the PHASE material and its delivery. This will ensure the maximum positive impact PHASE can have for the youth of the Cadet Program.
2. Each corps/squadron will designate a COATS staff to attend a training session that will prepare them to take the program back to their corps/squadron. The PHASE Coordinator will work alongside the Training Officer and Commanding Officer to effectively implement the PHASE program to best suit the needs of each corps/squadron.

Objectives

3. Create trained individuals at the corps/squadron to assist in the roll out of the PHASE program within their corps/squadron.
4. Qualified Master Trainers within each region will train PHASE Coordinators during scheduled periods of synchronous training, in preparation for the PHASE roll out at the corps/squadron. They will continue to support the corps/squadron PHASE Coordinators in an ongoing capacity over the long term.

Basic Layout of the Program

5. There are 2 components to the PHASE Coordinator Training Program:
 - i. Asynchronous Training:
 - (1) PO 100.XX - This section consists of three subcomponents that will provide students with the background and base knowledge of the PHASE program and help to identify material concerns from the students.
 - ii. Synchronous Training:
 - (1) PO 101.XX – This section covers the subject matter needed for an individual to successfully coordinate the program at the corps/squadron.
 - (2) PO 102.XX – This section is made up of many modules from which the facilitator will choose based on the results from a questionnaire that will be filled out by students. These modules are meant to amplify subject matter that is found in the PHASE material that may be out of their comfort zone or new to them.

How This Program Will Be Delivered

6. Initial Roll Out

- a. During the 2021-2022 training year each region will engage their previously trained Master Trainers to host scheduled local training activities that will consist of 4 hours of asynchronous training and 8 hours of synchronous training.
- b. The training goal is to have one COATS personnel trained from each corps/squadron.

Ongoing Training

7. After the initial roll out, the need for ongoing training will be evaluated along with the need for alternative methods of delivery, to ensure that the corps/squadron PHASE program is continually supported over the long term.

Lesson Breakdown

8. PHASE Coordinator Course Outline is in ANNEX A.

Schedule

9. PHASE Coordinator Course Schedule is located at ANNEX B.

Who Facilitates the Phase Coordinator Program?

Facilitators

10. The PHASE Coordinator program should be facilitated by qualified PHASE Master Trainers.
11. Ideally the program whenever feasible should be facilitated by multiple facilitators. The second facilitator could be a secondary master trainer or a subject matter expert on PHASE material. By implementing a two-facilitator model, it allows for a demonstration of utilizing a safety person. A practice that will be common to PHASE lesson delivery.

Safety Person

12. A safety person is recommended for many lessons in the PHASE program. This person must also be comfortable with the material. They must be available for the entire time that the lesson or activity is being conducted. Due to the nature of some lessons, students may need to withdraw from the group and turn to someone for support.

Glossary

13. If there are any terms that individuals are unfamiliar while utilizing this PHASE Delivery Aide Memoire, or the PHASE Facilitators Guide, many topical words and definitions can be found in the glossary located in A-CR-CCO-900/PF-001, *PHASE Program Facilitators Guide, Annex D*.

SECTION 2

Notes for the Facilitator

How To Use This Material

Lessons

1. PHASE lessons are designed to be delivered in any learning environment
2. Each activity is different and may include discussion, group work, role play, skits, and game-based learning.
3. When preparing for a lesson it is important that facilitators check the various policy statements and orders to ensure that they are managing any issues that arise from the various topics covered in the PHASE program.
4. Preparation time is minimal however, facilitators must ensure that they are familiar with the slide decks for each lesson. It is also important that facilitators look at the student's response from their asynchronous learning questionnaire, that will help identify which PO 102 lessons to choose. More information can be found in the PO 102 Training Modules Guide.

Creating a Safer Space

5. A safer space is a supportive, non-threatening environment where all participants can feel safer to express themselves and share experiences without fear of discrimination or reprisal.
6. The effectiveness of the PHASE program depends on the atmosphere in which it is delivered. Students must feel safe enough to speak openly about their thoughts and participate fully in the activities.

Cultural awareness

7. Cultural norms and expected behaviors can vary significantly between communities. Facilitators must be aware of the diverse backgrounds of the cadets and be prepared to customize and adjust materials accordingly. Respecting cultural norms will make the youth feel welcome and included in PHASE lessons.

Ground rules

8. Set ground rules early. Facilitators may want to solicit input from the group as to what these ground rules will be, in order to give them a sense of ownership.
9. Ensure that there is an understanding that nothing discussed in the lesson will be shared outside of it unless there is a threat of harm to self or others.

Personal bias

10. The attitudes and behaviours of the facilitator have a tremendous impact on how students react to the material. To effectively deliver the program, the facilitator must be comfortable with the lessons and able to present the information objectively and confidently.
11. Be aware of individual facilitator and student biases and emotional triggers.

12. If a facilitator feels that they cannot deliver a lesson effectively because of discomfort with the material or it conflicts with personal beliefs, there is always the option of having someone else teach that lesson. Alternately, the choice may be to not use that lesson, since there are numerous lessons to choose from.

Local Resources

13. Maintain and manage a network of support agencies and know how to reach them if necessary. Build these relationships before a crisis occurs, so that access is readily available when the need arises.

Disclosures

14. During discussions about the content of the PHASE program facilitators may have students who disclose personal information.
15. Some of these disclosures may include self-harm, abuse, or relationship issues, although this list is far from exhaustive. In these situations, facilitators must be aware of policy and procedures around disclosures and ensure that the individual is safe and connected with appropriate resources that can help them long term.

Policies And Procedures

16. It is imperative that all COATS officers and adult personnel are aware of all policies and procedures related to the CCO. This list may include, but is not limited to, current CATOs, CRCOs, CANCDTGENs, or regional support orders.
17. These documents change and are updated as necessary to ensure that they comply with CJCR Command direction, National and local laws, and changes in the Cadet Program.
18. PHASE Coordinators must also be aware of local community resources that may affect how different issues are managed.
19. At all times, engage the chain of command for guidance.

PHASE Coordinator Course

PO	Performance Statement	IH / DL	Time Required
100-PHASE Background - Asynchronous Learning			
100.01	History of the PHASE program A) Understand the history, design and development of the PHASE program B) Understand layout of PHASE material C) Watch a PHASE module D) Complete local resources list	DL	1 hr 45 min
100.02	Preparation for synchronous learning A) Complete the Facilitator Self-Reflection Tool B) Complete the Orientation Questionnaire	DL	15 min
PSYC	Psychological First Aid A) Understand what self-care is B) Identify ways to include self-care in their life B) Acknowledge ways that they can care for others	DL	90 min
101-Implement PHASE training at the Corps/Squadron - Synchronous Learning			
101.01	Apply the concepts of a Safer Space A) Understand the concept of "Safer Space" and its importance to the implementation of PHASE B) Apply the components of a "Safer Space" in PHASE implementation C) Coach others on developing a "Safer Space" in the implementation of PHASE	IH	40 min
101.02	Determining an appropriate PHASE module A) Understand how to identify social issues within the corps/squadron and community B) Understand the goals and message of each module C) Collaborate with the CO/Trg O in selecting appropriate modules D) Identify alternative times to present PHASE material	IH	40 min
101.03	Select and prepare an appropriate facilitator A) Realize the importance of choosing an appropriate Facilitator B) Selecting an appropriate facilitator C) Assist the facilitator in preparing their module	IH	40 min
101.04	Develop a Personal Support Circle and Safety Plan A) Understand what support circles and safety plans are B) How to implement support circles and safety plan C) Where to locate and select appropriate local support	IH	40 min

	PO	Performance Statement	IH / DL	Time Required
101.05	How to choose and prepare a safety person	A) When and how to utilize a safety person. B) How to choose and prepare a safety person	IH	40 min
101.06	Demonstrate awareness of the aspects of positionality and how it may affect the implementation of PHASE.	A) Explore and reflect on personal positionality B) Understand how bias, culture, and privilege influence the implementation of PHASE C) Discuss strategies for addressing positionality issues within the context of the CCO and PHASE	IH	40 min
101.07	Implement Appropriate Boundaries	A) Understand what appropriate personal boundaries are B) Understand limits around self-disclosure C) What are and are not the roles of the PHASE Coordinator	IH	40 min
101.08	Apply the proper procedures to address a disclosure	A) Understand and explain the Duty to Report B) Identifying different types of disclosures C) Know the proper internal procedures to address a disclosure (policies, resources)	IH	40 min
101.09	Discuss the promotion of wellness through Self-Care practices.	A) Discuss self-care and its application in promoting wellness B) Discuss the implementation of self-care C) Apply strategies for promoting wellness with peers and subordinates.	IH	40 min
102.XX	Enhance the knowledge of social issues	102-Enhance the knowledge of social issues A) Modules created for each topic for additional information for facilitators to utilize for added comfort on new topics. B) Discussion based on identified topics through initial questionnaire C) 1 – 20 min class from the Policy options 1 – 20 min class from the Resources options (preferred KHP as default) 2- 20 min classes from the Topical selections – tied in to initial questionnaire	IH	4X 20 min

PHASE Coordinator Course Schedule

Training Day Timeline				
Time	Length	PO	EO	
0830-0900	30			Introductions - facility, pay etc.
0900-0940	40	101.01		Apply the concepts of a Safer Space
0940-1020	40	101.02		Determining an appropriate PHASE module
1020-1030	10	Break		
1030-1110	40	101.03		Select and prepare an appropriate facilitator
1110-1150	40	101.04		Develop a personal support circle and safety plan
1150-1210	20	102.01		Policy/Procedure updates
1210-1310	60	Lunch		
1310-1330	20	102.02		KHP Resources Near Me Walk through and activity
1330-1410	40	101.05		How to choose and prepare a safety person
1410-1450	40	101.06		Demonstrate awareness of the aspects of positionality and how it may affect the implementation of PHASE.
1450-1500	10	Break		
1500-1520	20	102.XX		Chosen from the Pre-course assessment questionnaire
1520-1600	40	101.07		Implement appropriate boundaries
1600-1640	40	101.08		Apply the proper procedures to address a disclosure
1640-1700	20	102.XX		Chosen from the Pre-course assessment questionnaire
1700-1740	40	101.09		Discuss the promotion of wellness through self-care practices.
1740-1800	20	XX		Admin/Q and A/ Debrief as required

PHASE Coordinator Duties and Responsibilities

Position Title: PHASE Coordinator

Rank	Lt / SLt and/or Master Corporal / Master Sailor
Source	CIC, COATS GSO, COATS NCM
Essential Skills and Knowledge	Environmental Training Course - ETC or equivalent, have experience in facilitating the local Corps/Squadron training program
Responsible to	Corps/Squadron CO

General Description

Coordinate the adult staff and cadets of the corps/squadron in the implementation of the PHASE Program. Support the Corps/Squadron CO and Trg O in selecting appropriate PHASE topics for their local community program and identify the appropriate member to facilitate the PHASE topics.

Duties

- Coach the officers and senior cadets in facilitating each of the PHASE lessons,
- Assist facilitators in developing and maintaining a “safer space” for cadets to learn
- Advise the CO and TrgO on identified social issues at the corps/squadron as well as within the local community
- Assist facilitators in coordinating and employing a Safety person during the delivery of the PHASE Program as required
- Be familiar with updated CCO policies and procedures that apply
- Identify local area resources
- Be up to date on local and national youth available support resources.

Annex D

Not Allocated

Incident Response Binder Outline

This is a binder or file that contains information that is useful to have on hand when conducting an activity away from the corps/squadron location. It will have the information you may need in the case of an incident.

The following items would be helpful to have in the Incident Response Binder:

1. Contact Information for all personnel attending the activity, as well as a contact who will be at home during the activity
2. Medical Information - found in Fortress for cadets, and potentially health care information for adults
3. Health Cards (if collected) and/or photocopies.
4. ID (if required) and/or photocopies.
5. Signed permission forms with emergency contact numbers.
6. 5 x Blank CF98 for staff.
7. 5 x Blank DND2299 for cadets and CIs.
8. Regional Information on Critical Incidents (i.e., Critical Incident Response Plan, Critical Incident Aide Memoire)
9. Copy of Significant Incident Report Format.
10. Copy of Community Resources Quick Reference Guide
11. Important phone numbers:
 - a. Home Unit Contact Info
 - b. Zone Training Officer.
 - c. Area Officer Commanding.
 - d. Regional Cadet Support Unit - RCSU
 - e. Emergency services in the area of the activity.
12. Operation Order
13. Nominal Roll and or manifest for travel (bus/vans)
14. Printed Relevant Policies such as Group Orders or CATOs (being phased out) if internet is not available or not stored on electronic media. Some suggestions:
 - a. CATO 12-24, Reporting Procedures – Injuries,
 - b. CATO 13-22, Smoking Policy,
 - c. CATO 13-23, Drug and Alcohol Policy,

- d. CATO 13-29, Administrative Procedures - Social Issues,
- e. CATO 15-22 Conduct and Discipline,
- f. CJCR Gp Order 1001-1, Significant Incident Report,
- g. CJCR Gp Order 8012-1, Supervision of Cadets,
- h. DAODs

PHASE Supporting References

PO	Reference in text	Documents/Material referred to for use
101.01 - Concepts of safer space		
101.02 - determining PHASE module		ANNEX B of the A-CR-CCO-900/PF-001, PHASE Program Facilitators Guide
		Search and Find activity worksheet
101.03 - select facilitator		ANNEX B of the A-CR-CCO-900/PF-001, PHASE Program Facilitators Guide
101.04 - support circle/safety plan	https://www.crisistextline.org/	Support Circle Printout
	https://www.canada.ca/en/department-national-defence/services/guide/programs-canadian-forces/cfmap.html	Safety Plan Printout
	https://kidshelpphone.ca/	
101.05 - prepare a safety person		
101.06 - personal positionality	sensoy & DiAngelo, 2017	ANNEX B of the A-CR-CCO-900/PF-001, PHASE Program Facilitators Guide
	https://cihr-irsc.gc.ca/f/52352.html	
	https://cihr-irsc.gc.ca/e/52352.html	
	https://students.dartmouth.edu/opal/education/introduction-power-privilege-and-social-justice	
101.07 - appropriate boundaries		PHASE coordinator Duties and Responsibilities
101.08 - address a disclosure	https://www.ohchr.org/en/professionalinterest/pages/crc.aspx	Scenario sheet
101.09 - self-care practices	https://blog.usejournal.com/the-unspoken-complexity-of-self-care-8c9f30233467	Self-care and self-soothing image handout
102.01a - transgender cadet policy		CJCR Gp O 8001-1 (including annexes)
102.02a - kids help phone	https://kidshelpphone.ca/	
	https://www.crisistextline.org/	

PO	Reference in text	Documents/Material referred to for use
	https://kidshelpphone.ca/get-involved/programs-resources/resources-caring-adults/	
	https://kidshelpphone.ca/resources-around-me/	
102.02b - cybertips.ca and needhelpnow.ca	https://needhelpnow.ca/app/en/	
	https://www.cybertip.ca/app/en/	
	https://www.needhelpnow.ca/app/en/parent_info_talking_tips	
	https://www.needhelpnow.ca/app/en/responding to youth signs of suicidal thoughts	
	https://www.needhelpnow.ca/app/en/downloadable resources-youth	
	https://www.cybertip.ca/app/en/internet safety	
	https://www.cybertip.ca/app/en/ctipalerts	
102.02c - Center for child protection	https://www.protectchildren.ca/en/	
102.03a - Suicide		
102.03b - self-harm	https://www.suicideinfo.ca/resource/self-harm-and-suicide/	
102.03c - Sexting	https://mediasmarts.ca/	
	https://www.cybertip.ca/app/en/	
	https://needhelpnow.ca/app/en/	
102.03d - Cyberbullying		
102.03e - trends		
102.03f - anxiety	https://www.mentalhealthcommission.ca/English	
102.03g - emotional literacy		
102.03h - TRC	https://nctr.ca/	
	http://trc.ca/assets/pdf/Calls to Action English2.pdf	
	https://www.youtube.com/watch?v=wjx2zDvyzsU	
102.03i		
102.03j Sexual Assault	https://canadianwomen.org/the-facts/sexual-assault-harassment/#:~:text=The%20rate%20of%20sexual%20assault%20for%20Canadians%20age%2015%20to,Canadians%20age%2055%20and%20older.&text=82%25%20of%20all%20victims%20of,higher%20than%20boys%20under%2018.	
	https://carleton.ca/sexual-violence-support/what-is-sexual-assault/getting-the-facts/	
102.03k - Gender and Sexual Diversity		
102.03l - eating disorders and disordered eating	nied.ca	

Community Resources Quick-Reference Guide

This quick-reference sheet is designed to help you keep track of resources you may need to access in a crisis situation, for your cadets or yourself. Your specific community may not have all of these resources, but list the phone numbers and contact person which are available in your area.

Ensure the completed sheet is available and easy to find when you are conducting PHASE as well as other activities and think about including it in your Incident Response Binder.

Resource	Contact Information	Contact Person (if applicable)
Local Police		
Military Police (and CFNIS)		
Ambulance/Paramedics		
Hospital Emergency Services		
Children's Hospital		
Fire Department		
Poison Control		
Kids Help Phone Kidshelpphone.ca	1-800-668-6868 Text CONNECT to 686868 "Always There" App	
Kamatsiaqtut Nunavut Helpline (available outside of the service area of KHP)	1-800-265-3333 1-867-979-3333	
Canada Suicide Prevention Service and Crisis Services Canada	1-833-456-4566 (English) 1-866-277-3553 (French) Crisisservicescanada.ca Text 4566	
Canadian Association for Suicide Prevention (list and map of crisis support centers)	Suicideprevention.ca	

Resource	Contact Information	Contact Person (if applicable)
Cybertip (report online child sexual abuse and exploitation)	Cybertip.ca	
Needhelpnow.ca (help for youth whose sexual images have been shared online)	Needhelpnow.ca	
Missingkids.ca (Report a tip or sighting of a missing child)	Missingkids.ca	
Hope for Wellness Help Line for First Nations and Inuit	1-855-242-3310	
CAF Members Assistance Program (Service for adults, cadets, and JCRs)	1-800-268-7708	
CAF Sexual Misconduct Center (CAF Members only)	1-844-750-1648	
Local Suicide Intervention Agency		
Psychiatric Clinic		
Child Abuse Hotline		
Domestic Violence (Intimate Partner) Hotline		
Sexual Assault Center		
Community Youth Services		
Community Nurse/Community Health Outreach		
Addiction Services/Substance Abuse Agency		
LGBTQ2+ community support		

Resource	Contact Information	Contact Person (if applicable)
Youth Mental Health Services		
Adult Mental Health Services		
Crisis (Distress) Center		
Emergency Shelter		
Youth Shelter		
Medical Clinic		
Sexual Health Clinic		
Alcoholics/Narcotics Anonymous		
Mental Health Association		
Legal Aid		
Community Center		
Community resources hotline (i.e., 211, 311, etc.)		
Spiritual Health Support/Chaplain		
Zone Training Officer		
Officer Commanding of Area		

Resource	Contact Information	Contact Person (if applicable)
RCSU		

Annex H

Vetted Resources

When working with youth it is important for us to be careful about the resources that we are promoting. Resources can be posted on the internet from many different places, some of which are of a higher quality than others. This list provides resources which have been vetted for quality, relevancy and reliability.

Kids Help Phone

Kids Help Phone has been around for over 30 years providing services to Canadian youth. The website provides articles written by mental health professionals to provide appropriate support. This website is available in English and French, and a good resource for current youth trends.

Centre for Child Protection

For over 30 years, the Centre for Child Protection has had a mission to promote the safety of all children. Their desire is to help missing children and child victimization. The Centre for Child Protection has a myriad of programs, initiatives, and educational materials which can be used to support their mission. You can order educational resources on their website as well.

Canadian Mental Health Association

For over 100 years, CMHA has been one of the most established community mental health organizations in Canada. They have local offices in all provinces and one territory representing over 330 communities. Their mission is to promote mentally healthy individuals. The website has facts and info, as well as links to local programs and resources.

The Centre for Addiction and Mental Health

CAMH has an in-person center in Ontario, but the website has vast resources for all. There are informative documents, educational opportunities, as well as links to current research going on. It is worth checking out this website if you are looking for more information.

Wellness Together Canada

A very recent resource, Wellness Together Canada was launched to support the health and wellbeing of Canadians. You can sign up for an account, but also access crisis services. There are a variety of resources here on managing mental health.

Here to Help

This resource is from BC, and has a variety of articles and ideas on how to support yourself, but as well to support someone else. These articles cover topics such as anxiety and depression. There are also workbooks that you can download from this site.

North American Center for Threat Assessment and Trauma Response

This website may seem like an unusual one to include, however, being aware of heightened trauma response can mean that we can spot concerns and link those in our care to supports early. NACTAR provides email alerts for heightened trauma times, and suggestions on what to look for. It is important to be aware of concerns and be able to use the 4Ls to provide support to youth.

Red Cross – Psychological First Aid Manual

The attached psychological first aid manual from the Red Cross may be a resource to have in your back pocket if you were to ever need this support.

Government of Canada – Young Canadians

This website has many different resources for young Canadians which include things like resume supports, scholarship and loan info, but also ways to get connected and serve Canada. This website, has a breadth of information for young Canadians.

DLN Self-Development Courses

Creating a Respectful Workplace - (CSPS-G417E)

Introduction to Indigenous Cultures - (122077)

Mental Health in the Workplace for Managers - (301604)